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CJENA correspondence, meetings, and planning documents,
1989.

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

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

Commissioners

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

In Formation

Senior Policy Advisors

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

Director

Arthur J. Naparstek

Staff

Virginia F. Levi
Joseph Reimer

February 1, 1989

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

Dear Annette:


You will recall that, as an outcome of our December 13 meeting, the Commission decided to continue its work by focusing on two of the enabling options--personnel and community. Together we recognized these two options as preconditions for significant across-the-board improvement in the field of Jewish education.

We will continue to work toward developing a framework for Commission activities. Your continued participation and commitment are essential to the outcome of this process.

Enclosed are the minutes of both the Commission meeting and the meeting of Senior Policy Advisors the following day. Please feel free to communicate your impressions and comments to us. The cassette tapes of the Commission meeting are also available upon request from Ginny Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, 216-391-8300).

The next meeting of the Commission has been set for Wednesday, June 14 from 10:00 a.m. to 4:00 p.m. at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar. We will schedule a meeting of Senior Policy Advisors prior to the June 14 Commission meeting and will be in touch when we are ready to schedule that meeting.

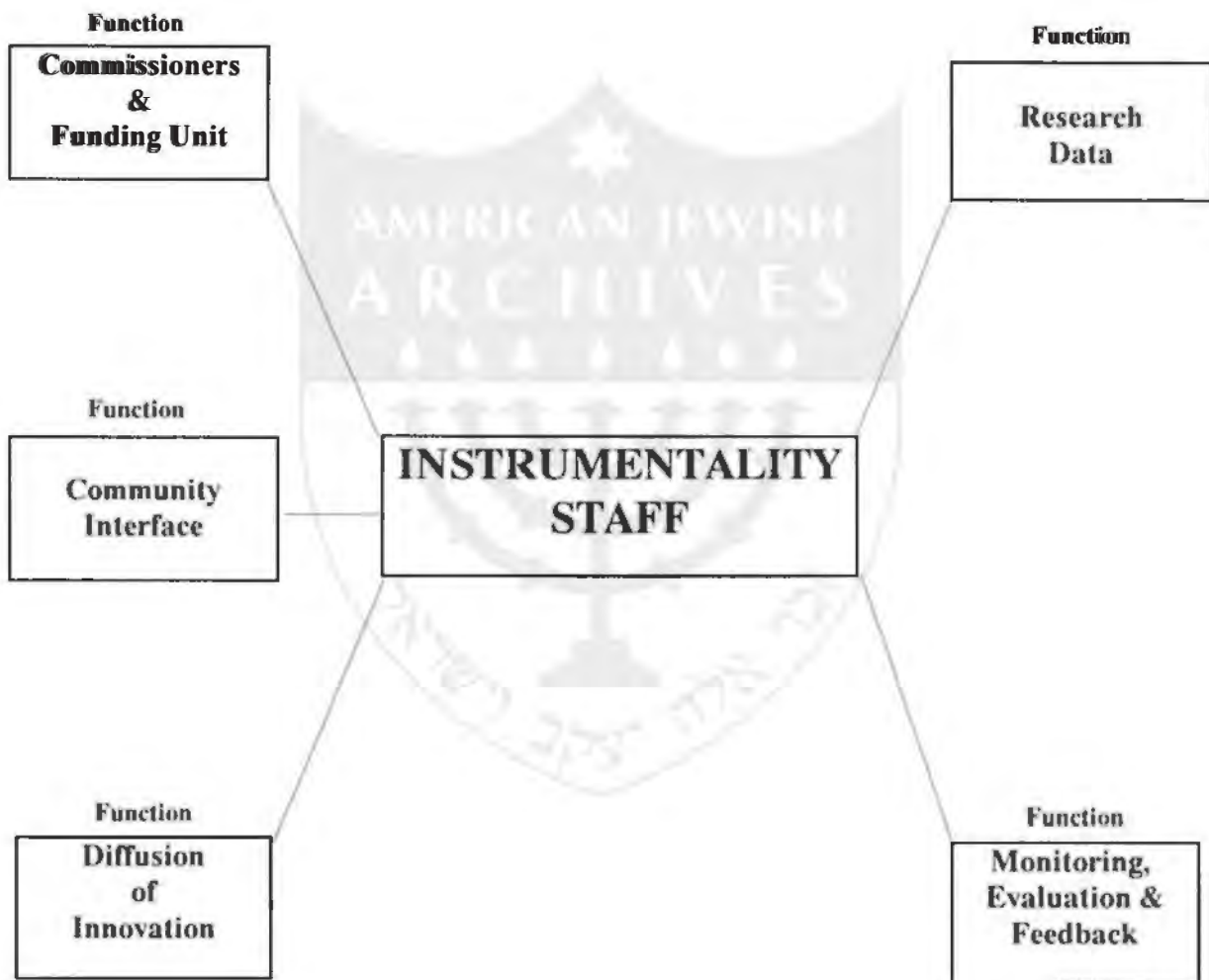
Sincerely,


Morton L. Mandel
Chairman

Enclosures



BOARD & ACADEMIC TEAM



March 30, 1989 - ~~copy~~ King Conf

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..

* Jewish continuity needs adding

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.

** jw : work at local level and change at national level must go hand in hand.

mlm : the role of national organizations needs strengthening

jw : flesh out how change works re-national w. local

hs :: ?

mlm :: omission of ije's relationship to national organizations and role of nationals

ar :: ?

etc...

we have to write a 2 para thing that tells the definition: role of nationals in IJE and the national/local relationship
Put CJF, jwb, jesna

sf :: the IJE will have to decide what it will do - of course in assessing what is
see ginny's notes re-sf

da : counter assumptions will be raised - re-denominations
re-put 2 and 3a together and develop local/national theme

discussion - see Ginny's notes

there seems to be a bias that says that things will be resolved locally - where we really mean both national and local

MLM's credo
an institution who's only mission is

hs - the juices of the commission to be expressed - the spirit
of the enterprise
express the win/win situation of IJE for national

***** ah :: the nationals - issues::
role : a. in IJE
b. in CAS
c. as clients of IJE

institutional structural issues

content :: national function re-J.Ed
local function

MLM dogma: the key to change in N.A. is the federations

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 short, medium and long-term results.

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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.

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6.. For all these reason

↳ f-A

1500 Euclid Avenue
Cleveland, Ohio 44103
216/391-8300

Convened by Minndel Associated Foundations, JWB and JESNA in collaboration with CJE.

- 2 -

happy to discuss this further with you..

I will be in the United States beginning Wednesday,, March 8,,
1989 and will be staying at the Mayflower Hotel,, New York City,,
Tel: 212-660-0060.

Sincerely yours,

Seymour Fox



Nativ Policy and Planning Consultants
Jerusalem, Israel

תחנת-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Dr. Afivor Naparstek

DATE: March 27, 1989

FROM: *Prof. Eyal Mero R7*

NO. PAGES: 2

FAX NUMBER: 316-391-8507

MEMORANDUM ON THE COMMISSION AND THE DENOMINATIONS

1. THE PROBLEM

a) By denominations, we mean the national and local synagogue and rabbinical organizations as well as additional groups such as Torah U'mesorah.

b) As the Commission approaches the stage of recommendations, and thereafter implementation, the denominations, who are the major deliverers of educational services, are likely to feel that they have not been involved in the decision-making process.

c) The denominations may respond by complaining, refusing to participate, or worse.

2. POSSIBLE APPROACHES

a) Invite the denominational groups to join the Commission.

b) Invite them to participate in whatever groups (task forces, sub-committees, etc.) are given the responsibility to deal with the content of the recommendations of the Commission, e.g. the ii.

c) Invite them to join the board of the successor to the Commission or the board of the ii.

3. STEPS TO BE TAKEN

a) MLMM should meet with the presidents of the institutions of higher Jewish learning (Y.U., J.T.S., H.U.C.) and discuss how to begin the dialogue with the denominations. Lamm, Schorsch and Gottschalk have different positions and degrees of influence and sensitivities to their denominational constituencies.

Commissioners who play an important role in a denomination (Melton, Ratner, Jesselson, Koschitsky, etc.) might participate in these meetings, along with staff.

b) These meetings will help us to decide how to proceed.

c) We might choose from among the "Possible Approaches" listed above.

d) New or different approaches might emerge at these meetings.

e) A different approach might be adopted for each denomination.

FAX SENT

Date:

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: MEMBERS OF THE PLANNING TEAM

DATE: 1989 MARCH 26, 1989

FROM: SEYMOUR FOX & ANNETTE HOCHSTEIN

NO. PAGES: 31

FAX NUMBER: 001-212-391-8327 001-212-391-8327

Re :: Attached draft paper on the ii

The attached paper is a draft that is incomplete. It is meant to serve as a basis for our discussions on Wednesday, March 29. A number of major issues have not yet been dealt with - e.g. we have only begun to deal in this paper with the question of the organization of local involvement and its relationship to the ii. We have not elaborated on the diffusion of innovation and on the relationship of the academic team to the work of the ii. Formulations are often preliminary and meant to enrich the discussion.

Looking forward to the meetings

Best regards

Seymour & Annette

176C

Nativ Policy and Planning Consultants
Jerusalem, Israel

מנהל-יועצים לעסקאות ודאגות
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Virginia Levi
FROM: Debbie Heline

date: VW DATE: 23 March 1989

NO. PAGES: 4 no. pages: 4

FAX NUMBER: 216-391-8327

Hi Ginny!

Attached is an update on Annette's and "Prof."
Fox's contracts with commissioners. Annette
will wrap the individual sheets with her
to the States..

Debbie

161 BM

3/21/89

Commission on Jewish Education in North America

Name	Assignment	Suggested contact between 3/30/89 and 6/14/89
I. LAY LEADERS		
1. Nona Ackerman	AJN	
2. Ronald Appelby	AJN	
3. David Arnow	JR	AH saw 2/89. Will call 4/89. If there is a small group mtg, no further contact needed.
4. Mendedil Berman	AJN	
5. Charles Bronfman	SF	SF saw 2/89. MLM saw 3/89. Stated to host small group meeting.
6. John Colman	HLZ	
7. Maurice Corson	HLZ	
8. Lester Crown	SF	SF saw 2/89. MLM and SF will see 4/89. Stated to host small group meeting.
9. Stuart Eizenstat	AJN	
10. Eli Evans	HLZ	
11. Irwin Field	AR	
12. Max Fisher	MLM	
13. Joseph Gruss		
14. Robert Hiller	HLZ	
15. David Hirschhorn	HLZ	
16. Ludwig Jesselson	AH	AH will try to see 4/89 (difficult to arrange)
17. Henry Koschitzky	JR	SF saw Koschitzky 2/89
18. Mark Lainer	JR/AJN	
19. Robert Loup	AH	AH will call 4/89

3/21/89

Commission on Jewish Education in North America

Name	Assignment	Suggested contact between 3/30/89 and 6/14/89
22. Florence Melton	AH	AH will try to see 4/89
23. Donald Mintz	AR	
24. Lester Pollack	AR	
25. Charles Ratner	SF	SF saw 2/89 will call 4/89
26. Harriet Rosenthal	AR	
27. Esther Leah Ritz	AH/AR	AH saw 2/89 will see 4/5/89
28. Lionel Schipper	AJN	
29. Daniel Shapiro	AJN	
30. Peggy Tishman	AH/AJN	
31.* Bennett Yanowitz	AJN	
II. PRES., HIGHER ED		
32. Alfred Gottschalk	MLM/SF	SF called 2/89 will see 4/89
33. Norman Lamm	MLM/AH	AH will see 4/3/89
34. Ismar Schorsch	MLM/AH	AH will see 4/3/89
35. Arthur Green	JR	
III. SCHOLARS/EDUCATORS		
36. Seym Martin Lipset	SF	SF saw 2/89 will see 4/89
IV. JUDAIC SCHOLARS		
37. Isadore Twersky	SF	SF saw 2/89 will see 4/89

3/21/89

Commission on Jewish Education in North America

Name	Assignment	Suggested contact between 3/30/89 and 6/14/89
V. JEWISH EDUCATORS		
38. Jack Bieler	JR	
39. David Dubin	AR	
40. Joshua Elkin	JR	
41. Irving Greenberg	JR	
42. Carol Ingall	JR	
43. Sara Lee	SF	SF called 2/89 - Will see 4/89
44. Alvin Schiff	AJN	
VI. RABBIS		
45. Haskel Lookstein	AJN	AH saw 1/89
46. Harold Schulweis	JR	
47. Isaiah Zeldin	JR	



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

72948 (REV. 2/88) PRINTED IN USA

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 9722699951NO. OF PGS. 6
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most
arranged

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: **NE** ^{SV} **SEYMOUR FOX**
 NAME
 COMPANY **NATLVS**
 STREET ADDRESS
 CITY, STATE, ZIP **JEKUSALEM**
 PHONE NUMBER

FROM:
 NAME **VIRGINIA LEVI**
 COMPANY **PREMIER**
 DEPARTMENT
 COST CENTER **090**

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Here are 2 proposed agendas ^p ~~ex~~ 3 sheets
 I am using to prepare suggested commission
 contacts for 3/29. Please fill in as you
 can and advise on agendas.*

Isiny

3/22/61

190 ✓

To: Seymour + Annette

From: Ginny

Re: Meetings with committee

A. Seymour

1. Gottschalk + Out of Country on 4/3. In NY on 4/1, 4/7
if you can see him then.

2. Lee - In meetings all day on 4/3. Could see you
in NY between 10 a.m. + 5 p.m. on Sun., 4/2

3. Lipsett - IM D.C. on 4/3. Could see you 4/4 or 4/9
or the end of the previous week.

B. Annette

1. Greenberg - Not free 3/28 or 4/3.

2. Tishman - Not free 3/28 or 4/3.

3. Scherish - Yes! 10:00 a.m., Mon., 4/3 - 3080 Broadway
Room 516

4. Lamm - Yes! 4:00 p.m., Mon., 4/3 - 500 W. 185th St.

DRAFT 3/21/89

Meeting of Commission Planning Group
March 29, 1989

Proposed Agenda

- I. Minutes of Meetings of February 7-9, 1989
 - II. Review Assignments
 - III. Update on the 11 concept
 - IV. Nature of contacts to occur with commissioners before 6/14
 - V. How do we organize the Commission to do its work between now and 6/14 (perhaps after 6/14) -- work plan
 - VI. Review Commission report - rolling outline
(Do we commission papers? What topic areas?)
 - VII. Discuss ways to involve leaders from the denominations
 - VIII. Review Agenda for meeting of March 30
 - IX. Do we need to regroup following the 3/30 meeting? If so, how?
 - X. Set tentative dates for 4th Commission meeting
- 162-AM

DRAFT 3/21/89

Meeting of Senior Policy Advisors
March 30, 1989

Proposed Agenda

- I. Progress report (12/13 to 3/30) * From enabling options to implementation mechanism; how did we get there.
 - A. Progress Report
 - B. The ii concept
 1. What are the advantages?
 2. What are the limitations?
- II. Are we ready to present the concept of ii to the Commission? If yes, how?
 - A. Before 6/14
 - B. On 6/14
 - C. Other
- III. PR status report
- IV. Progress report on outreach project

1630M

3/21/89

Commission on Jewish Education in North America

Name	Assignment	Suggested contact between 3/30/89 and 6/14/89
I. LAY LEADERS		
1. Mona Ackerman	AJN	
2. Ronald Appelby	AJN	
3. David Arnow	JR	
4. Mandell Berman	AJN	
5. Charles Bronfman	SF	
6. John Colman	HLZ	
7. Maurice Corson	HLZ	
8. Lester Crown	SF	
9. Stuart Eizenstat	AJN	
10. Eli Evans	HLZ	
11. Irwin Field	AR	
12. Max Fisher	MLM	
13. Joseph Gruss		
14. Robert Hiller	HLZ	
15. David Hirschhorn	HLZ	
16. Ludwig Jesselson	AH	
17. Henry Koschitzky	JR	
18. Mark Lainer	JR/AJN	
19. Robert Loup	AH	
20. Morton L. Mandel	AH	

3/21/89

Commission on Jewish Education in North America

Name	Assign ment	Suggested contact between 3/30/89 and 6/14/89
22. Florence Melton	■ AH	
23. Donald Mintz	AR	
24. Lester Pollack	AR	
25. Charles Ratner	1 SF	
26. Harriet Rosenthal	AR	
27. Esther Leah Ritz	AH/AR	
28. Lionel Schipper	1 AJN	
29. Daniel Shapiro	AJN	
30. Peggy Tishman	1 AH/AJN	
31. Bennett Yanowitz	1 AJN	
< «	1 1 1	
II. PRES, HIGHER ED	1	
32. Alfred Gottschalk	1 MLM/SF	
33. Norman Lamm	1 MLM/AH	
34. Lomar Schorsch	1 MLM/AH	
35. Allisur Glick	1 JR	
III. SCHOLARS/EDUCATORS	1	
36. Seym Martin Lipset	1 SF	
IV. JUDAIC SCHOLARS	1	
37. Isadore Twersky	1 SF	1<"

3/21/89

Commission on Jewish Education in North America

Name	Assignment	Suggested contact between 3/30/89 and 6/14/89
V. JEWISH EDUCATORS		
38. Jack Bieler	JR	
39. David Dubin	AR	
40. Joshua Elkin	JR	
41. Irving Greenberg	JR	
42. Carol Ingall	JR	
43. Sara Lee	SF	
44. Alvin Schiff	AJN	
VI. RABBIS		
45. Haskel Lookstein	AJN	
46. Harold Schulweis	JR	
47. Isaiah Zeldin	JR	

March 16,, 1989

JERUSALEM MEETINGS

INTERNAL

"NEIGHBORHOOD NETWORKS FOR HUMANE MENTAL HEALTH CARE"

NAPARSTEK; BIEGEL; SPIRO

BRIEFING NOTES

Probably his major project. At its core,, a moderate non center-periphery view for delivering social services.. A blend of neighborhood/community involvement with professional service agencies that are accessible.

A 4-year NIMH project -- Baltimore & Milwaukee ((Providence dropped)) ..

Their interest is to make MH work and the focus is on neighborhood involvement because -- say they -- neighborhood is the context for MH. The problem is mainly delivery..

The systemic differences between human service ((delivery or not)) and education ((delivery or not))..

The problem of the "worried well" versus the really mentally ill.

Getting services to people = the partnership professionals + community..

The role of residents: assess needs,, capitalize on strenghts & resources..

See assumptions p. 65.

bro/5MN-W

TO: PROFESSOR SS. FOX
FROM: ANNETTE HOCHSTEIN
DATE: MARCH 15, 1989
RE: FAX ABOUT DESIGN OF COMMISSION BROCHURE

Ginny requested that I respond immediately to a proposal for the brochure (the design,, not yet the text) so I called her with the following comments ((see attached fax)):

B.4. "Provide a mechanism for reader to respond. . ." I told her that it is not a good idea to encourage uninvited feedback,, as we wouldn't be able to deal with everyone's ideas at this time and might create false expectations. A P.O. box number could be written discretely somewhere on the brochure,, allowing for spontaneous reactions but not inviting them..

B.7. "Why a Commission?" I recommended adding the word "now." I told her that the partners should be listed only,, rather than mention "what each partner brings to the Commission."

I also suggested that they find a way of combining points b and c. Jewish education as a tool for achieving meaningful Jewish continuity.

waV ^



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

3/15/89

WILLIAMU.

Q MALGRAM

FILE NO. 22-267175

NO. OF BBS

U. OF PG8. _____
(INCL. COVER SHEET)

Waymerville

പ്രവർത്തനം - മലയാള സാമ്പത്തിക വികസനം
Economic

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME ANNETTE HOCHSTEIN

COMPANY NATI

STREET ADDRESS.....

CITY, STATE, ZIP JERUSALEM

CITY, STATE, ZIP _____
PHONE NUMBER _____

FROM:

NAME VIRGINIA LEV

COMPANY PR EN I E K

DEPARTMENT" _____

COST CENTER

TELEX NO.: 6873015 PREMII UW

FAX NO.: 2163918327

TIME SENSE

MESSAGE:

Annette - Please review and comment on the attached - today, if at all possible. We are especially interested in your thoughts on item B & C.

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Brochure Design ((DRAFT 3.14.89))

172
BM

A. DESIGN COMPONENTS

1. Four or Six Panel Design ((depending on the amount of text))

2. Self-Mailer

One panel designated for mailing label, return address information, bulk-mail indicia

Approximate size when folded:: 4" x 9"
(making it compatible with a #10 business envelope)

3. Consistent with Commission letterhead in terms of paper stock, ink color, typography

4. Graphic design elements which could be used to break-up the copy and provide visual interest include:

Quotations, appropriate photographs of educational settings ((formal and informal)), headline treatment ((i.e. different typeface, ink color)), or design elements ((i.e. educational tools or judaic symbols)) which represent specific text.

B. CONTENTS

1. Present same overview as in the Design Document in an abbreviated form.
2. To the extent possible, describe the Commission's agenda in the broadest sense.
3. Weave into the copy the key points raised at the 2/22/89 Public Relations Committee meeting::
 - a. Serious, well staffed, well directed effort.
 - b. The potential for constructives, far reaching solutions which could positively impact profession.
 - c. Diverse interests are well represented.
4. Provide a mechanism for reader to respond with ideas or suggestions, i.e. reply card, an address to direct written response.

Brochure Design, page 2
B. CONTENTS, continued

5. In addition to descriptive text regarding commissioners ((and/or quotations from selected commissioners)), reserve a panel on which to present the entire roster of commissioners and policy advisors.
6. use descriptive text headlines to introduce new sections of copy, rather than one word/bullet headlines.
7. Text elements could include:
 - a. Introduction
Why a Commission? Who are the partners? What does each partner bring to the Commission?
 - b. The Challenge: Jewish Continuity
 - c. The Solution/Key: Education
 - d. The Agenda ((in general terms))
What is the Commission studying/exploring/ addressing?
Who will be effected?
What is the timeframe?
 - e. The Outcome(s) ((in general terms))
What are the projected benefits?

Suggested Elements for Commissioner Follow-up Sheet

1) Name of Commissioner:

2) Contact Person:

3) Profile:

- a. Foundation/Educator/Community Leader/Scholar/Head of Institution etc.
- b. Degree of Influence
- c. Potential Grantor
- d. Special interests related to the work of the Commission

4) Contacts:

- a. Meetings: ((date, place, participants, content))
- b. Telephone conversations: ((date, participants, content))
- c. Letters ((date, writer/recipient, content, response))
- ☒ d. Participation in small group meetings ((date, which group, role))

((Reports Attached))

5) Outstanding Issues:

6) Actions to be Taken:

FAX SENT

DATE: 13/03/89

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתניה-יועצים לעדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO-

DR. ARTHUR NAPARSTEK

DATE-

MARCH 13,, 1989

FROM

SEYMOUR FOX AND ANNETTE HOCHSTEIN

NO. PAGES.
N - PAGES.

FAX NUMBER:

001-216-391-8327

20

TO: DR. ARTHUR NAPARSTEK

MARCH 12,, 1989

FROM: ANNETTE HOCHSTEIN

RE: ATTACHED DOCUMENTS FROM THE JERUSALEM MEETINGS

DEAR ART,,

I HOPE THAT YOU HAD A PLEASANT TRIP HOME AND THAT TRANSITION IS EASY.

YOU WILL FIND,, ATTACHED,, MANY OF THE DOCUMENTS WE PROMISED TO SEND:

1. MINUTES OF THE MEETINGS OF MARCH 7,, 8 AND 9 (DAY AND EVENING).. Those of the 10th are forthcoming..
2. REVISED ASSIGNMENT LIST - more assignments may be forthcoming as we go through the details of the meetings.. You may want to have the list retyped on your format sheets - we were not able to do this here today..
3. YOUR NOTES FOR MONDAY
4. OUTLINE FOR FINAL REPORT ,
5. NOTES ON THE DENOMINATIONS ((INTERNAL))
6. SUGGESTED AGENDA FOR THE MEETING WITH THE SENIOR POLICY ADVISORS..
7. THE CORRECTED BUDGET WITH NOTES FROM SF

HOPE THIS IS USEFUL.

MORE WILL FOLLOW AS IT IS PRODUCED,

BEST REGARDS,

Jerusalem Meetings
March 10, 1989

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Revised Assignment List

M'S

COMMISSION INVOLVEMENT

1. Design checklist for commissioner contacts -

TP WFL 2/9/89 (immediately)

2. Decide on the nature of contacts with commissioners before the 6/4 meeting -

TP PLANNING GROUP 2/9/89 3/29/89

3. Arrange a meeting of MLM with Bronfman and Crown, and/or SF/AH to get their reaction and suggestions to implementation concept

TP MLM 2/9/89 3/29/89
AJN
SF

- a. Propose regional meetings to occur in April or May, chaired by Bronfman and Crown to consider implementation concept with other commissioners

MLM 2/9/89

- b. Set up regional meetings of commissioners to consider the implementation proposal.

AJN 2/9/89 agenda for Senior
VFL Policy Advisors

4. Draft letter to commissioners from MLM summarizing activities to date, and notifying of regional meetings.

TP AJN 2/9/89 3/15/89

- a. Process letter through policy advisors

TP AJN 2/9/89 3/30/89

- b. Send letter to commissioners

TP WFL 2/9/89 4/5/89

5. Convene a meeting of commissioner educators
TP JR 2/9/89 Early April
- 6.. Convene meeting of MLM with Twersky,, Lipset,, heads of 4 seminaries
SF or AH.
Pre- AJN/SF 2/9/89
mature

OUTREACH/PUBLIC RELATIONS

7. Discuss the issue of CAJE and the denominations.. Develop a strategy.
TP Planning Group 2/29/89 3/29/89
- 8.. The commission's partners ((JWB,, JESNA)) should convene groups of people who can contribute to the work of the Commission.
TBD AR/JW 2/27/89 TBD TBD
9. Create a short piece ((pamphlet,, brochure,, etc.)) describing the Commission's work,, members,, staff,, goals to precede a larger outreach effort.
TP AJN/HBC 2/29/89 3/25/89
- 10.. Firm up list of formal and informal education institutions (with help from Alvin Schiff, Leonard Rubin) including priorities,, timetable and method of contact.
JR 2/29/89 3/15/89
11. Prepare for meeting with Federation executives in April.. MLM presentation.
AJN 2/29/89 4/4/89
12. Develop a plan for maintaining contact with the nine local Commissions on Jewish education. (See Joel Fox's Analysis)
TP Planning group 2/29/89 3/15/89
- 13.. Determine appropriate ways to involve leaders from the three denominations (e.g. Syme, Abramson, orthodox, someone from Torah U'Mesorah) -subsumed under #7 above.
TP AJN/HZ/SF 2/29/89 3/31/89

ASSIGNMENTS RE OUTCOMES AND IMPLEMENTATIONS

14. Prepare proposal for implementation mechanism (ii).
TP SF/AH 2/9/89 3/26/89

15. Draft a working outline for the final report.
TP AJN/JR 2/9/89 2/9/89 DONE DONE
16. Commission a paper on the significance of Jewish continuity in the context of Jewish education. (subsumed under 15)
RP 2/9/89 TBD
17. Draft a best practices paper (subsumed under 15)
TBD 2/9/89 TBD TBD
18. Job description for head of ii.
AJN 2/9/89 3/29/89
19. Redraft options paper on personnel and community in light of implementation proposals and outline of final report.
20. Prepare outline for a vision paper. (part of ii mission statement)
SP SFF 2/9/89 TBD TBD
21. Plan a production schedule for all staff work.
TP WFL 2/9/89 3/15/89
22. Schedule meeting of Planning Group on 3/29/89. Location TBD.
TP AJN/VFL 2/9/89 3/29/89 done
23. Schedule meeting of Senior Policy Advisors for 3/30/89, 10:00-4:00 Location TBD
TP AJN/FVL 2/9/89 3/30/89 done

Jerusalem Meetings
March 10, 1989

Your notes for Monday

1. The assignment list was revised in light of the meetings in Jerusalem.
2. The outline for the final report was enthusiastically endorsed (see minutes of March 9th and attached outline). AJN and JR will prepare a second draft..
3. Strategies for dealing with the denominations, CEDE, local commissions need to be determined. (see minutes of March 8, 9th.)
4. Contacts with the commissioners before June 14 to be discussed with the Planning Group (see item 2 on assignment list..)
5. Were Bronfman and Crown asked to chair regional meetings? Was the meeting with Bronfman set? (see item 3 on assignment list..)
6. JR is arranging a meeting of educators on April 5th or 6th. (See item 5 on assignment list..)
7. Should the commissioner contact sheets be included in the books given to the Senior Policy Advisors?
8. Joel Fox's paper was discussed. SF spoke to Hank SF will write to Joel with the following comments:
 1. The denominations were not given their proper due as deliverers of services; the central role of the Federations in Jewish education is developing but is not yet a reality.
 2. Some of the descriptions of programs may have been overstated.
9. Preparation for meeting with Federation executives
10. Budget for Israel Office

175 AM

Jerusalem Meetings
March 10, 1989

Suggested Agenda for Meeting of the Senior Policy Advisors
March 30, 1989

- I. Progress Report ((December 13th - June 14th)) -
From Enabling Options to Implementation
- II. The Commission
- III. P.R. and Outreach
- IV. Funding



MA
BM

JERUSALEM MEETINGS

Notes for Budget for Israel Office

The notes follow the items on the budget

1. Salaries:

a. Executive secretary..

There is a change here: Suzanna is secretary but in charge of the office. As such she is responsible for complete day-to-day administration of all the work. She is always ready to roll up her sleeves and constantly doing typing and xeroxing, etc....

b. Temporary help and typist.

As a result of your visit you see the amount of day-to-day work that must be written,, typed and produced for our own use and for the use of educators here (Ackerman etc....) and overseas..

c. Research assistant..

Debbie Meline is responsible for the results of all our meetings here as she was for our meetings with you and Joe: e.g. she summarizes,, synthesizes,, and puts order into loose ends.. In addition,, without her we would have no right to assume that we are on top of whatever is considered data.

2. Rent:

Rent is our forty percent of the total rent of the house - the other part being paid by the Jerusalem Fellows.. (Jewish Agency)

3. Telephone and facsimilia:

We will be submitting bills,, beginning this January first.. Native will continue to submit itemized bills..

4. Local meetings and travel:

I have left out any sum for local meetings and travel,, but I am sure you understand that we will be spending money for both against bills sent to JWB. We will be in touch with you monthly to receive feedback..

5. Office supplies:

Office supplies will be charged and you will receive a bill..

6. Office upkeep:

Office upkeep is detailed here but will be paid against bills to the Sochnut,, via JWB.

FAX SENT

DATE:

10.3.89

Nativ Policy and Planning Consultants
Jerusalem, Israel

מחלקת - יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: MORTON L. MANDEL

DATE: MARCH 10, 1989

FROM: AJN, SF, AH, JR

NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Mission Accomplished..

Shabbat Shalom,,

Art Naparstek
Joe Reimer
Seymour Fox
Annette Hochstein

Jerusalem Meetings
March 9, 1989

Agenda for the evening of March 9th

I. The Commission

- A. ~~Commissioners~~ as a group group
- B. ~~Commissioners~~ as individuals
- C. The ~~iii~~
- D. How the Commission will work with the ~~ii~~
- E. ~~Fundness~~

II. Personnel and the Community Reconsidered

How should the Commission relate to the issue of Personnel and the Community while the ~~ii~~ is being created?

181BM

Agenda for Meeting of Friday,, March 10th

- I. **New Assignment List**
- II. **Agenda for**
 - A. **Senior Policy Advisors Meeting**
 - B. **Planning Group Meeting**
- III. **List of items that require MLM's approval**
- IV. **What will happen on June 14?**

Questions to be dealt with - from minutes of March 7,, 8,, 9th:

- What should happen between now and June 14th?
- Director of the ii: life span?
 - insuring against a "lousy second director"
- A name for the ii ((contest sponsored by Premier?))

17-9 B.M.

reimer/2MN-W

TOWARDS THE JERUSALEM MEETINGS -- MARCH 1989

31 29

CALL WITH JOE REIMER

Purposes:

1. Time to understand the initiative."
2. Time to talk through how we work the U.S. can proceed fruitfully while we work.
3. The Commission work and implementation model needs explicating.

5/3/89

The Instrumentality for Implementation :

Discussion outline

1. The ii will undertake the assignment of developing demonstration sites.
2. Much of the definition of its work will occur in the actual process of implementation.
3. The following is one possible scenario of the ii at work:
4. There will be a manager,, responsible for all the work of the ii. He/she will be an outstanding,, high-level professional,, knowledgeable of the Jewish community of North America. He/she may be an educator,, an administrator - or both (to be determined.)
5. In addition to the manager,, a small team of outstanding professionals will staff the ii ((size and composition to be determined))..
6. The ii will be governed by a lay board of experienced and knowledgeable leaders and by an academic team.
7. In order to meet the complex tasks involved in developing demonstration sites,, the following functions will be undertaken:
 - a. data collection,, planning and policy analysis;;
 - b. community interface ((for demonstration sites));;
 - c. funding facilitation;;
 - d. monitoring,, evaluation and feedback;;
 - e* diffusion of innovations..

8. The rationale for each function include Appendix 1. offers brief definitions of each function.

9. In order for each of these functions to be given the attention needed,, and that none be overwhelmed or overtaken by pressing needs of other functions,, they will probably be structured as distinct units. The staff of any one may be as small as a part-time person or as large as a full team - as needed.

10. The ii will be a mechanism for the initiation and promotion of change and innovation in Jewish Education. As such it should be a ~~source~~ of rigorous work together with inspiration,, and creative thinking. If successful it will be a source of ideas,, and will be a place characterised by and atmosphere of ferment,, search,, creativity.

To coordinate the work and maximise creative possibilities within the outstanding staff,, there will be a number of forums at which

progress will be discussed and ideas will be presented for debate. The first of these forums will be the staff and its manager who will meet regularly to co-ordinate the thinking, planning and activities of the ii. [[additional forums]

How will the ii begin its work?

1. A pre-planning process will be undertaken with the head of the ii (and - depending on circumstances - with staff members too..)

2. This process - which will be a joint learning endeavour - will include:

a. extensive work with members of the planning team to familiarize himself with the background,, concepts and ideas of the ii (Fox, Naparsteck,, Hochstein,, Zucker,, Reimer).

b. extensive work with members of the planning group,, senior policy advisors,, some educators and commissioners to familiarize himself with the reality of the situation of Jewish education in North America and with the communal and institutional aspects of the issue.

3. Following the above and any additional consultation they wish to hold, the first task of the staff will be to define the ii's mission. This will include identifying ways to improvements and strategies for intervention.

OUT This may or may not include the definition of strategic goals (e.g. develop the profession; quadruple the number of qualified, trained educators over five years; introduce new forms of training) or the definition of tasks (e.g. develop demonstration site with improved professional opportunities; networks; remuneration, ladder of advancement. Evaluate existing training opportunities; expand programs* create new ones, etc....).
[n.g.]

4. The staff will present its proposed definition to the board and to the academic team for consideration, discussion and approval.

It is understood that these strategies will be reviewed on an ongoing basis,, and with extensive consultations with other institutions and individuals.

5. The initial structure of the ii will be finalised (though always in flux) in accordance with the mission statement.

Towards Demonstration Sites

1. Amongst the early steps in its work the ii will have to decide on appropriate demonstration sites. The data-collection and

policy-analysis unit will prepare a proposal for discussion, based on three sets of data: *This may include this may include*

community data and criteria for
J -- general personnel and community-development targets (e.g. raise the qualifications of all personnel for supplementary schools; get education to be a 'major communal priority')

/ -- analysis of data on communities and on Jewish Education in communities.. (e.g. map of J.Ed. in communities; social, institutional and political assessments etc...).

1. w. V > -- criteria for the selection of the sites (e.g. availability of general educational resources; optimal size; socio-economic and Jewish-Education indicators; leadership - current and potential; etc...)

This data may be largely available or may have to be collected by the unit. In some instances, it may have to be produced.

6. The unit will bring the proposal for discussion to the "Monday morning Forum" - i.e. to the staff meeting of the ii, where it will be argued, discussed and altered as the case may be.

7. The head of the ii and its relevant units will then begin a round of consultations with board members and with relevant agents (stakeholders (people and institutions); power-holders; potential agents of change) in candidate communities to check further feasibility and wisdom of the specific suggestions. This will include preliminary assessments of local interest, likely interest and involvement of stakeholders, likely availability of resources, etc...

8. Following extensive review of the feasibility, and assessments of the chances for change and success, one or more demonstration sites will be selected.

The ii and a demonstration site

1. The purpose of the demonstration site is to bring about major change in the quality of Jewish Education in that site, through the media of educational personnel and the community. The interest in that site resides both in the possibility to effect and demonstrate change and in the fact that it can trigger or inspire change elsewhere.

2. Change will be brought about by the community and in the community with the ii acting as initiator, facilitator, and resource. *for change*
~~Thus local mechanisms will be in charge of the project.~~

3. (insert II from page 5)
3. The ii will help identify or set-up (as needed) the local mechanism (existing institution, coalition of institutions, planning team, etc.) that will take responsibility for the demonstration site. *catalyst and*

4. The ii will enter into a contractual agreement with the

demonstration site ((community)). This agreement will stipulate the mutual roles and undertakings. E.g. there will be explicit definitions of the purpose of demonstration sites, and of the expected activities. The principles guiding the work will be agreed upon. (~~planning~~, ~~monitoring~~, ~~evaluation~~) - ~~of~~ quality of

~~plan & enforce~~

Planning

Monitoring

Evaluation

of the standards of
quality of work

~~The Role~~

Process & Content : the relationship with
the i - its role in
a demonstration site

~~Theory & Practice~~

community

GM

G.M.

unfinished

Appendix 1

The functions of the ii - brief definitions

The success of demonstration sites will be largely dependent upon the local ownership, involvement, investment in the endeavour. Detailed planning and implementation will take place locally. The Jri should be conceived as initiating, facilitating and providing resources as needed to relevant communities.

a. data collection, planning and policy analysis

* To improve and maximise the knowledge base upon which decisions for Jewish Education are made [in a demonstration site and/or in general? to be determined] (e.g. - how many educators are there currently in the demonstration site and how many are needed? What are the Jewish educational needs of the given community? what does the community want? - what is the quality of in-service training given? what are current conditions of employment? - what are adequate salaries? what are norms for training that will meet the goals of the commission? what are potential recruitment pools? etc...)

* To provide analysis needed for informed decisions (e.g.: what are relevant criteria for the selection of demonstration sites? what is the nature of the problem/s in that site? what are the political and institutional givens relevant to change in the demonstration site? who are the stakeholders and how can they be involved? what are the financial and financing possibilities?)

* To provide - upon decision to undertake a project - the knowledge and planning support needed and wanted by the demonstration site; to work WITH the team of the demonstration site and provide expertise that may be needed.

b. community interface (in demonstration sites) :

The community interface function will deal with:

* Preliminary negotiations with relevant stakeholders and community leaders about undertaking the project. Negotiations concerning the terms for participation in the demonstration project and the nature of this participation: agreement concerning targets, time frames, standards, local investments in funds, people, activities. Assistance in setting up the local mechanism(s) that will take leadership of the demonstration project, that will plan it and co-ordinate its implementation.

* Ongoing facilitation during implementation = as needed (e.g. negotiations with national training institutions; universities; organizations etc...). Assistance as needed (e.g. crisis management; dealing with resistance; enlisting community leaders'

Q's

How do we know this is the way?

What are the ways we check ourselves:

1. Answers to people's questions
2. Answer our criteria ((to be set))
3. Our knowledge re-change
4. The literature ((now?))
5. Experts

FAX TO: DR. ARTHUR J. NAPARSTEK

FROM: SEYMOUR FOX

DATE: 1.3.89

DEAR ART,

1.. HOTEL - WE HAVE RESERVATION - WILL DISCUSS ON THE TELEPHONE

2. ☐ WILL ARRANGE FOR YOU TO BE PICKED-UP AT AIRPORT -
FLIGHT LY008 WHICH ARRIVES AT APPROXIMATELY 15:45 P.M.

3.. SUGGEST THE FOLLOWING SCHEDULE:

Monday 6th March, 1989 DINNER: ANN/SEYMOUR FOX

Tuesday 7th March, 1989: 8:00-22:00 p.m. ANN/J. REIMER/
AH/SF

DINNER: J. REIMER/SEYMOUR FOX

Wednesday, Thursday,

Friday - 8,9,10th March, 1989: WORKING DAYS WITH
WORKING DINNER ON EITHER WEDNESDAY OR
THURSDAY NIGHT

4. AS I MENTIONED SUE IS OUT OF THE COUNTRY.

ANNETTE WANTS VERY MUCH TO INVITE YOU, AARON AND JOE FOR DINNER
ON FRIDAY NIGHT.

PAGE 2.....

6. THE FOLLOWING ARE MEMBERS OF THE CONSULTATION GROUP:-

PROFESSOR WALTER ACKERMAN

DR. BARRY CHAZAN

PROF. SAMUEL HEILMAN

MR. ALAN HOFFMANN

DR. BARRY HOLTZ

DR. ZE'EV MANKOWITZ

MR. MENACHEM REVIVI

DR. DAVID RESNICK

MR. DON SCHER

ANNETTE AND I SUGGEST YOU MEET INDIVIDUALLY WITH:

WALTER ACKERMAN

BARRY HOLTZ

BARRY CHAZAN

SAMUEL HEILMAN

ARE THERE ANY OTHERS IN THIS GROUP YOU WOULD LIKE TO MEET WITH?

7. IS THERE ANYONE FROM YOUR PREVIOUS VISTS ((E.G. ROSEN/ADLER ETC))
YOU WOULD LIKE TO MEET?

8. ARE THERE ANY PROJECTS YOU WILL WANT TO SEE?

SINCERELY,,


SEYMOUR

Nativ Policy and Planning Consultants
Jerusalem, Israel

• **שירותי ייעוץ ומתכנון**
למחוזות ולרשויות מקומיות

FAX SENT
DATE: 11/1/91

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Dr. Arthur Naparstek

DATE: 11/1/91

FROM: Seymour FAX

NO. PAGES: 1

FAX NUMBER: 216 391 7

FAX TO: DR. ARTHUR J. NAPARSTEK

FROM: SEYMOUR FOX

DATE: 22.33.89

DEAR ART.,

THE LAROMME HOTEL BOOKING HAS BEEN MADE. MY SECRETARY, SUZANNAH COI WHO WILL BE ABLE TO RECOGNIZE YOU, WILL MEET YOU AT THE AIRPORT AT APPROX 3:45 P.M. ((FLIGHT LY008)).

THOUGH I THINK THAT YOU AND I SHOULD DISCUSS THE SPECIFIC AGENDA ON MONDAY NIGHT, I THINK BY AND LARGE THE MAJOR PURPOSE OF OUR MEETINGS IS TO CONSIDER HOW WE MOVE FROM THE DECISION TAKEN ON DECEMBER 13TH TO IMPLEMENTATION. THIS WILL CONCENTRATE OUR ATTENTION ON THE I.I.

LOOKING FORWARD TO SEEING YOU,

SINCERELY,


SEYMOUR FOX

MAR 3 15 28 20 1980 PREMIER CORP



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

MTH

☐ TELEX NO. _____
☐ MAILGRAM _____
☒ FAX NO. 011-972-2-699-951
 NO. OF PGS. 2
 (INCL. COVER SHEET)

☐ URGENT - Time sensitive - must go by day

☒ REGULAR - Send at time rates are most economical

After 3 PM. Please

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME Professor Seymour Fox
 COMPANY c/o Native Policy & Planning
 STREET ADDRESS Consultants
 CITY, STATE, ZIP Jerusalem, Israel
 PHONE NUMBER 02/662-255

FROM:

NAME Morton L. Mandel
 COMPANY Premier Industrial Corporation
 DEPARTMENT Chairman of the Board
 COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO: 2163918327

TIME SENT:

MESSAGE:

Regarding Sunday call - 3:30 PM, Cleveland time is done.

** TOTAL PAGE.01 **

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיבי-יועצים למדיניות ותכנון
ירושלים

Tel.: 072-2-662296; 699 951

Fax: 072-2-699 951

FACSIMILE TRANSMISSION

TO: Virginia Levi

DATE: March 1, 1989

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Dear Ginny,

While Annette was in the States she met with Esther Leah Ritz. Their discussion covered many topics. Below is the excerpt from the interview which pertains to MI-MNA.

From meeting with E.L. Ritz, Feb. 6, 1989, at JFK airport:

"I shared with ELR the thinking on MINA as it is today and brought her on board since the last Commission meeting (which she did not attend). Mrs. Ritz liked very much the notion of a demonstration center that is not defined from the top but that is worked out together with the site, the community, or institutions - through the 'workshop' idea."

Debbie

206 ✓

FAX SENT
DATE: 2

Nativ Policy and Planning Consultants
Jerusalem, Israel

יועצים למדיניות ותכנון
ים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: VIRGINIA LEVI

DATE: Feb. 27,

FROM: ANNETTE HOCHSTEIN

NO. PAGES: . .

FAX NUMBER: 001-212-391-8327

February 28,, 1989

TO: ~~Members of the Planning Group~~
FROM: Annette Hochstein

RE: Communication with CAJE

Upon my return to Israel,, I found a letter from Eliot Spack,
Executive Director of CAJE. It follows a meeting I had
with him in Jerusalem on a variety of topics..

I thought you might be interested in the following paragraph
from the letter about CAJE and the Commission:

"I feel comfortable in assuring you that I (and
CAJE) will be responsive to any reasonable overture
which is made for assistance in the pursuit of
excellence in Jewish education. We are ready and
eager to be asked. I'm reading through the
materials you delivered to me and I confess that my
appetite has been whetted."

Best Regards

Annette

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED 2/24/89
<input checked="" type="checkbox"/> URGENT - Time sensitive - must go at once
<input type="checkbox"/> REGULAR - Send at time rates are most economical

<input type="checkbox"/> TELEX NO.
<input type="checkbox"/> MAILGRAM
<input checked="" type="checkbox"/> FAX NO. 972 X 699 951
NO. OF PGS. (INCL. COVER SHEET) 4

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:	FROM:
NAME SEYMOUR K. FOX	NAME VIRGINIA ZENY
COMPANY ARTIST	COMPANY PREMIER
STREET ADDRESS	DEPARTMENT
CITY, STATE, ZIP OBERLIN OH	COST CENTER 090
PHONE NUMBER	

TELEX NO.: 6873015 PREMI UW | **FAX NO.: 2163918327** | **TIME SENT:**

MESSAGE: **DELIVER:**
 Please get these to Professor Fox as soon as possible. We should be told that the priority code is - TP = Top Priority (1st)
 SP = Special (Priority 2nd)
 RP = Regular Priority (3rd)
 THANKS. 27
Jimmy Lemi

10 3906d

dyed y3tw3ed seg:5it 68. 12 83d



PREMIER INDUSTRIAL CORPORATION

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED EXCEPT WHERE SHOWN OTHERWISE

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

FORM 100 (REV. 10/80) PRINTED IN U.S.A.

FUNCTION COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Virginia F. Levi

DATE 2/23/889

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED	DATE COMPLETED OR REMOVED
	<u>COMMISSIONER INVOLVEMENT</u>				
1.	Design checklist for commissioner contacts.	TP	VFL	2/9/889	2/27/889
2.	Decide on the nature of contact with commissioners before the 6/14 meeting	TP	NLM AJN	2/9/889	3/9/889
3.	Arrange a meeting of MLM with Bronfman and Crown, and/or SF/AH to get their reactions and suggestions to implementation concept.	TP	NLM AJN SF	2/9/889	3/29/889
	a. Propose regional meetings to occur in April or May, chaired by Bronfman and Crown to consider implementation concept with other commissioners.		NLM	2/9/889	
	b. Set up regional meetings of commissioners to consider the implementation proposal.		AJN VFL	2/9/889	after 3/30/889
4.	Draft letter to commissioners from MLM summarizing activities to date, and notifying of regional meetings.	TP	AJN	2/9/889	3/15/889
	a. Process letter through policy advisers.	TP	AJN	2/9/889	3/30/889
	b. Send letter to commissioners.	TP	VFL	2/9/889	4/5/889
5.	Convene a meeting of commissioner educators.	TP	JR	2/9/889	3/30/889
6.	Convene meeting of MLM with Twersky, Lipset, heads of 4 seminaries, SF or AH.	SP	AJN SF	2/9/889	3/31/889
7.	Contact Rabbi Zeldin to discuss his interest in the Commission.	TP	AJN	12/14/888	2/27/889

WjW
V r

***0*(>|k^*|n|n|laM|tA**

DATE 2/23/89

NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR PROMISED DATE
	<u>OUTREACH/PUBLIC RELATIONS</u>					
8.	Evaluate sending representative to present Commission report at August, 1989 meeting of CAJE.	TP	NLM AJN	2/9/89	3/10/89	
9.	The Commission's partners (JWB, JESNA) should convene groups of people who can contribute to the work of the Commission.	RP	AR JW	2/2/89	TBD	
10.	Create a short piece (pamphlet, brochure, etc.) describing the Commission's work, members, staff, goals to precede a larger outreach effort.	TP	AJN PBC	2/9/89	3/25/89	
11.	Develop a complete list of formal and informal education institutions (with help from Alvin Schuff, Leonard Rubin) including priorities, timetable and method of contact.		JR	2/9/89	2/28/89	
12.	Arrange meeting of MLM with Federation executives in April.		AJN	2/9/89	4/9/89	Done
13.	Include in chairman's notes for 6/14 Commission meeting announcement that commissioners should take responsibility for circulating materials among themselves.		AJN	2/9/89	6/14/89	
14.	Develop a plan for maintaining contact with the nine local commissions on Jewish education. (Joel Fox's analysis will be helpful.)	TP	HLZ AJN	2/9/89	3/15/89	
15.	Consider bringing the nine local commissions together, and/or presenting a report from them at the next Commission meeting.	RP	HLZ	2/9/89		



PREMIER INDUSTRIAL CORPORATION

☒ ASSIGNMENTS

☐ ACTIVE PROJECTS

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STANDARD AND GORDON
1740 WASHINGTON AVENUE
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One/Two/Three/Four/Five/Six/Seven/Eight/Nine/Ten/Eleven/Twelve

FUNCTION COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Virginia F. Levi

DATE 2/23/89

NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED	DATE COMPLETED	COMPLETED DATE
16.	Determine appropriate ways to involve leaders from the three denominations (e.g., Syme, Abramson, someone from Torah U'Mesorah).	TP	AJN HLZ SF	2/9/89	3/31/89	
	<u>ASSIGNMENTS RE OUTCOMES AND IMPLEMENTATION</u>					
17.	Prepare proposal for implementation mechanism.	TP	SF AH	2/9/89	3/29/89	
18.	Draft a working outline (not content) for the final report.	TP	AJN JR	2/9/89	3/11/89	
19.	Draft a working outline (not content) for the final report.	TP	AJN	2/9/89	3/11/89	
20.	Redraft options papers on personnel and community in light of implementation proposals.	SP	SF AH HLZ	2/9/89	TBD	
21.	Prepare outline for a vision paper.	TP	SF	2/9/89	3/29/89	
22.	Develop a "Change" paper discussing the strategy and philosophy behind the Commission's work.	SP	AJN SF	2/9/89	TBD	
23.	Commission a paper on the significance of Jewish continuity in the context of Jewish education.	RP		2/9/89	TBD	
24.	Draft a best practices paper.		TBD	2/9/89	TBD	
25.	Schedule a meeting to plan a production schedule for all staff work.	TP	VFL	2/9/89	3/15/89	
26.	Schedule meeting of Planning Group on 3/29/89, Location TBD.	TP	AJN VFL	2/9/89	3/29/89	
27.	Schedule meeting of Senior Policy Advisors for 3/30/89, 10:00 - 4:00. Location TBD	TP	AJN VFL	2/9/89	3/30/89	

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- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☒ FUNCTIONAL SCHEDULE
- 7 pages pages 1-6 only Pages 7-9 to 11

FUNCTION COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Virginia F. Levi

DATE 2/23/89

NO	DESCRIPTION	MOMY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DATE COMPLETED OR REMOVED DATE
	<u>COMMISSIONER INVOLVEMENT</u>	y?			
1.	Design checklist for commissioner contacts. Follow up on problems e.g. Zeldin	TP	VFL	2/9/89	?
2.	Decide on the nature of contact with commissioners before the 6/14 meeting	TP	MLM AJN	2/9/89	3/29/89 3/9/89
3.	Arrange a meeting of MLM with Bronfman and Crown, and/or SP/AH to get their reactions and suggestions to implementation concept.	TP	MLM AJN SF	2/9/89	3/29
	a. Propose regional meetings to occur in April or May, chaired by Bronfman and Crown to consider implementation concept with other commissioners. (Du HbM ask VFL to * * * * * to * * * * * 73 78 * * *)		MLM	2/9/89	
	b. Set up regional meetings of commissioners to consider the implementation proposal. For SPAS to discuss; educators separately or should they also come to regional mtgs?		AJN VFL	2/9/89	after 3/30/89
4.	Draft letter to commissioners from MLM summarizing activities to date, and notifying of regional meetings.	TP	AJN	2/9/89	3/15/89
	a. Process letter through policy advisors.	TP	AJN	2/9/89	3/30/89
	b. Send letter to commissioners.	TP	VFL	2/9/89	4/5/89
5.	Convene a meeting of commissioner educators. (while SP is in * * * * * 3/10/89) 7/11	TP	JR	2/9/89	
6.	Convene meeting of MLM with TW, Lipset, heads of 4 seminaries, SP or AH	Pre-mature	AJN SF	2/9/89	3/31/89
	Contact Rabbi Zeldin to discuss his interest in the Commission.	TP	AJN	12/14/88	

W F M W M C H I T M W C O W C M I C I O N

☒ ASSIGNMENTS☐ ACTIVE PROJECTS☐ RAW MATERIAL☐ FUNCTIONAL SCHEDULE

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FUNCTION COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Virginia F. Levi

IDATE 2/23/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	COMEDATE	COMPLETED OR REMOVED DATE
8.	OUTREACH/PUBLIC RELATIONS 3KSCUSS 1560e of CAJE, deservanation Evaluate sending representative to EL 361. present Commission report At August, 1989 meeting of CAJE.	TP	SPAS Planning Group HLZ AJN	2/9/89	3/13/89	3/10/89
8.	The Commission's partners (IUB, JESNA) should convene groups of people who can contribute to the work of the Commission.	RP TZB	AR JU	2/2/89	THD	
10.	Create a short piece (pamphlet, brochure, etc.) describing the Commission's work, members, staff, goals to precede a larger outreach effort,	TP	AJN FEC	2/9/89	3/23/89	
10.	View up KSV Develop a complete list of formal and informal education institutions (with help from Alvin Schiff, Leonard Rubin) including priorities, timetable and method of contact.		JR	2/9/89	3/15/89	
11. 12.	Prepare MLM for meeting Arrange meeting of MLM with Federation executives in April.		AJN	2/9/89	4/9/89	Done
12.	Include in chairman's notes for 6/14 Commission meeting announcement that commissioners should take responsibility for circulating materials among themselves.	6 > J S) * J & j	AJN	2/9/89	6/14/89	
3 4.	Develop a plan for maintaining contact with the nine local commissions on Jewish education. (Joel Fox's analysis will be helpful) (- - - r*) coll HLZ Jcl J & ss** ^Vw^<Trf. Feedback to Joel?	TP	HLZ AJN	2/9/89	3/15/89	
4 5.	Consider bringing the nine local commissions together, and/or presenting a report from them at the next Commission meeting.	RP	HLZ Y W AJN	2/9/89		



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FUNCTION COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Virginia F. Levi DATE 2/23/89

NO. #	DESCRIPTION	PRIORITY 1	ASSIGNED TO (INITIALS)	DATE ASSIGNED INITIALS	DATE COMPLETED OR REMOVED DATE
16.	Determine appropriate ways to involve leaders from the three denominations (e.g., Synagogue, Abrahamic, someone from Torah/V'Korah), 6:21 Th. Shove.	TP	AJN HLZ SF	2/9/89	3/31/89
16.	ASSIGNMENTS RE OUTCOMES AND IMPLEMENTATION				
16.	Prepare proposal for implementation mechanism. (ii)	TP	SF AH	2/9/89	3/25/89
17.	Draft a working outline (not content) for the final report.	TP	AJN JR	2/9/89	3/17/89
18.	Prob description for. Word of ii		MM AJN	2/9/89	3/29/89
19.	Redraft options papers on personnel and community in light of implementation proposals and outline of final report.	SP	SF AH HLZ	2/9/89	TBD
20.	Prepare outline for a vision paper. (part of ii mission statement)	SP	SF	2/9/89	3/29/89
21.	Develop a "change" paper discussing the strategy and philosophy behind the Commission's work.	SP	AJN SF	2/9/89	TBD
22.	Commission a paper on the significance of Jewish continuity in the context of Jewish education.	RP		2/9/89	TBD
23.	Draft a best practices paper.		TBD	2/9/89	TBD
24.	Schedule a meeting to plan a production schedule for all staff work.	TP	VFL	2/9/89	3/15/89
25.	Schedule meeting of Planning Group on 3/29/89, Location TBD.	TP	AJN VFL	2/9/89	3/29/89
26.	Schedule meeting of Senior Policy Advisors for 3/30/89, 10:00 - 4:00. Location TBD	TP	AJN VFL	2/9/89	3/30/89

HH

see p 3 H
How does content
inspiration to
actively change
get into this!
Viz the letter
to all communities:
WJL HnA W(JR)

MINUTES

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Public Relations Committee

February 22, 1989

Present: Morton L. Mandel, Chairman, David Ariell, Paula Berman,
Stephen Hoffman, Virginia Levi (Secretary), Arthur Naparstek,
Charles Ratner

I. Introduction

A. Purpose

It was noted that the purpose of this committee is to determine the Commission's position, posture, and points of view toward public relations. The group will meet periodically to formulate an approach and oversee the process.

B. Professional Support

It was noted that a decision has been made to engage a professional to assist with communications and public relations. Paula Berman Cohen was introduced as the person who will work with the committee, offering her skills in strategizing as well as a network of support staff to assist in carrying out the recommendations of the committee.

II. General Comments

Committee members were asked for their comments at the outset and responded with the following remarks:

- A. This is a useful process in order that the Commission have an opportunity to inform various publics about what is happening. People are aware of the Commission and, in the absence of an organized effort to inform, are making their own assumptions about its goals and approaches.
- B. This process will give the broader public an opportunity to identify with the Commission enterprise.

59m

- C. A concerted public relations effort allows us to
 1. tell our story as we see it,
 2. involve our publics better in the process,, and
 3. where possible,, anticipate negative responses and address them in advance..
- D. We should be careful not to move too quickly with PR, since we are not yet ready with a program..

III. Identification of Publics

The committee identified publics and began to list possible desired outcomes,, as follows:

A. Publics

1. Educators ((formal,, informal))
 - a. Commissioners
 - b. Organizations
 - c. Teachers
 - d. Senior Personnel
 - e. Academic
 - i. denominational institutions
 - ii. colleges of Jewish studies
 - iii. Judaic studies faculties

2. Denominations

- a. Orthodox
- b. Conservative
- c. Reform
- d. Reconstructionist

Under each denomination:

- i. teachers
- ii. rabbis
- iii. principals
- iv. senior faculty
- v. denomination lay groups (men's clubs,, school lay leaders,, etc.)
- vi. camp movements
- vii. youth groups

3. Organizations

- a. JWB - centers
- b. JESNA
- c. CFJ
- d. CAJE
- e. BDF
- f. COJEO
- g. Federations
- h. etc..

4. Lay Leadership

- a. Foundations - large funders
- b. National leaders - CJF, UJA, JDC, etc..
- c. Congregational leaders - local, national
- d. Persons interested in continuing Jewish education
- e. Federation leadership
- f. Bureau leaders

5. Commissioners

6. Jewish media/general media [(consumers)]

B. How do we want the publics to feel about the Commission?

1. Educators - Teachers

- a. This is a serious, well staffed, well directed effort
- b. The Commission is seeking ways to positively impact the profession
- c. Educators' - teachers' ideas and suggestions are welcome
- d. Educators - teachers are well represented on the Commission
- e. Jewish continuity is steadily moving higher on the communal agenda; we are seeking ways to further enhance this positive movement.

2. A similar list of desired outcomes will be developed for each of the publics identified.

IV. Next Steps

In the discussion that followed, it was agreed that next steps for the committee could include the following:

- A. The ideas generated at this meeting would be reviewed with senior advisors--including Joe Reimer, Art Rotman and Jonathan Woocher--who would be asked for their suggestions for revisions and additions.

- B. We will propose to GATE that a presentation on the Commission at a plenary session be added to the agenda for their August meeting.
- C. A presentation on the Commission will be made at the April 99 meeting of Federation executives.
- D. Bennett Yacowitz will be asked to join this committee.
- E. During March a letter will be prepared for mailing to all commissioners, bringing them up to date on activities since December 14. This should be ready for review by senior policy advisors on March 30.

V.. Next Meeting

The next meeting of the Public Relations Committee was set for Monday, April 3, 1989, 8:30-10:30 a.m. at Premier.



THE AMERICAN INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL, POLICY NO. 18.3
FOR PROFILES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

3/8/99 (REV. 10/89) PRINTED IN U.S.A.

FUNCTION PUBLIC RELATIONS/COMMUNICATIONS COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Virginia F. Levi

DATE 2/24/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review Committee ideas with JR., AR., JW. Get their suggestions of desired outcomes for each "public."		AJN	2/22/89	3/10/89	
2.	Contact Elliot Spack and propose plenary presentation on Commission for August 1 meeting.		MLM	2/22/89	3/1/89	
3.	Invite Bennett Yanowitz to join Committee.		MLM	2/22/89		
4.	Prepare update letter for mailing to commissioners in early April, following review by senior policy advisors.		AJN	2/22/89	3/30/89	
5.	Send minutes, AJN memo of 2/21, and list of key stakeholders to senior policy advisors prior to 3/30 meeting.		VFL	2/22/89	3/24/89	
6.	Create a short piece (pamphlet, brochure, etc.) describing the Commission's work, members, staff, goals to precede a larger outreach effort.		AJN PBC	2/9/89	3/25/89	

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BM

ISAACSON, MILLER GILVAR & BOULWARE

February 23, 1989

Annette Hochstein:

c/o The Mayflower Hotel
61 61st Street and Central Park West
New York, New York 10023

Dear Annette:

Thanks for your call this morning. As you requested, I am sending this letter which describes our firm's approach to search, our qualifications and experience, and our fees.

Isaacson, Miller, Gilvar & Boulware is a diversified executive search firm with offices in Boston and Washington, D.C. We primarily serve not-for-profit and government clients across the country. Founded in 1982, we are now the largest recruiting firm in New England, principally because our clients refer others and continue to return to us. We employ 20 full-time recruiters.

APPROACH TO SEARCH

Phase I: Understanding the Assignment

At the outset, we always spend a considerable amount of time understanding the position and what the organization wants the new executive to accomplish. We interview all the principals in the organization as well as other people who are appropriate, such as Board members, the search committee, clients or grantees, and people in affiliated organizations. Our purpose is to understand the details of the assignment, the culture of the organization, and the specific 12 to 18 month objectives for the new executive.

At the conclusion of these interviews, we summarize in a brief letter our understanding of the assignment, the objectives the client has established for the new Executive Director, the personal and professional characteristics of the ideal candidate, and other information needed to attract excellent prospects.

THE FRONT BUILDING
100 CHAUNCEY STREET
BOSTON, MA 02111
(617) 423-8864
FAX NO. (617) 423-8723

1027 15TH STREET, N.W.
SUITE 1100
WASHINGTON, D.C. 20005
(202) 682-9292

Annette Hochstein
February 23, 1988

Page 2
Page 2

Slv

This process often helps to build a consensus within an organization about where it is going and what is expected of new people. It also helps to ensure that we and our client have the same understanding when we begin to network for prospective candidates.

Phase II: Networking and Screening of Prospective Candidates

In this phase of our work, we systematically canvass those networks where we will identify candidates who match the requirements. Because of our deep ties and experience in not-for-profit recruitment, we are able to canvass systematically, rapidly, and reliably for talented people. We extend our own networks by reaching into those of our client's as well, and we believe that our systematic approach of both combing and constantly expanding these networks yields the best pool available. Moreover, we take particular care throughout the search to keep prospective candidates advised of their status, to handle rejected candidates with consideration, and to inform our important sources on the progress of the search. This attention to process is an important service to our clients, whose own reputation is at stake.

Many of the people we identify are busy and successful in their work and are not looking for another assignment. In order to attract them, we stress the unique challenges of the opportunity. We work closely with the client to develop this portion of our representation. During the course of this networking phase of our work, we speak with our client regularly and often in order to show them everywhere we are looking and everyone with whom we are talking. At the conclusion of our networking (which normally requires up to 150 hours of work per search), we should have an extensive pool of prospective candidates. In addition to the outside candidates we identify, we encourage the inclusion of internal candidates in our final pool.

Primarily through detailed telephone interviews and review of resumes, we will reduce the long list of prospects to a reasonable number of people to be interviewed in depth.

Phase III: Interviewing, Recommendation of Finalists, and Reference Checking

For each search, we conduct in-depth interviews with those prospects who are most promising. These lengthy interviews usually take from two to four hours and cover in detail the candidate's complete career. They enable us to develop a fairly

Annette Hochstein
February 23, 1988
Page 3

good understanding of a candidate's strengths and weaknesses. They also enable us to make some judgments about the fit between the candidates and the people already involved in the client organization. We then refer the top three to five candidates to the client for review.

Although our interviews are comprehensive, we never rely on them alone to form judgments about people. In order to test the hypotheses we develop about candidates from our interviews, we conduct very detailed reference checks on the finalists before you make an offer.

We believe our interviews and reference checks are among the most thorough in our business. We seek to learn a candidate's potential from a thorough examination of actual performance over his or her career, rather than from testing speculations about how he or she might perform in a future role. We want to establish not only whether the candidate is qualified for the job, but also whether the role is well matched to the person. Are the motives that drive them and the vision that compels them suited to the challenges and opportunities of this position at this time in the life of the organization? Have they demonstrated in the past the technical mastery, analytical clarity, and creativity they will need in this new role? Do they have the integrity and savvy, the candor and good will, the presence and facility with people to be a good manager and colleague? These are the standards beyond the traditional job specifications that we apply to applicants and verify in reference checks before recommending candidates to our client.

Phase IV: The Final Choice

A good search can be difficult to close. If there are three or four strong candidates whose strengths and weaknesses are known to the client in detail, making the final choice can be quite complex. Alternatively, some candidates may require additional persuasion to leave jobs they already enjoy.

We believe the final choice is the client's to make. We help our clients make a well-informed choice by presenting the candidates in the context of the job and its requirements. We are also frequently asked to play an important role in the final negotiations between the candidate and the client.

Annette Hochstein
February 23, 1988
Page 4

QUALIFICATIONS AND EXPERIENCE

The client list included with this letter indicates the range of our work. Currently, approximately 70% of our work is in the not-for-profit and public sectors. Our partners and staff have come to the firm from successful careers predominantly in these areas. Therefore, we bring not only our experience in recruiting for public organizations, but the added perspective of our own management histories in those environments. We are so often retained by governments, public authorities, hospitals, educational institutions, foundations, and local human services organizations because we understand the unique nature of their public mission. We are successful because we have been able to identify people who combine a business orientation to the management of public agencies with a sense of service.

Our firm also has a national reputation for its work in the recruitment of women and minorities, and we are often retained expressly for this purpose. As a consequence, we have established a substantial network among women and minority people at the senior levels of government, not-for-profit organizations, and corporations. Our networks ensure extensive consideration of minority and women candidates.

Isaacson, Miller, Gilvar & Boulware is deeply committed to affirmative action within our own firm as well. Two of the five partners are women and one is a minority. Overall, our firm's professional staff is 60 percent women and minorities, 25 percent of it being minority.

As you know, we are currently working with the New Israel Fund in its search for a new Executive Director. I am enclosing a copy of our "scoping letter" for that search which will give you an example of the document described above in Phase I. You can feel free to talk to Mary Ann Stein or David Arnow about our work with the New Israel Fund, understanding of course that the search is not yet complete. I would be happy to give you the names and numbers of other clients as references at any time as well.

FEES

Our fees are typically one-third of the first year's cash compensation, with a \$15,000 minimum, plus customary reimbursable expenses for travel, communications and the like.

Annette Hochstein
February 23, 1988
Page 5

Thank you very much for your interest in our firm. We would welcome an opportunity to talk with you or your colleagues further about how we might help you.

Sincerely,

htvk.

ISAACSON, MILLER, GILVAR & BOULWARE


Karen Wilcox

Enclosure



cahen/2MN-W

DAVID COHEN --- PHONE CONFERENCE CALL

FOX/HOCHSTEIN FROM CLEVELAND

FEBRUARY 7, 1989

1. He read the December 13 document.
2. SF explains where we are at.
3. Illustrates the demo center. The
 - Para-professionals -- the professionals in-service training
 - Training program
 - The community.

4. Responses:

A. On the relationship with universities:

Unless they recruited very different people, they XXX be of little use.

Or theological universities

Schools of education are very big problem.

N.8* at their job. If they say they know how, either fools or liars.

Interesting things happening in the U.S. At Michigan State University and other places.

Faculty members who are classy, XXX teach in schools, and teacher education is great.

D. Cohen's wife, Magdalene, Lampert, etc. Cathy Roth -- He could arrange meeting.

8. Undergraduates in the SF model could do much more. While studying » this is just training/internship. Then 2-3 years. Young people will do that.

The problem with undergrads as teachers (their perception of themselves). Categorically the undergrads cannot see full teaching.

C. The Retired 5 much underused.

D. Even people in their fifties -- retrained (he has Time Magazine science section today).

Done in public school. Stable people.

Need mechanism for figuring out who to take.

E. The Demo Centers

What exists: Gamut, public. More limited number of

Local group.

Any analysis of Ford -- Anti-poverty in '60s and '70s.
Math teaching in public schools now.

Positive General

Do we have support from Foundation for the long haul? At least five years before they off the ground -- plus all the implications. Be very, very direct with XXX.

The great people issue in the Jewish community. The Jews have not solved in the U.S. the problem the Catholics have solved.

People5

1. Wise about doing things on the ground in Chicago, etc. (Got to find them.) He may help.

2. The large police thinkers, they are ignorant of the ground stuff, but important. Academics of XXX.

February 7, 1989

TOWARD THE THIRD COMMISSION MEETING

CONSULTATION WITH PROF. MICHAEL INBAR IN NEW YORK

DATE: FEBRUARY 1, 1989

PRESENT: MI, SF, AH

We began by asking Mike to respond to our suggestion which consisted of five points (see "Concept Paper" of end January). Mike made the initial point that it was superfluous to summarize past work as we were intending to do, but rather that we should go immediately into the fact that the Commission had taken a decision (personnel/community). Our assignment now is to make our suggestion as to how the decision should be implemented. We collapsed the five suggestions or variations by virtue of pointing to the fact that what we were calling a "demonstration center" was really the building of a prototype. We later adopted the term "workshop" to help deal with the concept of building a demonstration center as a prototype. The prototype is a legitimate conception when you have had your theoretical discussion long enough so that you're ready to find out what theory will be like when it is implemented. This is the stage we think we are in and so the concept of prototype is now useful.

The notion of prototype and workshop turns out to be not another version for demonstration center but really another word for implementation mechanism. This mechanism will bring about the demonstration center -- will design and implement it -- when all the issues, research, planning ironing out of difficulties will be worked out. It is here that you will decide what data has to be gathered, what research, if any, has to be undertaken, what the workshop will be like in practice. For example, the mechanism/workshop would decide whether you prepare an "elite" prototype and/or a more grassroots prototype and/or maybe even a third group. By "elite" we were talking about Chicago with its universities as resources -- by "grassroots" Cleveland. A third group might include Providence. Here you would work out the details and learn how to translate the theory into practice. The reason why you have to have the concepts of "prototype" or "workshop" is because all the elements are so interrelated in nature that there is no way to find out about them through the theoretical discussion. Theoretical discussion gains elegance and power by virtue of eliminating detail, the detail which is the raw material of the work that we are doing.

As we refined the notion, we discussed how many elements would have to be included in dealing effectively with community and personnel. For example, even the issue of comprehensiveness (whether all four elements of personnel -- recruitment, training,

retention, profession-building -- are absolutely indispensable) =
= or what is meant by "building the profession" will only be
discovered when you put it into practice. The workshop will
discuss this and decide how to handle these kind of questions.

The question "to what extent are we testing 'good education'
versus the development of personnel" is really being deferred to
the work that we undertake. Right now we are unable to make that
distinction. A suggestion was made that we might create some kind
of seminar that would accompany the work in the United States.
The seminar could deal with two questions. Either one seminar or
two or three seminars, each one dealing with a question, e.g. to
what extent is the distinction "good education," "personnel," a
useful one; to what extent are the concepts of "workshop" and
"prototype" problematic; what difficulties can we predict; etc.?

In answer to the question of "how are we going to protect the
workshop from the establishment," the notion was that some kind
of a relationship to scholarship, academics, MIC, be considered.
The idea would be that the workshop would be somehow modeled
after the partnership of the Commission with foundations, the
organized Jewish community, and others.

Then we went on to the implementation question of the community
option. MI suggested that in the community option, a much heavier
role will have to be given to commissioners (though commissioners
would be involved in the workshop as well). The commissioners
here will take leadership in terms of creating the climate,
interpreting, PR, raising funds, etc. It might have some limited
staff attached to it. The connection between the two, the
implementation of the two options, community and personnel, is
yet to be more fully developed.



Brandeis University

Philip W. Lowy
School of
Near Eastern and
Jewish Studies

Benjamin S. Hershman
Program in Jewish
Communal Service
tel 7-766-9900

Waltham, Massachusetts
01954-9110

February 6, 1989

Dr. Arthur Naparstek, Director
Commission on Jewish Education in North America
4500 Euclid Ave.
Cleveland, OH 44103-3780

210C

Dear Art,

As we prepare for the meetings of February 7-9 and plan our next steps toward the final report and beyond, I wish to share with you, Mr. Mandel and the senior policy advisors major concerns regarding the issues of personnel and community-leadership. I've expressed some of these concerns before, but they take on renewed urgency based on recent conversations with Barry Shrage, Sara Lee and Harold Schulweis. Realizing that they share these concerns with convictions equal to mine own encourages me to give voice to them once again.

A Commission of continental scope has to develop as broad a perspective as possible on the major issues in Jewish education. I believe we have done so admirably with our analyses of the twenty-six options, and our decision to focus primarily, but not exclusively, attention on the issues of personnel and community. However it is of equal importance that we balance this macro perspective with a micro perspective of how the basic services of Jewish education are delivered to the largest numbers of North American Jews in their immediate environments.

The synagogue, for all its obvious weaknesses as an educational institution, remains the single most prominent deliverer of these services on this continent, and especially in the U.S.A. I say this not only because synagogue-based education for school-aged children is by far the most widely used service, but also because many other of the options we survey either are based in the synagogue (such as adult, family and informal education) or recruit heavily from the synagogue membership (such as summer camps or Israel experiences.) Only the JCC's and the denominationally-based day schools come to mind as major alternative or complementary deliverers of Jewish educational services.

Yet our analysis thus far has all but overlooked the issues of service-delivery.¹ I say this now precisely because I do not think we can fruitfully proceed with the issues of personnel and community without simultaneously thinking through how whatever changes we hope to bring about in these macro areas will impact

When in our analysis of the options we approached options like adult and family education as domains-in-their-own-right, we ended up downplaying the role of the synagogues in their service delivery.

Dr. Arthur Naparstek, Director
P. 2, February 6, 1989

on and be impacted by the culture of the synagogue, our major service deliverer.

Let me be more specific in regard to both the issues of personnel and community. There can be no question that without an influx of quality personnel no branch of Jewish education can grow or flourish. But it seems equally obvious that different institutions employ personnel in quite different ways. To be a professional educator in a day school is a dramatically different experience than to be one in a synagogue. Day schools are built around educators; synagogues are built around rabbis. It may be an exaggeration, but not by much, to say that the synagogue as an institution has never learned to comfortably include the professional educator as part of its regular staff. It is at least accurate to say that while synagogues regularly employ full-time rabbis, they much less regularly employ full-time educators and tend to rely on either part-time professional or avocational educators.

If there were available a new cohort of quality Jewish educators, how would they fit into the current synagogue structure? Would they be slotted into the principal's role in the supplementary schools, guaranteeing almost a life of frustration dealing with ill-trained, part-time teachers and divorced from the adult life of the congregation which is the rabbi's domain? Or is there another model by which synagogues can learn to integrate full-time professional educators into the life of the congregation in ways that allow them to function in a multiplicity of roles alongside the rabbi and the lay leadership and develop a set of talents in working with children, adults, teachers and families? Alvin Schiff and Barry Shrage, among others, have written about the need for this second model (in connection with family education), but I am not aware of any systematic effort to put this alternative model into place.² Can this Commission afford to not deal with the issue of how to integrate educators effectively into the life of the community?

In regard to the issue of communal leadership, I believe our suggested focus has been on Federation leadership which is quite appropriate. However, within congregational culture there is also often a gap between those in power and those most concerned and involved with Jewish education. Here I am on less familiar ground, but the work of my colleague Susan Shevitz suggests to me that decision-making by congregational lay leadership is often

² Harold Schulweis is working on an alternative model in his congregation as are other rabbis and educators in their congregations. By systematic I mean an-across-synagogue, communal effort.

Dr. Arthur Naparstek,, Director
P. 3, February 6, 1989

not well informed by an appreciation of the educational issues involved and that congregations as an organizational culture will not become more fundamentally hospitable to providing quality educational opportunities until its top leadership becomes more involved and better informed.. Sara Lee has made a similar point with equal power.. Will we find a way to address this aspect of community leadership?

In practice I not only support Josh Elkin's plea that we begin to include in our work regular contact with the denominations and with CAJE ((where most synagogue educators are to be found)), but also that we devote regular staff time to a consideration of these delivery-issues when thinking through the issues of personnel and community.. If we go ahead with a best-practices volume,, we can also use that as an opportunity to highlight congregations that have made significant strides towards prioritizing Jewish education for all their members and including Jewish educators as a proud and integral part of congregational life..

I hope these issues will find a way into our discussions next week..

Sincerely yours,,

Joe
Joseph Reimer

nb

MINUTES: Planning Group Meetings
Commission on Jewish Education in North America

DATE: February 7-9, 1989

DATE MINUTES ISSUED: March 2, 1989

PRESENT: Morton L. Mandel, Chairman, Seymour Fox, Rachel Gubitz,
Annette Hochstein, Virginia E. Levi (Sec'y),
Arthur J. Naparstek, Joseph Reiman, Herman D. Stein,
Henry L. Zucker

I. Introduction

The Commission Planning Group spent three days in meetings. The primary purpose of these meetings was to seek tentative agreement on mechanisms for implementation, communications and public relations, and a five-month work plan.

II. Commissioner Involvement

It was agreed that keeping commissioners engaged in our work is an important and challenging assignment to be accomplished in a variety of ways.

- A: Planning Group members will continue to stay in touch with their assigned commissioners, as appropriate. Written summaries of these contacts should be sent to WFL who will see that they are recorded, circulated, and kept on file. A checklist will be designed for commissioner contacts including columns designated "current status" and "action needed."

The checklist will include designations such as educator, potential funder, one who influences potential funders, etc. A group of priority funders was identified and should be involved in the planning process as much as possible.

- B: MLM will set up a meeting with Bronfman and Crown as well as Fox and/or Hochstein to take place on March 29 or 31. At this meeting, Bronfman and Crown will be asked for their reactions and suggestions to the implementation instrumentality as well as to chair regional meetings of commissioners in April or May.
- C: It was agreed that a letter should go from MLM to commissioners summarizing activities of the Planning Group since the last Commission meeting and indicating that regional meetings will be

scheduled prior to the June Commission meeting. In addition, it was suggested that the following meetings be scheduled:

1. A meeting of commissioner educators in Boston--to be convened and chaired by JR and attended by SF, AH, AJN--to take place in March.
2. A meeting of MLM with Lipset, Twersky, Gottschalk, Green, Lamm and Schorsch plus Fox and/or Hochstein to take place in March. *out*
3. A meeting of MLM with Federation executives to be scheduled during the CJF meeting in Washington, D.C. on Sunday, April 9 for dinner (first choice) or lunch (third choice) or on Monday, April 10 for lunch (second choice). HLZ or AJN will make the necessary arrangements.
- A. A meeting of the planning group on March 29 and of senior policy advisors March 30, location to be determined.
- D. It was agreed that a summary of activities which will have occurred or been scheduled by mid-April will be sent to all commissioners at that time.

III. Public Relations, Communications, Outreach, and Networking

A. Public Relations

Paula Berman Cohen made a presentation on public affairs and outreach. Planning group members responded favorably to her recommendations. An early PR assignment will be the creation of a short piece describing the Commission's work, members, staff and goals which can be used in any outreach effort.

B. Communications

It was agreed that the Commission staff will no longer take responsibility for circulating letters, books, and other materials among commissioners. At the next Commission meeting MLM will note that commissioners are welcome to communicate through letters, mailings, etc., but that the office will not serve as the conduit for circulating such communications. This will avoid any confusion regarding Commission endorsement of an expressed point of view.

Letters which are received from commissioners will be circulated periodically to members of the Planning Group. In addition, all written summaries of meetings of Planning Group members with commissioners or related groups are to be submitted to VFL for circulation.

C. Networking and Outreach

It was noted that a plan should be developed for periodic contact with non-commissioners who are important to us.

1. Outreach to Formal and Informal Education Institutions

AJN and SF reported on their meetings with Jonathan Woocher and Art Rotman. It was agreed that Woocher will convene a group from his network of formal educators to consult on ways in which outside experts can aid the Commission within formal education. Rotman agreed to help set up a similar meeting of people from the informal educators network.

JR will take the lists of formal and informal education institutions provided by Woocher and Rotman, will consult with Alvin Schiff and Leonard Rubin, and will develop a more complete list including recommendations, priorities, method of contact, and a timetable by the end of February.

2. Local Commissions

We must decide which staff members should take responsibility for maintaining contact with the nine local commissions on Jewish education and develop a plan for establishing these relationships. Joel Fox is currently preparing an analysis of the commissions and HLZ will coordinate this planning process.

We might consider bringing representatives of the nine local commissions together and/or presenting a report from one or several of them at the 6/14 Commission meeting. HLZ and AJN will put together a comprehensive plan for contacts with local commissions by 3/29.

3. Synagogues

It was suggested that more attention be paid to the role of synagogues and the three denominations in Jewish education. This might be accomplished by organizing a meeting with leaders from the three denominations (Syne, Abramson, and someone from Torah U'Mesorah) to discuss ways of involving them in the work of the Commission. A strategy should be developed for these contacts, including an interview schedule and an explanation for the fact that they are not represented on the Commission directly.

4. CAJE

AJN and AH have both met with Director Elliott Spaack who seems responsive to involving CAJE in the Commission process. It was suggested that one or several representatives be available for presentations at the August '89 meeting of CAJE.

IV. Mechanism for Implementation

A. Background

SF and AH presented their proposal for a Commission implementation mechanism. This is based on an understanding that the third meeting of the Commission should focus on a strategy of planning and intervention that would lead to significant change and improvements in the areas of personnel and community.

B. Assumptions

The proposal is based on certain assumptions including the following:

1. An approach to personnel must include recruitment, training, profession building, and retention.
2. Community and personnel are interrelated and require a common strategy. Community leadership must build a climate for Jewish education which encourages recruitment, training, profession building and retention.
3. The strategy should include a balance of short-, medium-, and long-term goals.
4. A wide range of "stakeholders" must be involved as early as possible and should be given an opportunity to respond to the concept of the implementation mechanism.
5. Demonstration centers fill the need for translating theory into practice. In light of the complexities involved, a fluid, complex concept of demonstration center must be used.
6. Many of the unresolved questions regarding personnel and community can best be considered through the process of implementation.

C. Mechanism

It is proposed that the implementation mechanism be a small organization staffed by a few outstanding professionals working from one geographic location to initiate and carry through the planning and implementation of "prototypes" or demonstration sites for personnel and community. Its board would be a successor group to the Commission. The mechanism will serve as headquarters for creative thinking, expert knowledge, and decisionmaking. It will work closely with one or several communities selected for demonstration, working out detailed plans and implementation in partnership with a local team.

This organization will be responsible for:

1. Planning and implementation of the prototype(s).
2. Providing the necessary knowledge and expertise required for informed planning and implementation decisions.
3. Facilitating sponsorship and funding of projects.
4. Monitoring and evaluation.
5. Disseminating knowledge for replication and/or wide scale application.
6. Implementing decisions of the Commission.

The functional elements of implementation might include the following:

1. Central management.
2. A data and knowledge resource.
3. Monitoring, evaluation, and active feedback.
4. Community interface.
5. Commissioner relations and funding facilitation.
6. Dissemination and replication.

The topical areas of implementation include:

1. Personnel

- a. Recruitment
- b. Training
- c. Retention
- d. Profession building

2. Community

- a. Improving the climate for change and innovation in education
- b. Recruiting outstanding leadership
- c. Affecting priorities
- d. Generating necessary funding

It was proposed that a management team would coordinate decisions, but that the various functions of the implementation instrumentality would generally be the responsibility of different people selected to ensure quality and creativity.

D. Discussion

In the discussion that followed, a number of technical suggestions were made which will be incorporated in future drafts. In addition, the following substantive questions were raised.

1. How does this mechanism relate to JESNA and JWB? Might an effort to fortify them be preferable to designing a separate mechanism?
2. Perhaps before taking concrete action it would be useful to define systemic problems to be addressed at a demonstration site, identify a set of best practices to serve as the foundation to possible solutions, and develop a vision of the results we seek.
3. Are the necessary resources available to accomplish this proposal? It requires academic support, quality leadership, and pools of personnel. A position description for a head of the implementation mechanism will be drafted by SF and AJN by 3/29/89.
4. It will be important to define the mechanism's relationship to local leadership. Action is implemented at the local level.
5. It will be important to consider how demonstration sites can be useful in addressing the issues in other communities.
6. Is it possible to develop a quality mechanism for implementation at the same time as a quality report is being written or must the mechanism follow the report?
7. This might be developed in the context of a Consortium for Initiation in Jewish Continuity, a successor to the Commission to oversee the mechanism, national initiatives, and a research arm.

V. Other Assignments

The following additional assignments and action items were generated:

- A. A list of all working ideas generated by the Commission and related groups will be maintained, prioritized, and updated regularly.
- B. A production schedule for staff work will be created and maintained by VFL.

C. The following written materials are to be prepared:

1. A paper on the significance of Jewish education in the context of Jewish continuity, monitored by an editorial committee (to be commissioned)..
2. A "rolling outline" (not content) of a final report, to be constantly revised and fleshed out. Might include two streams: conceptual or knowledge-based and instrumental or action-oriented. To be drafted by JR and AJN by 3/15..
3. A paper on the state of Jewish education in North America-- assigned to JR, due 3/25..
4. Rewrite the personnel and community options papers in light of current proposals, assigned to AM, SF and HLZ. Due date to be determined in March.
5. Outline of a vision paper assigned to SF to be done by 3/29..
6. Develop a paper discussing the strategy and philosophy behind the work of the Commission, assigned to AM, SF and AJN. No due date determined.
7. Proposal for implementation mechanism to be prepared by AM and SF, due 3/29.
8. A paper outlining the desired outcomes of the paper for use in meetings with "wise people" in April and May was assigned to AM and SF, due 3/29.
9. A paper presenting an institutional and organizational analysis of Jewish education in North America may be commissioned. Walter Ackerman might be asked to write this. No definite decision or due date.
10. Best practices paper--assignment and due date to be discussed on 3/30.
11. Materials to be sent prior to the 6/14 Commission meeting are to be determined at the 3/30 policy advisers meeting for mailing by 5/15.

2/8/89

Review of SF and AH paper

HDS Questions

1. In background - spell out more informal programmatic areas.
2. Reference to demo centers - change to demo sites.
3. Assumption 9 - "implementation of personnel and community" - clarify.
4. Mechanism C - "force manage" should be defined or replaced to imply cooperation.
5. G6 - define "umbrella mechanism" - Is this the follow-up mechanism for the Commission? If so, deserves to be stated.
6. II 5 - commissioner relations - clarify.
7. What is the nature of relationship to JESNA and JWB. What about an effort to fortify them rather than separate mechanism.

JR Comments

1. Agrees that commissioners are looking for an action plan now. However, JR thinks a good report before implementation would allow it to be founded on a stronger intellectual base. Will a demo site give us the intellectual power to deal with issues. Suggests first:
 - a. View of the systemic problems.
 - b. A set of best practices - some available solutions.
 - c. Vision paper - What is the ideal we're aiming for?
2. We don't have a clear view of resources available.
 - a. We don't have the academic, intellectual strength to mount this.
 - b. No clear picture of available leadership or of time needed to get people to responsibly take on leadership.
 - c. No clear picture of where available pools of personnel are.

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3. Important to think through "power" issue..

- a. relationship to JWB and JESSNA
- b. relationship to local ownership
- c. financial power

4. Diffusion problem

- a. Demo sites often have problems being useful to other communities.
- b. Diffusion arm would have to be as well funded as the demo centers to impact on other communities..

HLZ

If this is presented to Commission in June,, would require rewrite of personnel and community options.

AIN

Commissions - tenous entities - made up of volunteers -impermanent.
Permanent entities as outcomes of commissions are generally based on a report.

To create an entity during life of Commission - unique..

Can we come up with a quality report that will stand on its own? Can we put together a quality ii at the same time?

9
The second meeting of the planning group (without MLM) .

* SF/AM paper read

Invited onslaught

All basic questions were raised. From skepticism about the idea and the ability to carry it out. To questions of details.

[[I am horrified at the absence of hearing,, the expressions of weakness,, the fear,, the lack of vision,, of hope,, the conventionality of thinking.

Zwt!!]

Vision

Best Practice

The anxiety around report

How will change occur:

Jo says:

Thinking

Research

Action

SF answers:

Linearly this will be sterile

poor thinking coz:

1. Documented re-personnel problem
2. The question is: what to do and how to do it

E.g. What to do about training:

- * Cover ideas
- * See what can be done

etc..

Great SF answer.

Grounded Field Theory

ii is a suggested forum where practice will get its theoretical grounding in the light of practice.

JWB-JESNA

How will the ii enoble and enrich these organisations and help them get to their full stature.

Commission

This is not a commission. It is a cover for what we want to do in the field. How can we use the power of the commission to do what has to be done.

Permanent or not?

We don't know.

The History of the Two Calls to Fox re-Schools of Education: JTS and HUAC

2/16/89 DRAFT

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DATE MINUTES ISSUED: February

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? j
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be determined at the 3/30 policy advisors meeting for mailing by
5/15.

12 definition

FAX TO: MR. MORTON L. MANDEL

FROM: SEYMOUR FOX

DATE: 21.2.89

DEAR MORT,

I RETURNED TO ISRAEL GLOWING WITH THE FEELING THAT MIG-I, MIG-II AND MINA WERE TRULY THE FIRST STEPS IN DEVELOPING THE NEW JEWISH EDUCATION..

DINNER WITH YOU AND BARBARA WAS THE VERY BEST WAY TO END A LONG,, EXCITING AND VERY WORTHWHILE TRIP..

I DID MINA WORK ON THE PLANE AND TAUGHT ON MONDAY AND AM NOW FULLY BACK TO WORK ON THE I.I.

WOULD IT BE POSSIBLE TO RECEIVE YOUR NOTES ON THE I.I.? IT WAS SHABBAT AND I'M NOT SURE I GOT IT ALL. I DID TAKE NOTES ON OUR EARLIER TELEPHONE CONVERSATION BUT I HAVE THE FEELING THAT YOUR NOTES CONTAINED ADDITIONAL MATERIAL. IT IS A GREAT CHALLENGE TO TRY AND WORK THIS ONE OUT..

MY BEST REGARDS TO BARBARA..

SINCERELY,

SEYMOUR

P.S. I HAD A VERY INTERESTING DINNER AT MY HOME LAST NIGHT WITH ISAAC JOFFE AND ESTHER LEAH RITZ. I WILL REPORT ON IT TO YOU WHEN WE SPEAK ON THE PHONE SUNDAY AT 10:00 A.M. NEW YORK OR PALM BEACH TIME..

YAG cy

TO: Morton L. Mandel FROM: Arthur J. Naparstek DATE: 2/21/89
NAME NAME
 DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: BACKGROUND NOTES FOR COMMUNICATIONS AND PUBLIC RELATIONS MEETING
 FEBRUARY 22, 1989

RE: Focus on identifying publics

Mort, I've spoken with Joe Reimer and reviewed Josh Elkin's letter and the work Jon Woocher and Art Rotman carried out. Clearly, there are a number of different cuts one can take in dealing with the various publics related to Jewish education. Rotman and Woocher point to formal and informal organizations as the major cut, informal being defined as B'nai B'rith Youth Organization, Association of Jewish-sponsored Camps, Hadassah Youth Commission, Camp Ramah, etc. Formal organizations are defined in terms of various institutions of higher learning for Jewish education, departments of education in each of the denominations, Torah U'Mesorah for the orthodox, Jewish Educators Assembly for the conservative, National Association of Temple Educators for the reformed, so on and so forth.

Josh Elkin identifies the publics from the point of view of key stakeholders. He assesses the conservative movement and indicates that stakeholders include: Jewish Theological Seminary, Jewish Educators Assembly, Solomon Schechter Day School Principals' Council and the United Synagogue Youth Movement. He goes on to say we should identify comparable groups in the orthodox and reform movements.

Joe Reimer builds on the work of Woocher, Rotman, Elkin, and advice of Schiff and suggests that we make the cut by identifying the three essential bodies that have to be reached. They are the Central Agencies, the Denominational Bodies, and the Educator Organizations. Under central bodies the key, according to Reimer, is the Bureau of Directors Organization/Fellowship (BDF). This organization is the umbrella group and has contact with all the Bureau directors throughout the country. In this grouping, federation executives and planning directors may be included.

In the denominations, he sees the four major denominations, reformed, conservative, orthodox, reconstructionist key.

With the following stakeholders as key:

1. The heads of the seminaries of the training institutions connected to the denomination.
2. Heads of synagogue organizations connected to the denomination...
3. The rabbinical organizations linked to the denomination.
4. Organizations of teachers linked to the denomination.

The third body he points to is the body of organizations related to educators and there he identifies COJED which represents the principals, CALE which represents the teachers as most important.

Revised
(Have said action)
 72752 (8/81) PRINTED IN U.S.A.

INTER-OFFICE CORRESPONDENCE

Professor Seymour Fox

February 23, 1989

Some suggestions for L.I. Unit

1. It should be free-standing.
2. Its mission should be to identify ways to improve the system, and stimulate existing institutions to undertake pieces of work to advance the cause: It may cause new organizations to be formed, as needed..
3. It will have a Board of outstanding lay leaders blending experiences, knowledge, and financial strength.
4. It will continuously develop and revise strategies, generally in concert with other persons or institutions.
5. It will be a central address; both for funding sources and for relevant institutions, who will seek guidance in accomplishing their objectives.
6. It will be a full-time catalyst, acting in a planful, strategic way, while exploiting targets of opportunity.
7. It will seek to link priority pieces of work with various funders and communities as a whole will be a Board overseeing such, and seen as the principal "laboratory" (versus the individual institutions that deliver service within a community):
8. Its initial focus will be on our enabling options.
9. It will assist funders in moving ahead with programmatic options in which they have an interest; acting as a consultant, and providing monitoring and/or evaluation as appropriate.
10. All major activities must be done in the name of "alliance".
11. Its small staff must be superior.
12. Operating expenses will be funded by its Board.

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See ?/?/?
Review paper

Handwritten: S, V, A

February 8, 1989

TO: The Planning Group: MLM; AJN; HLZ; JR; HS.

FROM: SF and AH

Re: The instrumentality for implementation:

an outline of today's version for discussion

I.. BACKGROUND

Between August and December 1988, the Commission engaged in a decision-making process aimed at identifying those areas of Jewish education most likely to significantly affect the quality of Jewish education in North America.

Having considered a wide variety of possible options for implementation, the Commission opted for focusing its work initially on two topics:

1. Dealing with the shortage of qualified personnel for 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, etc.).

The task for the third meeting of the Commission is to design a strategy of planning and intervention that would lead to significant change and improvements in the two areas selected.

II. THE CHALLENGE

The wide consensus amongst 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 on the general areas in need of improvement has existed for a long time amongst 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

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come about. Some claim that we seem to know what the problem is,, but have not yet devised a workable strategy for addressing it effectively in the field..

The challenge facing the third Commission meeting is to develop effective, creative and feasible approaches for dealing with the topics at hand ((personnel and community). The Commission is committed to launching the process that will bring across-the-board improvement and change.. To this end,, it will develop strategies with their implementation in mind..

III. Assumptions

1. The approach to personnel must be as comprehensive as possible. This means that recruitment; training; profession-building and retention must be attacked ~~simultaneously~~.

2. The approach to Community and personnel are interrelated and a common strategy involving both must be devised.

3. The issue of "real time" must be addressed. This requires that we find the ~~proper~~ balance between short, medium and long-term goals. All the stakeholders must be involved at the earliest possible time.

4. Stakeholders include: national organisations and institutions; local organisations and institutions; professionals - local and national; funding sources; foundations; individuals; organisations, etc. *commissioners*

5. The ideas that guide the work of the mechanism should be disclosed to all of the above publics and be deliberated upon by community leaders, scholars, professionals - in different forms.

6. THE THEORETICAL BASIS FOR UNDERTAKING PERSONNEL AND THE COMMUNITY HAS BEEN SUFFICIENTLY DEBATED.

7. HOW CAN THE TRANSLATION FROM THEORY TO PRACTICE EFFECTIVELY TAKE PLACE? CLEAR NEED FOR DEMONSTRATION CENTER/S..

8. A ~~PRE-PLANNED~~ DEMONSTRATION CENTER WILL NOT MEET THE COMPLEXITIES OF REALITY. IT IS SIMPLE AND STATIC FOR AN ISSUE THAT IS COMPLEX AND NON-LINEAR.

9. SIGNIFICANT QUESTIONS CONCERNING THE IMPLEMENTATION OF PERSONNEL AND THE COMMUNITY ARE UNRESOLVED. THEIR RESOLUTION WILL BEST TAKE PLACE IN A REAL LIFE SITUATION THROUGH THE DYNAMICS OF THINKING FOR IMPLEMENTATION - AND IN THE ACTUAL ACT OF IMPLEMENTING.

10. We are therefore suggesting the creation of a mechanism for implementation, to be called -c t u-.

IV. A mechanism for implementation

A. The mechanism will be the driving force that will help build the demonstration center/s or prototype/s for personnel and the community.

B. It will consist of a small organization, staffed by outstanding professionals, working from one geographic location,

to initiate and carry through the planning and the implementation of the "prototype/s". It will have an appropriate board and appropriate sponsorship, involving the relevant stakeholders and institutions.

C. The instrumentality will "force-manage" the demonstration process.. *its* *// Kf*

E. It will do so by virtue of ~~being the headquarters~~ for creative thinking, expert knowledge and decisionmaking for the process.

F. It will work intensively with the community/ies and ~~institutions~~ selected for demonstration, working out the detailed plans and implementation in partnership with a local team. *the institutions involved in the plan*
(Community leaders and professionals) *pf*

G. Its responsibilities will include:

1. Planning and implementation of the prototype/s (criteria for selecting a demonstration site, etc.)

2. Provide the necessary knowledge and expertise for taking informed planning and implementation decisions

af
3. Facilitate sponsorship and funding of projects by (individuals, foundations, institutions, federations, etc....)

evaluation
4. Monitoring and ~~implementation~~

5. Dissemination of knowledge for replication and/or wide-scale application. Encourage and guide dissemination.

6. Be ~~the central~~ *6.9* mechanism for the Commission for implementation of decisions. *1/10*

H. The instrumentality for implementation (ii) will carry out - or delegate under its supervision - all the functions needed to implement the projects in the areas of personnel and the community. It will be organised along two axes:

- * functional
- * topical

I. The functional elements may include the following:

1. A central management function for the whole process *f b*
2. A data and knowledge resource function
3. A monitoring, evaluation and active feedback function
4. A community interface function *? j (= control)*

- relations
5. A commissioners ~~and~~ funding-facilitating function ? *sub*

6. A dissemination and replication function

This list is a first set of suggestions. It will be changed as work proceeds.

J. The topical areas will include the following:

Personnel

1. Recruitment
2. Training
3. Retention
4. Profession-Building

Community

1. *Improving* ~~Changing~~ the climate to allow for change and innovation in education
2. Recruiting outstanding leadership to take on responsibility for Jewish Education
3. Affecting priorities
4. Generating additional funding for education
5. etc...

K. In the area of "community" the work may require an additional sub-committee of the Commission. Indeed Commissioners may play a significant role in some or many of the tasks involved in affecting the climate, negotiating with communities, recruiting additional leadership, generating more funding.

V. How will the instrumentality work?

A. In the interest of effectiveness the various functions of the ii will be carried out separately - each or most being the responsibility of different people.

B. There will be a management team to co-ordinate all decisions.

C. The staff of the ii will be selected to ensure high quality as well as creativity.

D. Outside expertise of the highest level will be brought in to the work of the ii.

2/8/89

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
IDEAS TAKEN FROM MEETING MINUTES

- 1.. A file of all Commission-related correspondence will be maintained by VFL and circulated to the planning group.. (10/10)
- 2.. At a point mid-way between Commission meetings an update letter will be sent from MLM to all commissioners.. (10/10)
3. Assignment sheets will be circulated among the planning group bi-weekly. (10/10)
4. Using the example of "The Future is History," develop a vision paper to create a context for innovation.. (10/12)
5. Consider a presentation of a successful program in Jewish education at each Commission meeting - to be written up later as part of the final report. (10/12) *
- 6.. Develop ties to federations,, formal education groups, informal education groups.. When anyone is aware of a meeting at which a Commission presentation would be appropriate, let AJN know.. (10/12) *
7. Reports on all interviews with commissioners and copies of all correspondence with commissioners should be sent to VFL for circulation among sr. policy advisors.. (10/12)
- 8.. At future Commission meetings, consider leaving more time for lunch and vary the format for the afternoon.. (12/14)
9. Look at each programmatic option as it relates to personnel and community. (12/14)
- 10.. A study of the two primary options should include a research component. (12/14)
- 11.. A look at community should include input from the Bureau system and Federation planners. (12/14)
- 12.. We should address the individual interests of commissioners while pursuing our main thrusts. (12/14)
- 13.. Develop a plan to examine programmatic options.. Include the road map concept, the matchmaker concept (linking with possible funders), and a method for continuing evaluation.. (12/14)
- 14.. Look at good practices within a programmatic area and identify key factors for success. *

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- 15.. As a follow-up to the 12/13 meeting, all commissioners should be contacted for debriefing (or briefing for those not present).. (12/14)
- 16.. If we establish task forces on personnel and community, ensure that there is communication between them. (12/14)
- 17.. Consider holding a series of meetings hosted by commissioners and invite each commissioner to one. MLM to chair.. (12/14)
- 18.. Explore their specific agendas for the Commission with appropriate commissioners and ask how the commission process can serve their goals. (12/14)
- 19.. Develop a communications/PR strategy.. Identify publics; consider a newsletter; develop a standard paragraph defining the Commission; use JWB, JESNA, and CJE mailing lists. (12/14)
- 20.. Conduct research to show a link between Jewish education and Jewish continuity. (12/14)
- 21.. Consider commissioning occasional papers on a variety of topics.. (12/14)
- 22.. A vision paper should be useful to every denomination. (12/14)
- 23.. Prepare a paper on the status of Jewish education in North America. (12/14)
- 24.. Prepare a paper restating our goals and stating where we are one year after the writing of the design document. (12/14)
- 25.. Prepare a position paper to suggest ways in which total commissions on Jewish education can provide models to this Commission.
- 26.. Develop a plan within the context of JWB, JESNA and CJE to define their roles in our work. (12/14) (12/14)
- 27.. If we decide to add staff, hold a seminar for them so that everyone takes the same approach and understands the rules.. (12/14)
- 28.. Consider the possibility of a "successor mechanism" to keep initiatives going after Commission's conclusion in spring, 1990. (12/14)
- 29.. Develop an outline for a final report now, including an assessment of the current state of American Jewish education and visions for the future and a case study component. (12/14)

*

30. Prepare a proposal for life after the Commission by June, 1989.
(12/14)
31. Define the issues,, propose alternative approaches and solutions..
32. Prepare a paper stating the outcomes we seek: (a) systemic change,
(b) published papers,, and (c) a broker process to link issues and
potential funders.. (12/14)
33. Develop an outcomes paper as a basis for determining next steps and
staff needs.. (12/14)

a note....

from

JOEL FOX

To: Steve Hoffman
Mark Gurvis
Henry Zucker ✓
David Ariel

The enclosed draft article was
"commissioned" by Mort Mandel and
Jon Woocher last fall. They thought
it would be helpful to MINA and the
CJF's continuity work.

I'm open to any and all suggestions
to clarify or enhance the piece, and
will appreciate your input.

Thanks.

The Jewish Community Federation of Cleveland
1750 Euclid Avenue • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200

*Prepare a paper for them
that - work - Jewish community
of Cleveland*

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February 15, 1989

DRAFT III

FEDERATION-LED COMMUNITY PLANNING FOR
JEWISH EDUCATION, IDENTITY AND CONTINUITY

For the last few years, local North American Jewish community planning agendas have been shifting, and have now evolved to the point of primarily concentrating on issues related to Jewish survival and continuity. While traditional community planning for special sub-populations such as the disabled and aging continues, more and more communities have re-arranged their planning priorities in order to focus resources and attention on the question of the future of our North American Jewish community in the 21st century.

The national planning agenda, in many ways, has provided the impetus for this change -- with major national agencies including the Jewish Agency's Jewish Education Committee (North America), JESNA, CAJE, JAB and the CJF all focused on raising the visibility of Jewish education and continuity as an issue of primary concern and requiring extraordinary efforts.

Another important impetus for change comes from the expanding field-based and academic research undergirding the belief that we are facing a continuity crisis. Harvard's London/Frank work on Jewish identity formation and Jewish schooling; the Melton Center's work in non-North American Jewish education trouble spots; Lewittes' research on "what works" in Jewish education; Schiff's supplementary school study; Schrage's "From Experimentation to Institutionalized Change;" and Cleveland's 18-29 Year Old demographic study all provide reliable, and very compelling research

and experiential data pointing both to problems and solutions in maintaining Jewish continuity. All of this is generating recommendations for tremendous change -- in our funding priorities, in our basic educational approaches, and in the breadth of players involved in Jewish education. This article will explore the implications of this knowledge, as a guide to Federation's entering into this field, and also talk about the roles of various community players, required for success.

CHANGING ROLES FOR FEDERATIONS

Jonathan Woocher's concept of the "communalization" of Jewish education sets the stage for a new role for Federations to be directly involved in broad-based community planning for Jewish education and continuity. It is clear from the national efforts that community-wide collaborative efforts are absolutely necessary for Jewish education planning to be meaningful in the 1990s. With the focus on maximizing the Jewish education effectiveness of Jewish community centers; recent advances in academia and the strengthening of our institutions of higher education; recognition of the critical role of synagogues; and the need for involvement of top community leadership, it is clear that only the Federation can serve as the convenor, facilitator and coordinator of the next generation's system of Jewish education and continuity activities. While the BJE's retain the role of providing central services and supports to Jewish educators, and also in setting standards for student and teacher performance, the Federation has to address changing norms in community life, involving the highest level of leadership, and accessing extraordinary new levels of funding.

Top community leadership is, of course, Federations' most valuable asset.. These are the people who are able to focus others on an issue,, generate and move funding towards a particular issue,, and re-establish community priorities. In Cleveland, it was Morton Mandel's involvement in the Jewish Agency and JWB which moved a whole community to rise up and be willing to look at its very future in order to assure Jewish continuity for the long term. Mandel's belief that Federation-led broad-based community planning for Jewish continuity is "an idea whose time has come" because we are "in a war for our survival" has motivated a deep commitment to change.. There are many others across the country in the ranks of top national Jewish leadership getting involved in this issue, and they are constantly working with their peers to get them involved.

Access to funding is another major reason to have Federations at the center of the new movement towards the primacy of Jewish education and Jewish continuity activities. It is Federations which will be called upon to raise more money to address these issues. It is Federations which will have to manage and live through the difficult process of re-arranging existing community priorities to get to this. It is Federations that can work with people who are capable of establishing special purpose funds to assure this activity in perpetuity. It is Federations that can bring to bear endowment and ongoing operating support in order to leverage other money for this purpose. The new program concepts are so big, so expensive and so broad-based as to require nothing less than the communities' "central address" to be the key planner and coordinator.

MODELS OF COMMUNITY ORGANIZATION

Many Federations have already engaged in Federation-led community planning for Jewish identity and continuity. Commissions, committees and task forces are already well advanced in Cleveland, Los Angeles, Columbus, Detroit, Baltimore, Pittsburgh, Dallas, Denver, and Richmond. Many others are at earlier stages of organization.

"Communalization" of the effort is the key. Placing continuity issues high on the community planning agenda and developing an all-encompassing planning process is working. The Federations have assumed a leadership role, but have all been sure to involve all key players, and especially the synagogues. Professional leadership teams, led by Federation planners and including rabbis, school directors, JCC and BJE professionals, and academics are working together to define problems, sort out their own priorities, and then develop options which can be considered by lay leadership. Most of the communities also report that while lay involvement on the commissions is formally representative of the various institutions, the issues run so deep that after a while people forget whom they represent. The planning effort gets into a unified approach which itself is of some value in ensuring the appropriate use of financial resources and a broad commitment to program recommendations.

There are three different community organization approaches which have been taken by the communities which are more advanced in the process. However,

in each case the overall plans are preceded by experimentation with individual program ideas and concepts. Detroit's success with the "Jewish Education for Families" program, Baltimore's success with the synagogue-based teacher training program; Cleveland and Los Angeles' successes with direct funding of informal Jewish educational experiences in congregations; Denver's outreach programs; and a host of other individual successes have also worked to set the stage and make people believe that it is possible to have an impact on our continuity, and that change is really possible.

Traditional Planning --

Cleveland and Baltimore convened every conceivable player to go through the exercise of defining problems; sorting out priorities; developing and considering action options; developing full program, implementation, funding and evaluation plans; and then publishing blueprints for broad-based community action. This process is closely linked to the traditional planning activity in these and many other communities, except that in both cases, the intensity of effort, commitment and excitement was higher than usual.

"Request for Proposals" --

Detroit's process was similar initially to the Cleveland and Baltimore experience, except that, after establishing priorities, Detroit published an inventory of issues it wanted addressed through innovative program

proposals. This "request for proposals" approach caused agencies, synagogues and individuals to begin to think and plan together around the newly established community directives.

Seed Money Approach --

Columbus put its resources out front as an incentive for cooperative planning and creative thinking in dealing with identified community problems. The Federation's Board of Trustees set aside \$250,000 of campaign money and then initiated a Federation-led process to decide how best to spend it.

Although the three approaches have differences in dynamics, in how quickly Federation can "go public" with new priorities, and in flexibility as you move ahead with planning, the overall results in these and the other communities is remarkably consistent. In each case, problem statements and proposed programs revolve around professional personnel, the importance of informal identity-building experiences, and the importance of involving parents in the Jewish identity formation of their children. As time goes on, more and more material will be developed in each of these three areas, which will help each local community form its own approach. Conventional wisdom at the national level now has it that intensive efforts in these three areas will take us a very long way toward ensuring the long-term continuity and viability of North American Jewry.

PERSONNEL

North American Jewry has a massive disaster on its hands, stemming from our lack of a profession of Jewish teaching. Although this is surprising in the historical context of Jewish values and priorities, given a contemporary North American context, with the wide variety of struggles faced by the last three generations here, it is at least somewhat understandable how we got here. Creating a profession of Jewish teaching now really is an idea whose time has come, since so many of our other social and economic problems have been addressed.

We need to clarify why a person should remain Jewish in North America, tailored to the various branches and schools of thought on that subject. We then need to have people in the classrooms who can interpret that, and do it from a personal perspective which should be based on more than a Bar Mitzvah-age understanding of their own. We then have to see that such people can make a living doing this, and maintain it so that others will be attracted to spend their lives this way. Finally we need ladders of advancement which will continue to challenge and interest excellent professionals so they will commit a full career to Jewish education and continuity-serving activities.

Of course, given the fact that so much of our formal education happens in supplementary schools, a substantial portion of our teacher corps will always be avocational. While we can reduce this with community teaching positions and other creative use of professionals who are engaged in other

ways in the Jewish community, most communities have come to the conclusion that we need to find a way to give part-time teachers enough skills and personal knowledge to do a good job in the classroom. Baltimore enhanced this thinking by creating incentives for schools to engage a majority of their teachers in such training. Cleveland has developed a "personal growth plan" which will tailor-make teacher training programs recognizing individual differences in Jewish content knowledge and pedagogic skills. Cleveland is also preparing to launch a new master's-level training program for career-oriented Jewish educators, who will be used in their initial years of professional service to address a variety of other communal and congregational goals. Many communities are now providing regular opportunities for teachers to study in Israel, participate in professional development activities like CAJE, and so on. Many communities are also struggling to close the gap between day school teacher salaries and those provided by the finest private schools in their communities. These and many other approaches will need to be more fully developed in order to build the Jewish teaching profession.

INFORMAL EXPERIENCES

We now have a significant body of knowledge proving our long-held theory that informal experiences with Jewish life have a critical role in building lifelong Jewish identity, and often represent the key element which motivated our Jewish professionals in the social work and teaching fields, and in the rabbinate. Cleveland's 18-29 year old demographic study found many people who attributed their Jewish identity to a summer camp, an

Israel trip, a youth group. Perry London and Naava Frank's work on Jewish identity at Harvard and Annette Hochstein's research on the Israeli experience back this up strongly.

Even though informal experiences are a primary motivator for many Jews, this issue cannot stand on its own for planning purposes. First, we have even more intense personnel problems here than we have in the classroom -- with so few people who combine a strong Jewish knowledge with group work ability that brings the Jewish experience to life. Second, in order for the informal experience to have a real cognitive impact on a Jew's understanding, it must be related to and supportive of the formal classroom concepts. And third, it must be possible to relate the experience to everyday life. The extent to which community planning issues in this area, in personnel and formal classroom training, and in family education must be mutually supportive provides yet another strong rationale, if not requirement, for comprehensive Federation-led planning in Jewish education, identity and continuity.

The Brandeis-Bardin Institute is the best known institutional approach to informal experiences with Jewish life. Although it has not been replicated on a consistent basis, many communities have had successful, if periodic, retreat and Shabbaton programming. Most successful youth groups, especially in the Reform and Conservative movements, revolve around retreat weekends. And, of course, the impact of the Israeli experience is now well documented.

For Federation planning, the need for a comprehensive approach, integrating BJE, JCC and school personnel, itself represents an opportunity to give people who care about these issues a chance to talk to and learn from each other. Program models like Columbus' Discovery Program, integrating preparation for an Israeli trip into school curricula;; Cleveland's Community Youth Resource Office;; Israel incentive savings plans;; JCC family retreats and others provide great food for thought in the Federation planning arena.

The best thinking about integrating formal and informal experiences has been done at the New York BJE, and is documented in Alvin Schiff's Supplementary School Study. Although it seemed radical a few years ago, a number of planners and educators are now considering shifting supplementary school hours from the mid-week program to more experiential weekend retreats. That these major shifts can even be contemplated represents a significant belief in the power of providing a Jewish life experience to kids whose families may otherwise not provide it, and whose formal Jewish education is otherwise unlinked to their daily lives.

JEWISH FAMILY EDUCATION

It has long been recognized in general education that schools cannot educate children in a vacuum. If issues studied in the classroom, or even experienced in informal settings, are not supported at home, much of the educational process is for naught. This concept was considered in Jewish education years ago in the work of Harold Himmelfarb and others. More recent Jewish identity-formation work, including the Harvard Study, done by

London and Frank corroborates this. The point now being made most strongly in the Jewish education studies is that family education, though, must not be viewed as separate and apart from the classroom experience. Rather, we are moving toward a time when family involvement and informal experiences are part of the educational program -- not a supplement, not an adjunct.

The program model which helps make this point is Detroit's Jewish Education for Families, "JEFF". Although Detroit's Fresh Air Society (the camping agency) provides and supervises program content, no school may take advantage of the program unless they have an internal committee structure involving educators and parents to make decisions about the nature of the program and to ensure that it will be connected to the formal classroom activities. This "community organization" concept within each school is yielding great successes for Detroit's Jewish schools.

Joe Riemer at Brandeis has also done significant work about linking Jewish education to life cycle events as a natural hook for involving families. Certainly families have an investment in brit milah and naming ceremonies, consecration, bar/bat mitzvah, and confirmation. These represent powerful times for involving families in a broader way in the Jewish education of their children.

Cleveland is considering a model built on the social work case management approach. Around the life cycle events, families are easily approached to build a whole program involving their own commitment to learning, Israel experiences, considering various Jewish schooling options, and other kinds

of involvement. Each school must have the ability to sit down with each set of parents and their children to discuss this comprehensive Jewish activity. The federations have come to see that, especially in the synagogue schools, communal resources must be brought to bear in order to give the schools the ability to do this in an effective way.

CONCLUSION

The most important early success in Federation-led planning for Jewish education has been to raise the ante -- i.e. if a community's very top tier of leadership will be involved in this issue and its financial resources will be rearranged somewhat in order to address Jewish education more properly, then the product is likely to be better, more comprehensive, and more successful. The federations have the ability to help each provider do its job in the best possible way -- including federation agencies, other community schools, and congregations.

Those communities which are most advanced in their thinking and planning are now dealing with very complex control and governance issues, as they sort out the extent to which community resources can be expended in schools and settings over which the federations have no financial control. For the most part, the top leadership involved in these efforts have come to see that the federation's and synagogues' futures are so inextricably bound that we have no choice but to share control and influence if all of us are to be successful in ensuring Jewish continuity.

Another broad challenge will be the need for proof, in the next decade or so, that all of these activities will make a difference. Of course we can't know immediately whether the work will create a more committed next-generation of Jews. However, the cooperative work of JESNA and Brandeis to professionalize evaluation research in Jewish education will certainly give us clues as to how we're doing.

We will also have to measure our will to re-establish priorities in order to address these issues. Important and difficult discussions will be held in all the communities about funding Jewish education at the expense of social services, and about the involvement of overseas dollars.

National initiatives such as the JESNA 2000 conferences, the Mandel Initiative for North America, the Wexner Foundation Grants Program, the JWB Century II initiative and a variety of national synagogue programs will all keep the heat on as the local communities make their independent determinations about planning needs and roles.

We are fortunate that a number of positive influences converge at this time which allow the federations to move on this work. The general American return to traditional values and more religious life helps. The fact that we have less worry about our physical and social needs in this generation helps. Our massive national resources both from the campaigns and in the foundations will help. Our emerging national cadre of new Jewish education professionals will help. And, our mature community planning approaches and relationships with the synagogues help.

As the Federation-led comprehensive approaches to Jewish education planning continue, we will all need to continue to learn from each other and share successes. The door is wide open, and with hard work and determination we seem ready to take advantage of many opportunities..

JF:lr:62:4

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Joseph Reimer

March 1, 1969

Revising "The State of Jewish Education in North America"

In first outlining a possible final report for the Commission, we mentioned beginning with a section on "the state of Jewish education in North America" as a way of setting the context for the work of the Commission. I've been asked to take a first shot at conceptualizing this section and my thoughts are what follow.

(1) Herman Stein suggested at our meeting that this section be thought of not so much as a statistical review of the facts of the field, as a narrative of what the field is like, focusing, for example, on an institution - like the Hebrew high school - which has exemplified the field at its height and at its decline. I like Herman's direction with perhaps a wider focus and an integrating of the data we do have.

(2) A recent conversation with Art Naperstek crystallized the direction of my thinking. I had been thinking how odd and sad it is that there is no one book that can be given to a layperson or a student with the message "Read it and you'll understand what we mean by 'Jewish education.'" Art remarked that as someone coming from without he is struck by how amorphous the field is, how hard it is for insiders to tell outsiders "what the story is." The situation reminded him of the field of poverty before Michael Harrington in the early 1960's wrote The Other America which in one hundred clear, readable pages offered a picture of what poverty is in America. While it was only a picture, it could be given to F. D. Roosevelt, Kennedy and all whom a discussion could begin on what could be done to alleviate the problem (and what else not to do versions of the story.)

(3) Art's reference to Harrington reminded me of a point in John Dewey that Seymour once taught me. In the deliberative process a crucial step is how the problem gets formulated. When we talk of "the state of Jewish education" we may mean what narratives most clearly illustrate the key problems in the field? Or, how can we present a picture of the field that provides a clear background to the central problems to which this Commission is addressed?

(4) As I read the design document and listen to Mr. Mandel, I take the crucial problem to which this Commission is addressed as that of Jewish continuity: how do we help secure a viable Jewish continuity in North America? From the perspective of the problem, Jewish education is a response, a seminal means to an end. However, the link from means to end is conceptually weak. It is like saying that a car is a means to an end and then asking how the car functions as a response. (I am proposing a move analogous to the Carnegie Report in which they take the assumed link between the health of the national economy and the health of public education and make it both clearer and more problematic.)

Here are a possible set of questions to give background to and make clearer the link between continuity and education.

1. Have the prospects for Jewish continuity become more problematic in recent times?
2. Historically, was Jewish education in North America designed as a way of assuring Jewish continuity?
3. Why has the community at large increasingly turned its hopes in recent years to Jewish education as a means to this end?
4. What evidence have we that Jewish education does (can) function as a powerful means to this end?

(5) Our other two basic assumptions, expressed in the choice of naming options, are that (a) Jewish education can only be as effective as the communal support it enjoys, and (b) the long-term key to program quality is the quality of the personnel. This too flows from a perception of LWE problematic. In the case of community, we note "The Jewish community has created notable success in ... philanthropy, social services, defense and support of Israel." The problem is how do we translate those successes to the effective support of Jewish education. In the case of personnel, we note "Jewish education suffers from a shortage of qualified, well-trained educators." The problem is how to transform a largely part-time, low-status field of work into a viable profession.

(6) We've said it "over and over again" until they've lost their punch. What would a reader need to see these words in a fresh context, in their "problematic" state? There are a possible list of questions that might supply the needed background.

Community:

1. To whom does Jewish education "belong" in America?
Who brought it into existence and why?
2. Why is there no central address in Jewish education?
If there is no central address, who runs the show?
What keeps the operation from falling into a decentralized chaos?
Are there alternative arrangements?
3. Who pays for Jewish education?
Who sets the budgets?
How did this way of funding arise?
Why does it stay this way? Are there alternative possible arrangements?

Personnel 1

4. Was there ever a time when there was no personnel shortage in Jewish education? Is the problem recent or chronic?

5. Is this shortage unique to Jewish education?

How does our problem compare to the public schools, Christian education, to private schools?

6. Why is the quality of this field so variable?

Why are there some really good schools, camps, programs and also some very mediocre ones?

Is it personnel that makes the difference? Which personnel? How do we know that?

(7) I think highlighting the problems, raising the right questions and answering them clearly will give us the narrative we need.



MEMO TO: Joel Fox

FROM: Henry L. Zucker

DATE: March 2, 1989

COPY TO: Arthur J. Naparstek, Stephen Hoffman, Mark Gurvis,
David Ariel

.....

I am pleased to react to your draft article on the subject of "Federation-led Community Planning for Jewish Education, Identity and Continuity." It is a very well conceived and written exposition of the subject. It certainly merits distribution to a leadership group in Jewish education and to federation planners, and I hope you will find the means to circulate it and get feedback.

The paper suggests a number of ideas. First and foremost, I think someone should be commissioned to prepare an article (possibly a book) on the subject of "Ideas that Work" in Jewish education. So much has been written about the poor quality of Jewish education that we need to emphasize positive aspects of the subject. Emphasizing ideas that work would be a positive contribution to Jewish education and Jewish continuity. Moreover, a good publication on this subject would advertise ideas and programs that can be replicated in different communities. This suggested publication should be commissioned soon, probably as a product of the Mandel Commission on Jewish Education in North America.

An entirely different thought: Can the CJF, JESNA, JWB or somebody else, prepare a paper covering communities other than the nine which you have covered? You indicate that there are a number of other communities which are in earlier stages of planning for Jewish education and Jewish continuity. I think we should know more about them, both to make our picture more complete about what is going on, and to encourage these communities and others to move forward with their planning and implementation of Jewish education/continuity programs.

My third thought is that your article should be presented at a meeting of the Mandel Commission as well as to the CJF. I plan to discuss with Mort Mandel and Art Naparstek how they feel this material should be related to the work of the Commission.

Finally, I want to say again how happy I am that you have prepared this excellent article, and I'm glad that I had the chutzpah to keep after you to fit it into your busy schedule.

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TO: Morton L. Mandel FROM: Arthur J. Haparatki DATE: 3/2/69
 DEPARTMENT PLANT HUMAN 112 REPLYING TO YOUR MEMO OF
 SUBJECT: BOSTON TRIP REPORT

INFORMATION CONTAINED HEREIN IS UNCLASSIFIED

I left Cleveland at approximately 8:30 a.m. and arrived at Logan Airport at 10 a.m. My schedule for the day included a meeting with Joseph Rabinovitch from 10 to 11 a.m., which took place, partly in his car and the remainder in his office at Brandeis University, followed by a two-hour meeting with faculty of the Hornstein Program at Brandeis. The faculty included Shalom Shvach, 1974-75 RUHMAA and Larry Kravitz. An M.S. 7 met with John Rabin and Joseph Rabin and that was followed at 2:00 p.m. with a meeting with Barry Shvach.

I returned to Cleveland via Continental Airlines at 4:50 p.m., arriving in the city at 6 p.m. and at home at 6:30 p.m.

IX. K. Haparatki's Trip Report

A. Discussion of paper on the state of Jewish education in North America.

This is Rabinovitch's assignment and we talked about ways of organizing the paper. I indicated that I was not familiar with the body of literature with regard to Jewish education, but felt that there was much to be learned from related subject areas. I asked him if it was true that many regard Jewish education as very difficult to grasp hold of, as an equivocal problem that lacks final, and with a very weak data base. Joe indicated this was true.

I said that I felt his major challenge was to put forward a statement on Jewish education in North America that would define the problem in a manner which would stimulate and engage lay leaders as well as educators and intellectuals. I pointed to a number of works in other areas like Michael Harrington's "The Other America" which was used as the basis for having poverty become a national public policy issue and stimulated scholars, foundation executives, politicians, and government officials to take action. This is the type of paper, monograph or book, that is needed on Jewish education.

Joe was intrigued when I outlined the aspects of "The other America" and several other reports of a similar nature. We drew parallels, and if you are interested, I will develop the outline for you.

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Page 2

II. Meeting with Susan Shewitz, Sylvia Fishman, and Jerry Steinberg

Please refer to the attached minutes of the meeting which put forward the issues that were raised. In summary, the key issues that may be of most interest to you is the affirmation by Shewitz, Fishman, and Steinberg that an implementation mechanism is a sound strategy. Shewitz indicated that she has completed a survey of 75 years of Jewish education in the United States, and what had been lacking in many reports and commission studies of the past had been an implementation mechanism.

There was also agreement that another personnel is an important area to focus on. A third area of agreement was that the ~~relationship~~ ^{relationship} is important. You may want to refer to No. 1 in the motion for the meeting in which Susan Shewitz speaks of the need for ~~relationship~~ ^{relationship} not only an intellectual base, but a common vision and a common language by which to speak of change in the field of Jewish education.

~~My impression~~ ^{My impression} is that meeting for ~~the~~ ^{the} ~~first~~ ^{first} time, I have had on the subject. Shewitz, Fishman, and Steinberg are bright, committed to Jewish education, and very knowledgeable. I feel that we could gain a lot by building a team of staff support in the United States and, if we could organize a network of people like Shewitz, Fishman, and Steinberg, we would do well. We need to devise a strategy to involve them in our work. I'll talk with Ron about how we do this.

III. Meeting with Jack Elkin

This meeting occurred over lunch, which I hosted, and dealt with issues of outreach. We reviewed Elkin's letter that was shared with the planning committee. Specifically, we spoke of how best to connect to to GSK. Elkin suggested that he might be the person to call Elliott Speck as he had a good relationship with him.

We also discussed ~~appropriate~~ ^{appropriate} ways in which the Commission could participate in the GSK conference in August. Ideas included the following:

- A. A major presentation by the Commission chairman or other top lay leaders of the Commission at a plenary session.
- B. The Commission inviting all interested participants of the conference to a Commission-sponsored activity, which might include a forum in which presentations by different commissioners are made, followed by an informal reception.
- C. Commission-sponsored workshops

We agreed that it would be best to discuss these ideas with the Commission chairman, Raymond Fox and Annette Hershman, and at the same time, to get a sense from Elliott Speck as to what was possible. Elkin indicated that Elliott did work with the program committee although he very much called the shots on the conference.

Page 2

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Willard refer to the attached minutes of the meeting which put forward the issues that were raised. In summary, the key issue that may be of most interest to you is the Affirmation by Shewitz, Fishman, and Sternberg that an implementation mechanism is a sound strategy. Shewitz indicated that she has completed a survey of 75 years of Jewish education in the United States, and what had been lacking in many reports and commission studies of the past had been an implementation mechanism.

There was also agreement that senior personnel is an important issue to address. A major task of the Commission was the vision, purpose, and mission. You may want to refer to No. 3 in this regard of the meeting in which Susan Shewitz speaks of the need to create, not only an intellectual base, but a common vision and a common language by which to speak of change in the field of Jewish education.

My memorable and skilful meeting with Susan, Sylvia, and Larry. In our meetings I have had on the subject. Shewitz, Fishman, and Sternberg are bright, committed to Jewish education, and very knowledgeable. I feel that we could gain a lot by building a team of staff support in the United States and, if we could organize a network of people like Shewitz, Fishman, and Sternberg, we would do well. We need to devise a strategy to involve them in our work. I'll talk with Ron about how we do this.

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We also discussed appropriate ways in which the Commission could participate in the CANN conference in August. Ideas included the following:

- A. A major presentation by the Commission chairman or other top lay leaders of the Commission at a plenary session.
- B. The Commission inviting all interested participants of the conference to a Commission-sponsored activity, which might include a forum in which presentations by different commissioners are made, followed by an informal reception.
- C. Commission-sponsored workshops

We agreed that it would be best to discuss these ideas with the Commission chairman, Seymour Fox and Annette Hershman, and at the same time, to get a sense from Elliott Spack as to what was possible. Elkin indicated that Elliott did work with the program committee although he very much enjoyed the show on the conference.

IV. Meeting with Barry Shraga

This meeting occurred in Barry's office. As the attached minutes indicate, two points were raised:

- A. College students represent an uncapped pool of personnel for Jewish education. Barry is concerned as to how many students and whether various programs can be tested in the Boston area.
- B. When I asked Barry about the implementation idea, he responded by putting forward the notion of synagogues as the way in which an implementation mechanism could be organized, that is, through synagogues. Barry was very forceful in arguing for a synagogue commitment to Jewish education. I was impressed with his vision on the subject.

NOTE: The above information was obtained from a conversation with Barry Shraga on 10/16/04. The information was obtained from a conversation with Barry Shraga on 10/16/04.

BENJAMIN U. HOWARTHIN PROGRAM IN JEWISH COMMUNAL SERVICE
 Brandeis University, Waltham, MA 02254-9110

Notes of February 23, 1982 session at Brandeis University

Presenters: Arthur Naperstek, Joseph Reimer, Susan Shewitz, Sylvia Pichman, and Larry Sternberg

1. Art began by saying that Mr. Mandel is committed to this Commission's having a workable implementation mechanism and, when asked, gave several examples from his experience of what such a mechanism could look like.

a. A mechanism developed in Cleveland to deal with poverty in the neighborhoods; developed to be catalytic, to work with community groups and connect them with funding sources and provide them with technical know-how and their state with professional training.

b. In the famous Flexner report, the mechanism was John Hopkins; the improvement of that medical school set the standard for the profession.

c. During the Nixon years, one person concerned with the functioning of personnel in the Federal government pushed for the creation of the Federal Executive Institute which was a mechanism for intensive, intensive, training programs for Federal employees.

2. Art posed the question of whether we can put forward an intellectual base to explain how an implementation mechanism without a mechanism is dead weight, but a mechanism without a report is technocratic fallacy.

Susan Shewitz spoke at the time and asked not only an intellectual base, but a common vision and a common language by which to speak of change in the field. The field lacks a cohesive way of viewing itself and operating of its own potential mechanism is the product of a private vision of change, the mechanism will continue, but the sense of mission will be lost. He wondered how it is possible to create a common vision which would outlast the mechanism itself.

Let us suggest that the role of the educator and the program. The role of the educator has to evolve beyond the current part-time, non-professional status if the field is to grow, and the vitality of the program offered in the few short hours we have has to be enhanced if the education is to have effect. Perhaps at the heart of the vision is the creation of the "community

educator" who works full-time in a variety of settings and helps fashion the more effective program. That requires the initiation of new education slots and funding to help synagogues create these full-time positions.

Susan Shewitz wondered if it's at all realistic to envision professionalizing the teaching corps. Perhaps we have to aim at a professional corps of senior educators and a more dedicated corps of vocational teachers who are trained and directed by the senior educator.

7. Art wondered if it made sense to think of a mechanism like the National Endowment of the Arts (or Humanities) which is centrally administered but which functions by stimulating activity in the local communities.

Sylvia Fishman responded that what is crucial is to stimulate local activity that requires cooperation between institutions - like JCC's and synagogues - who do not normally cooperate. Susan Shewitz agreed with the goal, but reminded us of the crucial "culture gap" which exists between communal and denominational organizations that so often undermines their efforts at cooperating together.

8. Joseph Reisman asked if there were ways to bridge the "cultural gap." Morry Sternberg spoke of select professionals from each "world" coming together to learn the culture of the other world.

Sylvia Fishman spoke of learning by doing - putting cooperative projects into place teaching the professionals a common language. Susan Shewitz pointed out that such ideas may need to be implemented in order to work together. Sylvia Fishman saw in the example of the Synagogue Council a hopeful sign that differences (in denomination) could be overcome in launching a joint project.

9. Art remarked that he was hearing support for the concept of a central mechanism of implementation. Sylvia Fishman agreed - if it was understood that local communities have real input into the process. Susan Shewitz agreed that working with select communities made sense and that a plan for implementation that broke through this talk was needed. On a community level you have a chance to get organizations to see that cooperation can be in their enlightened self-interest. That is harder to achieve on a national level. Art agreed - saying you need the national body as a funding mechanism, but implementation has to be decentralized.

10. Art asked: What is the intellectual base that could galvanize people to move action and begin to answer questions like how centralized is decentralized? Should the mechanism be? Susan Shewitz warned of difficulties due to lack of a data base.

Lippay Gintzberg thanked the crucial role of the group in promoting Jewish education makes a difference in promoting Jewish identity and survival. Sylvia Pliskin and Susan Shewitz thought that the crucial intellectual effort is moving the definition of Jewish education from "textual" to "communal"; from providing knowledge to providing a communal context in living as a Jew makes sense.

7. Joseph Garner asked what the group thought needed to be done in regard to personnel. Larry Sternberg thought two priorities were crucial: full time principals for supplementary schools and Jewish enrichment for SOO workers. Susan Shewitz spoke of need to make Jewish educational field comparable with rabbinate in salary and status so no one can compete for the better students. Also, the need to upgrade those in the field by offering salary increments for improved performance and added responsibilities. Larry Sternberg talked of need to get back to youth groups as source of recruitment.

8. Art asked what is the body of knowledge that would help guide the mechanism for change. Susan Shewitz suggested commissioning a series of paper in which people would lay out their theories of change, their hypotheses for change which could be tested against the reality of the environment as implementation.

Berry Shraga added several points that afternoon.

1. College students represent a pool of untapped personnel for Jewish education.

2. Crucial to success of implementation is cooperation between universities, communal agencies and synagogues to help synagogues maximize their educational effectiveness beyond the supplementary school.

TO: Nathan J. Mander FROM: Arthur J. Karpstark DATE: 3/24/89
 REPLYING TO: YOUR MEMO DATED 3/22/89

SUBJECT: BACKGROUNDS NOTES FOR COMMUNICATIONS AND PUBLIC RELATIONS MEETING
FEBRUARY 21, 1988

RE1 Focus on identifying publisher

North, I've spoken with Joe Rabinowitz and Raymond John Bling - Geter and the work John Woocher and Art Kasten carried out. Clearly, there are a number of different cuts and can take in dealing with the various public related to Jewish education. Rabinowitz and Woocher point to formal and informal organizations as the major cut, informal being defined as B'nai Mith Youth Organization, Association of Jewish Camps, Hebrew Youth Center, Camp Keshet, etc. Formal organizations are defined in terms of various institutions of higher learning for Jewish education, departments of education in each of the denominations, North Western for the orthodox, Jewish Educators Assembly for the conservative, National Association of Temple Educators for the reformed, etc. and as forth.

Josh Elkin identifies the public from the point of view of key stakeholders. He assesses the conservative movement and indicates that stakeholders include: Jewish Theological Seminary, Jewish Education's Assembly, Isaac Schacter Day School Principals' Council and the United Synagogue Youth Movement. He argues on the way we should identify comparable groups in the orthodox and reformed movements.

Joe Palmer builds on the work of Vachon, Rostam, Elkins, and advice of Schiff and argues that we make this out by identifying the three essential bloods that have to be released. They are the Central American, the Dominican, and the ~~Hispanic~~ Hispanic Organization. -- Inter-continentalism Vay, according to Palmer, is the Bureau of Bureaucratic Organization/Technology (BOR). This organization is an umbrella group and has control with all the bureau directors throughout the country. In this grouping, federal executives and planning directors may be included.

On the denominations, he sees the four major denominations, referred, conservative, orthodox, reconstituentist key. v

With the following stakeholders as key:

1. The heads of the institutions of the training institutions connected to the denomination.
2. Heads of synagogue organisations connected to the denomination.
3. The rabbinical organisations linked to the denomination.
6. Organisations of rabbis linked to the denomination.

The third body he points to is the body of organizations related to educators and there he identifies COE which represents the principals, CAAS which represents the teachers as most important.

(Habeas corpus action)
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Brandeis University

Philip W. Loran
Schiff at
Non Eastern split
Judith Schiff

Benjamin J. Loran
Fogelw mlykth
CuthWol Schiff
(1773A, 5000)

William Massachusetts
0284-0111

February 11, 1989

TO: Arthur Napanewk

FROM: Joseph Heimer

RE: National to Form Educational Community

I am reporting on my conversations last week with Alvin Schiff, Jon Woosner and Josh Elkin on Commission plans to outreach to educational organizations operating in the "formal" sphere.

1. There are three essential bodies that have to be reached: the Central Agency, the denominational bodies and the educator organizations.

2. Schiff suggests two approaches are possible: calling one big meeting to which you invite delegates from all three bodies or a more individualized approach where each of the three are approached differently and separately. He and Woosner agree that though the second is more time consuming, it is more effective if the goals are (1) to get people on board and (2) to get their input into the planning process. The big meeting would only really allow for us to report to them.

3. Both agree that for Central Agency, the organization is BDF and the contact person is Gene Greenfield. They suggest calling him and following his lead. Though two separate approaches, calling a typical meeting of bureau heads from the big cities and/or working through the same meeting in Florida. These people are important because they still control access to agencies in local communities. We want their cooperation as well as input and advice on implementation.

4. With the educators both agree that the primary organization is COJRO (of which the other organizations are members) and the contact person is Hy Gompers. Schiff suggests sending a letter to Gompers (who, by the way, works for UNICEF in N.Y.) and allowing him to invite the constituent organizations to send their reps to a meeting with us that COJRO would sponsor (following option 1 on p. 14). This does not include the right-wing Torah Umorah (p. 4) - but Alvin thinks they are not partners to our process.

5. Woosner believes that CAJR needs its own treatment - as Elkin suggested in his letter. He thinks the best way to proceed is to set up a meeting with Eliot Spack and Debra Katz and work out with them one best options for contact.

6. The denominations are most time consuming because with many needs to be approached separately. Schiff suggests beginning with the presidents (commissions) and have them choose a representative from 10 come to a meeting. But he admits that is tricky because especially with Reform, but also with Conservative, the denominational organizations (UAFB, United

ARTHUR NADAR
 11 MAY 1988

Synagogue are quite anonymous, we have to be careful not to
 reveal what information but now to get some balance in
 the. We, and also Gordon to tell him about his letter
 and to get him to report yet. Since Ekin wasn't thinking of that
 "reputation," it is a different perspective that the members of
 the nation may have.

7, we have and will also meetings where we think their
 presence will be beneficial.

MINUTES OF MEETINGS

JERUSALEM MEETINGS -- MARCH 7-10, 1989

PRESENT: Arthur Naparstek,, Joseph Reimer,, Seymour Fox,, Annette Hochstein,, Debbie Meline

I. OBJECTIVES FOR THESE MEETINGS

- A. Building a team (ANU,, JR,, SF,, AH)
- B. Clarification of the ii concept

II. REVIEW OF RECENT DEVELOPMENTS:

How did we arrive at the idea of a demonstration center? How did the notion of the ii evolve?

This Commission was never intended to be simply a report-writing body. Since its inception,, there has existed the notion of "doing" as an outcome.. During the earliest stages of the Commission (November 1986) ,, discussions already centered on expanding the training of educational personnel through the existing institutions of higher Jewish learning..

A. WHY A DEMONSTRATION CENTER?

A particular site was thought necessary in order to:

- deal with all four aspects of personnel (recruitment, training,, profession-building and retention) simultaneously..
- maximize the impact of policy decisions; preventing time lags from eroding the effectiveness of the decisions.
- encourage the local community's involvement and responsibility.

Description of Demonstration Centers ((see separate document:: March 7th re: demonstration sites.))

B. EVOLUTION OF THE II NOTION

Consultations with Inbar,, Coleman,, Sizer revealed problems with the concept of the demonstration center:

- There is no prototype in Jewish education (i.e. each demonstration center would have to be different);
- There is no "laboratory" to develop the prototype; a locus for thinking is needed;
- There is no mechanism in education for moving from ideas to implementation.

All of those experts consulted with agreed that a mechanism to develop and implement ideas is needed.

III. IMPLEMENTING INNOVATIONS -- THE THEORY OF PARTIALIZATION

Innovations amenable to trial on a partial basis have a greater chance for success. This incremental approach requires:

- A. Observability -- the public wants to see the results.
- B. Trialability -- the public wants to experience a partial innovation before full innovation is attempted.

Success on a small scale provides justification for full implementation.

The process of partialization:

- A partnership of public, private and communal forces is established;
- Obstacles (legal, financial, administrative, political, cultural, etc.) are identified;
- Model programs are instituted;
- Structural disincentives that inhibit the programs are identified.

This process cannot yet be applied to demonstration centers because the context, i.e. the model programs, does not exist; it must be created first. We know the areas of endeavour (e.g. personnel, community), but multiple factors must be defined before planning of programs can begin.

Point of disagreement:

(AJN): By inventing programs we will initiate the process that will lead to defining the implementation mechanism.

(SF): We cannot begin programming until the implementation mechanism is in place. We do not yet have the methods in Jewish education needed to deliver good programs. E.g. we don't yet know how to train a great teacher.

IV. THE CURRENT SITUATION

Nothing that exists today in Jewish education is worth the Commission's major investment. A full revolutionary reform is needed.

Two questions that need to be examined:

1. Why has atrophy occurred since the 1950s? Why has the system evolved the way it has?

2. How has the system persisted as long as it has? The institutions with a mandate to produce professionals have not fulfilled it. Can the existing system go from "somehow managing" to producing excellent personnel?

Some good programs do exist -- not enough, not of high enough quality, not enough qualified personnel, but programs are often established to meet a pressing need. How can we work with good existing programs without coming to "early closure"? Parallel planning is needed; immediate support should be given to existing programs while long-term planning is being done and "gems" are being developed. For political as well as practical reasons (i.e. the stakeholders), existing programs should not be overlooked, but this should not prevent us from developing new prototypes. MLM's intention is for us to deal with the obstacles of the present system; the new partnership that has been created (scholars/educators/lay people) provides us with the opportunity to overcome these obstacles. The problem is that the process is moving too fast. We want to begin with the theory of how to overcome the obstacles and the Commissioners are anxious to do something already. (E.g. Bronfman wants to know where to invest.)

Three principles that should guide the thinking on the work of the Commission:

1. Refusal to accept the status quo.
2. Recognition of how hard it is to change the status quo.
3. A coalition of power is needed to change it.

V. THE INSTRUMENTALITY FOR IMPLEMENTATION

The outline for discussion prepared by AH was initially reviewed on March 7th and preliminary questions were raised. The paper was analyzed more thoroughly on the following day, and each point was discussed. (See separate document: Comments on the ii Paper.)

The next several months, leading to the meeting of June 14, must be devoted to developing the ii idea and "selling" it to the commissioners.

Rationale for ii:

Schwab's theory of practice claims that theory is not appropriate for solving certain problems, that ideas need to be shaped in practice. No such mechanism for shaping ideas in practice exists in education. Education is delivery of a service, and there is no mechanism that can guarantee that teachers will deliver properly.

Education has never had a successful theory of change or delivery. With the right theory of delivery, we could cut into the field at any point. In designing a mechanism for delivery we must justify it with a theory. The ii will reflect a delivery system.

The ii will not only have to create a demonstration center, but will have to be able to replicate it. If a demonstration center is not replicable, then we have no right to claim that it can lead to across-the-board change. The demonstration center has to offer hope to the entire field.

VI. ASSIGNMENTS

The assignment list of February 23rd was carefully reviewed and revised. (See separate documents -- Assignment List, Notes for AJN.)

Issues raised during discussion of assignments:

1. Should educators (on the Commission) meet separately or to be included in regional meetings. The heterogeneity of the Commission is an important characteristic which should be maintained in the small groups.

2. What should be done about the West Coast commissioners? They are too weak a group to have their own regional meeting. JR should meet with as many as possible when he is in California.

3. Whose attendance is critical at the regional meetings? Meeting dates should accommodate the important people. What's the minimal number of people we need at a regional meeting in order to consider it a success?

4. How do we define "educators" on the Commission? Is Greenberg an educator? Lookstein? We need educational input on ii, not just reactions to it. Should non-commissioners (educators) be invited to the educators meeting? Wocher sees himself as "head" of the Commissioner educators, so he should be asked to host the meeting.

Should Ariel be invited? (If Rotman doesn't come then Ariel doesn't have to be invited.)

5. Contacts with commissioners have to be thoroughly documented and followed up on, so that "problems" (e.g. Zeldin) can be brought to the staff's attention. If a staff member meets with a commissioner who is assigned to someone else, it must be cleared through/reported to that staff person. (See separate document: Suggested Contact Sheet.)

6. In strategies for networking with relevant organizations, the denominations will have to be dealt with separately from

Bureaus, informal institutions and educators. In his list of all organizations that need to be contacted, JR can note "problem players" and suggest strategies for each.

7. AJN will brief MIM for his meeting with Federation executives, including SF's suggestions. (See separate memo re: Federation executives).

8. Joe Fox's paper on Federation-led educational initiatives overstates the Federation's role and the success of the experimental programs. SF will write to him and suggest amendments.

9. AJN drafted an outline for the final report of the Commission which includes the "best practice" paper and the paper on the significance of Jewish continuity in the context of Jewish education. (See separate document: Outline for Final Report.) It was suggested that several distinct papers be commissioned from different people. While each would represent a significant contribution to Jewish education in its own right, these papers would serve as background documents for the final report, with a summary of each included in the report. AJN and JR will write a second draft of the outline for the report.

VII. FINDING A DIRECTOR FOR THE III

The possibility of hiring a professional search company was discussed. The advantage would be to break out of the traditional circle of Jewish professionals and to generate new possibilities; we might not have all of the possible names in mind.

The jobs of director will be like two full-time jobs; it will require a very dynamic and committed person.

A. Categories to Look At:

1. JCC directors -- good skills with lay leaders; know how/when to enlist outside help.
2. Rabbis
3. Scholars ("a non-crazy Neusser")
4. Deans of universities
5. The second-in-command of major organizations (for someone who applied for a job and didn't get it).

All names that are suggested should go into a rolling file maintained by VFL.

B. Suggested Names:

1. David Arbel
2. Jonathan Jakobov
3. Reed Theaviss
4. John Ruskey
5. Don Sheer
6. Deborah Lippstadt
7. Steve Hoffman

C. Job Description:

AJN will draft outline of a rolling job description. It should include:

-- Preamble: Philosophy, vision and mission of ii; the issue of being a committed Jew; commitment to Jewish education.

-- Attributes: Strategic manager/planner; understanding to ask the right questions; a networker; a fundraiser; a good communicator; understanding of building an organization; ability to build a board; commitment to content (but doesn't have to know Judaica); commitment to quality. The director must be an expert in at least one of the functions of the ii and able to comprehend the others.

-- Scope: The functions of the ii; description of demonstration sites; leadership of ii (recruitment, induction, inspiration, development of staff).

VIII. PLANNING FOR JUNE 14TH

The meeting of June 14th must allow for active participation of the commissioners, though the exact nature of that participation is not yet clear.

We must find ways of getting input/feedback on the ii concept before June 14th. The commissioners are still where we left them on December 13th; we have to bring them through the whole process we have gone through. In March, we should discuss which commissioners must be seen to discuss the ii. A strategy should be decided by May 1st.

Various formats for the June 14th meeting were discussed. Perhaps work groups should be formed for part of the day. An extended lunch session is also suggested as a way of giving commissioners more opportunity for direct interaction.

Draft of a letter to be sent to commissioners prior to June 14th was discussed.

For the commissioners, the demonstration site will be the focus. The ii represents a major breakthrough for us but the commissioners will see it only as a tool for developing the

demonstration centers. We must be able to present in practical terms what the ii will be able to do.

Before the June 14th meeting,, a plan for dealing with the major funders should be discussed with MLM.

IX. PERSONNEL AND COMMUNITY

Concern was expressed that even if the ii is successful, it may not completely address the needs of Personnel and Community. Perhaps a simulation of the ii at a future meeting could reveal which goals might not be accomplished through the ii. We need to find a way to keep the macro goals of the Commission in mind.

SF urged that the notion of task forces for Personnel and Community be left open for discussion. A Personnel task force might be useful in evaluating training institutions.

The Personnel and Community options papers should be revised in light of the ii.

X. CONCLUSION

The meetings concluded with a review of the objectives which had been introduced when work began on March 7th. All of the participants agreed that both of the objectives - building a team and achieving clarity on the ii - had been accomplished.

Everyone also expressed satisfaction that many of the dysfunctional elements among the group had been resolved quickly, allowing for fruitful, content-oriented work. The need to maintain effective communication among this foursome was discussed and it was suggested that this group (plus other members of the planning group) allocate priority time to discuss the detail of the work. The nature of discussion within this group has achieved a new parity as a result of the exchange of ideas and information that has taken place this week. AJN expressed optimism that, together, this group will be able to facilitate progress in the Commission's work.

meet/5MN-W

March 7, 1989

TAPE -- RE: DEMONSTRATION SITES

SF: With all due respect to Isa Arom,, I take her paper on personnel as an example of how not to think in Jewish education,, because it is a case of early closure. The fact that it says "this is the way to go -- or even a way to go" makes it a case of early closure. Maybe it's a destructive way to go. What is called for is for someone to stand back and think about what can be. I don't know the answer. We need to throw ideas into the air,, none of which may be good,, but would show what a demonstration site could be like.

Suppose we took as our pool the graduates of the good day high schools -- who we know are the best people for Jewish education. We know 90% of them won't go into Jewish education,, they'll be committed to Jewish life but not as Jewish professionals. Suppose we took Boston,, which has a lot of great universities,, and said that anyone who could get into Harvard,, Brandeis,, Tufts,, etc. who is ready to devote 4 years to teaching in a congregational schools 6 hrs/week -- we will give him whatever package the economists tell us we have to give him -- ranging from full tuition,, room and board and pocket money,, down to half tuition -- whatever the market requires. Such an economic assessment has to be made. We will give it to him on 2 conditions: 1) he agrees to teach for 4 years; and 2) he agrees to go to in-service training once a week. He will also go to an in-service seminar every summer in Boston or New York or in Cincinnati. Every second year, he will go to Jerusalem. The assumption is that a massive infusion of a different kind of talent into the supplementary school would offer promise that never existed before. A whole new population of people to teach supplementary school -- and do it seriously -- would now be in the picture.

Now here a piece of Isa comes in. Maybe by some conception of lead teacher,, ala Carnegie,, you get people to work with them. Now for day schools,, we would raid all the best day schools in tehcountry by telling the teachers that we'll raise their salaries from \$20,000 to \$30,000 or from 30 to 50 -- whatever our economic study tells us to. But we won't just give them higher salaries; we'll tell them that they are part of a great experiment. "You have been invited to be the Fellow of . . ." The so and so scholar in this project." How many educators like this we need and how many we can get will have to be investigated. But all of a sudden we'll have an infusion of a concentrated power of a large number of day school people who are given five-year contracts. Again,, on the condition that they participate in in-service training.

We don't know whether we'll have one demonstration center or 5. It will depend on what we define as the critical mass. We'd like to do one,, but maybe we need more.

We'll do the same thing with day school principals. We'll steal as many Josh Elkins as we can. We get them to be part of this great experiment. With JCCs, we use the same principle -- we get day school grads to work in JCCs. In order to maximize the Jewishness of the JCC, Boston might need to get 32 people into the picture. We'll recruit them from Harvard, Tufts, etc.

The whole thing begins with a study of the educational personnel in Boston -- numbers, composition, etc. The study will reveal how many personnel you need in order to reach an optimal level. Then you have to determine how many you can fire, who you want to fire, how many you can't fire, how many will turnover without being fired. Then you can draw a map of Boston -- how many people you need where, where to put your new people.

For training, we'd go to Yeshiva University, or Harvard, or any existing training institution, and ask them to take over the training of Boston. We'll offer them 5 endowed professorships over the next "X" years. We want to build the facility for training.

We'll tell them that we want them to run the weekly in-service program, the summer in Israel program, etc. We'll give YU someone like Michael Gillis for five years. He can go to Boston once a week to run training programs.

Maybe we'll send Wygoda to YU too. If YU doesn't need these guys, fine. We have to stretch all the good people that we have. We could do the same thing with Brandeis. We'll send Jonathan Kestenbaum for 5 years if Brandeis wants him. He'll be financed by this operation and Brandeis could do the training for the St. Louis project. By the way, none of these guys want to go but they are all involved and they will go. Their incentive will be their deep commitment to Jewish education.

So YU builds its own team, and JTS, HUC, Brandeis, and some of the Hebrew colleges are building their training institutes. YU will put together a team to figure out "Yeshiva University toward the year 2000." Key laymen from the Commission are on it. The Crown Foundation might agree to fund two of the professorships. They are sitting on the board that is overlooking this whole thing to develop YU's capacity. This is the ideal; now for the more realistic scenario. How is YU going to work with the Reform constituency in Boston? In the ideal case, there will be one big consortium with everyone -- YU, JTS, HUC. YU could take HUC staff to work in Boston. Those guys told me that they would do it, but I don't believe them. In the less visionary case, the Reform will be trained by HUC, the Orthodox by YU.

Each of the denominations will be told that in this vision of demonstration site, the responsibility of translating the dream into reality belongs to them. We'll let Bob Abramson and Schorsch and their team take over Conservative education. Let there be full competition; whoever wins, wins. If the Reform movement at

the end of 10 years has the most exciting educational program, wonderful. All three should be given every opportunity to do the best job.

Now profession-building. Imagine that we have this recruitment program going on in five cities and we have all the main institutions involved in training. Then we have to talk about profession-building. The problem here is that there are only 2 places you can go: you can go from being a teacher to being a principal, or from being a principal to being a bureau head, or a professor. In formal education, there's no other place you can go. This means that a great teacher who may be a terrible principal is finished. What if we built 7 different tracks in Jewish education? We could put a teacher who is a great innovator in charge of curriculum development, in-service training, supervision for a whole city and give her the same salary and status as a principal. She gets to be a major; she moves up. We can put one person in charge of special education for a whole community. We don't have anyone now who is responsible for special Jewish education.

This is another track for advancement. Another one could be for the intersection of formal and informal education -- a teacher who moves out of a formal institution into the out-of-classroom stuff. In camping, the arts, etc. there is room for tracks in profession-building.

Salaries are something that have to be figured out. Hank Levin can help us -- he's an economist of education -- figure out what the salaries are that need to be paid, what the system can carry. Then we would begin the interaction with the lay people. What are they willing to do, double the allocation to Jewish education, triple it? If they only want 50%, what can you do? Remember that the demonstration site has as its purpose replication throughout the country. So there's no sense in building a budget that the Jewish community cannot support.

Built into the notion of profession-building are sabbaticals, advancement, and other things that will contribute to retention.

That is a vulgarization of what we had in mind, when we suggested demonstration centers.

JERUSALEM MEETINGS

March 7, 1989

COMMENTS ON THE DRAFT OF THE "II" PAPER

PAGE 1:

vi. Elaborate on the term "demonstration sites." "...that will deal minimally with the two enabling options, where personnel will include recruitment, training, profession building, retention, and community will include bringing strong leadership into Jewish education, changing the climate, etc."

4. What kind of person should the head of the "ii" be? A leader or a manager? Doesn't have to be both. Maybe the Chairman of the Board will be the leader, the personality. It will be a job similar to that of the Chairman of the UJA - a lot of travelling will be involved. The director has to be a brilliant manager, a CEO-type. The word "manager" should be changed to "executive" and the word "administrator" should be changed to "manager."

5. Take out the word "small." The description of the "ii" suggests that it will require a fairly large staff (overall staff and local planning teams, possibly "circuit riders" who will travel to the various demonstration cities in a given region.)

6. Will there be more than one board (lay and academic)? Will they have equal say? The board will be part of the "ii", not above it. Suggested wording: "Governance will be in the hands of a board of experienced and knowledgeable lay leaders, scholars and professionals."

Will there be, in addition to the board, a professional advisory committee?

7. What will the relationship of the staff of the "ii" be to each of the "ii"'s functions?

8.a.1. Potential problem with the research function: Research is a hard, slow process. How will "ii" deal with the problem of getting information from people who may not want to provide it?

PAGE 2:

8.a.2. The "ii" will be a policy instrument, not a think-tank or a data base outfit. But as data is collected for specific projects, the "ii" will be able to serve as a resource for other related projects.

8.a.3. By what authority will the "ii" set the standards for quality?

qual tcf/

Authority comes from the prestige and status of the people involved.

If the "ii" sets standards that are not acceptable to the whole community, then perhaps another body will be forced to take on the challenge of establishing standards.

8.a.4. What will be the planning range of the "ii"? 5 years? 10 years?

Strategic thinking is still in its formative stages.

(AJN volunteered to draft a topical outline on strategic planning for the "ii".)

8.b.1. How will the "ii" know that projects being carried out on the micro-level (i.e. in a demonstration site) are working? How will the "ii" ensure that the community fulfills its obligations (e.g. will the "ii" threaten to withhold funds)?

An extensive coalition will have to be created in the community where the demonstration site is going to be. We will try to maximize the number of stakeholders (as was done, for example, in the England Community Project on Senior Personnel for that, an inventory of all stakeholders will have to be done. The negotiation process will have to be worked out in more detail.

8.b.2. Is this going to result in "management"? Management has to be localized.

8.c. The "brokering function" of the "ii" - Should funding sources be incorporated into the board of the "ii"? Not all foundation leaders can be on the board, but perhaps some should be. Foundations are only one funding source. Others include federations, which might be convinced to double their allocations to Jewish education. Or one foundation leader could convince an uninvolved foundation leader to undertake a project.

8.d. Will the "ii" be able to monitor and evaluate its own functioning? The latest literature in the field of evaluation suggests that evaluation is most effective when more than one method is used and where the organization being evaluated is an integral part of the evaluative process. Summative evaluation is best done by an academic institute, but formative evaluation is best done "in house".

Where will the feedback loops operate?

PAGE 3:

8.e. The concept of "partialization" may be useful in diffusing innovations. But there are certain problems with applying the partialization theory to the ii. Partialization might be effective for programmatic options,, but works against enabling options. In order to have across-the-board change in personnel,, we need a critical mass. As for community,, partial implementation ((in one or two institutions)) will not bring the widespread change we seek. One possibility is to work within one system e.g. a training program for Solomin Schechter teachers.

In light of the significant differences in the character of the various Jewish communities,, implementation will be quite different in each. How will the "ii" staff accommodate all the needs? Different communities will have to determine their specific staff needs for their particular demonstration projects.

^ Should the term "across-the-board" be replaced with "systemic"? If we do not know what the system of Jewish education is,, can we propose systemic change? We do know the outer limits of the system in relation to other systems,, so we can define it at least in that way,, and we do know its institutional and functional elements..

u "Across-the-board" should be qualified: in the areas of personnel and the community. Our goals should be listed more explicitly here..

✓ 1/16. Perhaps this point should be part of an introductory mission statement,, the "ii"/s charge. Add the word "vision."

The word "place" should be taken literally. The main staff of the "ii" will sit in one physical place, so as to benefit from the constant intellectual interaction with their colleagues, but the teams working under those in charge of each function might be scattered. (E.g. The head of research will sit in the "ii" office but those doing the current research project may be at Brandeis.)

The paragraph about how the "ii" staff will function should be moved to a more appropriate place in the document.

What type of additional forums might be necessary? Professional advisory board, scholars on different topics, etc. Experts will be consulted to help the "ii" staff determine legitimate forms of intervention and to design effective programs.

The "ii" staff will have to do "hands on" work -- constant evaluation and decision-making. Sizer's method ("Here are the principles; develop them as you want and report back to us") will not be useful to the "ii".

2. The induction process for the staff of the "ii" (transfer of knowledge and authority) could take the form of a several-week seminar (in Cleveland? Jerusalem?) with a fully-developed curriculum. The "faculty" could include MLM, members of the planning group, academics, professionals from the field.

PAGE 4:

What will the Commission's role be in launching the "ii"? When describing the "ii" to the commissioners, we have to present:

- the vision - terms of reference
- the assignment - what need (lack of a mechanism) it will fulfill
- shades of how it will work
- concrete pieces that the commissioners can grab onto (i.e. what they came to the Commission for). E.g. "We are searching for the mechanism that will enable: training institutions to reach their full stature, experimentation in early childhood programming, development of the ideal supplementary school, etc."

3. The "ii" staff will flesh out the skeleton of the mission statement that is accepted by the board.

4. What will the nature of the interaction between the board and the staff of the "ii" be?

"Towards Demonstration Sites"

Different communities have different strong elements (e.g. lay leadership, several universities) and strong programs (e.g. camps, schools).. Does a demonstration site have to be limited to a local site or can it be an organization (e.g. Ramah Camps)? The board of the "ii" will decide where the demonstration site will be.

Various possibilities:

1. A whole community.
2. An institution or set of organizations (perhaps "sponsored" by a particular foundation. E.g. Bronfman/UANHC Israel programs).
3. One institution in several communities.

7 The "ii" cannot be an isolated unit; it must work with the community and relevant people. This should be included in the mission statement.

PAGE 5:

1. The sentence about inspiring change should be part of the mission statement. The term "trigger" should be changed to "be the basis for inspiring change."

2. The notion of local imitation of change should be added. *meet 6*

3. What will the relationship be of the "ii" staff of the local demonstration site staff? If the "ii" director is in New York, he cannot run a demonstration center in Cleveland. How will the "ii" staff oversee several demonstration sites?

4. Perhaps one of the conditions for choosing a community as a demonstration site will be the existence of a local commission. That commission's staff could act as the local "ii" staff. *Carl*

There should be constant interaction between the "ii" staff and the local staff. Perhaps the "ii" will be able to learn things from the local projects not necessarily initiated by the "ii". *Joseph 1/24*

5. The nature of the contractual agreement has not yet been determined, but must be dealt with. How much "force management" can come from the "ii"? Will funding be enough to guarantee cooperation by the communities? The "ii" has to do more than offer a community money; it has to help local institutions and their leaders rise to their full stature.



ASSORTED COMMENTS ON THE "II"

DEMONSTRATION SITE:

We don't want to impose a mandate from the outside; we want it to come from within. Illustration: We would tell a principal of a school that we want to do a demonstration project and ask him what he wants/needs for his school. He might say "we need rest time for the faculty." We'd consult with experts like Sarason to determine whether that is a legitimate form of intervention. Then we'd ask the local Hebrew College or training institution to plan a group dynamics seminar for the school's faculty. Perhaps "the Sarason" would work with "the Schaffer" to plan it. The principal would be responsible for getting his faculty to participate.

How will intervention be determined? By addressing the smallest element needed in order to bring change, and through consultations with experts.

In the case of "infusing a community with fresh blood," how will we know if the community wants it? Maybe the current personnel will feel threatened, demoralized. No intervention should be imposed on a community without the community being asked first if it wants the intervention. It should be presented as a challenge to the community. (Sue)

What will the "frustration tolerance" of the project be? When will results be visible? Should quick results programs be developed to appease the community in addition to the long-term projects?

The "ii" will be an intermediary organization, a mechanism for implementing ideas such as Cleveland Tomorrow, Project Renewal, the Ford Foundation, etc.

In order to "sell" the concept of the "ii" to the Commission, a strong rationale has to be presented: statement of the problem, explanation of the lack of mechanisms for change in education, a vision of what it could do, directions it could take.

The specific design of the "ii" will be shaped through its implementation. Ideas will emerge from it as it begins to work. The "ii" will be different from an R & D center in that an R & D center seeks to put a finished project into the hands of the client.

(To be continued)

A. Sarason

March 6, 1989

DRAFT - FOR DISCUSSION ONLY

The Instrumentality for Implementation :

Discussion outline

1. The ix will undertake the assignment of developing demonstration sites.
2. Much of the definition of its work will occur in the actual process of implementation.
3. The following is one possible scenario of the ii at work:
4. There will be a manager, responsible for all the work of the ii. He/she will be an outstanding, high-level professional, knowledgeable of the Jewish community of North America. He/she may be an educator, an administrator, or both (to be determined).
5. In addition to the manager, a small team of outstanding professionals will staff the ii (size and composition to be determined)..
6. The ii will be governed by a lay board of experienced and knowledgeable leaders and by an academic team.
7. In order to meet the complex tasks involved in developing demonstration sites, the following functions will be undertaken:
- a. data collection, planning and policy analysis;
 - b. community interface (for demonstration sites);
 - c. funding facilitation;
 - d. monitoring, evaluation and feedback;
 - e. diffusion of innovations.
8. Some of the content and rationale for these functions include:
- a. data collection, planning and policy analysis**
- * To improve and maximize the knowledge base upon which decisions for Jewish education are made [in a demonstration site and/or in general? To be determined]. This may be viewed as the research arm of the ii - 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; etc. [add examples for community]).
- * To provide analysis needed for informed decisions. (E.g. What are relevant criteria for the selection of demonstration sites?

What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in the demonstration site? Who are the stakeholders and how can they be involved? What are the financial and financing possibilities?)

- * To provide - upon decision to undertake a project - the knowledge and planning support needed and wanted by the demonstration site; to work WITH the team of the demonstration site and provide expertise that may be needed; to ensure the level and quality of the work intended.

- * Planning and strategic thinking

b. community interface (in demonstration sites):

The community interface function will deal with:

- * Preliminary negotiations with relevant stakeholders and community leaders about undertaking the project. Negotiations concerning the terms for participation in the demonstration project and the nature of this participation: agreement concerning the quality of work; agreement concerning targets, time frames, standards, local investments in funds, people, activities. Assistance in setting up the local mechanism(s) that will take leadership of the demonstration project, that will plan it and coordinate its implementation.

- * Ongoing facilitation during implementation - as needed (e.g. negotiations with national training institutions, universities, organizations, etc.). Assistance as needed (e.g. crisis management, dealing with resistance, enlisting community leaders' help when needed, etc.).

c. funding facilitation

- * Matchmaking between various possible sources of funding (foundations, national organizations, local sources of funds, individuals) and the demonstration site (direct and indirect, with the help of commissioners, local leaders, etc.).

d. monitoring, evaluation and feedback

The purpose of this function is threefold:

- * To monitor implementation of decisions on an ongoing basis and thereby enable trouble-shooting, changes, interventions as needed.

- * To evaluate - in whatever form or forms deemed most relevant - the nature, quality, impact of changes.

- * To create and activate feedback loops that will allow a dialogue between what happens in practice and the planning and

theoretical functions. If successful, this loop will allow for an ongoing process of cross-fertilization: the content of both the practical and the theoretical will be affected, enriched, changed accordingly.

e. diffusion of innovations

The goal of the Commission on Jewish Education in North America is to bring about across-the-board change in Jewish education. The ii will deal with the complex issue of the diffusion of innovations from one or more demonstration sites to many or all communities. Strategies will be devised to maximize change throughout the community.

9. In order for each of these functions to be given the attention needed, and that none be overwhelmed or overtaken by pressing needs of other functions, they will probably be structured as distinct units. The staff of any one may be as small as a part-time person or as large as a full team - as needed.

10. The ii will be a mechanism for the initiation and promotion of change and innovation in Jewish education. As such, it should be a place of rigorous work together with inspiration, and creative thinking. If successful, it will be a source of ideas, an ii characterized by an atmosphere of ferment, search, creativity.

To coordinate the work, there will be a number of forums at which progress will be discussed and ideas will be presented for debate. The first of these forums will be the staff and its manager who will meet regularly to coordinate the thinking, planning and activities of the ii. [additional forums]

How will the ii begin its work?

1. A pre-planning process will be undertaken with the head of the ii (and - depending on circumstances - with staff members too.)

2. This process - which will be a joint learning endeavour - will include:

a. extensive work with members of the planning team to familiarize himself with the background, concepts and ideas of the ii (Fox, Naparstek, Hochstein, Zucker, Reimer).

b. extensive work with members of the planning group, senior policy advisers, some educators and commissioners to familiarize himself with the reality of the situation of Jewish education in North America and with the communal and institutional aspects of the issue.

3. Following the above and any additional consultation they wish to hold, the first task of the staff will be to define the ii's mission. This will include identifying ways to improvements and strategies for intervention.

4. The staff will present its proposed definition to the board and to the academic team for consideration, discussion and approval.

It is understood that these strategies will be reviewed on an ongoing basis, in extensive consultations with other institutions and individuals.

5. The initial structure of the ii will be finalized (though always in flux) in accordance with the mission statement.

Towards Demonstration Sites

1. Amongst the early steps in its work, the ii will have to decide on appropriate demonstration sites. The data-collection and policy-analysis unit will prepare a proposal for discussion. This may include community data and criteria for the selection of sites (e.g. availability of general educational resources; optimal size; socio-economic and Jewish education indicators; leadership - current and potential; etc.).

This data may be largely available or may have to be collected by the unit. In some instances, it may have to be produced.

6. The unit will bring the proposal for discussion to the "Monday morning forum" - i.e. to the staff meeting of the ii, where it will be argued, discussed and altered as the case may be.

7. The head of the ii and its relevant units will then begin a round of consultations with board members and with relevant people and institutions (stakeholders, power-holders, potential agents of change) in candidate communities to check further feasibility and wisdom of the specific suggestions. This will include preliminary assessments of local interest, likely interest and involvement of stakeholders, likely availability of resources, etc.

8. Following extensive review of the feasibility and assessments of the chances for change and success, one or more demonstration sites will be selected.

The ii and a demonstration site

1. The purpose of the demonstration site is to bring about major change in the quality of Jewish education in that site, through the media of educational personnel and the community. The interest in that site resides both in the possibility to

effect and demonstrate change and in the fact that it can trigger or inspire change elsewhere.

2. Change will be brought about by the community and in the community with the ii acting as initiator, facilitator, catalyst and resource for change.

3. The success of demonstration sites will be largely dependent upon the local ownership, involvement, investment in the endeavor. Detailed planning and implementation will take place locally.

4. The ii will help identify or set-up ((as needed)) the local mechanism ((existing institution, coalition of institutions, planning team, etc.)) that will take responsibility for the demonstration site.

5. The ii will enter into a contractual agreement with the demonstration site (community).. This agreement will stipulate the mutual roles and undertakings. E.g. there will be explicit definitions of the purpose of demonstration sites, of the standards of the work and of the expected activities. The principles guiding the work will be agreed upon ((planning, monitoring, evaluation))..

Planning
Monitoring
Evaluation

Process and Content: The relationship between the community and the ii - the community's role in the demonstration site.

UNFINISHED

Foxm/3gw

Jerusalem Meetings
March 9, 1989

INTERNAL

Notes for Letter to Commissioners

SF: I think we should begin with some kind of statement about where we were on December 13th and what we saw as the challenge and problems facing us. We began to investigate and consult with Commissioners and people and people seemed to be zeroing in on something that - I would not even call it demonstration site yet - people felt that you have to "do it". It couldn't be a study; one would have to "do personnel" and "do community". The response to the generality and the amorphousness - and I would give examples of both community and personnel - which came out in the meeting require that we be able to at least specify what we have meant. This led us, in conversations with you, to some idea of demonstration. Maybe I wouldn't use the word demonstration.

[JR: The term "demonstration" has been intentionally introduced into our conversations with commissioners.]

As we began to work with demonstration, the upside was that [list all the things]. Then we encountered a problem: all the work on education has indicated that parachuting in a finished product on demonstration will cause such and such a problem. So we began to ask ourselves what to do about that, and about all of those issues you [JR] talked about. So now what we are asking your help on thinking about some kind of a mechanism that could close this gap between "a parachute" and mere incrementalism, between a parachute and the enthusiasm of the local community.

fedexec/4mn-w

Jerusalem Meetings
March 8, 1989

Meeting with Federation Executives

Before MLM meets with the group of federation executives, AJM (and SF?) should discuss the desired outcomes of that meeting with him. What are the questions that the executives might throw at MLM? What does he want to walk away with?

Some of the issues to discuss:

- *centrality of the federation in the Commission
- *conscious decision to create a partnership of public and private
- *the positive feedback we have been getting; the excitement
- *central role of Mandell Berman
- *the role of the 9 commissions on continuity
- *substance: grappling with the following issues
(MLM should show them how much he knows)

169 BM

Jerusalem Meetings
March 10, 1988

Outline for Final Report

I. Jewish Education at a Crossroad

- A. A changing Jewish community
- B. Who are we losing?
- C. Requirements of Jewish continuity
- D. What is the proper basis of Jewish education?

II. What is the State of the field?

III. The Opportunity

- A. Wave of Consciousness in the Diaspora
- B. Wave of Programs and Innovation
(see Joel Fox paper)

IV. Best Practises

- A. One vision - What is one ideal scenario for the next Millenium

V. ~~One Plan~~

One New Framework:

enabling options	--->	personal community	--->	programmatic options
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VI. Implementing the Plan (Innovation Model)

- A. Innovation through
 - 1. Partialization
 - 2. Prototype based on a partialization process

VII. Conclusion

Jerusalem Meetings
March 9, 1989

INTERNAL

Notes on the denominations

SF: I think that at the next set of meetings in America we should consider, in light of our discussions about the i.i., what the role of the denominations is going to be.

It may have been appropriate up until this point to have the denominations represented by the leaders of the training institutions or the institutions of higher learning. But as we move toward any conception of implementation, we must keep in mind that the deliverers of services are essentially the denominations plus Torah Umesora.

I am suggesting that we decide what contact has to be made by the Commission with the denominations so that they are on board before we announce any kind of implementation activity. One approach could be for MLM to meet individually with each of the institutions of higher Jewish learning and ask them that question. Appropriate staff should be with MLM at that time so that the full role of the lay organization and/or education commissions be considered.

With the orthodox movement an interpretation will have to be offered to Lamm who may see turning to Torah Umesora as undercutting centrist orthodoxy. This is a more complex problem but we can't avoid it because Torah Umesora controls most of the day schools of the orthodox movement.

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Jerusalem Meetings

March 7, 1989

Summary of Discussion - March 7, 1989

at the offices of Nativ

Present: AJN, JR, SF, AH, DM

AJN opened the discussion by conveying MLM's expectations of this series of meetings:

1. Building a Team
2. Achieving clarity on the issue of the ii; understanding it and developing it.

For the sake of clarifying misunderstandings and correcting mistaken assumptions, SF offered a brief summary of the development of the Commission, particularly the evolution of his and AH's role. He also described in detail the "m.o." developed by MLM, in the work of the Jewish Education Committee (i.e. research, translation into practice, implementation - all with consultations, forums, input from outside experts, etc.).

It became clear that:

1. While the "m.o." developed in the work of the JEC is not a formally adopted method, it characterizes the work of MLM, SF and AH. Taken for granted by the JEC team, it was never spelled out to the planning group and it is useful to do so now.
2. AJN's, SF's and AH's roles developed in response to the crisis that faced the Commission as it was about to have its first meeting: lack of a director.
3. Because JR entered the process late, he was not party to the common history of the Commission and, in trying to make sense out of the process, made some assumptions that need to be checked during this week.

For the remainder of the morning, discussion focused on the topic of the demonstration site and how that idea led to that of the ii. SF explained the notion of the demonstration site and gave

several examples of possible functions of a demonstration project (in the areas of recruitment,, training,, profession-building and retention for personnel).. He then presented some of the problems and objections raised while developing the demonstration site concept::

- How would it be done? (Lack of an implementation mechanism)
- For a practical field like education,, a finished product - as implied in the concept of a demonstration center - is inappropriate..
- The problems with the notion of a prototype in Jewish education..
- lack of appropriate personnel to run it..

The views of the demonstration site concept offered by Coleman, Inbar,, et al led SF and AH to the realization that an instrumentality for implementation was needed..

AJN cited several advantages and several disadvantages to demonstration projects and outlined the concept of "partialization.." He then presented a model for the process of how demonstrations could be developed.. This would include the following stages:

- Creating a mechanism for establishing a partnership between the various stakeholders in Jewish education.
- identifying obstacles (legal, political, financial, etc..)
- designing model programs..
- identifying disincentives which create negative preconditions that make the programs impossible.

SF and AH expressed the opinion that this model would probably be useful in addressing the issue of process, however, we are not ready at this point to deal with this process.. In the case of Jewish education, we must first deal with creating or inventing the content of what is going to go into the process..

JR suggested that there are some examples of excellent programs that should be built upon rather than bypassed in favor of something completely new.

SF posited three principles that guide the thinking:

1. Refusal to accept the status quo.
2. Recognition of how difficult and complicated the process of changing the status quo is.
3. Recognition of the need for a strong coalition in order to cause systemic change.

Following lunch, AH presented a draft of the document which will be discussed in detail over the coming days.

A few of the questions and concerns that were raised are:

- "academic team" or professional advisory board?
- relationship of the staff of the ii to its functions
- the feasibility of the research function
- what is the source of authority of the ii
- monitoring on a micro level the effectiveness of programs
- various stakeholders and publics that need to be addressed
- funding sources - should they be incorporated into the board?
- different implementation needs for different types of communities.

Jerusalem Meetings
March 8, 1989

Summary of Discussion - March 8, 1989

at the M.A.F. Offices in Jerusalem

Present: AJN, JR, SF, AH, DM

Following the previous day's preliminary discussion on the ii, AJN raised several issues that he sees emerging:

- commissioners' involvement in the process of the ii - how to "sell" the ii concept to the Commission
- the job description for the director of the ii
- linkage of the ii to specific content areas.

AH urged that we continue to discuss the ii before addressing these issues. She agreed that we will need to find a strong, capable director, but we must first determine what the ii will be, what it will do and how it will function.

SF reviewed the ii model, offering examples of how it would relate to different content issues in different communities.

AJN raised the questions of what should happen between now and the next Commission meeting and what the agenda of the June 14th meeting should be. It was agreed to return to these questions following further discussion on the ii today and tomorrow.

JR asked several questions about the ii : E.g. What is the theory of change that informs it? Will existing institutions welcome a sudden infusion of new personnel?

AJN introduced the notion of the ii as an "intermediary organization" and described several examples of intermediary organizations with which he has been involved. He noted that the success of an intermediary organization depends to a large extent on the strength of its director.

A lengthy discussion on theory of practice clarified some of the concepts on which the ii is based.

The draft of the ii paper was reviewed in detail. DM will produce the "Rashi commentary" ((all remarks relevant to each item discussed)) early next week.

Following the lunch break, the list of assignments was reviewed.
(Must be continued tomorrow - from item 15.)

Jerusalem Meetings
March 9, 1989

Summary of Discussion - Evening of March 9, 1989
at "Eleh Mah" Restaurant

Present: AJN, JR, JR SF, SF AH, AH DM

AJN raised the question of how to bring the commissioners up to date and best convey to them the concept of the ii. He believes that their first impression of the ii will be critical and we should seek to minimize misunderstandings. Various suggestions were made as to how the commissioners might be able to offer input before the meeting of June 14th.

It was decided that prior to the meeting of March 30th, a draft of the letter that will be sent to the Commissioners will be sent to the Senior Policy Advisors for review. The letter will trace the development of the staff's thinking since December 13th (i.e. from the enabling options to the notion of demonstration to the concept of the ii). Verbal briefings should also take place (AJN/Ariel, JR/Woocher, SF/Rotman).

Various formats of the June 14th meeting were discussed.

SF expressed concern that a strategy for dealing with the foundation heads has not yet been developed. AJN will discuss the issue with MLM and HLZ.

The issues of Personnel and the Community, as distinct from the ii, were again raised. JR reiterated the point made earlier in the day that even if the ii is entirely successful, it may not completely answer the needs. SF urged against early closure on the possibility of task forces. AH suggested that a simulation of the ii might be useful at the next meeting of this group.

Jerusalem Meetings
March 9, 1989

Summary of Discussion - March 9, 1989

at the offices of Nativ

Present: AJN, JR, SF, AM, DM

The day began with a review of the summaries of the previous days' discussions. Corrections were made.

The group then resumed the item by item review of the assignment list. ((See amended list.)) Some of the issues that were discussed in detail are:

- the nine local commissions and how they should be related to
- the relationship of the Commission with the various denominations, in light of their roles in Jewish education, their histories and internal structure
- JESNA's possible sensitivity to the ii concept and its potential role in relation to the ii.

The remainder of the morning was devoted to discussing the final report. AJN presented the draft of an outline in which several of the notions which had previously been considered as separate papers are incorporated (e.g. the state of the field, best practice).. Background papers for the report could be commissioned and each might represent in its own right a significant contribution to the field of Jewish education. All agreed that this was a useful model. AJN and JR will prepare a second draft outline for circulation among this group.

Following lunch, SF described what he saw as some of the potential limitations of ii and suggested that we need to consider what other activities might supplement it. The ii, of necessity, will not be able to serve all purposes. We must be careful that important matters related to Personnel and the Community are not lost in terms of the macro goals of the Commission. ((To be discussed at the working dinner on Thursday evening.))

MEMORANDUM ON THE COMMISSION AND THE DENOMINATIONS

1. THE PROBLEM

a) By denominations,, we mean the national and local synagogues and rabbinical organizations as well as additional groups such as Torah U'mesorah..

b) As the Commission approaches the stage of recommendations,, and thereafter implementation,, the denominations,, who are the major deliverers of educational services,, are likely to feel that they have not been involved in the decision-making process..

c) The denominations may respond by complaining,, refusing to participate,, or worse..

2. POSSIBLE APPROACHES

a) Invite the denominational groups to join the Commission.

b) Invite them to participate in whatever groups (task forces, sub-committees,, etc..) are given the responsibility to deal with the content of the recommendations of the Commission,, e.g.. the ii..

c) Invite them to join the board of the successor to the Commission or the board of the ii.

3. STEPS TO BE TAKEN

a) MMM should meet with the presidents of the institutions of higher Jewish learning ((Y.U., J.T.S., H.U.C.)) and discuss how to begin the dialogue with the denominations.. Lamm,, Schorsch and Gottschalk have different positions and degrees of influence and sensitivities to their denominational constituencies..

Commissioners who play an important role in a denomination ((Melton,, Ratner,, Jesselson,, Koschitsky,, etc.)) might participate in these meetings,, along with staff.

b) These meetings will help us to decide how to proceed.

c) We might choose from among the "Possible Approaches" listed above..

d) New or different approaches might emerge at these meetings.

e) A different approach might be adopted for each denomination.



March 6, 1989

Baruch Haba,, Joe!!

hope your flight was pleasant and that jet lag isn't too severe..

Enclosed is the schedule for the next few days ((slightly different versions for you and Dr. Naparstek)).. We are all looking forward to a busy and productive week. We begin tomorrow at Nativ at 8:00 a.m.

I would be happy to pick you up tomorrow on my way to the office if you'd like. Just call me at home this evening ((tel. 249302)) and let me know.. Or if you would prefer to get to Nativ on your own,, the address is 10 Yehoshafat Street in the Greek Colony..

Dr. Naparstek is staying at the Laromme Hotel ((tel. 697777)),, should you want to contact him this evening.. Annette's telephone number at home is 1802. She asked me to tell you to feel free to call her if you need anything at all.

L'hitraot machar,,

אנט הוכשטיין
ANNETTE HOCHSTEIN

February 27, 1989

Ms. Karen A. Wilcox
Senior Associate
Isaacson, Miller, Gilvar & Boulware
The Frost Building
105 Chauncy Street
Boston, MA 02111

Dear Ms. Wilcox,

Thank you for sending me so promptly the information concerning searches by your firm. I read with interest and will share with my colleagues.

During the next several weeks we will be determining some of our specific needs.

I will contact you if and when we decide to choose the professional search route.

Sincerely,

Annette Hochstein
Director

FAX SENT

DATE

15.3.89

Nativ Policy and Planning Consultants
Jerusalem, Israel

מתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: DR. ARTHUR NAPARSTEK

DATE: MARCH 15, 1989

FROM: DEBBIE MELINE

NO. PAGES:

FAX NUMBER: 001-216-391-8327

3

Dear Dr. Naparstek,

Attached is the summary of our meeting last Friday,
plus suggestions for the commissioner follow up sheet
which were discussed at that meeting. The latter may
not be complete, but I hope it is useful.

Sincerely,

Debbie

Summary of Discussion - March 10, 1989

at the MAF offices in Jerusalem

Present: AJN, JR, SF, AN, DM

The summaries of the previous day's meetings were read and corrected. The amended assignment list was reviewed in detail and decisions were made on those items that had been left open.

The issue of maintaining current files on each commissioner was discussed. A form for keeping track of contacts with commissioners will be designed and put into immediate use.

SF reported on his telephone conversation with HLZ regarding Joel Fox's article. SF will write to Joel Fox with the following comments:

The paper is useful but should be reformulated in light of two issues:

1. The denominations are the primary deliverers of services;; the central role of the federations in Jewish education is not yet a reality.
2. The description of the experimental programs as "successful" may be an overstatement.

The subject of a director for the ii was discussed. AH presented information about the possibility of hiring a professional search company to identify potential candidates. Those present prefer not to try this for the time being. AJN will draft an outline of the job description and circulate it among the planning group for comments. A first list of names will be generated for discussion.

AJN concluded the meeting by returning to the objectives for this week, which he had introduced when work began on Tuesday:

1. Building a team
2. Achieving clarity on the ii

Participants agreed that both objectives had been accomplished and expressed satisfaction that many of the dysfunctional elements among the group had been resolved quickly, allowing for fruitful, content-oriented work. The need to maintain effective communication among this foursome was discussed and it was suggested that this group (plus other members of the planning group) allocate priority time to discuss the detail of the work. The nature of discussions within this group has achieved a new parity as a result of the exchange of ideas and information that has taken place this week. AJN expressed optimism that, together, this group will be able to facilitate progress in the Commission's work.

Suggested Elements for Commissioner Follow-up Sheet

1) Name of Commissioner:

2) Contact Person:

3) Profile:

- a. Foundation/Educator/Community Leader/Scholar/Head of Institution etc.**
- b. Degree of Influence**
- c. Potential Grantor**
- d. Special interests related to the work of the Commission**

4) Contacts:

- a. Meetings: ((date, place, participants, content))**
 - b. Telephone conversations: ((date, participants, content))**
 - c. Letters ((date, writer/recipient, content, response))**
 - d. Participation in small group meetings ((date, which group, role))**
- ((Reports Attached))**

5) Outstanding Issues:

6) Actions to be Taken:



Brandeis University

Philip W. Levin
School of
War Eastern and
Judaic Studies

Benjamin M. Shreiner
Program in Jewish
Continual Service
(617-736-2990)

Waltham, MA 02454
02204-9100

March 14, 1989

Mr. Morton L. Mandel
Premier Industries
4500 Euclid Ave.
Cleveland, OH 44103-3780

Dear Mort,

I know that you will be briefed thoroughly by Art Naparstek on our trip to Israel, but I wanted to add my own perspective and thanks.

For whatever reasons our last set of meetings in Cleveland in February was not a successful moment for communications and left our team divided. It meant that Art and I were not really in touch with the direction of thinking that Seymour and Annette were developing around the concept of implementation ("the ii") and were not clear on our own roles as members of the team. Clearly the team needed to be reconstituted.

The possibility to meet for four uninterrupted days in Jerusalem proved a wonderful remedy. It was not easy at first, but everyone was dedicated to working through misunderstandings and working on gaining mutual understanding. I cannot over-emphasize how graciously Seymour, Annette and their staffs received and hosted us and gave us their undivided attention until we could reconstitute ourselves as a team. When at the end we each spoke of how these meetings had met the goals we set for them, I felt grateful to you for this opportunity and fortunate to be part of a team that functions at this level of quality and dedication.

There obviously is much work before us, but I believe we will all approach the work now with a fuller heart and a clearer mind.

Sincerely yours,

JR
Joseph Reimer

RG

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cc: Arthur J. Naparstek *yl*
Virginia F. Levi

APPENDIX 2

TO: Marion L. Mandel FROM: Henry L. Zucker DATE: 3/9/89
NAME NAME
DEPARTMENT AND LOCATION DEPARTMENT AND LOCATION
SUBJECT: *HRZ*

Sara Lee's February 27th letter to you is excellent. I would like to comment on two points,

She suggests convening a special task force to investigate the question of personnel and to report back with recommendations, presumably within six months to a year. I think this is a very good idea, especially if we designated one person to take the lead in preparing a paper on the subject for the consideration of the task force. Unless that is done, we will not be able to get a report back in six months. It is very important to keep on our timetable for the work of the Commission which should conclude its work and make its report by late spring or early summer, 1990.

I like very much her idea about finding communities which would be laboratories for program experiments and for communal leadership development for Jewish education. We have one community in Cleveland clearly on the way to undertaking this already. The idea also relates closely to the Fox/Hochstein "ii" idea with the added advantage of placing the emphasis on local community development rather than on the national component. By combining the Fox/Hochstein thrust with the Sara Lee idea, we may very well be on the road to satisfying the need to deal with the programmatic aspects as well as with personnel and community.

I believe this subject belongs on our agenda for the March 29-30 meetings of the Commission planning group and Commission policy advisory group.

INTERNET-Office Correspondence

consult/4MN-W

Towards the Third Commission Meeting

Phone Conversation: Mike Inbar and A.H.

March 13, 1989

1. As we are about to prepare a second draft of the "ii", a number of points needed further deliberation with Mike.

2. The topic was implementation. I told him where we had gone with the project since our conversation in N.Y. and reported on the content of consultations ((Jim, David Cohen, etc.)) and of our meetings in Jerusalem last week with Art and Joe. He thought their coming was important for beginning to create the conditions that would remove us ((SF,AM)) from the center of action.

3. "Finding the right head for the "ii" is the \$64,000 question." I

We discussed this matter at length:

We should see ourselves now in the position of a Chairman of the Board who wants to nominate a CEO. The decision itself -- the last selection, must be taken by the full board for a number of reasons -- i.e. though the board ((the planning group in our case)) may not always choose the top executive, it is likely that the collective decision will prevent choosing a lemon. (!!!)

The head of the "ii" should be a Jew, however he does not have to be an educator or content-knowledgeable. He has to be a role model by way of being an extremely responsible person, who can deeply understand what we want, and to whom we can truly delegate responsibility. He can be either a combination of administrator and educator, or one, or the other, and take on someone to work with him in the area in which he is not an expert.

It is essential that we ((SF/AM)) remove ourselves from the first row of responsibility for the project. We should line up 3 to 5 very attractive candidates for the post. Mike thinks this is our responsibility. We should bring this line up to the group for selection.

4.a. Lengthy discussion about the whole concept of the "ii" and the extent to which we feel comfortable with it and are secure in it. I explained that we are quite comfortable with the concept as a way of coming to grips with the implementation. However, we have deep concerns related to taking a very big risk -- as there seems to exist no such mechanism to take example from in the area of general or Jewish education.

15 PC

4.b. M.I. said that he feels very comfortable with the notion of the mechanism for implementation ("iii"), with that notion being a good one. However, he has what he called "a functional concern" that what he had done in the conversation with us was to illustrate one way in which one might deal with implementation. If that way is one with which we are comfortable, and if it is "satisfying" to us, then we should adopt it and move ahead full-steam. However, if we are not comfortable with it, we ought to consider toying with alternatives.

4.c. M.I. suggested that we consider, as a safeguard, taking one or two good people and asking them to draw a scenario of implementation -- if no mechanism were to be set up. In other words, how would one do a demonstration center without a mechanism, say in Chicago? As the conversation went on, Mike thought that this could be a helpful exercise for us in any case, and that it might be of good use for interviewing prospective directors. Despite all his backing for the "ii", it might be a fall-back position we could feel comfortable having.

In sum, Mike was extremely encouraging about the way we are going, and with the progress of the project. He was very keen to be kept abreast of the work.



PREMIER INDUSTRIAL CORPORATION

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TELETYPE/TELEX/MAILGRAM

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

3/2/89

URGENT - Time sensitive - must go at once

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economical☒ TELETYPE NO.☐ MAILGRAM☒ FAX NO. 972-2-69957NO. OF PGS.
(INCL. COVER SHEET)

TYPE (USING SYMBOLS) UM PRINT CLEARLY

TO:

NAME SEYMOUR FOX, ANNETTE HOCHSTEIN

COMPANY AVATIK CONSULTANTS

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME GILLY LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMIUW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Greetings! I hope the week is going well. I am sending a copy of each of the attached, including the Sr. Policy meeting letter. Please consider these as for both of you.

We're scheduling a Planning Group meeting, also at JWB, for all day on 3/29. I suggest beginning at 9:00 so we don't have to ask JWB for breakfast. I'd appreciate your discussing with ASD, if you have strong feelings on the subject.

TO: Commission Planning Group FROM: Virginia P. Jewell DATE: 3/9/88
 REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: Commission Communications

Enclosed are copies of communications relating to the Commission, pertaining particularly to the role of the Reform movement (HUC and UHHC) in the Commission. I will transmit the information which

Distribution:

✓ Seymour Fox
 ✓ Annette Hochstein
 Morton L. Mandel
 Arthur J. Naparstek
 Joseph Reimer
 HAYMON D. SPILL
 Henry L. Zucker

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TO: Virginia Levi
FROM: Joe Reimer
RE: Communication (2/21/89) with Sara Lee

I called Sara in reference to developing a plan of outreach to the Reform movement. I made reference to the letter from Rabbi Syme of UAHC of which she had heard from Seymour. She wanted to actually see the correspondence, but in the interim thought we have a real problem with the Reform.

The problem lies in the relation between HUC and UAHC. Whereas in the Conservative Movement, JTS has the real power, in the Reform, it is the Union (not HUC) that really represents the movement. While we had to include Gottschalk on the Commission to parallel Lamm and Schorsch, she thinks we also need to consider the possibility of adding Alex Schindler, the executive of UAHC and possibly the most powerful force in the movement. ~~only, he is not a rabbi and he is not a member of the Commission, and as such~~ sees itself as excluded from the Commission, he might not do it.

This is ticklish indeed, for Gottschalk might see any such move as threatening to his position. But, and here I (JR) am speaking, we do have an inactive Reform rabbi on the Commission and we might wish to supplement Zeldin's presence with an active rabbi from UAHC.

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MAR 3 1989

BEITZMAN LITVIN ULLICH - DE WIDRI UNO HUI ULLI ULLI
Cincinnati • New York • Los Angeles • Jerusalem

MINUTES OF SCHOOL OF EDUCATION

MINUTES OF SCHOOL OF EDUCATION
1531-1-1111-1111

February 27, 1989

Mr. Morton Mandel
Commission on Jewish Education in North America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Mort:

In the weeks that have passed since the December meeting of the North American Commission on Jewish Education, I have (thought many times of the extraordinary nature of this undertaking and the challenges and possibilities that the Commission will face. As I have reviewed the discussions of the December meeting some ideas have emerged in terms of processes that might contribute to advancing the agenda of the Commission. I share these ideas with you in the hope that some of them may prove helpful to you and the staff of the Commission.

While there was the consensus about the importance of the personnel issue in Jewish education, widely divergent views about the nature of the problem and its policy implications were expressed. In reality, there is very little systematic research about the nature of the problem beyond the struggle that all Jewish educational institutions face in recruiting and retaining teaching and administrative personnel. In public education the assessment of the personnel problem has involved leading academicians and public officials. Their deliberations and the research they have initiated reveal that the causes for the personnel problems in education are multiple, and that the causes are in many cases systemic. This leads me to conclude that the question of personnel for Jewish education needs in-depth investigation if effective responses to the problem are to be developed. Such deliberations would be difficult to conduct in Commission however, that the Commission could convene and support a special task force to investigate the question of personnel and to report back with recommendations. Such a task force should be limited in size, but not perspective, and should be expected to complete its deliberations within six (6) months to a year.

Mr. Morton Mandel
Page two
February 27, 1989

The assignment of the personnel question to a task force of high quality would enable the North American Commission to focus its attention on the other areas of concern that have been raised.

Another conclusion I drew from the December meeting relates to the high level of commitment of many Commission members to programmatic interventions as the path to improving the quality of Jewish education. While the issue of personnel is certainly central to any programmatic initiatives, there is the possibility of moving ahead in areas of program on a limited and experimental basis. I would add that the concern for developing community leadership and advocacy could be addressed within these experimental models. My assumption is that no single programmatic intervention, such as a focus on early childhood, would serve our or a community's interest. Instead, a constellation of several programmatic options could be developed with a number of communities, each constellation reflecting the unique realities and needs of a particular community. In the light of differences among communities based on size, regional location, communal structure, and demography, it would be appropriate to select communities which reflect the range of differences. Support for these communal experiments in Jewish education would depend on both the resources that the North American Commission could develop, as well as the community itself mobilizing resources from within. In that way, the communities in question would generate important data about the priority and implementation of the programmatic options we have been considering. In addition, these experiments could serve as catalysts for other communities not initially involved in the experimental phase.

The activities of the North American Commission have engendered point to several challenges. First, the quality of Jewish education cannot be addressed without considering institutional and communal realities that impact upon the quality and effectiveness of our educational efforts. Hopefully, the Commission can find a way to facilitate the gathering of those individuals and organizations that need to probe and address these contextual realities. Second, there is a paucity of research of any kind to support our assessment of the problems of Jewish education and to suggest promising remedies.

Mr. Morton Mandel
Page three
February 27, 1989

As a long range goal I would hope that the Commission can be the catalyst for the initiation and funding of key research projects that would enable the Jewish community to plan for the future of Jewish education on a foundation of knowledge.

I want to express my appreciation for the opportunity to be a part of the deliberations of the North American Commission. Your commitment to the future of Jewish education in gathering together this outstanding body of leaders and inspiring them to confront the difficult questions we have been discussing presents us with a unique opportunity. The activities of the Commission have already focused the attention of the North American Jewish community on Jewish education in a way that holds forth great promise. I hope this letter makes a contribution to our ongoing efforts, and I look forward to seeing you at the meeting in June.

Sincerely,

Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/fj

cc: Dr. Arthur Naparstek

COMMISSION
ON JEWISH EDUCATION
IN NORTH AMERICA

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

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Morton L. Mandel
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Irving Greenberg
Joseph S. Gruss
Robert I. Hiller
David Hirschhorn
Carol K. Ingall
Ludwig Jechel
Henry Karschitzky
Mark Lainer
Norman Latum
Sara S. Lee
Seymour Martin Lipset
Haskel Lookstein
Robert H. Loup
Matthew J. Maryles
Florence Mellon
Donald K. Mintz
Lester Pollack
Charles Ratner
Kathleen Ritz
Harriet L. Rosenthal
Alvin I. Schiff
Lionel H. Schipper
Ismar Schorsch
Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isidore Twersky
Bernett Yanowirz
Isidore Zeldin

In Formation

Senior Policy Advisers

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

Director

Arthur J. Naparstek

Staff

Virginia F. Levi
Joseph Reimer

March 8, 1989

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

Dear Seymour:

This is a reminder that the next meeting of the Senior Policy Advisors for the Commission on Jewish Education in North America has been scheduled for Thursday, March 30, 1989 from 10:00 a.m. to 4:00 p.m. It will take place at the JWB offices, 15 East 26th Street, New York City.

I hope you will plan to attend this meeting. We have much to accomplish before the June 14 meeting of the Commission, and your input is essential. Please let Ginny Levi know of your attendance plans by calling (216) 391-8300.

We look forward to seeing you on March 30.

Sincerely,



Arthur J. Naparstek
Director

1990



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

3/20/89

☐ TELEX NO.☐ MAILGRAM

TELEX NO. 972 2 699951

NO. OF PGS.
(INCL. COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rate is most economical

TYPE (SHO DOUBLE SPACES) OR PRINT CLEARLY

TO: Seymour Fox
 NAME Annette Hochstein
 COMPANY Nativ
 STREET ADDRESS
 CITY STATE ZIP Jerusalem
 PHONE NUMBER

FROM:

NAME Arthur J. Naparstek
 COMPANY Premier
 DEPARTMENT
 COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

It is okay for Seymour to call Art on Tuesday, March 21 between 3-4:00 p.m. our time.

Seymour to Annette: Attached to the correspondence contact sheet plus sample, filled out. Please duplicate and complete for your "campers."

Annette: No luck so far on appointments. Still trying Jesselson.

Ginny

Also attached - draft minutes of Commission Steering Committee.
 Art will want to discuss w/ Seymour tomorrow.

ChronoTracker Contract Sheet

Name _____ Assigned to _____

Mailing Address _____ Off. phone _____

Home phone _____

Fax _____ Telex _____ " _____

Comments

Date	Nature of Contact/Status	Next Steps/Action Needed

3/17/89 DRAFT

52 M

MINUTES: Commission Steering Committee

DATE OF MEETING: March 15, 1989

DATE MINUTES ISSUED: March

PRESENT: Morton L. Mandel, Arthur J. Naparstek, Virginia F. Levi
(Sec'y)

COPY TO: Henry L. Zucker

.....

I. Assignments

A. Process

In order to ensure that assignments are being done, VFL will do breakdowns by person and by function and will maintain a master on the wall of her office. This will be checked daily and revised manually as changes occur. They will be updated regularly to remove completed assignments and add new ones. VFL will begin the process by developing and posting assignment lists for the Public Relations Committee, for preparations for the June meeting, and for AJN's assignments. MLM and AJN will review this and advise on design, as appropriate.

B. The assignments generated at the Commission planning group meeting of February 9, as revised in Jerusalem the week of March 6, were reviewed with the following results:

1. The staff will be responsible for the nature of contact with the staff of with the Commission between now and the June 14 meeting, VFL is to send a list of commissioners to MLM, AJN, and HLZ. This list is to include

Page 2

space for comments and a plan for contact. MM, AJN, and HLZ will make notes on any commissioners for whom they have suggestions and return them to VFL. These will be reviewed in order to decide on next steps, which may include holding regional meetings.

2. The Commission Steering Committee should meet as soon after each Commission-related meeting as possible to determine what "next steps" are necessary.
3. Meeting dates should be set as far ahead as possible and listed on the Calendar of Events for the Steering Committee.
4. With respect to the meeting of commissioner educators being arranged by Joe Reimer, and all other meetings being planned related to commission activities, the convenor should be asked to submit a write-up of objectives and design in advance.
5. The matter of how to handle Rabbi Zeldin, if at all, will be reviewed with the senior policy advisors on 3/30 in the context of a strategy for the denominations.

C. Budget

It was noted that a number of the assignments cannot be undertaken until we have a better sense of the overall budget of the Commission. AJN and VFL will work with KJK and Mike Cole to

Page 3

develop a format for a chart of accounts. Once this is set--it is to be done as soon as possible--we will get a monthly financial report from Federation.

The Steering Committee book will include a section for financial reports. This will include a table of contents and dividers for:

1. Commission budget
2. Israel office
3. Other
4. Monthly financial report

By March 29 we will have a chart of accounts to review with the planning group. Thereafter, this will be a regular agenda item for the planning group.

D. General Principles

The list of general principles was reviewed. Some were identified as assignments and will be placed on appropriate Assignment lists. Others remain as general principles and will be placed in the notes section of the Steering Committee book.

E. Other

Brief discussions were held on an Israel office budget, the commissioning of papers for a final report, and a public relations brochure. It was agreed that further discussion is dependent upon the establishment of an approved budget.

II. Commissioner Contact

A proposed format for a commissioner contact follow-up sheet was reviewed. This agenda can be adopted in any subject only if it is a draft which will be circulated for review of committee members.

III. Draft Agenda for Senior Policy Advisors Meeting - 3/30/89

The first draft of an agenda for the 3/30 senior policy advisors meeting was reviewed and fleshed out. Items which should appear on the agenda include the following:

- A. Progress report (12/1/83 to 3/30/89) - From enabling actions to implementation mechanism; how did we get there.
 - [1. Discussion and questions]
 - [2. Reactions]
- B. The iii concept
- C. How to present the iii concept to commissioners:
 1. Before 6/14
 2. On 6/14
 3. Other
- D. HR and outreach status report
- E. Additional items to be drawn from the assignments and reviewed by planning group members before the final agenda is set. set.

MAR 17 '88 17:08

PREMIER CORP

SHOW 7 MW -W -...

PAGE 01



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

72343 (REV. 2/85) PRINTED IN U.S.A.

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: ANNETTE HACHSTEIN

NAME SEYMOUR FOX

COMPANY NATL

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

A TELEX NO.

B MAILGRAM

C FAX NO. 972-2699951

NO. OF PGS.
(INCL COVER SHEET)

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FROM:

NAME

COMPANY

DEPARTMENT

COST CENTER

ANNETTE HACHSTEIN

PREMIER

090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Annette & Seymour,
 I'd love to let you have a good * Wild West /
 with you. WAS Mch 10 you on Monday.

Yours, Regard
 [Signature]

TO: Ant Naparstek
FROM: Joe Reiner
DATE: March 16, 1989
RE: Briefing Jon Wadner on 3/14/89

I briefed Jon on our Jerusalem discussions about the "11". Jon reacted very positively to the concept, immediately agreeing that the model of a mediating mechanism made very good sense to him. - He resonated with the idea of consulting with and helping communities to plan for significant changes in their system of Jewish educational delivery.

Jon also saw a good deal of overlap between the "11" as proposed and the mission of JESNA. At one point he said this plan for "11" sounded like what JESNA would be doing were it to have more ample financial and staffing resources.

Jon believes that even as currently constituted and funded JESNA (the staff) has gained a lot of experience in working with communities on plans for upgrading Jewish education. He predicts the "11" staff will encounter the same nuts and bolts problems in negotiating with communities as have JESNA staff. The problems of 1. fragmentation within the system of Jewish education,

2. strongly vested interest which resists change,
3. the lack of data to guide change,
4. the need to educate lay leadership, and
5. the need for more professional expertise to guide the change.

Jon urgently suggests that in planning the "11" that we (the Planning group) come and spend time with the JESNA staff and share our thoughts and learn from their on-the-ground experience with community planning and consultation. He invites Symoniv and Annette and us to even find time during the first week in April.

Jon agreed to host the meeting of Commission educators on either April 5 or 6 in New York. I'll be calling the educators and seeing what is possible.

1914

TO: Art Naparstek

FROM: Joe Reiner

DATE: March 21, 1989

SUBJECT: Commissioning Paper:

In our discussions in Jerusalem with Seymour and Arnette, we agreed that the Carnegie Report might serve as a model for thinking about a final report for our Commission. Our attention was drawn to the background papers which the Carnegie Task Force commissioned which appear as an appendix to the report and are the basis on which the report is written. We were considering commissioning background papers in Jewish education to serve the same purpose. But papers on which topics?

Here is a first shot at thinking about possible topics for papers to be commissioned.

1. A changing Jewish community

There is a considerable body of demographic research on changing patterns within the Jewish Community which can be drawn upon to answer the question: What is the proper basis for a contemporary Jewish educational system?

2. The history of efforts at reform in Jewish education

This is a field which has been trying to reform itself almost from the moment of its inception. Dissatisfaction with the status quo and calls for change are a constant. Why have these past efforts not been successful and what would it currently take to make systemic changes?

3. An organizational analysis of the field.

Very few of us fully understand what the roles of central agencies, denominations, federations and local agencies are in the funding and managing of Jewish education. We need a clear analysis - at least in several locales - of what the system of Jewish education is and how these various organizations play their role in the system. Also, what are the openings for organizational change?

4. A program analysis of the field.

Why do programs of top educational quality co-exist with programs of low educational quality? What accounts for "effectiveness" and the lack thereof in schools, camps and programs on a local and a national level? What roles do personnel and community play in the question of program effectiveness?

5. Who are the personnel in Jewish education?

We need as clear an analysis as we can get - based on the limited data - on who are the personnel - at the different levels - in Jewish education today. What are the levels of training, the ways of entry into the field, the paths of advancement, the degrees of satisfaction, the opportunities for continuing education, etc. - available in the field today?

6. The role of the training institutions

What role have these institutions played and how can their roles be expanded to meet the future needs of this field? Why do they have so few students in the field? Are there larger markets they are not reaching? Are there models of effective outreach they could employ? Do they play an effective role in continuing education and how could that be improved? Is there a way for their pooling of resources to be more effective? Are there models of training outside the existing institutions which ought to be tried by the Jewish Community.

7. Standards for personnel in the field

For any field to achieve a professional status, the field has to have active standards by which it judges and qualifies its own numbers. Jewish education as a field once had a more effective licensure procedure for teachers which has fallen into disuse. What are several models by which reasonable standards could be re-introduced into this field to allow for greater professional status? For which personnel is this a reasonable expectation and how are we to think about paraprofessionals and avocational teachers in the field.

March 25, 1989

DRAFT - FOR DISCUSSION ONLY -- NOT FOR QUOTATION

An Instrumentality for Implementation

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 amongst 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 amongst 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 problem is, but have not yet devised a workable strategy for addressing it effectively in the field.

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

III. BRINGING ABOUT CHANGE

A. From the Options to Demonstration Centers

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. 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 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 short, medium and long-term results.
4. All key stakeholders will need to be 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. The task is vast and complex and will be difficult to address at once and across-the-board.
6. Significant questions concerning the implementation of the two options can only be resolved in real-life situations, through the dynamics of thinking for implementation, and in the actual act of implementing.

7. For all these reasons, we suggest that the Commission establish demonstration centers where we can deal with the community and personnel options..

8. By ~~demonstration center~~ we mean ~~a site of a community, a network of institutions, one major institution, etc..~~ a site (a community, a network of institutions, one major institution, etc..) where the best ideas and programs in Jewish education would be demonstrated 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. The best personnel would be recruited and educated on-the-job, the best leadership of the community would be recruited and inspired to take ownership and offer guidance to developments..

9. The assumption implicit in the suggestion of a demonstration center 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 replicate the ideas and programs in their own communities.. Successful demonstration centers could create a snowball effect and lead to across-the-board change in Jewish education..

B. ~~From Demonstration Center to a Mechanism for Implementation~~

1. As ~~demonstration centers~~ were being considered, a number of questions and issues related to their implementation arose:

2. Implicit in the notion of "demonstration" is the assumption that one knows what should and can be demonstrated. However, at this time some of what should and can be demonstrated in Jewish education needs to be developed or created..

3. Programs for implementation are seldom successful when they are "top-down" programs.. Indeed, there is likely to be local resistance to change when communities or institutions are given ready-made plans.. Communities must play a major role in the initiation of the idea, they must be full partners in the design of programs and be responsible for implementation..

4. Numerous questions need to be addressed in considering the demonstration center 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 demonstration centers. 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 the development and implementation of demonstration centers. 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. If successful,, this mechanism could pre-empt a recurring weakness of demonstration projects in general education as well as in Jewish education - that of managing the process from the initial idea (e.g. set up a demonstration center for personnel in Jewish education) to its full implementation.

8. It is therefore suggested that a mechanism for implementation be created to be called (for lack of a better name at this time) "The Instrumentality for Implementation" (the ii).

IV. THE INSTRUMENTALITY FOR IMPLEMENTATION (ii)

A. The Mission

1. The ii will be a free-standing mechanism for the initiation and promotion of change and innovation in Jewish education. As such, it should be a place 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 change.

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

3. The ii will undertake the assignment of creating demonstration centers. These demonstration centers 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.. In dealing with 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 demonstration center is to bring about major change in the quality of Jewish education in that center,, through a successful approach to the options of personnel and the community. The importance of a center resides both in the possibility to effect and demonstrate change there,, and in being the basis for inspiring change elsewhere..

5. The demonstration center will be a joint endeavour of an interested local community and the ii. The ii will assist in setting up the local mechanism ((local ii)) that will undertake responsibility of the demonstration center. Each demonstration center will have its local mechanism. Together,, the local mechanisms will network for the promotion of change and the diffusion of innovation. The ii will act as facilitator for these development..

6. As work proceeds,, existing institutions may have to be upgraded or re-built; the help of additional institutions may be enlisted and the project may cause new institutions to be established..

7. As it builds demonstration centers, the ii will identify ways to improve the system of Jewish education and to stimulate existing institutions to undertake pieces of the work to advance the cause.

8. In addition to this initial focus on demonstration centers, the ii will assist funders in moving ahead with programmatic options in which they have an interest by acting as a consultant and professional resource. The ii will be a central address for funding sources and institutions who seek guidance in their own development efforts.

9. Much of the definition of the work of the ii will occur in the actual process of implementation..

B. The ii At Work

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

1. Staff and Governance

a. The ii will be a free standing mechanism, located in one specific place. It will have a staff to perform the multiple functions and will be governed by a board ((see Appendix 1)).

b. There will be a director,, an executive,, responsible for all the work of the ii. 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 ii ((size and composition to be determined))..

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

e. The authority of the ii will derive from ideas that guide it, the board that governs it, and the prestige and status of the staff involved..

2. Functions

a. In order to meet the complex tasks involved in developing demonstration centers,, various functions will be undertaken. 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 ii will be guided on an ongoing basis by the vision, the educational content and the philosophy that are at the heart of the Commission's endeavour. The sources for these will include the staff, consultants throughout the world, institutions, scholars, community leaders. These content aspects of the work will be dealt with as a distinct function for the ii and will be the responsibility of the academic team.

c. Some of the content and rationale for the above functions include:

i. research, data collection, planning and policy analysis

* To improve and maximize the knowledge-base upon which decisions for Jewish education are made [in a demonstration center and/or in general? To be determined]. This may be viewed as the research and planning arm of the ii - 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 demonstration centers? What is the nature of the problem/s in that site? What are the political and institutional givens relevant to change in the demonstration center? Who are the stakeholders and how can they be involved? What are the financial and financing possibilities?)

* To provide - upon decision to undertake a project - the knowledge and planning support needed and wanted by the demonstration center; to work WITH the local ii in the demonstration center and provide expertise that may be needed; to ensure the level and quality of the work intended.

* To be the arm 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 demonstration centers)

* While the ii will be a free-standing mechanism, it will work extensively with the communities where demonstration centers are located. It will do so by means of some form of local ii's that it will help establish.

The community interface function will deal with:

* Initiation of negotiations with relevant stakeholders and community leaders about undertaking the project.

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* Help the local community establish mechanisms for the demonstration projects ((iii)'s) and recruit staff for them.

* Ongoing facilitation during implementation - as needed (e.g. negotiations with national training institutions, universities, organizations,, etc.)). Assistance as needed (e.g. crisis management,, dealing with resistance,, enlisting community leaders' help when needed,, etc.)). The ii staff will be pro-active in its support of the local management of the projects. Relevant ii staff will travel to demonstration center for ongoing contact with the local team.

iii. ~~funding~~ facilitation

* Brokering between various possible sources of funding (foundations,, national organizations, local sources of funds, federations,, individuals) and the demonstration center (direct and indirect,, with the help of the board, local leaders, etc.)).

iv. monitoring, evaluation and feedback

The purpose of this function is threefold:

* To monitor the implementation of decisions on an ongoing basis and thereby enable trouble-shooting, changes, interventions as needed.

* To evaluate - in whatever form or forms deemed most relevant - the nature, quality and impact of changes.

* To create and activate feedback loops that will allow a dialogue between what happens in practice and the planning and theoretical functions. If successful, this loop will allow for an ongoing process of cross-fertilization: the content of both the practical and the theoretical will be affected, enriched and changed accordingly.

v. diffusion of innovations

The goal of the Commission on Jewish Education in North America is to bring about across-the-board (systemic) change in Jewish education by dealing with the areas of personnel and the community. The ii will deal with the complex issue of the diffusion of innovations from one or more demonstration centers to many or all communities. Strategies will be devised to maximize change throughout the community.

3. Organization of Functions

In order for each of the above five functions to be given the attention needed, and that none be overwhelmed or overtaken by pressing needs of other functions, they should probably be structured as distinct units. The staff of any one may be as small as a part-time person or as large as a full team - as needed - however each function should have autonomous importance and authority.

4. How will the ii begin its work?

a. A pre-planning process will be undertaken with the director of the ii (and - depending on circumstances - with staff members too).. It should begin as soon as the notion of an ii is adopted.

b. This process - which will be a joint learning endeavour aimed at transferring knowledge and authority to the director could take the form of a several-week-long seminar (in Cleveland and/or Jerusalem) with a fully-developed "curriculum". The "faculty" should include MLM, commissioners, academics, professionals from the field, as well as members of the planning team. The process will involve:

i. extensive work of the director with members of the planning team to familiarize himself with the background, concepts and ideas of the ii.

ii. extensive work with members of the planning team, senior policy advisors, some educators and commissioners to familiarize himself with the reality of the situation of Jewish education in North America and with the communal and institutional aspects of the issue.

c. Following the above and any additional consultation they wish to hold, the first task of the staff will be to elaborate on and detail the ii's mission as defined by the Commission. (The Commission's charge to the ii staff will provide the basis of the mission statement; the staff will have to expand, detail and amend as needed.)

d. The staff will present its proposed expanded mission statement to the board for consideration, discussion and approval.

e. It is understood that these strategies will be reviewed on an ongoing basis, in extensive consultations with other institutions and individuals.

f. The initial structure of the ii will be formulated (though open to reconsideration) in accordance with the mission statement.

5. Towards Demonstration Centers

a. Amongst the early steps in its work, the ii will have to decide on appropriate definitions of demonstration centers for the personnel and community options. Possibilities include: all educational endeavours in a community, a network of institutions (e.g. a camping network or school system) or a set of programs. The data collection and policy analysis unit will prepare a proposal for discussion.

b. Criteria for the selection of demonstration centers will be developed (e.g. communities' desire to be involved in a major development effort; communities' commitment to Jewish education; availability of general educational resources; optimal size; socio-economic and Jewish education indicators; leadership - current and potential; etc.).

This data may be largely available or may have to be collected by the unit. In some instances, it may have to be produced.

c. The proposal will be brought for discussion to the regular staff meeting of the ii, where it will be argued, discussed and altered as the case may be.

d. The head of the ii and its relevant units will then begin a round of consultations to check further the feasibility and wisdom of the specific suggestions. Board members and relevant people and institutions in candidate communities will be consulted. These consultations will include assessments of local interest and commitment, likely interest and involvement of stakeholders, likely availability of resources, etc.

e. When the staff is ready, it will present its plan to the board for discussion, revision and decision.

f. Following extensive review of the feasibility and assessments of the chances for change and success, negotiations will be undertaken with one or more communities for the setting of demonstration centers. (see below)

6. The ii and Demonstration Centers

a. Upon decision and agreement to undertake the development of a demonstration center, work will begin.

b. The success of demonstration centers will be largely dependent upon the local ownership, involvement, investment in the endeavor.

c. The assumption is that change will come about in the community, with the ii acting as facilitator, catalyst of local thinking and initiation, and resource for change with the community. The community will participate fully in this process and take over parts or all, as fast as it can develop the capability to do so. The ii will provide the necessary support and act a resource.

d. In cooperation with the local leadership of the demonstration center, the ii will help set up a local mechanism - a local version of the ii - ((existing institution, coalition of institutions, planning team, etc.)) that will take responsibility for the demonstration center.

e. The ii will enter into a contractual agreement with the demonstration center ((community)). This agreement will stipulate the mutual roles and undertakings. E.g. There will be explicit definitions of the purpose of demonstration centers, of the standards of work and of the expected activities. The principles guiding the work will be agreed upon. The process of planning, implementing, monitoring, evaluating, feedback, will be developed jointly to ensure local ownership, as well as excellence.

f. Careful thought will be given to develop an effective relationship between the demonstration community and the ii. The purpose of the ii's intervention will be to improve local capability and autonomy and to help ensure the quality of the output, the effective qualitative change of Jewish education in that community.

This paper is UNFINISHED.

The ii --Organizational Design

