



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2008.

Series E: Mandel Foundation Israel, 1984 – 1999.

Box
D-1

Folder
1936

CJENA meetings and reports, 1988-1989.

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

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

DATE: July 30, 1989

DATE MINUTES ISSUED: August 8, 1989

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

COPY TO: Arthur J. Naparstek, Carmi Schwartz

I. Review of Minutes

Assignment

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

II. Final Report

A. General Discussion

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

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

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

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

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

Assignment

Done

B. Commissioning of Papers

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

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

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

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

Assignment

Assignment

Assignment

Done

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

Assignment

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

Assignment

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

III. CAJE Plans

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

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

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

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

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

} get from SF

Assignment

Assignment

Assignment

Assignment

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

Assignment

MLM will call Bill Berman to propose that the next meeting of federation presidents and executives be devoted to the Commission.

V. Family Foundations

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

Assignment

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

VI. Plans for the Next Round of Commissioner Interviews

An outline to be used in the next round of interviews with commissioners and the list of commissioner assignments were reviewed and revised.

Assignment

VFL will send the corrected versions to interviewers so that interviews may be conducted and reports submitted by September 15.

VII. Good and Welfare

Assignment

- A. SF reported on a meeting with federation planners in Israel and noted that representatives of five communities asked to be involved in the Commission process. It was suggested that communities active in Jewish education, whether or not they have local commissions, should be involved with the Commission. Woocher can help to identify these communities. Gurvis suggests that at the next quarterly there be a follow-up meeting with planners and will make the necessary arrangements.
- B. At the October 23 Commission meeting we might divide into three groups, one to discuss the IJE/Community Action Sites, one to discuss personnel, and one to discuss community. As an alternative, each group might discuss all topics. We might also hear a series of capsule statements by the authors of background papers.
- C. We might wish to take a different approach with the programmatic options. Initially, the ideas were broken down into as many options as possible. Now we may wish to collapse them into a smaller number of options and develop a strategy to approach each.
- D. We might wish to consider holding a series of meetings of interested organizations to discuss how they can contribute to and benefit from the work of the Commission. This might occur between the fourth and fifth meetings of the Commission and is among the items listed for discussion on August 24.
- E. It is important to have a plan to move from the Commission to implementation.

ALL CAPS!
(says MLM)

VIII. Future Meetings

A. Senior Policy Advisors

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

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

B. Fourth Commission Meeting

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

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity.
(Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.)
2. The organizational structure of Jewish education in North America, by Walter Ackerman.
3. The synagogue as a context for Jewish education, by Joseph Reimer.
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the G.A. and other sources.)
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson.
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education;
- The shortage of personnel for Jewish education and personnel needs;
- The training history of good educators in the field;
- Recruitment and retention of personnel;
- Salaries and benefits;
- Bibliography in the area of personnel.



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Schorsch, Lamm and Gottschalk to develop a mechanism to involve the denominations, along with AR or JW.	Set	MLM	3/30/89	9/1/89	
2.	Arrange for Premier's PR representative to work with Paula Berman Cohen in establishing contacts with the <u>New York Times</u> and the <u>Wall Street Journal</u> .	all under way	MLM	3/30/89	TBD	
3.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
4.	Contact assigned commissioners for follow up to June 14 meeting. - Max Fisher - Joseph Gruss - Ludwig Jesselson - Daniel Shapiro - to return	not set	MLM	6/15/89	9/15/89	
5.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
6.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
7.	Convene foundation and federation representatives, with HLZ.		MLM	6/15/89	10/1/89	In process
8.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	
9.	Hold meeting with Twersky. his letter will be circulated to SPA		MLM	2/9/89	11/1/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
10.	Discuss with Rotman and Woocher who should accompany MLM to meet with denomination heads and arrange meetings as soon as possible.	gt	MLM	7/30/89	9/15/89	
11.	Recommend an author for the final report to SF.		MLM	7/30/89	10/1/89	
12.	Discuss with Bill Berman a proposal that the next meeting of federation presidents and executives be devoted to the Commission. Call some of the ps's commissioners for attendance	being worked on	MLM	7/30/89	9/1/89	Done



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Naparstek Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. - Ronald Appleby - Stuart Eizenstat - Robert Hiller - Matthew Maryles (AH) - Lionel Schipper - Peggy Tishman (AH) <i>let know if not</i>		AJN	6/15/89	9/15/89	
2.	Recommend an author for the final report to SF.		AJN	7/30/89	10/1/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	8/24/89	
2.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
3.	Contact assigned commissioners for follow up to June 14 meeting. <ul style="list-style-type: none"> - Mona Ackerman - Charles Bronfman - Lester Crown - Alfred Gottschalk - David Hirschhorn - 8/21 - Sara Lee - Seymour Martin Lipset - Charles Ratner - 7/30 - Isadore Twersky - 8/22 		SF	6/15/89	9/15/89	
4.	Draft MLM's presentation to 8/15 CAJE group in consultation with S. Lee and JR.		SF	7/5/89	8/7/89	Done
5.	Review with Sara Lee suggested authors for a paper on approaches to training opportunities.		SF	7/30/89	8/15/89	Done
6.	Engage authors to do papers approved by senior policy advisors.		SF	7/30/89	8/15/89	In process



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETION OR REMOVAL DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. - David Arnow - 8/14 DONE - Norman Lamm - 8/23 DONE - Robert Loup - Morton Mandel - - Florence Melton - Esther Leah Ritz - Ismar Schorsch (done)		AH	6/15/89	9/15/89	
2.	Recommend an author for the final report to SF.		AH	7/30/89	10/1/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. - John Colman	✓	HLZ	6/15/89	9/15/89	
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.	✓	HLZ	4/3/89	10/1/89	
3.	Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.	✓	HLZ	5/7/89	ongoing	
4.	Coordinate development of a PR plan through 1990.	✓	HLZ	7/5/89	ongoing	
5.	See that planning group considers holding periodic meetings of Commission after 6/90 to monitor IJE.		HLZ	5/7/89	TBD	
6.	Contact Carmi Schwartz to discuss how Commission should be featured at GA.	✓	HLZ/MG	7/5/89	8/24/89	In process
7.	Work with S. Lee on encouraging CAJE to publicize Commission presentation to their group.		HLZ	7/5/89	8/15/89	
8.	Review proposal to collect data on attitudes, opinions, and perceptions of needs of CJF leadership and recommend an approach.	-	HLZ	7/30/89	8/24/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
9.	Recommend an author for the final report to SF.	✓	HLZ	7/30/89	10/1/89	
10.	Draft a community/financing paper with staff assistance of MG and VFL.	✓	HLZ	7/30/89	8/24/89	
11.	Call Steve Solender for suggestion of a New York lay person to add to panel on community/finance.	✓	HLZ	7/30/89	8/24/89	
12.	Work with Kraar, Hoffman, Gurvis to plan a presentation for the General Assembly in November.	✓	HLZ	7/30/89	9/30/89	In process
13.	Discuss with Hoffman and Kraar holding meetings with foundation donors regarding their interest in funding Commission implementation.	✓	HLZ	7/30/89	9/15/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. - Jack Bieler - Josh Elkin ✓ - Irwin Field - Arthur Green ✓ - Carol Ingall - Henry Koschitzky - Mark Lainer - Haskell Lookstein - Alvin Schiff - Harold Schulweis - Isaiah Zeldin		JR	6/15/89	9/15/89	
2.	Draft paper on the synagogue as a context for Jewish education.		JR	6/15/89	10/23/89	
3.	Recommend an author for the final report to SF.		JR	7/30/89	10/1/89	
4.	Propose panel for paper on synagogues as context to SF and HLZ.		JR	7/31/89	8/15/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR VFL DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. - Eli Evans - Donald Mintz - <i>Eizenkott</i> - <i>Shapiro</i>		AR	7/30/89	9/15/89	
2.	Convene meeting with Kraar and Woocher to draft an acceptable definition of Jewish education.		AR	7/30/89	8/24/89	Done
3.	Recommend an author for the final report to SF.		AR	7/30/89	10/1/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL

DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. - Mandell Berman - Maurice Corson - David Dubin - Irving Greenberg - Lester Pollack - Harriet Rosenthal - Bennett Yanowitz		JW	6/15/89	9/15/89	
2.	<i>Send notes of above to VFL</i>					
3.	Provide VFL with list of organizations with a strong interest in the Commission process and recommend how to involve each.		JW	7/30/89	8/15/89	Done
4.	Recommend an author for the final report to SF.		JW	7/30/89	10/1/89	



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL

DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Follow procedure for scheduling Commission meetings for 2/14/90 and 6/13/90.	✓	VFL	5/7/89	9/15/89	
2.	Call J. Woocher for feedback on recent meeting with bureau directors and advice on who should meet with bureau directors in November.		VFL	7/5/89	7/20/89	Done
3.	Draft MLM response to B. Schrage letter, with HLZ.	✓	VFL	7/5/89	7/24/89	Drafted
4.	Distribute BY/JW paper on federation/agency relationships in Jewish education to senior policy advisors.		VFL	7/30/89	8/15/89	Done
5.	Review JW list of organizations with SF and JR and distribute to senior policy advisors.		VFL	7/30/89	8/24/89	On agenda
6.	Send interview outline and assignments to interviewers.		VFL	7/30/89	8/4/89	Done



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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR VFL

DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Call Don Feldstein of CJF Personnel Department for details on current needs in area of personnel.	Not sure	HDS	7/5/89	8/15/89	
2.	Recommend an author for the final report to SF.		HDS	7/30/89	10/1/89	





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

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

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Gurvis Assignments

ORIGINATOR VFL

DATE 8/3/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Make necessary arrangements for a meeting with planners at the next Quarterly.		MG	7/30/89	9/1/89	In process



Index of Key Papers

	<u>Page</u>
1. Definition of Jewish Education (8/16/89)	1
2. Draft outline of final report (7/23/89)	2
3. Research Design (7/20/89)	15
4. Fox memorandum on research papers (7/30/89)	28
5. Proposed panels	29
6. Suggested approaches to CJF Quarterly and G.A.	30
7. Proposed organizational contacts (Woocher)	33
8. Gurvis memorandum on public relations (8/10/89)	34
9. Draft paper on IJE (3/29/89)	36



15 EAST 26th STREET · NEW YORK, N.Y. 10010-1570

August 16, 1989

To: Henry Zucker

From: Arthur Rotman

Pursuant to the discussion at the last meeting of the Seniors Policy Advisors, Jon Woocher, Marty Kraar and Art Rotman had a Conference Call and have come up with the following definition of Jewish education.

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity, participate intelligently in Jewish life and to create the conditions for meaningful Jewish continuity and a rich Jewish cultural life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made to awaken and deepen the sense of Jewish belonging, to motivate the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

July 23, 1989

The Commission on Jewish Education in North America

Draft Outline of the Final Report

The purpose of the report is five-fold:

1. To disclose the reason for establishing the Commission: the problem of Jewish education — Jewish continuity.
2. To propose concrete recommendations for action in the areas of personnel and the community.
3. To offer an agenda, a roadmap for Jewish education, which will include programmatic areas.
4. To make the case for implementation: community action sites and a mechanism for implementation.
5. To inspire and offer hope for the future.

The report could have the following chapters:

- I. Executive Summary**
- II. Why the Commission: Background and Rationale**
- III. The State of the Field of Jewish Education**
- IV. Findings and Recommendations**
- V. Summary and Conclusions**
- VI. Appendices**

I. Executive Summary

This section will include a brief summary of chapters II–V with special emphasis on chapter IV. It will indicate what the Commission decided to focus upon. Key findings and recommendations will be reported in the areas of:

- A. The Community
- B. Personnel
- C. Implementation (community action site; mechanism)
- D. A Roadmap (an agenda for the next decade, including programmatic areas)
- E. Continuing the work of the Commission after the report: who and how.

II. Why the Commission: Background and Rationale

This section could describe the following:

- A. The history of the Commission
- B. The particular moment in Jewish education in North America
- C. The relationship between Jewish education and Jewish continuity
- D. The broad definition of Jewish education that includes formal and informal settings
- E. The Commission's commitment to pluralism
- F. The unique partnership between a private foundation and the organized Jewish community (JESNA, JWB, CJP)
- G. The commitment to more than a report—implementation and some form of continuing activity

It may include a revised, abbreviated version of the design document and indicate that Jewish education may be emerging as a unifying force among North American Jews.

III. The State of the Field of Jewish Education

This section may have two parts:

- A. General data which offers a broad description of the field of Jewish education in North America and a broad statement of the problems, trends and opportunities
- B. A focus on the Commission's two primary agenda items: the community and personnel

The content of this section will depend on the work that will be done by the various researchers and authors of the background papers. It will include, minimally, elaborations on the quantitative data presented at the first Commission meeting (e.g. number of students in the various educational settings, data on educators, on training, etc.).

Opportunities for improvement will be alluded to (they will be elaborated upon in the section on findings and recommendations) through examples of best practice and of vision. Such examples may be introduced throughout the report or may be handled in a separate section.

More data—both qualitative and quantitative—will be gathered to make the case for the necessary improvement, as well as to justify the claim that there are opportunities.

IV. Findings and Recommendations

This section will include findings and recommendations in the areas of:

- A. The Community
- B. Personnel
- C. Implementation (community action site; mechanism)
- D. Roadmap (an agenda for the next decade, including programmatic areas)
- E. Continuing the work of the Commission after the report: who and how.

(Best practice and vision will either be included throughout the various sections of this chapter or will be handled in a separate section.)

A. The Community

1. Six papers, which will appear in the appendix, will provide the background data for the section on community. They are:
 - a. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure," by Henry L. Zucker
 - b. "Federation-led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox
 - c. A paper on the organizational structure of Jewish education in North America, which will include a historical perspective as well as an analysis of who educates, who funds, who sets policy, and the relative importance/strength/power of the various actors. By Walter Ackerman.
 - d. A paper offering an in-depth view of the synagogue and the denominations as the major providers of services for Jewish education. This paper could also deal with the growing relationship between the synagogue and the organized Jewish community. By Joseph Reimer.
 - e. A paper summarizing new data to be gathered at the General Assembly, at CAJE and from the various local commissions. Steven M. Cohen could be one of the researchers and authors.
 - f. A bibliographic essay which includes the sources that were consulted, those that should be consulted as work evolves, and a list of the areas where no sources are currently available.
2. *Key findings* in the area of the community

It is premature and probably inappropriate to offer any suggestions as to findings or recommendations in this area. What follows should only be viewed as *examples*.

a. Problems:

education is not a funding priority
not enough outstanding leaders for education
low status
present climate not encouraging
extreme fragmentation and de-centralization
lack of co-ordination
leading institutions and organizations do not attain their full stature

b. Opportunities:

education is increasingly on the agenda of Jewish organizations
local commissions
private foundations interested

3. *Recommendations*

The recommendations on the community could relate to some of following:

a. Structure

We may recommend that the organized community (federation) take on the role of major convener for efforts to improve Jewish education. We would have to offer the rationale for the recommendation of the federation assuming leadership in an area hitherto dominated by the denominations. The role of federation as convener, catalyst, co-ordinator of funding efforts would have to be defined. The rationale would have to include the importance of overcoming the fragmentation; the importance of involving the denominations and other relevant groups that are deliverers of services; the unique opportunity to build new cooperative relationships between the denominations and the organized Jewish community.

b. Funding

We will have to decide how the issue of the economics of Jewish education should be addressed. Recommendations will depend on the outcomes of the meetings with the funders. They may include recommendations about ways to increase funding for Jewish education, or funding issues could be addressed in the section on implementation.

c. Leadership and Climate

We may recommend that lay leaders and academics of the highest calibre be recruited for the planning and implementation of Jewish education, nationally and locally. If we are successful in recruiting top leaders for the Community Action Sites and the successor mechanism of the Commission, this recommendation could significantly impact the climate of Jewish education.

Here examples of best practice and vision may be introduced—should we decide to include them throughout the report rather than in a separate section. Examples could include the history and outcomes of the Cleveland Commission on Continuity and other commissions, testimony by heads of leading foundations, etc.

d. A timetable.

B. Personnel

This section should include a statement on why personnel and the community should be dealt with comprehensively and simultaneously. The claim will be made that this approach could transform the field into a respected profession. The potential impact of such change will be described.

1. Several background papers, which will appear in the appendix, will provide the data for the section on personnel. They are:
 - a. A paper on recruitment describing what is currently being done to recruit promising candidates to the field; what seems to be effective (e.g. what is the impact of fellowships); and the main problems.
 - b. A paper on training personnel, which will include a full inventory of current training opportunities for both formal and informal educators and a review of the literature on various models of training. By Aryeh Davidson.
 - c. A paper on Jewish education as a profession, which will examine the various elements of a profession (e.g. empowerment, salary, benefits, body of knowledge, etc.), their relative importance and the feasibility of introducing them into Jewish education. Data will be compared with data of other professions, particularly general education. By Isa Aron.

d. Collection of data on the field of Jewish education, coordinated by Isa Aron.

e. An extended bibliography.

2. *Key findings* in the area of personnel

It is premature and probably inappropriate to offer any suggestions as to findings or recommendations in this area. What follows should only be viewed as *examples*.

a. Problems

quantitative gap — shortage of personnel
qualitative gap — educators are often poorly trained and unqualified
no systematic approach to recruitment
few people being trained
training capacity is limited
shortage of training faculty
low status of Jewish educators
many characteristics of a profession are lacking
high attrition rate among Jewish educators

b. Opportunities

there are pools of potential educators who could be recruited
appropriate conditions could attract
talented candidates
training could be improved and expanded
faculty for training could be recruited
community action sites will help build the profession
there are examples of best practice (successful institutions due to outstanding educators)

3. *Recommendations*

Recommendations in the area of personnel could relate to some of the following issues:

a. Recruitment

- Identify pools of potential candidates (e.g. Judaic studies majors, day school graduates, rabbis, career changers, general educators, etc.). A market study might be commissioned, a systematic recruitment program suggested and monitored for several years.
- Identify the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training, adequate salary and benefits, possibilities of advancement and growth, empowerment, etc.).

b. Training

- Develop "fast tracks" and on-the-job training programs for special populations. This might include new programs in existing training institutions or in general universities in North America and in Israel. A range of options may be developed from day-long programs to sabbatical years.
- Provide financial assistance to existing training programs for their expansion and improvement. This could include the endowment of professorships of Jewish education; the teaming of Israeli and Diaspora institutions; etc.
- Create new and/or specialized training programs.
- Create a national consortium of training institutions and research centers.

c. Building the profession

- Develop a set of standards and norms that would determine various entry levels for positions in Jewish education.
- Adapt promising ideas from general education, such as "lead teacher," to Jewish education.
- Develop a map of positions in the field with a ladder of advancement that is not only linear (e.g. specialists in bible, early childhood, special education, teacher trainers, curriculum developers, etc.).
- Examples of vision could include MLM's idea to create a number of elite senior personnel programs in North America similar to the Jerusalem Fellows, and to create several centers for research and innovation, such as the Melton Center in Jerusalem.

d. Retention

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

e. A timetable.

C.. *Implementation (community action sites and a mechanism for implementation)*

Background papers on community action sites and the mechanism for implementation will appear in the appendix.

This section will present the case for:

1. The development of community action sites, including:
 - a. The rationale: learning by doing; working at the local level while benefiting from national resources; a comprehensive approach.
 - b. Possible examples of community action sites: definition, number of sites, identification of partners, content.
2. The establishment of the IJE, the mechanism for implementation. This section will be based on the revised IJE paper that Seymour Fox and Annette Hochstein will prepare.

D. *A Roadmap for Jewish Education in North America*

This important section requires additional thought. We are not prepared to describe it at this time. It could set the agenda for Jewish education for the next decade—including determining priorities, recommendations on ways to address programmatic options and interests of specific commissioners. The role of the IJE in relation to the programmatic options and individual interests of commissioners could be elaborated upon in this section.

The background papers for this section could be the revised and expanded options papers. One possibility is that CAJE be enlisted to play a leading

role in this assignment. (See the enclosed July 3rd memo on CAJE. There have been developments since then that we will report on July 30th.)

E. Continuing the Work of the Commission After the Report: Who and How

The papers on the community and those based on the research that will be conducted at the CAJE conference and at the CA will serve as background for this section.

This section may offer recommendations for creating a successor mechanism, in addition to or perhaps overlapping the IJE, to monitor progress, ensure accountability and report to the community. It should also include a timetable.

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

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

1. a review of progress by the IJE with particular reference to the work in the Community Action Sites, including the diffusion of findings and recommendations
2. a report on the work being done by the foundations on programmatic options
3. reports on the state of Jewish education (similar to the Brookings reports)
4. a focus on key agenda issues to be addressed by the community
5. suggestions for an R&D agenda

V. Summary and Conclusions

VI. Appendices

A. Background papers

[exact titles to be determined by authors]

1. The relationship between Jewish education and Jewish continuity. (Author: possibly a major Jewish philosopher)
2. The state of the field of Jewish education, by Isa Aron and research staff.
3. The organizational structure of Jewish education in North America, by Walter Ackerman.
4. The finances of Jewish education, by Hank Levin.
5. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure," by Henry L. Zucker.
6. "Federation-led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox.
7. The synagogue as a context for Jewish education, by Joseph Reimer.
8. Attitudes, opinions and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen.
9. The shortage of personnel for Jewish education and personnel needs, by Isa Aron and research staff.
10. Approaches to training personnel and current training opportunities, by Aryeh Davidson.
11. The training history of good educators in the field, by Isa Aron.
12. Assessment of Jewish education as a profession, by Isa Aron.
13. Recruitment and retention of Jewish educational personnel — a summary of existing knowledge.
14. Bibliographies in the areas of the community and personnel.
15. Revised and expanded versions of the options papers.
16. Best practice and vision, by Seymour Fox and Annette Hochstein.

17. "A Mechanism for Initiatives in Jewish Education," by Seymour Fox and Annette Hochstein.
18. Community action sites, by Seymour Fox and Annette Hochstein.

B. List of commissioners and biographies

C. The work of the Commission: history and process

1. The Commission's method of operation: the assumption that the Commission represents the best communal wisdom, is sovereign and belongs to the commissioners; the extensive consultations and communications between commissioners and staff; the use of experts.
2. The five meetings of the Commission: the main points from each meeting and the development of content and process from meeting to meeting.

D. Credits and Acknowledgements

1. list of all experts consulted
2. list of the various consultations in Israel and in North America, including participants
3. Bibliographies
4. List of statistical sources and mention paucity or absence of necessary data.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS A FINAL REPORT

RESEARCH DESIGN

I. INTRODUCTION

In this document, we will attempt to do the following:

- A. Review key questions that will be addressed in the final report.
- B. Identify what research should be undertaken in order to answer these questions.
- C. Assess the feasibility of undertaking such research for the report.
- D. Recommend how to deal with this question and offer a list of suggested possible research papers to be commissioned now.

II. KEY QUESTIONS

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in a preliminary form, because of time constraints. Others yet are too broad -- or the data is too scarce -- to be completed for the final report. These questions will form the basis for a broader research agenda to be included in the recommendations on research of the final report. This research agenda should be dealt with by the Commission or its successor mechanism.

In the pages below we are dealing with the following topics:

1. WHY THE COMMISSION?
2. THE STATE OF FIELD
3. THE COMMUNITY
4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS
5. THE SHORTAGE OF QUALIFIED PERSONNEL
6. TRAINING NEEDS
7. JEWISH EDUCATION AS A PROFESSION
8. RECRUITMENT AND RETENTION
9. THE COST OF CHANGE
10. BEST PRACTICE AND VISION
11. A ROADMAP FOR PROGRAMMATIC OPTIONS
12. COMMUNITY ACTIONS SITES AND MECHANISM FOR IMPLEMENTATION

1. WHY THE COMMISSION?

Q1¹ A. The Question: The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

B. Research needed: Optimally, the following should be undertaken in order to deal with this question:

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.

2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.

C. Feasibility: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education-Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. Recommendations:

R1² Draft a brief statement disclosing the underlying assumption (that there is a link between Jewish education and Jewish continuity) and defining the questions that this assumption raises.

Q2 A. The Question: What are the conditions that warrant the creation of a Commission and what makes this Commission timely?

B. Research needed: The question could be answered in the following way:

1. A brief statement on public commissions as tools for change.

2. A brief statement summarizing the current opportunities.

1 Q = Question
2 R = Recommendation

C. Feasibility: Highly feasible.

17

D. Recommendations:

- R2 The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HL2's paper on the community.
- R3 The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.

2. THE STATE OF THE FIELD

- Q3 A. The Question: What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?

B. Research Needed: In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

At the same time the statement should illustrate positive trends. For example:

Increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more. The quantitative data could include: 1) general enrolment data for all types of Jewish education; 2) institutional data -- the number of institutions for the various forms of education; 3) general data on personnel (personnel numbers in various settings, overall number of personnel in terms of employment -- salaries and benefits).

Optimally, empirical research about the effectiveness of various programs should be reported on or undertaken. Qualitative data would be offered as regards the outcomes of educational programs.

C. Feasibility: It is possible to offer at this time a general summary picture -- mostly quantitative -- about the state of the field. We have a preliminary basis in the data report prepared for the first

18
Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's mini-assessment of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, etc.

D. Recommendations:

- R4 Draft a descriptive essay that will incorporate the existing data and offer an overview of the state of the field. Data from commissioned papers - such as the paper being prepared by J. Reimer should be incorporated when relevant. The data should be analyzed in a way that will highlight both the problems and the opportunities. (Isa Aron)
- R5 Identify the research questions that are not being addressed within the framework of this chapter. (Research staff).

3. THE COMMUNITY

- Q4 A. The Question: What can be done to improve the climate in the community as regards Jewish education - in order to bring more outstanding leaders to deal with education and to increase funding for education?

It is claimed that the climate in the community is often skeptical at best as regards the quality and potential of Jewish education. Most outstanding leaders do not choose to deal with education; the organizational structures - local and national - are often fragmented and divided; some are obsolete. At the same time there are clear signs of change, as expressed by the coming into existence of this commission, the coming into existence of a number of local commissions on Jewish continuity, and other facts.

There is a shortage of funding for Jewish education (for both personnel and programs). This shortage affects good and outstanding programs as well as programs that answer clear needs or demand.

Can these problems be assessed and can recommendations be made for improvement?

19
B. Research needed: The following research could help identify possible points of intervention :

1. Organizational/Institutional analysis:

Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.): who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource allocation. Point out conflicts and problems as well as trends and opportunities.

2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.

3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education - including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.

C. Feasibility: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. Recommendations:

- R6 In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).
- R7 Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).

20

R8 Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could - if the survey is successful - yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey - which can be carried out in time for the final report - will be the fact that the Commission will be visible and will seek active participation by many national and local leaders. (S. M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

Q5 A. The Question: Can the federations (the community) become the key convener for setting policy and for allocating resources in Jewish education?

D. Recommendation:

In addition to the papers prepared for the questions on community the following would be useful:

R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)

R10 Case studies of congregations as context for Jewish education. The case studies would involve questions such as : how is educational policy set within congregations? Who decides? What is the potential for change - for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JCCs (informal education), federations (policies and resource allocation) etc. (An extensive paper on this topic is being prepared by J. Reimer.)

R11 Analysis of the conditions that would allow the federations to take on a central role while allowing the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with decision-makers and actors (perhaps within the framework of the suggested survey at the G.A.)

Q6 A. The Question: What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

B. Research needs:

1. A paper outlining what is involved in dealing with personnel -- the four elements and how they are inter-related. Why they should be dealt with simultaneously.

2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators -- as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs -- the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

C. Feasibility: In each of the suggested categories there is some data available, however in most cases it is preliminary and rather sketchy. As with other sections, it seems unfeasible to undertake at this time the research needed to provide accurate, in-depth data. To illustrate the difficulty, some studies on the profile of educators have been undertaken. A number of such studies are in progress now (Los Angeles, Philadelphia), however it will be some time before the analysis will be available, and even then the question of whether one can generalize from this local data will have to be considered. Another example concerns the shortage of personnel: most jobs are filled by the beginning of the school year, yet anecdotal data from many sources indicates that employers settle for much less qualified personnel than they are looking for because of the unavailability of qualified people. How then is one to document the shortage? Moreover, there is no agreed-upon definition of what is a qualified Jewish educator.

D. Recommendations:

- R12 Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)
- R13 Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.

6. TRAINING NEEDS

- Q7 A. The Question: What are the training needs? What is the gap - in quality and in numbers - between the training currently available for personnel in Jewish education and the training needs?

B. Research needed:

1. What training is currently available? In what program? How many graduates are there every year? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, Yeshivot, training programs in Israel? What pre-service and in-service training is available for the educators in the various formal and informal settings?
2. How much and what kind or kinds of training is needed? What are norms and standards for training educators?
3. What is the gap between existing training opportunities and what is needed? Can existing programs grow and meet the need? What new programs need to be created? Is faculty available and if not what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

C. Feasibility: Research papers 1 and 3 can be prepared for the final report - provided there is agreement to undertake some assessment of existing training opportunities. The data concerning the training history of current good educators in the field does not exist and would have to be collected. It is not clear to what extent this could be done in time for the report.

d 5

The question of norms and standards for training Jewish educators for the 21st century has not been addressed systematically or extensively. This major question should be placed on the longer-term research agenda.

D. Recommendations:

- R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16 Gather data concerning background and training history of current good educators (possibly Isa Aron).
- R17 Assess existing training programs. (To be decided)
- R18 Draft a summary paper on training needs.

7. JEWISH EDUCATION AS A PROFESSION?

- Q8 A. The Question: Can Jewish education become a profession? Should it become a profession? Some commissioners and professionals have raised the issue that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. This raises two questions: 1. Is this indeed the case? 2. If so, what interventions are required?

B. Research needed:

1. A comparative analysis should be offered dealing with professions in general, and assessing the performance of Jewish education as a profession. Some of the elements that need to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, the status, networking (publications, conferences, professional associations), etc.

C. Feasibility: The literature survey is a feasible assignment. The analytic paper will suffer as do all questions discussed in this paper from the lack of data. For example: there is no systematic data available on salaries and benefits. On the other hand, limited amounts of data can probably be made available or gathered.

- R19 Commission a paper to assess the performance of the field of Jewish education as it regards the profession of Jewish educator. (Isa Aron)

8. RECRUITMENT AND RETENTION

- Q9 A. The Question: Are there pools of potential candidates for training and work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained in the field?

B. Research Needed:

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.

2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?

3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?

C. Significant time and extensive market research will be needed to undertake wide-scale surveys for identifying potential pools of candidates. It will not be possible to do this in time for the Commission report.

The same is true for accurately identifying the conditions for recruitment and retention. Therefore, we will recommend that we base decisions on existing data and limited data to be collected in the coming months.

- R20 Undertake data collection on recruitment and retention based on existing studies, literature, surveys studies from general education, and extensive interviews with knowledgeable informants in training programs and in educational institutions. Summarize this knowledge for the report. (Isa Aron)

9. THE COST OF CHANGE

This topic requires further thinking - we will relate to it following the next round of consultations.

10. BEST PRACTICE AND VISION

- Q10 A. The Question: What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?
What vision of Jewish education will inform and inspire the report and its recommendation.

B. Research Needed: In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

Criteria for the selection of outstanding programs
Method for canvassing the field and identifying possible candidate programs
Selection of a method of evaluation -- assessment -- description
Assessment and description of the program

C. Feasibility: It is not feasible to undertake the above project and complete it by the time of the Commission report. However, it is possible to select among a variety of short-cut methodologies to offer a selection of best practice in the field of Jewish education.

D. Recommendation:

- R21 We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.

- R22 S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

11. A ROADMAP FOR PROGRAMMATIC OPTIONS

- Q11 A. The Question: How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

D. Recommendation:

- R23 Expand the option papers and offer an assessment of the feasible targets for each. (Possible CAJE project - see separate memo of July 3, 1989.)
- R24 Design an umbrella mechanism for dealing with programmatic options and offer it for discussion. (See KLM's memo of April 13, 1989.)

12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION

- Q12 A. The Question: In this section we will raise the questions related to change and implementation of the Commission's recommendations.
- R25 Revised papers on these topics are being prepared by S. Fox and A. Hochstein.

IV. PAPERS TO BE COMMISSIONED

Most of the 25 above recommendations will be dealt with by the main author or editor of the final report with the assistance of the staff and researchers of the commission. The following list relates only to those recommendations that relate to commissioning specific papers.

R1. The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.

R3 Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers - such as that being prepared by J. Reimer. (Possibly Isa Aron)

R6 The organisational structures of Jewish education in North America. (Walter Ackerman)

R7 Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)

R8 Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)

R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)

R10 Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer

R12 The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)

R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)

R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)

R16 Gather data concerning background and training history of current good educators (possibly I. Aron)

R19 Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)

R20 Recruitment and retention: summarize existing knowledge for the report.

R22 Best practice and vision -- methods to be agreed upon in the coming round of consultations. (S. Fox, A. Hochstein)

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity.
(Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.)
2. The organizational structure of Jewish education in North America, by Walter Ackerman. *+ sketch + alternative scenarios*
3. The synagogue as a context for Jewish education, by Joseph Reimer.
within denominational perspective
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the G.A. and other sources.)
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson. *←*
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education;
- The shortage of personnel for Jewish education and personnel needs;
- The training history of good educators in the field; -
- Recruitment and retention of personnel; -
- Salaries and benefits;
- Bibliography in the area of personnel.

Wacher - Yanowitz

CASE

Timetable

8/22/89

29

DRAFT

DRAFT

DRAFT

DRAFT

Commission on Jewish Education in North America
Proposed Panels to Review Papers

I. On Community/Financing

David Ariel
Seymour Fox
Robert Hiller
Stephen Hoffman
Martin Kraar
Morton Mandel
Arthur Naparstek
Arthur Rotman
Herman Stein
Philip Wasserstrom
Jonathan Woocher
Bennett Yanowitz

Bronfman
Hirshman

Joe
Hanan Alexander
Hulman or Shrag on Israel
Rebka
Lookinsky
Ramb

II. On Personnel

Seymour Fox
Annette Hochstein
Mike Inbar

Authors:

Walter Ackerman
Isa Aron
Aryeh Davidson
Joseph Reimer
Israel Sheffler

Commissioners:

Jack Bieler
Josh Elkin
Sara Lee
Alvin Schiff

Card Tregall

Others:

Barry Chazen
Sharon Feinman-Nemzer
Alan Hoffmann
Barry Holtz
Zev Mankowitz
Bernie Reisman

SM Cohen
Lee Shulman



Dave Dubin

S. J. Ginzberg
Paul Flexner
Jerry Wishe

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

CJF QUARTERLY AND GA STRATEGY

I. Introduction

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

II. Objectives

- A. to involve federation lay and professional leadership in the Commission process;
- B. to stimulate and build upon Jewish education planning initiatives in local communities;
- C. to strengthen Jewish education as a policy priority on the Jewish communal agenda;
- D. to test the IJE and community action site concepts; and
- E. to define the roles of local and national institutions in an evolving national Jewish education system.

III. September Quarterly

There are two primary groups we should meet with at the Quarterly meeting--federation planners and federation executives. We may also want to meet with CJF's Commission on Jewish Continuity.

- A. Planners - this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an informal opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Mark Gurvis would convene a small group of 10 to 12 planners for an informal session. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:

1. Brief presentation on Commission goals, structure, process--five minutes.
 2. Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
 3. Outline IJE and community action site concepts--ten minutes.
 4. Discussion with focus on planners' input into various issues--one hour:
 - a. criteria for determining community action sites;
 - b. regional approaches to community action sites;
 - c. balancing national resources with local initiative and resources; and
 - d. balancing roles of national agencies with the independent Commission.
- B. Executives - An informal meeting with a small group of interested and influential executives would be a very helpful step towards our agenda-building objective. This group would help frame ways in which the Commission can achieve its goals with local communities. Steve Hoffman and Marty Kraar should convene this meeting.
- C. CJF Commission on Jewish Continuity - this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, there could be a brief presentation updating the group on the Commission's progress.

IV. General Assembly

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

- A. CJF presidents and executives - we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
1. Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;

2. IJE and community action site concepts as further defined;
3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
4. Ample opportunity for questioning and discussion. This will be a key time to listen for potential problems among the federation constituency.

This agenda is very preliminary. This meeting with executives at the Quarterly should help us determine the agenda for this session.

- B. Forum session - we should reach a large general audience at the GA through one of the forum sessions. A high caliber presentation by MLM should generate excitement, enthusiasm for the Commission process and anticipated outcomes. We should particularly focus on the vision for the future, partnership among national organizations, and between national and local resources. The use of audio-visual supports (short video, overhead projection, etc.) would be an effective way to go beyond the usual G.A. presentation and rivet attention on the strength and seriousness of the Commission's process. The presentation should be followed by table discussions on the presentation, focused by key questions--(1) how can local communities respond to this national initiative; (2) what national resources are necessary to help local communities change priorities or succeed with local initiatives; (3) can regional approaches to these issues work.
- C. Planners - An opportunity for a third session with the full group of planners to share the refined IJE and community action site concepts and to talk through implementation issues.
- D. CJF Commission on Jewish Continuity - a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsor a session open to all GA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. We should determine the need for this after the September Quarterly meeting.

Index of Key Papers

	<u>Page</u>
1. Definition of Jewish Education (8/16/89)	1
2. Draft outline of final report (7/23/89)	2
3. Research Design (7/20/89)	15
4. Fox memorandum on research papers (7/30/89)	28
5. Proposed panels	29
6. Suggested approaches to CJF Quarterly and G.A.	30
7. Proposed organizational contacts (Woocher)	33
8. Gurvis memorandum on public relations (8/10/89)	34
9. Draft paper on IJE (3/29/89)	36



15 EAST 26th STREET • NEW YORK, N.Y. 10010-1579

August 16, 1989

To: Henry Zucker

From: Arthur Rotman

Pursuant to the discussion at the last meeting of the Seniors Policy Advisors, Jon Woocher, Marty Kraar and Art Rotman had a Conference Call and have come up with the following definition of Jewish education.

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity, participate intelligently in Jewish life and to create the conditions for meaningful Jewish continuity and a rich Jewish cultural life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made to awaken and deepen the sense of Jewish belonging, to motivate the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

July 23, 1989

The Commission on Jewish Education in North America

Draft Outline of the Final Report

The purpose of the report is five-fold:

1. To disclose the reason for establishing the Commission: the problem of Jewish education — Jewish continuity.
2. To propose concrete recommendations for action in the areas of personnel and the community.
3. To offer an agenda, a roadmap for Jewish education, which will include programmatic areas.
4. To make the case for implementation: community action sites and a mechanism for implementation.
5. To inspire and offer hope for the future.

The report could have the following chapters:

- I. **Executive Summary**
- II. **Why the Commission: Background and Rationale**
- III. **The State of the Field of Jewish Education**
- IV. **Findings and Recommendations**
- V. **Summary and Conclusions**
- VI. **Appendices**

I. Executive Summary

This section will include a brief summary of chapters II – V with special emphasis on chapter IV. It will indicate what the Commission decided to focus upon. Key findings and recommendations will be reported in the areas of:

- A. The Community
- B. Personnel
- C. Implementation (community action site; mechanism)
- D. A Roadmap (an agenda for the next decade, including programmatic areas)
- E. Continuing the work of the Commission after the report: who and how.

II. Why the Commission: Background and Rationale

This section could describe the following:

- A. The history of the Commission
- B. The particular moment in Jewish education in North America
- C. The relationship between Jewish education and Jewish continuity
- D. The broad definition of Jewish education that includes formal and informal settings
- E. The Commission's commitment to pluralism
- F. The unique partnership between a private foundation and the organized Jewish community (JESNA, JWB, CJF)
- G. The commitment to more than a report—implementation and some form of continuing activity

It may include a revised, abbreviated version of the design document and indicate that Jewish education may be emerging as a unifying force among North American Jews.

III. The State of the Field of Jewish Education

This section may have two parts:

- A. General data which offers a broad description of the field of Jewish education in North America and a broad statement of the problems, trends and opportunities
- B. A focus on the Commission's two primary agenda items: the community and personnel

The content of this section will depend on the work that will be done by the various researchers and authors of the background papers. It will include, minimally, elaborations on the quantitative data presented at the first Commission meeting (e.g. number of students in the various educational settings, data on educators, on training, etc.).

Opportunities for improvement will be alluded to (they will be elaborated upon in the section on findings and recommendations) through examples of best practice and of vision. Such examples may be introduced throughout the report or may be handled in a separate section.

More data—both qualitative and quantitative—will be gathered to make the case for the necessary improvement, as well as to justify the claim that there are opportunities.

IV. Findings and Recommendations

This section will include findings and recommendations in the areas of:

- A. The Community
- B. Personnel
- C. Implementation (community action site; mechanism)
- D. Roadmap (an agenda for the next decade, including programmatic areas)
- E. Continuing the work of the Commission after the report: who and how.

(Best practice and vision will either be included throughout the various sections of this chapter or will be handled in a separate section.)

A. *The Community*

1. Six papers, which will appear in the appendix, will provide the background data for the section on community. They are:
 - a. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure," by Henry L. Zucker
 - b. "Federation-led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox
 - c. A paper on the organizational structure of Jewish education in North America, which will include a historical perspective as well as an analysis of who educates, who funds, who sets policy, and the relative importance/strength/power of the various actors. By Walter Ackerman.
 - d. A paper offering an in-depth view of the synagogue and the denominations as the major providers of services for Jewish education. This paper could also deal with the growing relationship between the synagogue and the organized Jewish community. By Joseph Reimer.
 - e. A paper summarizing new data to be gathered at the General Assembly, at CAJE and from the various local commissions. Steven M. Cohen could be one of the researchers and authors.
 - f. A bibliographic essay which includes the sources that were consulted, those that should be consulted as work evolves, and a list of the areas where no sources are currently available.
2. *Key findings* in the area of the community

It is premature and probably inappropriate to offer any suggestions as to findings or recommendations in this area. What follows should only be viewed as *examples*.

a. Problems:

education is not a funding priority
not enough outstanding leaders for education
low status
present climate not encouraging
extreme fragmentation and de-centralization
lack of co-ordination
leading institutions and organizations do not attain their full stature

b. Opportunities:

education is increasingly on the agenda of Jewish organizations
local commissions
private foundations interested

3. *Recommendations*

The recommendations on the community could relate to some of following:

a. Structure

We may recommend that the organized community (federation) take on the role of major convener for efforts to improve Jewish education. We would have to offer the rationale for the recommendation of the federation assuming leadership in an area hitherto dominated by the denominations. The role of federation as convener, catalyst, co-ordinator of funding efforts would have to be defined. The rationale would have to include the importance of overcoming the fragmentation; the importance of involving the denominations and other relevant groups that are deliverers of services; the unique opportunity to build new cooperative relationships between the denominations and the organized Jewish community.

b. Funding

We will have to decide how the issue of the economics of Jewish education should be addressed. Recommendations will depend on the outcomes of the meetings with the funders. They may include recommendations about ways to increase funding for Jewish education, or funding issues could be addressed in the section on implementation.

c. Leadership and Climate

We may recommend that lay leaders and academics of the highest calibre be recruited for the planning and implementation of Jewish education, nationally and locally. If we are successful in recruiting top leaders for the Community Action Sites and the successor mechanism of the Commission, this recommendation could significantly impact the climate of Jewish education.

Here examples of best practice and vision may be introduced — should we decide to include them throughout the report rather than in a separate section. Examples could include the history and outcomes of the Cleveland Commission on Continuity and other commissions, testimony by heads of leading foundations, etc.

d. A timetable.

B. Personnel

This section should include a statement on why personnel and the community should be dealt with comprehensively and simultaneously. The claim will be made that this approach could transform the field into a respected profession. The potential impact of such change will be described.

1. Several background papers, which will appear in the appendix, will provide the data for the section on personnel. They are:
 - a. A paper on recruitment describing what is currently being done to recruit promising candidates to the field; what seems to be effective (e.g. what is the impact of fellowships); and the main problems.
 - b. A paper on training personnel, which will include a full inventory of current training opportunities for both formal and informal educators and a review of the literature on various models of training. By Aryeh Davidson.
 - c. A paper on Jewish education as a profession, which will examine the various elements of a profession (e.g. empowerment, salary, benefits, body of knowledge, etc.), their relative importance and the feasibility of introducing them into Jewish education. Data will be compared with data of other professions, particularly general education. By Isa Aron.

d. Collection of data on the field of Jewish education, coordinated by Isa Aron.

e. An extended bibliography.

2. *Key findings* in the area of personnel

It is premature and probably inappropriate to offer any suggestions as to findings or recommendations in this area. What follows should only be viewed as *examples*.

a. Problems

quantitative gap — shortage of personnel

qualitative gap — educators are often poorly trained and unqualified

no systematic approach to recruitment

few people being trained

training capacity is limited

shortage of training faculty

low status of Jewish educators

many characteristics of a profession are lacking

high attrition rate among Jewish educators

b. Opportunities

there are pools of potential educators who could be recruited

appropriate conditions could attract

talented candidates

training could be improved and expanded

faculty for training could be recruited

community action sites will help build the profession

there are examples of best practice (successful institutions due to outstanding educators)

3. *Recommendations*

Recommendations in the area of personnel could relate to some of the following issues:

a. Recruitment

- Identify pools of potential candidates (e.g. Judaic studies majors, day school graduates, rabbis, career changers, general educators, etc.). A market study might be commissioned, a systematic recruitment program suggested and monitored for several years.
- Identify the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training, adequate salary and benefits, possibilities of advancement and growth, empowerment, etc.).

b. Training

- Develop "fast tracks" and on-the-job training programs for special populations. This might include new programs in existing training institutions or in general universities in North America and in Israel. A range of options may be developed from day-long programs to sabbatical years.
- Provide financial assistance to existing training programs for their expansion and improvement. This could include the endowment of professorships of Jewish education; the teaming of Israeli and Diaspora institutions; etc.
- Create new and/or specialized training programs.
- Create a national consortium of training institutions and research centers.

c. Building the profession

- Develop a set of standards and norms that would determine various entry levels for positions in Jewish education.
- Adapt promising ideas from general education, such as "lead teacher," to Jewish education.
- Develop a map of positions in the field with a ladder of advancement that is not only linear (e.g. specialists in bible, early childhood, special education, teacher trainers, curriculum developers, etc.).
- Examples of vision could include MLM's idea to create a number of elite senior personnel programs in North America similar to the Jerusalem Fellows, and to create several centers for research and innovation, such as the Melton Center in Jerusalem.

d. Retention

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

e. A timetable.

C.. *Implementation (community action sites and a mechanism for implementation)*

Background papers on community action sites and the mechanism for implementation will appear in the appendix.

This section will present the case for:

1. The development of community action sites, including:
 - a. The rationale: learning by doing; working at the local level while benefiting from national resources; a comprehensive approach.
 - b. Possible examples of community action sites: definition, number of sites, identification of partners, content.
2. The establishment of the IJE, the mechanism for implementation. This section will be based on the revised IJE paper that Seymour Fox and Annette Hochstein will prepare.

D. *A Roadmap for Jewish Education in North America*

This important section requires additional thought. We are not prepared to describe it at this time. It could set the agenda for Jewish education for the next decade—including determining priorities, recommendations on ways to address programmatic options and interests of specific commissioners. The role of the IJE in relation to the programmatic options and individual interests of commissioners could be elaborated upon in this section.

The background papers for this section could be the revised and expanded options papers. One possibility is that CAJE be enlisted to play a leading

role in this assignment. (See the enclosed July 3rd memo on CAJE. There have been developments since then that we will report on July 30th.)

E. Continuing the Work of the Commission After the Report: Who and How

The papers on the community and those based on the research that will be conducted at the CAJE conference and at the GA will serve as background for this section.

This section may offer recommendations for creating a successor mechanism, in addition to or perhaps overlapping the IJE, to monitor progress, ensure accountability and report to the community. It should also include a timetable.

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

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

1. a review of progress by the IJE with particular reference to the work in the Community Action Sites, including the diffusion of findings and recommendations
2. a report on the work being done by the foundations on programmatic options
3. reports on the state of Jewish education (similar to the Brookings reports)
4. a focus on key agenda issues to be addressed by the community
5. suggestions for an R&D agenda

V. Summary and Conclusions

VL Appendices

A. Background papers

[exact titles to be determined by authors]

1. The relationship between Jewish education and Jewish continuity. (Author: possibly a major Jewish philosopher)
2. The state of the field of Jewish education, by Isa Aron and research staff.
3. The organizational structure of Jewish education in North America, by Walter Ackerman.
4. The finances of Jewish education, by Hank Levin.
5. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure," by Henry L. Zucker.
6. "Federation-led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox.
7. The synagogue as a context for Jewish education, by Joseph Reimer.
8. Attitudes, opinions and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen.
9. The shortage of personnel for Jewish education and personnel needs, by Isa Aron and research staff.
10. Approaches to training personnel and current training opportunities, by Aryeh Davidson.
11. The training history of good educators in the field, by Isa Aron.
12. Assessment of Jewish education as a profession, by Isa Aron.
13. Recruitment and retention of Jewish educational personnel — a summary of existing knowledge.
14. Bibliographies in the areas of the community and personnel.
15. Revised and expanded versions of the options papers.
16. Best practice and vision, by Seymour Fox and Annette Hochsteln.

17. "A Mechanism for Initiatives in Jewish Education," by Seymour Fox and Annette Hochstein.
18. Community action sites, by Seymour Fox and Annette Hochstein.

B. List of commissioners and biographies

C. The work of the Commission: history and process

1. The Commission's method of operation: the assumption that the Commission represents the best communal wisdom, is sovereign and belongs to the commissioners; the extensive consultations and communications between commissioners and staff; the use of experts.
2. The five meetings of the Commission: the main points from each meeting and the development of content and process from meeting to meeting.

D. Credits and Acknowledgements

1. list of all experts consulted
2. list of the various consultations in Israel and in North America, including participants
3. Bibliographies
4. List of statistical sources and mention paucity or absence of necessary data.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS A FINAL REPORT

RESEARCH DESIGN

I. INTRODUCTION

In this document, we will attempt to do the following:

- A. Review key questions that will be addressed in the final report.
- B. Identify what research should be undertaken in order to answer these questions.
- C. Assess the feasibility of undertaking such research for the report.
- D. Recommend how to deal with this question and offer a list of suggested possible research papers to be commissioned now.

II. KEY QUESTIONS

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in a preliminary form, because of time constraints. Others yet are too broad -- or the data is too scarce -- to be completed for the final report. These questions will form the basis for a broader research agenda to be included in the recommendations on research of the final report. This research agenda should be dealt with by the Commission or its successor mechanism.

In the pages below we are dealing with the following topics:

1. WHY THE COMMISSION?
2. THE STATE OF FIELD
3. THE COMMUNITY
4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS
5. THE SHORTAGE OF QUALIFIED PERSONNEL
6. TRAINING NEEDS
7. JEWISH EDUCATION AS A PROFESSION
8. RECRUITMENT AND RETENTION
9. THE COST OF CHANGE
10. BEST PRACTICE AND VISION
11. A ROADMAP FOR PROGRAMMATIC OPTIONS
12. COMMUNITY ACTIONS SITES AND MECHANISM FOR IMPLEMENTATION

1. WHY THE COMMISSION?

Q1¹ A. The Question: The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

B. Research needed: Optimally, the following should be undertaken in order to deal with this question:

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.

2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.

C. Feasibility: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education-Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. Recommendations:

R1² Draft a brief statement disclosing the underlying assumption (that there is a link between Jewish education and Jewish continuity) and defining the questions that this assumption raises.

Q2 A. The Question: What are the conditions that warrant the creation of a Commission and what makes this Commission timely?

B. Research needed: The question could be answered in the following way:

1. A brief statement on public commissions as tools for change.

2. A brief statement summarizing the current opportunities.

1 Q = Question
2 R = Recommendation

C. Feasibility: Highly feasible.

17

D. Recommendations:

- R2 The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HL2's paper on the community.
- R3 The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.

2. THE STATE OF THE FIELD

- Q3 A. The Question: What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?

B. Research Needed: In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

At the same time the statement should illustrate positive trends. For example:

Increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more. The quantitative data could include: 1) general enrolment data for all types of Jewish education; 2) institutional data -- the number of institutions for the various forms of education; 3) general data on personnel (personnel numbers in various settings, overall number of personnel in terms of employment -- salaries and benefits).

Optimally, empirical research about the effectiveness of various programs should be reported on or undertaken. Qualitative data would be offered as regards the outcomes of educational programs.

C. Feasibility: It is possible to offer at this time a general summary picture -- mostly quantitative -- about the state of the field. We have a preliminary basis in the data report prepared for the first

18

Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's mini-assessment of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, etc.

D. Recommendations:

- R4 Draft a descriptive essay that will incorporate the existing data and offer an overview of the state of the field. Data from commissioned papers - such as the paper being prepared by J. Reimer should be incorporated when relevant. The data should be analyzed in a way that will highlight both the problems and the opportunities. (Isa Aron)
- R5 Identify the research questions that are not being addressed within the framework of this chapter. (Research staff).

3. THE COMMUNITY

- Q4 A. The Question: What can be done to improve the climate in the community as regards Jewish education - in order to bring more outstanding leaders to deal with education and to increase funding for education?

It is claimed that the climate in the community is often skeptical at best as regards the quality and potential of Jewish education. Most outstanding leaders do not choose to deal with education; the organizational structures - local and national - are often fragmented and divided; some are obsolete. At the same time there are clear signs of change, as expressed by the coming into existence of this commission, the coming into existence of a number of local commissions on Jewish continuity, and other facts.

There is a shortage of funding for Jewish education (for both personnel and programs). This shortage affects good and outstanding programs as well as programs that answer clear needs or demand.

Can these problems be assessed and can recommendations be made for improvement?

19
B. Research needed: The following research could help identify possible points of intervention :

1. Organizational/Institutional analysis:

Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.): who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource allocation. Point out conflicts and problems as well as trends and opportunities.

2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.

3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education - including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.

C. Feasibility: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. Recommendations:

- R6 In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).
- R7 Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).

20
Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could - if the survey is successful - yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey - which can be carried out in time for the final report - will be the fact that the Commission will be visible and will seek active participation by many national and local leaders. (S. M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

Q5 A. The Question: Can the federations (the community) become the key convener for setting policy and for allocating resources in Jewish education?

D. Recommendation:

In addition to the papers prepared for the questions on community the following would be useful:

R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)

R10 Case studies of congregations as context for Jewish education. The case studies would involve questions such as : how is educational policy set within congregations? Who decides? What is the potential for change - for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JCCs (informal education), federations (policies and resource allocation) etc. (An extensive paper on this topic is being prepared by J. Reimer.)

R11 Analysis of the conditions that would allow the federations to take on a central role while allowing the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with decision-makers and actors (perhaps within the framework of the suggested survey at the G.A.)

Q6 A. The Question: What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

B. Research needs:

1. A paper outlining what is involved in dealing with personnel -- the four elements and how they are inter-related. Why they should be dealt with simultaneously.

2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators -- as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs -- the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

C. Feasibility: In each of the suggested categories there is some data available, however in most cases it is preliminary and rather sketchy. As with other sections, it seems unfeasible to undertake at this time the research needed to provide accurate, in-depth data. To illustrate the difficulty, some studies on the profile of educators have been undertaken. A number of such studies are in progress now (Los Angeles, Philadelphia), however it will be some time before the analysis will be available, and even then the question of whether one can generalize from this local data will have to be considered. Another example concerns the shortage of personnel: most jobs are filled by the beginning of the school year, yet anecdotal data from many sources indicates that employers settle for much less qualified personnel than they are looking for because of the unavailability of qualified people. How then is one to document the shortage? Moreover, there is no agreed-upon definition of what is a qualified Jewish educator.

D. Recommendations:

- R12 Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)
- R13 Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.

6. TRAINING NEEDS

- Q7 A. The Question: What are the training needs? What is the gap - in quality and in numbers - between the training currently available for personnel in Jewish education and the training needs?

B. Research needed:

1. What training is currently available? In what program? How many graduates are there every year? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, Yeshivot, training programs in Israel? What pre-service and in-service training is available for the educators in the various formal and informal settings?

2. How much and what kind or kinds of training is needed? What are norms and standards for training educators?

3. What is the gap between existing training opportunities and what is needed? Can existing programs grow and meet the need? What new programs need to be created? Is faculty available and if not what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

C. Feasibility: Research papers 1 and 3 can be prepared for the final report - provided there is agreement to undertake some assessment of existing training opportunities. The data concerning the training history of current good educators in the field does not exist and would have to be collected. It is not clear to what extent this could be done in time for the report.

25

The question of norms and standards for training Jewish educators for the 21st century has not been addressed systematically or extensively. This major question should be placed on the longer-term research agenda.

D. Recommendations:

- R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16 Gather data concerning background and training history of current good educators (possibly Isa Aron).
- R17 Assess existing training programs. (To be decided)
- R18 Draft a summary paper on training needs.

7. JEWISH EDUCATION AS A PROFESSION?

- Q8 A. The Question: Can Jewish education become a profession? Should it become a profession? Some commissioners and professionals have raised the issue that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. This raises two questions: 1. Is this indeed the case? 2. If so, what interventions are required?

B. Research needed:

1. A comparative analysis should be offered dealing with professions in general, and assessing the performance of Jewish education as a profession. Some of the elements that need to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, the status, networking (publications, conferences, professional associations), etc.

C. Feasibility: The literature survey is a feasible assignment. The analytic paper will suffer as do all questions discussed in this paper from the lack of data. For example: there is no systematic data available on salaries and benefits. On the other hand, limited amounts of data can probably be made available or gathered.

- R19 Commission a paper to assess the performance of the field of Jewish education as it regards the profession of Jewish educator. (Isa Aron)

8. RECRUITMENT AND RETENTION

- Q9 A. The Question: Are there pools of potential candidates for training and work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained in the field?

B. Research Needed:

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.

2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?

3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?

C. Significant time and extensive market research will be needed to undertake wide-scale surveys for identifying potential pools of candidates. It will not be possible to do this in time for the Commission report.

The same is true for accurately identifying the conditions for recruitment and retention. Therefore, we will recommend that we base decisions on existing data and limited data to be collected in the coming months.

- R20 Undertake data collection on recruitment and retention based on existing studies, literature, surveys studies from general education, and extensive interviews with knowledgeable informants in training programs and in educational institutions. Summarize this knowledge for the report. (Isa Aron)

9. THE COST OF CHANGE

This topic requires further thinking - we will relate to it following the next round of consultations.

10. BEST PRACTICE AND VISION

- Q10 A. The Question: What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?
What vision of Jewish education will inform and inspire the report and its recommendation.

B. Research Needed: In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

Criteria for the selection of outstanding programs
Method for canvassing the field and identifying possible candidate programs
Selection of a method of evaluation -- assessment -- description
Assessment and description of the program

C. Feasibility: It is not feasible to undertake the above project and complete it by the time of the Commission report. However, it is possible to select among a variety of short-cut methodologies to offer a selection of best practice in the field of Jewish education.

D. Recommendation:

- R21 We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.

- R22 S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

11. A ROADMAP FOR PROGRAMMATIC OPTIONS

- Q11 A. The Question: How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

D. Recommendation:

- R23 Expand the option papers and offer an assessment of the feasible targets for each. (Possible CAJE project - see separate memo of July 3, 1989.)
- R24 Design an umbrella mechanism for dealing with programmatic options and offer it for discussion. (See MLM's memo of April 13, 1989.)

12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION

- Q12 A. The Question: In this section we will raise the questions related to change and implementation of the Commission's recommendations.
- R25 Revised papers on these topics are being prepared by S. Fox and A. Hochstein.

IV. PAPERS TO BE COMMISSIONED

Most of the 25 above recommendations will be dealt with by the main author or editor of the final report with the assistance of the staff and researchers of the commission. The following list relates only to those recommendations that relate to commissioning specific papers.

- R1. The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.
- R3 Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers - such as that being prepared by J. Reimer. (Possibly Isa Aron)

27
R6 The organisational structures of Jewish education in North America. (Walter Ackerman)

R7 Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)

R8 Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)

R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)

R10 Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer

R12 The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)

R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)

R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)

R16 Gather data concerning background and training history of current good educators (possibly I. Aron)

R19 Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)

R20 Recruitment and retention: summarize existing knowledge for the report.

R22 Best practice and vision -- methods to be agreed upon in the coming round of consultations. (S. Fox, A. Hochstein)

28

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity.
(Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.)]
2. The organizational structure of Jewish education in North America, by Walter Ackerman. *+ shenitz + alternative scenarios*
3. The synagogue as a context for Jewish education, by Joseph Reimer.
within denominational perspective
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the G.A. and other sources.) [*get questions*
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson. ←
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education; ✓
- The shortage of personnel for Jewish education and personnel needs; ✓
- The training history of good educators in the field; -
- Recruitment and retention of personnel; -
- Salaries and benefits;
- Bibliography in the area of personnel.

Wacher - Yanowitz

CASE

Timetable

8/22/89

29

DRAFT

DRAFT

DRAFT

DRAFT

Commission on Jewish Education in North America
Proposed Panels to Review Papers

I. On Community/Financing

David Ariel
Seymour Fox
Robert Hiller
Stephen Hoffman
Martin Kraar
Morton Mandel
Arthur Naparstek
Arthur Rotman
Herman Stein
Philip Wasserstrom
Jonathan Woocher
Bennett Yanowitz

Bronfman
Hirshman

II. On Personnel

Seymour Fox
Annette Hochstein
Mike Inbar

Authors:

Walter Ackerman
Isa Aron
Aryeh Davidson
Joseph Reimer
Israel Sheffler

Commissioners:

Jack Bieler
Josh Elkin
Sara Lee
Alvin Schiff
Card Tugall

Others:

Barry Chazen
Sharon Feinman-Nemzer
Alan Hoffmann
Barry Holtz
Zev Mankowitz
Bernie Reisman

SM Cohen
Koe Shulman



Joe
Herman Alexander
Hilberman or Shrago or Israel
Rebka
Lookinsky
Ramb

52 Ginkfeld
Paul Flexner
Jerry Wiske

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

CJF QUARTERLY AND GA STRATEGY

I. Introduction

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

II. Objectives

- A. to involve federation lay and professional leadership in the Commission process;
- B. to stimulate and build upon Jewish education planning initiatives in local communities;
- C. to strengthen Jewish education as a policy priority on the Jewish communal agenda;
- D. to test the IJE and community action site concepts; and
- E. to define the roles of local and national institutions in an evolving national Jewish education system.

III. September Quarterly

There are two primary groups we should meet with at the Quarterly meeting--federation planners and federation executives. We may also want to meet with CJF's Commission on Jewish Continuity.

- A. Planners - this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an informal opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Mark Gurvis would convene a small group of 10 to 12 planners for an informal session. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:

1. Brief presentation on Commission goals, structure, process--five minutes.
 2. Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
 3. Outline IJE and community action site concepts--ten minutes.
 4. Discussion with focus on planners' input into various issues--one hour:
 - a. criteria for determining community action sites;
 - b. regional approaches to community action sites;
 - c. balancing national resources with local initiative and resources; and
 - d. balancing roles of national agencies with the independent Commission.
- B. Executives - An informal meeting with a small group of interested and influential executives would be a very helpful step towards our agenda-building objective. This group would help frame ways in which the Commission can achieve its goals with local communities. Steve Hoffman and Marty Kraar should convene this meeting.
- C. CJF Commission on Jewish Continuity - this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, there could be a brief presentation updating the group on the Commission's progress.

IV. General Assembly

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

- A. CJF presidents and executives - we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
 1. Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;

2. IJE and community action site concepts as further defined;
3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
4. Ample opportunity for questioning and discussion. This will be a key time to listen for potential problems among the federation constituency.

This agenda is very preliminary. This meeting with executives at the Quarterly should help us determine the agenda for this session.

- B. Forum session - we should reach a large general audience at the GA through one of the forum sessions. A high caliber presentation by MLM should generate excitement, enthusiasm for the Commission process and anticipated outcomes. We should particularly focus on the vision for the future, partnership among national organizations, and between national and local resources. The use of audio-visual supports (short video, overhead projection, etc.) would be an effective way to go beyond the usual G.A. presentation and rivet attention on the strength and seriousness of the Commission's process. The presentation should be followed by table discussions on the presentation, focused by key questions--(1) how can local communities respond to this national initiative; (2) what national resources are necessary to help local communities change priorities or succeed with local initiatives; (3) can regional approaches to these issues work.
- C. Planners - An opportunity for a third session with the full group of planners to share the refined IJE and community action site concepts and to talk through implementation issues.
- D. CJF Commission on Jewish Continuity - a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsor a session open to all GA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. We should determine the need for this after the September Quarterly meeting.

Prepared by J. W. Scher

DRAFT

33

August 14, 1989

ORGANIZATIONAL CONTACTS FOR COJENA

ORGANIZATION

PROPOSED CONTACTS

- | | | |
|---|---|---------------|
| 1. Bureau Directors Fellowship | Meeting with directors in Cincinnati (November 14);
Input into papers (allow directors to organize a process);
Input into rewriting of options papers (possibly by assigning directors to specific options) | ✓ |
| 2. Denominational education commissions / departments | (Contingent on meetings with Schorsch, Lamm, Gottschalk);
meeting with department directors and (if feasible) commission chairs; invitation to submit written statements on topics being addressed in report; Reform and Conservative departments to review and comment on draft of Reimer paper on role of synagogues | NO
3 |
| 3. Planners | Consult with CJF on possibility of meeting at GA; invitation to planners group to review and comment on papers dealing with community and leadership, plus community action sites and IJE proposals (process to be worked out by planners and CJF) | ✓
NO |
| 4. AIHLJE | Report and discussion of 10/23 meeting at AIHLJE meeting of 10/29-30; coordination of preparation of papers and Commission report sections on personnel with AIHLJE project on educator preparation (through Sara Lee); invitation to review and comment on papers dealing with personnel training | ✓
NO
NO |
| 5. COJEO | Ask Alvin Schiff to report on Commission at COJEO meeting and seek general feedback | ✓ |

TO: Henry L. Zucker FROM: Mark Gurvis DATE: 8/10/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: PUBLIC RELATIONS EFFORTS

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

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

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

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

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

INTER-OFFICE CORRESPONDENCE

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

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

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



A Mechanism for Initiatives in Jewish Education

S. Fox & A. Hochstein

I. BACKGROUND

Between August and December 1988, the Commission on Jewish Education in North America engaged in a decision-making process aimed at identifying those areas where intervention could significantly affect the impact of Jewish education in North America.

A wide variety of possible options were considered. The Commission opted for focusing its work initially on two topics:

1. Dealing with the shortage of qualified personnel for Jewish education; and
2. Dealing with the community -- its structures, leadership and funding, as keys to across-the-board improvements in Jewish education.

At the same time, many commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, informal education, programs for college students, day schools, supplementary schools).

II. THE CHALLENGE

The wide consensus among commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. Indeed, a number of commissioners suggested that agreement that these areas were in need of improvement has existed for a long time among educators and community leaders. Ideas have been suggested; articles have been written; conferences have been held; some programs have been tried. Yet significant improvement has not come about. Some claim that we seem to know what the problems are, but have not yet devised a workable strategy for addressing them effectively in the field.

- The challenge now facing the Commission is to develop creative, effective and feasible approaches for dealing with the topics at hand (personnel, the community - and later programmatic options) and to launch the process that will bring across-the-board improvement and change.

III. SOME UNDERLYING ASSUMPTION

1. To respond to the above challenge it is necessary to demonstrate that the personnel and community options can indeed be acted upon in the comprehensive manner that they were formulated. For personnel this involves recruitment, training, retention and profession-building. For the community this involves recruiting outstanding leadership, changing the climate and generating significant additional funding.

2. It is difficult to meet this challenge on the national level because it is too complex and too vast.

3. On the other hand there is good cause to believe that it could be undertaken on the local level, for the following reasons:

- a. much of education takes place only on the local level
- b. the scope of a local undertaking that would be comprehensive could be manageable. There is sufficient energy and there are enough people to undertake such a project.
- c. The results of a local undertaking would be tangible and visible and could generate interest and reactions that might lead to a national debate on the important issues of Jewish education.
- d. a local project could be managed in a hands-on manner. Therefore it could be constantly improved and fine-tuned.
- e. there are ideas and programs (best practice) that if brought together, integrated and implemented in one site could have significantly greater impact than they have today when implementation is fragmented. The whole is greater than the sum of its parts.
- f. visions of Jewish education could be translated and experimented with in a limited and manageable way.
- g. national institutions and organizations could be mobilized for such experimental programs. They would view this as an

opportunity to test and develop new conceptions for Jewish education.

h. people could be recruited and mobilized for tangible local demonstrations. The pool could be expanded to include - in addition to the current cadre of outstanding educators :

1. Rabbis
2. Scholars of Judaica (Twersky, etc)
3. Federation executives
4. Jewish scholars in the humanities and sciences (Scheffler, Schon, Lipsett, Ginzburg, etc...)

4. Local sites could be networked for greater impact.

5. Working on the local scene could take advantage of working both from the "bottom-up" and from the "top-down".

IV. BRINGING ABOUT CHANGE

A. From Options to Community Action Sites

The theoretical basis for undertaking the personnel and community options has been debated by commissioners, staff and outside experts. Though the deliberation will continue throughout, the Commission decided the time has come to deal with the translation of these options into programs and projects.

A number of assumptions have guided our work as we have begun to consider implementation:

1. The community and personnel options are interrelated and a joint strategy involving both must be devised. Indeed, dedicated and qualified personnel is likely to affect the attitude of community leaders towards education. Similarly, if the community ranks education high on its list of priorities, more outstanding personnel is likely to be attracted to the field.

2. Dealing effectively with the personnel issue will probably require a comprehensive approach: recruitment, training, profession-building and retention will all have to be dealt with simultaneously.

3. In addition to the complex package of initiatives and interventions required by (1) and (2) above, the issue of the time necessary to introduce change will have to be addressed. This will require deciding on an appropriate balance between

Index of Key Papers

	<u>Page</u>
1. Definition of Jewish Education (8/16/89)	1
2. Draft outline of final report (7/23/89)	2
3. Research Design (7/20/89)	15
4. Fox memorandum on research papers (7/30/89)	28
5. Proposed panels	29
6. Suggested approaches to CJF Quarterly and G.A.	30
7. Proposed organizational contacts (Woocher)	33
8. Gurvis memorandum on public relations (8/10/89)	34
9. Draft paper on IJE (3/29/89)	36



15 EAST 26th STREET - NEW YORK, N.Y. 10010-1579

August 16, 1989

To: Henry Zucker

From: Arthur Rotman

Pursuant to the discussion at the last meeting of the Seniors Policy Advisors, Jon Woocher, Marty Kraar and Art Rotman had a Conference Call and have come up with the following definition of Jewish education.

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity, participate intelligently in Jewish life and to create the conditions for meaningful Jewish continuity and a rich Jewish cultural life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made to awaken and deepen the sense of Jewish belonging, to motivate the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

July 23, 1989

The Commission on Jewish Education in North America

Draft Outline of the Final Report

The purpose of the report is five-fold:

1. To disclose the reason for establishing the Commission: the problem of Jewish education—Jewish continuity.
2. To propose concrete recommendations for action in the areas of personnel and the community.
3. To offer an agenda, a roadmap for Jewish education, which will include programmatic areas.
4. To make the case for implementation: community action sites and a mechanism for implementation.
5. To inspire and offer hope for the future.

The report could have the following chapters:

- I. Executive Summary**
- II. Why the Commission: Background and Rationale**
- III. The State of the Field of Jewish Education**
- IV. Findings and Recommendations**
- V. Summary and Conclusions**
- VI. Appendices**

I. Executive Summary

This section will include a brief summary of chapters II – V with special emphasis on chapter IV. It will indicate what the Commission decided to focus upon. Key findings and recommendations will be reported in the areas of:

- A. The Community
- B. Personnel
- C. Implementation (community action site; mechanism)
- D. A Roadmap (an agenda for the next decade, including programmatic areas)
- E. Continuing the work of the Commission after the report: who and how.

II. Why the Commission: Background and Rationale

This section could describe the following:

- A. The history of the Commission
- B. The particular moment in Jewish education in North America
- C. The relationship between Jewish education and Jewish continuity
- D. The broad definition of Jewish education that includes formal and informal settings
- E. The Commission's commitment to pluralism
- F. The unique partnership between a private foundation and the organized Jewish community (JESNA, JWB, CJF)
- G. The commitment to more than a report—implementation and some form of continuing activity

It may include a revised, abbreviated version of the design document and indicate that Jewish education may be emerging as a unifying force among North American Jews.

III. The State of the Field of Jewish Education

This section may have two parts:

- A. General data which offers a broad description of the field of Jewish education in North America and a broad statement of the problems, trends and opportunities
- B. A focus on the Commission's two primary agenda items: the community and personnel

The content of this section will depend on the work that will be done by the various researchers and authors of the background papers. It will include, minimally, elaborations on the quantitative data presented at the first Commission meeting (e.g. number of students in the various educational settings, data on educators, on training, etc.).

Opportunities for improvement will be alluded to (they will be elaborated upon in the section on findings and recommendations) through examples of best practice and of vision. Such examples may be introduced throughout the report or may be handled in a separate section.

More data—both qualitative and quantitative—will be gathered to make the case for the necessary improvement, as well as to justify the claim that there are opportunities.

IV. Findings and Recommendations

This section will include findings and recommendations in the areas of:

- A. The Community
- B. Personnel
- C. Implementation (community action site; mechanism)
- D. Roadmap (an agenda for the next decade, including programmatic areas)
- E. Continuing the work of the Commission after the report: who and how.

(Best practice and vision will either be included throughout the various sections of this chapter or will be handled in a separate section.)

A. *The Community*

1. Six papers, which will appear in the appendix, will provide the background data for the section on community. They are:

- a. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure," by Henry L. Zucker
- b. "Federation-led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox
- c. A paper on the organizational structure of Jewish education in North America, which will include a historical perspective as well as an analysis of who educates, who funds, who sets policy, and the relative importance/strength/power of the various actors. By Walter Ackerman.
- d. A paper offering an in-depth view of the synagogue and the denominations as the major providers of services for Jewish education. This paper could also deal with the growing relationship between the synagogue and the organized Jewish community. By Joseph Reimer.
- e. A paper summarizing new data to be gathered at the General Assembly, at CAJE and from the various local commissions. Steven M. Cohen could be one of the researchers and authors.
- f. A bibliographic essay which includes the sources that were consulted, those that should be consulted as work evolves, and a list of the areas where no sources are currently available.

2. *Key findings in the area of the community*

It is premature and probably inappropriate to offer any suggestions as to findings or recommendations in this area. What follows should only be viewed as *examples*.

a. Problems:

education is not a funding priority
not enough outstanding leaders for education
low status
present climate not encouraging
extreme fragmentation and de-centralization
lack of co-ordination
leading institutions and organizations do not attain their full stature

b. Opportunities:

education is increasingly on the agenda of Jewish organizations
local commissions
private foundations interested

3. *Recommendations*

The recommendations on the community could relate to some of following:

a. Structure

We may recommend that the organized community (federation) take on the role of major convener for efforts to improve Jewish education. We would have to offer the rationale for the recommendation of the federation assuming leadership in an area hitherto dominated by the denominations. The role of federation as convener, catalyst, co-ordinator of funding efforts would have to be defined. The rationale would have to include the importance of overcoming the fragmentation; the importance of involving the denominations and other relevant groups that are deliverers of services; the unique opportunity to build new cooperative relationships between the denominations and the organized Jewish community.

b. Funding

We will have to decide how the issue of the economics of Jewish education should be addressed. Recommendations will depend on the outcomes of the meetings with the funders. They may include recommendations about ways to increase funding for Jewish education, or funding issues could be addressed in the section on implementation.

c. Leadership and Climate

We may recommend that lay leaders and academics of the highest calibre be recruited for the planning and implementation of Jewish education, nationally and locally. If we are successful in recruiting top leaders for the Community Action Sites and the successor mechanism of the Commission, this recommendation could significantly impact the climate of Jewish education.

Here examples of best practice and vision may be introduced — should we decide to include them throughout the report rather than in a separate section. Examples could include the history and outcomes of the Cleveland Commission on Continuity and other commissions, testimony by heads of leading foundations, etc.

d. A timetable.

B. Personnel

This section should include a statement on why personnel and the community should be dealt with comprehensively and simultaneously. The claim will be made that this approach could transform the field into a respected profession. The potential impact of such change will be described.

1. Several background papers, which will appear in the appendix, will provide the data for the section on personnel. They are:
 - a. A paper on recruitment describing what is currently being done to recruit promising candidates to the field; what seems to be effective (e.g. what is the impact of fellowships); and the main problems.
 - b. A paper on training personnel, which will include a full inventory of current training opportunities for both formal and informal educators and a review of the literature on various models of training. By Aryeh Davidson.
 - c. A paper on Jewish education as a profession, which will examine the various elements of a profession (e.g. empowerment, salary, benefits, body of knowledge, etc.), their relative importance and the feasibility of introducing them into Jewish education. Data will be compared with data of other professions, particularly general education. By Isa Aron.

d. Collection of data on the field of Jewish education, coordinated by Isa Aron.

e. An extended bibliography.

2. *Key findings* in the area of personnel

It is premature and probably inappropriate to offer any suggestions as to findings or recommendations in this area. What follows should only be viewed as *examples*.

a. Problems

quantitative gap — shortage of personnel

qualitative gap — educators are often poorly trained and unqualified

no systematic approach to recruitment

few people being trained

training capacity is limited

shortage of training faculty

low status of Jewish educators

many characteristics of a profession are lacking

high attrition rate among Jewish educators

b. Opportunities

there are pools of potential educators who could be recruited

appropriate conditions could attract

talented candidates

training could be improved and expanded

faculty for training could be recruited

community action sites will help build the profession

there are examples of best practice (successful institutions due to outstanding educators)

3. *Recommendations*

Recommendations in the area of personnel could relate to some of the following issues:

a. Recruitment

- Identify pools of potential candidates (e.g. Judaic studies majors, day school graduates, rabbis, career changers, general educators, etc.). A market study might be commissioned, a systematic recruitment program suggested and monitored for several years.
- Identify the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training, adequate salary and benefits, possibilities of advancement and growth, empowerment, etc.).

b. Training

- Develop "fast tracks" and on-the-job training programs for special populations. This might include new programs in existing training institutions or in general universities in North America and in Israel. A range of options may be developed from day-long programs to sabbatical years.
- Provide financial assistance to existing training programs for their expansion and improvement. This could include the endowment of professorships of Jewish education; the teaming of Israeli and Diaspora institutions; etc.
- Create new and/or specialized training programs.
- Create a national consortium of training institutions and research centers.

c. Building the profession

- Develop a set of standards and norms that would determine various entry levels for positions in Jewish education.
- Adapt promising ideas from general education, such as "lead teacher," to Jewish education.
- Develop a map of positions in the field with a ladder of advancement that is not only linear (e.g. specialists in bible, early childhood, special education, teacher trainers, curriculum developers, etc.).
- Examples of vision could include MLM's idea to create a number of elite senior personnel programs in North America similar to the Jerusalem Fellows, and to create several centers for research and innovation, such as the Melton Center in Jerusalem.

d. Retention

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

e. A timetable.

C.. *Implementation (community action sites and a mechanism for implementation)*

Background papers on community action sites and the mechanism for implementation will appear in the appendix.

This section will present the case for:

1. The development of community action sites, including:
 - a. The rationale: learning by doing; working at the local level while benefiting from national resources; a comprehensive approach.
 - b. Possible examples of community action sites: definition, number of sites, identification of partners, content.
2. The establishment of the IJE, the mechanism for implementation. This section will be based on the revised IJE paper that Seymour Fox and Annette Hochstein will prepare.

D. *A Roadmap for Jewish Education in North America*

This important section requires additional thought. We are not prepared to describe it at this time. It could set the agenda for Jewish education for the next decade—including determining priorities, recommendations on ways to address programmatic options and interests of specific commissioners. The role of the IJE in relation to the programmatic options and individual interests of commissioners could be elaborated upon in this section.

The background papers for this section could be the revised and expanded options papers. One possibility is that CAJE be enlisted to play a leading

role in this assignment. (See the enclosed July 3rd memo on CAJE. There have been developments since then that we will report on July 30th.)

E. Continuing the Work of the Commission After the Report: Who and How

The papers on the community and those based on the research that will be conducted at the CAJE conference and at the GA will serve as background for this section.

This section may offer recommendations for creating a successor mechanism, in addition to or perhaps overlapping the IJE, to monitor progress, ensure accountability and report to the community. It should also include a timetable.

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

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

1. a review of progress by the IJE with particular reference to the work in the Community Action Sites, including the diffusion of findings and recommendations
2. a report on the work being done by the foundations on programmatic options
3. reports on the state of Jewish education (similar to the Brookings reports)
4. a focus on key agenda issues to be addressed by the community
5. suggestions for an R&D agenda

V. Summary and Conclusions

VL Appendices

A. Background papers

[exact titles to be determined by authors]

1. The relationship between Jewish education and Jewish continuity. (Author: possibly a major Jewish philosopher)
2. The state of the field of Jewish education, by Isa Aron and research staff.
3. The organizational structure of Jewish education in North America, by Walter Ackerman.
4. The finances of Jewish education, by Hank Levin.
5. "Community Organization for Jewish Education in North America: Leadership, Finance and Structure," by Henry L. Zucker.
6. "Federation-led Community Planning for Jewish Education, Identity and Continuity," by Joel Fox.
7. The synagogue as a context for Jewish education, by Joseph Reimer.
8. Attitudes, opinions and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen.
9. The shortage of personnel for Jewish education and personnel needs, by Isa Aron and research staff.
10. Approaches to training personnel and current training opportunities, by Aryeh Davidson.
11. The training history of good educators in the field, by Isa Aron.
12. Assessment of Jewish education as a profession, by Isa Aron.
13. Recruitment and retention of Jewish educational personnel—a summary of existing knowledge.
14. Bibliographies in the areas of the community and personnel.
15. Revised and expanded versions of the options papers.
16. Best practice and vision, by Seymour Fox and Annette Hochstein.

17. "A Mechanism for Initiatives in Jewish Education," by Seymour Fox and Annette Hochstein.
18. Community action sites, by Seymour Fox and Annette Hochstein.

B. List of commissioners and biographies

C. The work of the Commission: history and process

1. The Commission's method of operation: the assumption that the Commission represents the best communal wisdom, is sovereign and belongs to the commissioners; the extensive consultations and communications between commissioners and staff; the use of experts.
2. The five meetings of the Commission: the main points from each meeting and the development of content and process from meeting to meeting.

D. Credits and Acknowledgements

1. list of all experts consulted
2. list of the various consultations in Israel and in North America, including participants
3. Bibliographies
4. List of statistical sources and mention paucity or absence of necessary data.

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TOWARDS A FINAL REPORT

RESEARCH DESIGN

I. INTRODUCTION

In this document, we will attempt to do the following:

- A. Review key questions that will be addressed in the final report.
- B. Identify what research should be undertaken in order to answer these questions.
- C. Assess the feasibility of undertaking such research for the report.
- D. Recommend how to deal with this question and offer a list of suggested possible research papers to be commissioned now.

II. KEY QUESTIONS

The design will deal with key questions that need to be answered in order to make informed recommendations. The questions are presented in broad terms; they will be detailed within the framework of the actual research.

Some of these questions can be dealt with in time for the final report. Others can only be dealt with in a preliminary form, because of time constraints. Others yet are too broad -- or the data is too scarce -- to be completed for the final report. These questions will form the basis for a broader research agenda to be included in the recommendations on research of the final report. This research agenda should be dealt with by the Commission or its successor mechanism.

In the pages below we are dealing with the following topics:

1. WHY THE COMMISSION?
2. THE STATE OF FIELD
3. THE COMMUNITY
4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS
5. THE SHORTAGE OF QUALIFIED PERSONNEL
6. TRAINING NEEDS
7. JEWISH EDUCATION AS A PROFESSION
8. RECRUITMENT AND RETENTION
9. THE COST OF CHANGE
10. BEST PRACTICE AND VISION
11. A ROADMAP FOR PROGRAMMATIC OPTIONS
12. COMMUNITY ACTIONS SITES AND MECHANISM FOR IMPLEMENTATION

1. WHY THE COMMISSION?

Q1¹ A. The Question: The Commission defines its mandate as dealing with Jewish education as a tool for meaningful Jewish continuity. This is based on an underlying assumption that Jewish education and Jewish continuity are linked. Several commissioners have raised the question of whether this assumption can be substantiated.

B. Research needed: Optimally, the following should be undertaken in order to deal with this question:

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.

2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.

C. Feasibility: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education-Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. Recommendations:

R1² Draft a brief statement disclosing the underlying assumption (that there is a link between Jewish education and Jewish continuity) and defining the questions that this assumption raises.

Q2 A. The Question: What are the conditions that warrant the creation of a Commission and what makes this Commission timely?

B. Research needed: The question could be answered in the following way:

1. A brief statement on public commissions as tools for change.

2. A brief statement summarizing the current opportunities.

1 Q = Question
2 R = Recommendation

C. Feasibility: Highly feasible.

17

D. Recommendations:

- R2 The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HL2's paper on the community.
- R3 The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.

2. THE STATE OF THE FIELD

- Q3 A. The Question: What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?

B. Research Needed: In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

At the same time the statement should illustrate positive trends. For example:

Increased participation in day schools; increased visits to Israel; the trend towards Jewish education in JCCs; the trend towards adult and leadership programs of Jewish studies, and more. The quantitative data could include: 1) general enrolment data for all types of Jewish education; 2) institutional data -- the number of institutions for the various forms of education; 3) general data on personnel (personnel numbers in various settings, overall number of personnel in terms of employment -- salaries and benefits).

Optimally, empirical research about the effectiveness of various programs should be reported on or undertaken. Qualitative data would be offered as regards the outcomes of educational programs.

C. Feasibility: It is possible to offer at this time a general summary picture -- mostly quantitative -- about the state of the field. We have a preliminary basis in the data report prepared for the first

18
Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's mini-assessment of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, etc.

D. Recommendations:

- R4 Draft a descriptive essay that will incorporate the existing data and offer an overview of the state of the field. Data from commissioned papers - such as the paper being prepared by J. Reimer should be incorporated when relevant. The data should be analyzed in a way that will highlight both the problems and the opportunities. (Isa Aron)
- R5 Identify the research questions that are not being addressed within the framework of this chapter. (Research staff).

3. THE COMMUNITY

- Q4 A. The Question: What can be done to improve the climate in the community as regards Jewish education - in order to bring more outstanding leaders to deal with education and to increase funding for education?

It is claimed that the climate in the community is often skeptical at best as regards the quality and potential of Jewish education. Most outstanding leaders do not choose to deal with education; the organizational structures - local and national - are often fragmented and divided; some are obsolete. At the same time there are clear signs of change, as expressed by the coming into existence of this commission, the coming into existence of a number of local commissions on Jewish continuity, and other facts.

There is a shortage of funding for Jewish education (for both personnel and programs). This shortage affects good and outstanding programs as well as programs that answer clear needs or demand.

Can these problems be assessed and can recommendations be made for improvement?

16
B. Research needed: The following research could help identify possible points of intervention :

1. Organizational/Institutional analysis:

Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.): who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource allocation. Point out conflicts and problems as well as trends and opportunities.

2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.

3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education - including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.

C. Feasibility: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. Recommendations:

- R6 In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).
- R7 Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).

20
R8 Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could - if the survey is successful - yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey - which can be carried out in time for the final report - will be the fact that the Commission will be visible and will seek active participation by many national and local leaders. (S. M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

Q5 A. The Question: Can the federations (the community) become the key convener for setting policy and for allocating resources in Jewish education?

D. Recommendation:

In addition to the papers prepared for the questions on community the following would be useful:

R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)

R10 Case studies of congregations as context for Jewish education. The case studies would involve questions such as : how is educational policy set within congregations? Who decides? What is the potential for change - for expansion of the educational role of congregations? What is the potential of the supplementary school? What cooperative efforts could be developed between congregations (formal education), JCCs (informal education), federations (policies and resource allocation) etc. (An extensive paper on this topic is being prepared by J. Reimer.)

R11 Analysis of the conditions that would allow the federations to take on a central role while allowing the denominations and other institutions/organizations to rise to their full stature in the provision of services and resources for Jewish education. This paper should include extensive interviews with decision-makers and actors (perhaps within the framework of the suggested survey at the G.A.)

5. THE SHORTAGE OF QUALIFIED PERSONNEL

21

Q6 A. The Question: What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

B. Research needs:

1. A paper outlining what is involved in dealing with personnel -- the four elements and how they are inter-related. Why they should be dealt with simultaneously.

2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators -- as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs -- the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

C. Feasibility: In each of the suggested categories there is some data available, however in most cases it is preliminary and rather sketchy. As with other sections, it seems unfeasible to undertake at this time the research needed to provide accurate, in-depth data. To illustrate the difficulty, some studies on the profile of educators have been undertaken. A number of such studies are in progress now (Los Angeles, Philadelphia), however it will be some time before the analysis will be available, and even then the question of whether one can generalize from this local data will have to be considered. Another example concerns the shortage of personnel: most jobs are filled by the beginning of the school year, yet anecdotal data from many sources indicates that employers settle for much less qualified personnel than they are looking for because of the unavailability of qualified people. How then is one to document the shortage? Moreover, there is no agreed-upon definition of what is a qualified Jewish educator.

D. Recommendations:

- R12 Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)
- R13 Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.

6. TRAINING NEEDS

- Q7 A. The Question: What are the training needs? What is the gap - in quality and in numbers - between the training currently available for personnel in Jewish education and the training needs?

B. Research needed:

1. What training is currently available? In what program? How many graduates are there every year? What is the training history of qualified educators that are currently in the field? What is the respective role of institutions of higher Jewish learning, general universities, Yeshivot, training programs in Israel? What pre-service and in-service training is available for the educators in the various formal and informal settings?

2. How much and what kind or kinds of training is needed? What are norms and standards for training educators?

3. What is the gap between existing training opportunities and what is needed? Can existing programs grow and meet the need? What new programs need to be created? Is faculty available and if not what should be done to develop a cadre of teacher-trainers and professors of Jewish education?

C. Feasibility: Research papers 1 and 3 can be prepared for the final report - provided there is agreement to undertake some assessment of existing training opportunities. The data concerning the training history of current good educators in the field does not exist and would have to be collected. It is not clear to what extent this could be done in time for the report.

The question of norms and standards for training Jewish educators for the 21st century has not been addressed systematically or extensively. This major question should be placed on the longer-term research agenda.

D. Recommendations:

- R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16 Gather data concerning background and training history of current good educators (possibly Isa Aron).
- R17 Assess existing training programs. (To be decided)
- R18 Draft a summary paper on training needs.

7. JEWISH EDUCATION AS A PROFESSION?

Q8 A. The Question: Can Jewish education become a profession? Should it become a profession? Some commissioners and professionals have raised the issue that in order to attract qualified personnel and offer the quality of education that is desired, it is necessary to raise the state of Jewish education to the level of a profession. This raises two questions: 1. Is this indeed the case? 2. If so, what interventions are required?

B. Research needed:

1. A comparative analysis should be offered dealing with professions in general, and assessing the performance of Jewish education as a profession. Some of the elements that need to be considered include: salaries and benefits, empowerment, an agreed upon body of knowledge, a system of accreditation, the status, networking (publications, conferences, professional associations), etc.

C. Feasibility: The literature survey is a feasible assignment. The analytic paper will suffer as do all questions discussed in this paper from the lack of data. For example: there is no systematic data available on salaries and benefits. On the other hand, limited amounts of data can probably be made available or gathered.

D. Recommendations:

- R19 Commission a paper to assess the performance of the field of Jewish education as it regards the profession of Jewish educator. (Isa Aron)

8. RECRUITMENT AND RETENTION

- Q9 A. The Question: Are there pools of potential candidates for training and work in the field of Jewish education? If yes, under what conditions can such candidates be attracted to the field? Under what conditions can they be retained in the field?

B. Research Needed:

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.

2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?

3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?

C. Significant time and extensive market research will be needed to undertake wide-scale surveys for identifying potential pools of candidates. It will not be possible to do this in time for the Commission report.

The same is true for accurately identifying the conditions for recruitment and retention. Therefore, we will recommend that we base decisions on existing data and limited data to be collected in the coming months.

D. Recommendation:

- R20 Undertake data collection on recruitment and retention based on existing studies, literature, surveys studies from general education, and extensive interviews with knowledgeable informants in training programs and in educational institutions. Summarize this knowledge for the report. (Isa Aron)

9. THE COST OF CHANGE

This topic requires further thinking - we will relate to it following the next round of consultations.

10. BEST PRACTICE AND VISION

- Q10 A. The Question: What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?
What vision of Jewish education will inform and inspire the report and its recommendation.

B. Research Needed: In order to offer a representative selection of cases, a fairly extensive project should be undertaken that would include the following steps:

Criteria for the selection of outstanding programs
Method for canvassing the field and identifying possible candidate programs
Selection of a method of evaluation -- assessment -- description
Assessment and description of the program

C. Feasibility: It is not feasible to undertake the above project and complete it by the time of the Commission report. However, it is possible to select among a variety of short-cut methodologies to offer a selection of best practice in the field of Jewish education.

D. Recommendation:

- R21 We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.

26

R22 S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

11. A ROADMAP FOR PROGRAMMATIC OPTIONS

Q11 A. The Question: How should the Commission intervene or make recommendations regarding programmatic options? Should specific and concrete recommendations be made? Should an umbrella mechanism be suggested that would assist interested commissioners in developing programs of implementation for specific programmatic areas?

D. Recommendation:

R23 Expand the option papers and offer an assessment of the feasible targets for each. (Possible CAJE project - see separate memo of July 3, 1989.)

R24 Design an umbrella mechanism for dealing with programmatic options and offer it for discussion. (See MLM's memo of April 13, 1989.)

12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION

Q12 A. The Question: In this section we will raise the questions related to change and implementation of the Commission's recommendations.

R25 Revised papers on these topics are being prepared by S. Fox and A. Hochstein.

IV. PAPERS TO BE COMMISSIONED

Most of the 25 above recommendations will be dealt with by the main author or editor of the final report with the assistance of the staff and researchers of the commission. The following list relates only to those recommendations that relate to commissioning specific papers.

R1. The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.

R3 Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers - such as that being prepared by J. Reimer. (Possibly Isa Aron)

- 2
- R6 The organisational structures of Jewish education in North America. (Walter Ackerman)
- R7 Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)
- R8 Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)
- R9 Case studies of those federations that are increasingly involved in Jewish education - as conveners and as funders/policy-setters. (J. Fox - expansion of his paper?)
- R10 Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer
- R12 The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)
- R14 Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15 Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16 Gather data concerning background and training history of current good educators (possibly I. Aron)
- R19 Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)
- R20 Recruitment and retention: summarize existing knowledge for the report.
- R22 Best practice and vision -- methods to be agreed upon in the coming round of consultations. (S. Fox, A. Hochstein)

TO: Senior Policy Advisors

FROM: Seymour Fox

DATE: 7/30/89

Below is a new list of the research papers which combines several of them, as well as an update of what we are suggesting.

Papers to be Commissioned:

1. The relationship between Jewish education and Jewish continuity. (Author: possibly a major Jewish philosopher--if he is willing to undertake the assignment.)]
2. The organizational structure of Jewish education in North America, by Walter Ackerman. - + Shertz + alternative scenarios
3. The synagogue as a context for Jewish education, by Joseph Reimer. *synagogue dimension perspective*
4. Attitudes, opinions, and perceptions of needs of leadership, by Steven M. Cohen and Erik Cohen. (Based on the data to be collected at the G.A. and other sources.) [*get question*
5. Approaches to training personnel and current training opportunities, by Aryeh Davidson. ←
6. Assessment of Jewish education as a profession, by Isa Aron.

Isa Aron will also produce an additional paper on personnel, based on both existing data and data that she will collect, in the following areas:

- The state of the field of Jewish education; ✓
- The shortage of personnel for Jewish education and personnel needs; ✓
- The training history of good educators in the field; -
- Recruitment and retention of personnel; -
- Salaries and benefits;
- Bibliography in the area of personnel.

Waxman - Yanowitz

CASE

Timetable

8/22/89

DRAFT

DRAFT

DRAFT

DRAFT

Commission on Jewish Education in North America
Proposed Panels to Review Papers

I. On Community/Financing

David Ariel
Seymour Fox
Robert Hiller
Stephen Hoffman
Martin Kraar
Morton Mandel
Arthur Naparstek
Arthur Rotman
Herman Stein
Philip Wasserstrom
Jonathan Woocher
Bennett Yanowitz

Bronzman

Hirshman

II. On Personnel

Seymour Fox
Annette Hochstein
Mike Inbar

Authors:

Walter Ackerman
Isa Aron
Aryeh Davidson
Joseph Reimer
Israel Sheffler

Commissioners:

Jack Bieler
Josh Elkin
Sara Lee
Alvin Schiff

Card

Others:

Barry Chazen
Sharon Feinman-Nemzer
Alan Hoffmann
Barry Holtz
Zev Mankowitz
Bernie Reisman

SM Cohen
Joe Shulman

Dave Dubin

Stefan Feld
Paul Flexner

Jerry Wiske

Joe
Herman Alexander
Hirshman a Shrago a Hall
Rebelsky
Looney
Ramb



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

CJF QUARTERLY AND GA STRATEGY

I. Introduction

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

II. Objectives

- A. to involve federation lay and professional leadership in the Commission process;
- B. to stimulate and build upon Jewish education planning initiatives in local communities;
- C. to strengthen Jewish education as a policy priority on the Jewish communal agenda;
- D. to test the IJE and community action site concepts; and
- E. to define the roles of local and national institutions in an evolving national Jewish education system.

III. September Quarterly

There are two primary groups we should meet with at the Quarterly meeting--federation planners and federation executives. We may also want to meet with CJF's Commission on Jewish Continuity.

- A. Planners - this session should be a follow up to the July meeting with planners in Jerusalem. At that session reactions focused on local concerns about top down approaches which supersede local initiatives and priorities. Accordingly, the September meeting should provide an informal opportunity for input and participation in the process, and particularly to allow them to help shape the IJE and community action site concepts. Mark Gurvis would convene a small group of 10 to 12 planners for an informal session. Seymour Fox will develop a brief discussion paper which fleshes out the planning questions to be addressed, and which can be shared with the planners in advance of the meeting. Structure of the session:

1. Brief presentation on Commission goals, structure, process--five minutes.
 2. Update on current status (research projects, drafting of report, consultation with constituent groups)--five minutes.
 3. Outline IJE and community action site concepts--ten minutes.
 4. Discussion with focus on planners' input into various issues--one hour:
 - a. criteria for determining community action sites;
 - b. regional approaches to community action sites;
 - c. balancing national resources with local initiative and resources; and
 - d. balancing roles of national agencies with the independent Commission.
- B. Executives - An informal meeting with a small group of interested and influential executives would be a very helpful step towards our agenda-building objective. This group would help frame ways in which the Commission can achieve its goals with local communities. Steve Hoffman and Marty Kraar should convene this meeting.
- C. CJF Commission on Jewish Continuity - this committee is scheduled for a session during the September Quarterly. They already have a full agenda for their session (scheduled for 10:15 a.m. on September 11). Based on discussion with the Commission's staff director, Elaine Morris, and its chairman, Phil Wasserstrom, there could be a brief presentation updating the group on the Commission's progress.

IV. General Assembly

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

- A. CJF presidents and executives - we should ask for the opportunity to use this meeting to present on the Commission, its likely recommendations, and the opportunities that will exist for local communities. In particular, presentation and discussion should focus on:
1. Increasing local funding for Jewish education--include analysis of trend of federation support for Jewish education in last ten years;

2. IJE and community action site concepts as further defined;
3. possible funding partnerships between national and local communities. The best way to do this might be to lay out several scenarios of the ways in which IJE and community action site concepts could come to life.
4. Ample opportunity for questioning and discussion. This will be a key time to listen for potential problems among the federation constituency.

This agenda is very preliminary. This meeting with executives at the Quarterly should help us determine the agenda for this session.

- B. Forum session - we should reach a large general audience at the GA through one of the forum sessions. A high caliber presentation by MLM should generate excitement, enthusiasm for the Commission process and anticipated outcomes. We should particularly focus on the vision for the future, partnership among national organizations, and between national and local resources. The use of audio-visual supports (short video, overhead projection, etc.) would be an effective way to go beyond the usual G.A. presentation and rivet attention on the strength and seriousness of the Commission's process. The presentation should be followed by table discussions on the presentation, focused by key questions--(1) how can local communities respond to this national initiative; (2) what national resources are necessary to help local communities change priorities or succeed with local initiatives; (3) can regional approaches to these issues work.
- C. Planners - An opportunity for a third session with the full group of planners to share the refined IJE and community action site concepts and to talk through implementation issues.
- D. CJF Commission on Jewish Continuity - a possible opportunity for meeting again with this group. They generally do not meet as a commission at the GA, but rather sponsor a session open to all GA participants. We could convene a meeting by special invitation, in which case we could set the agenda as a time to review the IJE and community action site concepts with this group. We should determine the need for this after the September Quarterly meeting.

Prepared by J. Wosher

33

DRAFT

August 14, 1989

ORGANIZATIONAL CONTACTS FOR COJENA

ORGANIZATION

PROPOSED CONTACTS

- | | | |
|---|--|---------------|
| 1. Bureau Directors Fellowship | Meeting with directors in Cincinnati (November 14);
Input into papers (allow directors to organize a process);
Input into rewriting of options papers (possibly by assigning directors to specific options) | ✓ |
| 2. Denominational education commissions / departments | (Contingent on meetings with Schorsch, Lamm, Gottschalk); meeting with department directors and (if feasible) commission chairs; invitation to submit written statements on topics being addressed in report; Reform and Conservative departments to review and comment on draft of Reimer paper on role of synagogues | NO
? |
| 3. Planners | Consult with CJF on possibility of meeting at GA; invitation to planners group to review and comment on papers dealing with community and leadership, plus community action sites and IJE proposals (process to be worked out by planners and CJF) | ✓
NO |
| 4. AIHLJE | Report and discussion of 10/23 meeting at AIHLJE meeting of 10/29-30; coordination of preparation of papers and Commission report sections on personnel with AIHLJE project on educator preparation (through Sara Lee); invitation to review and comment on papers dealing with personnel training | ✓
NO
NO |
| 5. COJEO | Ask Alvin Schiff to report on Commission at COJEO meeting and seek general feedback | ✓ |

as individuals

AMERICAN
ARCHIVES

TO: Henry L. Zucker FROM: Mark Gurvis DATE: 8/10/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: PUBLIC RELATIONS EFFORTS

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

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

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

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

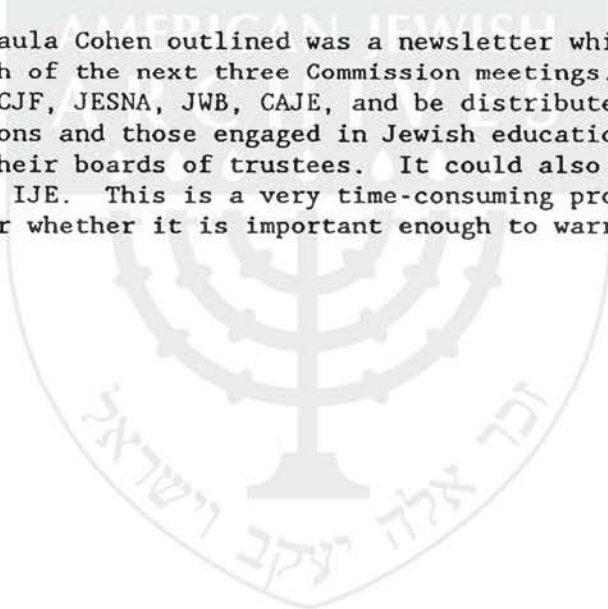
1. JTA Community News Reporter - reports community and organization news and will accept press releases describing the Commission and its activities. We should use this periodically to highlight Commission meetings or major presentations of the Commission's work.
2. JTA Daily News Bulletin - reports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

INTER-OFFICE CORRESPONDENCE

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

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

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



March 29, 1989

36

DRAFT - FOR DISCUSSION ONLY -- NOT FOR QUOTATION

A Mechanism for Initiatives in Jewish Education

S. Fox & A. Hochstein

I. BACKGROUND

Between August and December 1988, the Commission on Jewish Education in North America engaged in a decision-making process aimed at identifying those areas where intervention could significantly affect the impact of Jewish education in North America.

A wide variety of possible options were considered. The Commission opted for focusing its work initially on two topics:

1. Dealing with the shortage of qualified personnel for Jewish education; and
2. Dealing with the community -- its structures, leadership and funding, as keys to across-the-board improvements in Jewish education.

At the same time, many commissioners urged that work also be undertaken in various programmatic areas (e.g. early childhood, informal education, programs for college students, day schools, supplementary schools).

II. THE CHALLENGE

The wide consensus among commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. Indeed, a number of commissioners suggested that agreement that these areas were in need of improvement has existed for a long time among educators and community leaders. Ideas have been suggested; articles have been written; conferences have been held; some programs have been tried. Yet significant improvement has not come about. Some claim that we seem to know what the problems are, but have not yet devised a workable strategy for addressing them effectively in the field.

- The challenge now facing the Commission is to develop creative, effective and feasible approaches for dealing with the topics at hand (personnel, the community - and later programmatic options) and to launch the process that will bring across-the-board improvement and change.

III. SOME UNDERLYING ASSUMPTION

1. To respond to the above challenge it is necessary to demonstrate that the personnel and community options can indeed be acted upon in the comprehensive manner that they were formulated. For personnel this involves recruitment, training, retention and profession-building. For the community this involves recruiting outstanding leadership, changing the climate and generating significant additional funding.

2. It is difficult to meet this challenge on the national level because it is too complex and too vast.

3. On the other hand there is good cause to believe that it could be undertaken on the local level, for the following reasons:

a. much of education takes place only on the local level

b. the scope of a local undertaking that would be comprehensive could be manageable. There is sufficient energy and there are enough people to undertake such a project.

c. The results of a local undertaking would be tangible and visible and could generate interest and reactions that might lead to a national debate on the important issues of Jewish education.

d. a local project could be managed in a hands-on manner. Therefore it could be constantly improved and fine-tuned.

e. there are ideas and programs (best practice) that if brought together, integrated and implemented in one site could have significantly greater impact than they have today when implementation is fragmented. The whole is greater than the sum of its parts.

f. visions of Jewish education could be translated and experimented with in a limited and manageable way.

g. national institutions and organizations could be mobilized for such experimental programs. They would view this as an

DRAFT - FOR DISCUSSION ONLY -- NOT FOR QUOTATION

opportunity to test and develop new conceptions for Jewish education.

h. people could be recruited and mobilized for tangible local demonstrations. The pool could be expanded to include - in addition to the current cadre of outstanding educators :

1. Rabbis
2. Scholars of Judaica (Twersky, etc)
3. Federation executives
4. Jewish scholars in the humanities and sciences (Scheffler, Schon, Lipsett, Ginzburg, etc...)

4. Local sites could be networked for greater impact.

5. Working on the local scene could take advantage of working both from the "bottom-up" and from the "top-down".

IV. BRINGING ABOUT CHANGE

A. From Options to Community Action Sites

The theoretical basis for undertaking the personnel and community options has been debated by commissioners, staff and outside experts. Though the deliberation will continue throughout, the Commission decided the time has come to deal with the translation of these options into programs and projects.

A number of assumptions have guided our work as we have begun to consider implementation:

1. The community and personnel options are interrelated and a joint strategy involving both must be devised. Indeed, dedicated and qualified personnel is likely to affect the attitude of community leaders towards education. Similarly, if the community ranks education high on its list of priorities, more outstanding personnel is likely to be attracted to the field.

2. Dealing effectively with the personnel issue will probably require a comprehensive approach: recruitment, training, profession-building and retention will all have to be dealt with simultaneously.

3. In addition to the complex package of initiatives and interventions required by (1) and (2) above, the issue of the time necessary to introduce change will have to be addressed. This will require deciding on an appropriate balance between

4. All key stakeholders will need to be appropriately involved from the very beginning of this process. This includes commissioners, national organizations and institutions, local organizations and institutions, professionals (local and national), and funding sources.

5. Significant questions concerning innovation and implementation of the two enabling options - and of the programmatic options when they will be addressed - can only be resolved in real-life situations, through the dynamics of thinking for implementation, and in the actual act of implementing.



6. For all these reasons, we suggest that the Commission work with communities that wish to become Community Action Sites where we can deal with the community and personnel options.

7. By Community Action Site we mean a site (a community, a network of institutions, one major institution, etc.) where some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by a vision of what Jewish education at its best can be.

9. The assumption implicit in the suggestion of a Community Action Site is that other communities would be able to see what a successful approach to the community and personnel options could be like, and would be inspired to apply the lessons learned to their programs, in their own communities.

B. From Community Action Sites to a Mechanism for Initiatives in Jewish Education

1. As Community Action Sites were being considered, a number of questions and issues related to their implementation arose:

2. Implicit in the notions of change, innovation, new initiatives, demonstration, is the assumption that one knows what should and can be changed and demonstrated. However, at this time some of what should and can be changed, innovated, demonstrated in Jewish education needs to be developed or created.

3. Programs for implementation are seldom successful when they are "top-down" programs. Communities must play a major role in the initiation of the idea, they must be full partners in the design of programs and in their implementation.

4. Numerous questions need to be addressed in considering the Community Action Sites approach: Who will undertake the strategic thinking? Who will plan and ensure that the standards and goals of the Commission are maintained? Who will actively accompany the ideas through their stages of development and implementation? Who will deal with the unresolved issues as they arise in implementation? Who will see that things work, and that they can be replicated? Who will consider issues of change and replication of change throughout the universe of Jewish education?

5. A strong case exists for initiating change through Community Action Sites. However, as the above issues were being considered by the staff -- in extensive consultation with experts -- it became clear that a means, a mechanism, is needed to deal with Community Action Sites. A way to mediate between ideas and implementation needs to be devised.

6. The possible role of this mechanism can be illustrated by way of an analogy borrowed from industry: the mechanism will be analogous to the unit that designs, develops and builds the prototype of a new product, improving upon it until that product works. When problems and issues arise during the process of constructing the prototype, they are dealt with and resolved in the unit. Lessons learned from implementation are absorbed and used to change, adapt and modify the product; the product is adapted to specific local needs, etc.

7. It is therefore suggested that a mechanism for implementation be created to be called (for lack of a better name at this time) the mechanism for "Initiatives in Jewish Education" (IJE).

AMERICAN JEWISH ARCHIVES

IV. THE MECHANISM FOR INITIATIVES IN JEWISH EDUCATION (IJE)

A. The Mission

1. The IJE will be a free-standing mechanism for the initiation and promotion of change and innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking. If successful, it will be a source of ideas, characterized by an atmosphere of ferment, search and creativity. It will be the driving force for systemic change.

2. The IJE will design and revise development strategies - generally in concert with other persons and institutions. It will be a full-time catalyst for development efforts for Jewish education.

3. The IJE will undertake the assignment of creating Community Action Sites. These Community Action Sites will deal minimally with the two enabling options - where personnel will include: recruitment, training, profession building and retention, and community will include: bringing strong leadership into Jewish education, changing the climate and generating additional funding for education. Through personnel and the community, it will also be dealing with programmatic

options, e.g. as it recruits and trains personnel for early childhood programs, for the day schools, for informal programs, etc.

4. The goal of the Community Action Site is to bring about major change in the quality of Jewish education in that Site, through a successful approach to the options of personnel and the community. The importance of a site resides both in the possibility to effect and demonstrate change there, and in being the basis for inspiring change elsewhere.

5. The Community Action Site will be a joint endeavour of an interested local community and the IJE. The IJE will assist, if needed, in setting up the local mechanism (local IJE) that will undertake responsibility for the Community Action Site. Each Site will have its local mechanism. Together, the local mechanisms will network for the promotion of change and the diffusion of innovation. The IJE will act as facilitator to create a network of such local mechanisms.

6. Conditions are bound to change as a result of the work of the IJE. As work proceeds, existing institutions may want to respond to emerging needs. The IJE may cause new institutions to be established - when no viable alternative exists.

7. In addition to this initial focus on Community Action Sites, the IJE will assist funders, as appropriate, in moving ahead with programmatic options in which they have an interest by acting as a consultant and professional resource. The IJE will be a central address for funding sources and for institutions who wish to work cooperatively with the IJE in their own development efforts. It may also help local IJE's find funding for their initiatives.

8. Much of the definition of the IJE will evolve during the actual process of implementation.

B. The IJE At Work

The following is one possible scenario of the IJE at work:

1. Staff and Governance

a. The IJE will be a free standing mechanism. It will have a staff to perform multiple functions and will be governed by a Board of Trustees (see Appendix 1).

b. There will be a director, responsible for all of the work of the IJE. He/she will be an outstanding, high-level professional, committed to Jewish continuity, knowledgeable of the Jewish community of North America. He/she may be an educator, a manager, or both (to be determined.)

c. In addition to the director, a team of outstanding professionals will staff the IJE (size and composition to be determined).

d. Governance of the IJE will be in the hands of a board composed of lay leaders, scholars and professionals, blending experience, knowledge and financial strength.

e. The authority of the IJE will derive from the ideas that guide it and the prestige, status and effectiveness of its Board and staff.

2. Functions

a. In order to meet the complex tasks involved, the IJE will undertake various functions. They will be linked organically and will complement each other. They may include:

- i. research, data collection, planning and policy analysis;
- ii. community interface (for demonstration sites);
- iii. funding facilitation;
- iv. monitoring, evaluation and feedback;
- v. diffusion of innovations.

b. The work of the IJE will be guided on an ongoing basis by the vision, the educational content and the philosophy contained in the final report of the Commission. To insure the above ongoing inputs will be received from the staff of the IJE, consultants throughout the world, institutions, scholars and community leaders. A Professional Advisory Board will be established to stimulate this activity.

c. Some of the content and rationale for items i-v above include:

i. research, data collection, planning and policy analysis

* This may be viewed as the research and planning arm of the IJE. It will improve and maximize the knowledge-base upon which decisions for Jewish education are made. The work may be commissioned, done in-house or others may be encouraged to do various parts. The necessary data bases will be created here; major issues will be studied, key questions will be researched

(e.g. create inventories of Jewish educational resources; undertake needs analyses; set norms and standards for training; assess the quality of existing training; analyze community structures in relationship to Jewish education, etc.).

* To provide the analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of Community Action Sites? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in the Community Action Site? Who are the stakeholders and how can they be involved? What are the financial and financing possibilities?)

* To provide the knowledge and planning support needed and wanted by the Community Action Sites; to work with the local IJE in the Community Action Sites and provide expertise that may be needed; to help ensure the level and quality of the work intended.

* To be the arm of the IJE for planning and strategic thinking. It is here that development plans will be designed and strategies will be defined and revised on an ongoing basis. This work will extensively involve other persons and institutions.

ii. community interface (for Community Action Sites)

* The IJE will work extensively with the communities where Community Action Sites are located. It will do so by means of local mechanisms that will be established.

The community interface function may deal with:

* Initiation of negotiations with relevant stakeholders and community leaders about undertaking the process of becoming Community Action Sites.

* Help the local community establish a mechanism for its Community Action Sites and assist in recruiting staff for such mechanisms.

* Ongoing facilitation during implementation - as needed (e.g. assistance in negotiations with national training institutions, universities, organizations, etc.). The IJE staff will be proactive in its support of the local management of the Community Action Sites. Relevant IJE staff will maintain ongoing contact with the local team.

iii. funding facilitation

This function may include the following:

* To undertake as appropriate, brokering between various possible sources of funding (foundations, national organizations,

local sources of funds, federations, individuals) and the Community Action Sites.

- * To be a central address both for funding sources and for relevant institutions who will seek guidance in accomplishing their objectives.

- * To seek to link high priority pieces of work with various funders and competent implementors.

- * To assist funders in moving ahead with programmatic options in which they have an interest, acting as a consultant, and providing professional assistance as appropriate.

iv. monitoring, evaluation and feedback

The purpose of this function is threefold:

- * To monitor activity of each Community Action Site.

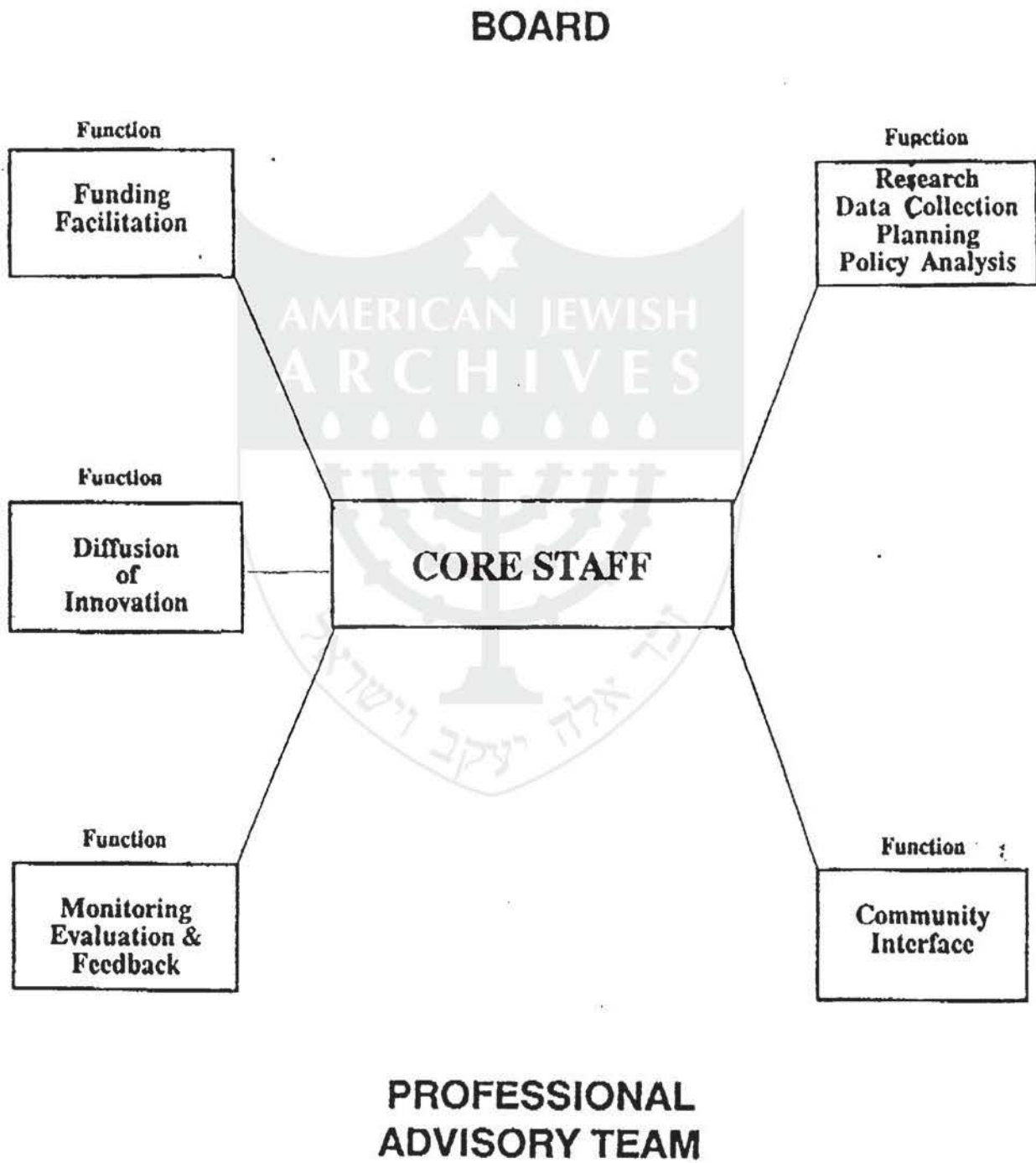
- * To evaluate - in whatever form or forms deemed most relevant - the progress of Community Action Sites.

- * To create and activate feedback loops to connect practical results with a process of re-thinking, re-planning and implementation.

v. diffusion of innovation

The goal of the Commission on Jewish Education in North America is to bring about across-the-board systemic change in Jewish education, by initially dealing with the areas of personnel and

The ii – Organizational Design



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
List of Commissioners as of
December 6, 1988

Mona Ackerman New York, New York	Arthur Green Wyncote, Pennsylvania	Florence Melton Columbus, Ohio
Ronald Appleby Toronto, Canada	Irving Greenberg New York, New York	Donald Mintz New Orleans, Louisiana
David Arnow New York, New York	Joseph Gruss New York, New York	Lester Pollack New York, New York
Mandell Berman Southfield, Michigan	Robert Hiller Baltimore, Maryland	Charles Ratner Cleveland, Ohio
Jack Bieler New York, New York	David Hirschhorn Baltimore, Maryland	Esther Leah Ritz Milwaukee, Wisconsin
Charles Bronfman Montreal, Quebec	Carol Ingall Providence, Rhode Island	Harriet Rosenthal South Orange, New Jersey
John Colman Glencoe, Illinois	Ludwig Jesselson New York, New York	Alvin Schiff New York, New York
Maurice S. Corson Columbus, Ohio	Henry Koschitzky Ontario, Canada	Ismar Schorsch New York, New York
Lester Crown Chicago, Illinois	Mark Lainer Encino, California	Harold M. Schulweis Encino, California
David Dubin Tenafly, New Jersey	Norman Lamm New York, New York	Lionel Schipper Toronto, Canada
Stuart Eizenstat Chevy Chase, Maryland	Sara Lee Los Angeles, California	Daniel Shapiro New York, New York
Joshua Elkin Jerusalem, Israel	Seymour Martin Lipset Stanford, California	Peggy Tishman New York, New York
Eli Evans New York, New York	Haskel Lookstein New York, New York	Isadore Twersky Cambridge, Massachusetts
Irwin S. Field Norwalk, California	Robert Loup Denver, Colorado	Bennett Yanowitz Cleveland, Ohio
Max Fisher Detroit, Michigan	Morton Mandel Cleveland, Ohio	Isaiah Zeldin Los Angeles, California
Alfred Gottschalk Cincinnati, Ohio	Matthew Maryles New York, New York	

COMMISSION ON JEWISH EDUCATION
IN NORTH AMERICA

Morton L. Mandel, Chairman

Senior Policy Advisors

- David S. Ariel - President, Cleveland College of Jewish Studies
26500 Shaker Boulevard, Beachwood, Ohio 44122
(216) 464-4050
- Seymour Fox - Professor of Education, Hebrew University
The Jerusalem Fellows, 22A Hatzfira Street, Jerusalem 93152
02-668728
- Annette Hochstein - Consultant, Nativ Policy & Planning Consultants
P. O. Box 4497, Jerusalem, Israel 91044
02-662296
- Stephen H. Hoffman - Executive Vice President, Jewish Community Federation
of Cleveland
1750 Euclid Avenue, Cleveland, Ohio 44115
(216) 566-9200
- Martin S. Kraar - Executive Vice President,
Jewish Welfare Federation of Detroit
163 Madison Avenue
Detroit, MI 48226
(313) 965-3939
- Arthur Rotman - Executive Vice President, JWB
15 East 26th Street, New York, New York 10010
(212) 532-4949
- Carmi Schwartz - Executive Vice President, Council of Jewish Federations
730 Broadway, New York, New York 10003
(212) 475-5000
- Herman D. Stein - University Professor, Case Western Reserve University
3211 Van Aken Blvd., Shaker Hts., Ohio 44120
(216) 368-4380
- Jonathan Woocher - Executive Vice President, JESNA
730 Broadway, New York, New York 10003-9540
(212) 529-2000
- Henry L. Zucker - Consultant, Premier Industrial Foundation
Executive Vice President Emeritus,
Jewish Community Federation of Cleveland
4500 Euclid Avenue, Cleveland, Ohio 44103
(216) 391-8300

Consultants

Seymour Fox

Annette Hochstein

Arthur J. Naparstek - Professor of Social Work,
Mandel School of Applied Social Sciences,
Case Western Reserve University
2035 Abington Road, Cleveland, Ohio 44106
(216) 368-2307

Joseph Reimer - Assistant Professor, Benjamin S. Hornstein Program in
Jewish Communal Service, Brandeis University
Waltham, Massachusetts 02254
(617) 736-2996

Herman D. Stein

Henry L. Zucker

Staff

Mark Gurvis - Assistant Director of Social Planning,
Jewish Community Federation of Cleveland
1750 Euclid Avenue, Cleveland, Ohio 44115
(216) 566-9200

Virginia F. Levi - Program Director, Premier Industrial Foundation
4500 Euclid Avenue, Cleveland, Ohio 44103
(216) 391-8300

Debbie Meline - Research Assistant,
Nativ - Policy and Planning Consultants
P. O. Box 4497, Jerusalem 91044
02-662296

7/28/89

Commissioner Interview Assignments

Sr. Policy Advisor/Staff

Commissioner

Seymour Fox

Mona Ackerman
David Arnow
Charles Bronfman
Lester Crown
Alfred Gottschalk
David Hirschhorn
Sara Lee
Seymour Martin Lipset
Robert Loup
Florence Melton
Charles Ratner
Isadore Twersky

Annette Hochstein

AMERICAN JEWISH
ARC
Norman Lamm
Morton Mandel
Esther Leah Ritz
Ismar Schorsch

Morton Mandel

Max Fisher
Joseph Gruss
Ludwig Jesselson
Daniel Shapiro

Arthur Naparstek

Ronald Appleby
Mandell Berman
Stuart Eizenstat
Henry Koschitzky
Haskell Lookstein
Matthew Maryles
Donald Mintz
Alvin Schiff
Lionel Schipper
Peggy Tishman
Bennett Yanowitz

Joseph Reimer

Jack Bieler
Josh Elkin
Irwin Field
Arthur Green
Carol Ingall
Mark Lainer
Harold Schulweis
Isaiah Zeldin

Sr. Policy Advisor/Staff

Jonathan Woocher

Henry Zucker

Commissioner

David Dubin
Irving Greenberg
Lester Pollack
Harriet Rosenthal

John Colman
Maurice Corson
Eli Evans
Robert Hiller



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

	<u>Tab</u>	<u>Assignment</u>
I. Review minutes and assignments of 7/30/89	1,2	VFL
II. The Fourth Meeting of the Commission		SF/AH
A. Desired outcomes		
B. Suggested agenda		
C. Format, preparations, logistics		
III. Workplan and report on progress		
A. Timetable from now through the final meeting		SF/AH
B. The Research Program -- Status report on all papers, authors, panels; reconsider opinion survey; timetable	3	SF/AH
1. Update on community/financing paper		HLZ
2. Update on synagogue as context paper		JR
3. Definition of Jewish education	3	AR
C. Completing the report (timetable, contents)		SF/AH
D. Developing a funding program		HLZ
E. Developing and operationalizing the IJE and Community Action Sites		SF/AH
F. Commission Outreach		
1. Working with commissioners		SF/AH

2. Relationship with:

- | | | |
|--|---|--------|
| a. JESNA and Bureau Directors | | JW |
| b. JWB | | AR |
| c. CJF and Federations/community planners/GA | 3 | HLZ/MG |

- | | | |
|--|---|----|
| 3. Involving organizations in development of report and implementation mechanism | 3 | JW |
|--|---|----|

- | | | |
|--|--|----|
| 4. Report on CAJE meeting and proposed follow-up | | SF |
|--|--|----|

- | | | |
|---------------------|---|----|
| 5. Public Relations | 3 | MG |
|---------------------|---|----|

IV. Future meetings of Senior Policy Advisors VFL

~~A. October 5 - 1:30 - 5:00 pm - Cancel~~

- Harmonizing Club*
- A.** October 22 - 7:30 pm - New York
October 23 - USA Fed
 - B.** October 24 - 8:30 am - noon - New York (JWB)
 - C.** November 29 (or December 6) - Cleveland
 - D.** Tentative date for fifth meeting: February 14, 1990