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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

BACKGROUND MATERIALS FOR THE MEETING OF JUNE 14, 1989

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



WORK IN PROGRESS:

FROM THE SECOND TO THE THIRD MEETING OF THE COMMISSION

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\Jewish continuity in North America.

A wide variety of possible options reflecting the commitments, concerns and interests of the commissioners were considered—any one of which could have served as the basis for the Commission's agenda. It was recognized that the options could be usefully divided into two large categories: enabling options and programmatic options. The Commission decided to focus its work *initially* on two of the enabling options:

- 1. To deal with the shortage of qualified personnel for Jewish education; and
- 2. To deal with the community—its leadership, structures and funding, as agents for change in any major area.

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

II. The Challenge: Ideas and Strategies

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. These commissioners reminded us that agreement that these areas are in need of improvement has existed for a long time among educators and community leaders. Articles have been written; conferences have been held; solutions have been suggested; programs have been tried. Yet significant improvement has not occurred. Some claim that we may know what the problems are, but have not devised solutions that would address them, nor workable strategies for implementing them effectively in the field.

The challenge for the Commission at this time is to address these issues and ask the following questions:

1. What should be done in the areas of personnel and the community? What are some of the ideas that could help us begin our work, ideas that would address the problems of recruitment, training and retention of personnel as well as of profession-building? What are some of the

ideas that would change the way the community addresses Jewish education—through involving outstanding leadership, generating significant additional funding, building the appropriate structures, and changing the climate?

2. How should it be done? How should this commission propose translating ideas into practice, developing them into programs for implementation; how should it go about changing matters in the field? What strategies should guide the implementation of these ideas?

To address these questions we must think about

- What should be done?
- How should it be done?
- Who should do it?

III. What Should Be Done

Numerous factors contribute to the conviction that at the present time effective action to improve Jewish education can be undertaken with good possibilities for success. Ideas that were proposed by commissioners and other experts, programs that were brought to our attention by practitioners in the field and current trends and developments in both the personnel and community areas support this conviction.

A. The Community

1. Recent Developments

As the attached paper "Community Organization for Jewish Education in North America: Leadership, Finance and Structure" by Henry L. Zucker illustrates (see Appendix 1) there are a number of encouraging developments taking place in the way that the North American community relates to Jewish education.

- Key leaders of the community are taking a new interest in Jewish education.
- Eleven communities have organized local commissions on Jewish education\Jewish continuity, under the coordination of CJF. Other communities are considering establishing such commissions (see "Federation Led Community Planning for Jewish Education, Identity and Continuity" by Joel Fox, Appendix 2).
- The establishment of the Commission for Jewish Education in North America hs generated a good deal of interest.
- Federations have begun placing Jewish education higher on the list of their priorities.
- Private foundations are interested in Jewish education and several private foundations have already funded important programs.
- The institutions of higher Jewish learning are in the process of developing and intensifying their education and training programs.
- JESNA has undertaken initiatives with the institutes of higher Jewish learning.
- JWB's report on Maximizing the Jewish Educational Effectiveness of JCCs is being implemented and first results are apparent.
- JESNA, some bureaus, and CJF are planning and have undertaken important initiatives in formal and informal Jewish education.

• The denominations, nationally and locally, are developing educational materials, methods and technologies for schools, camps, and youth movements.

2. Next Steps

As this Commission begins to respond to the challenges of the community option, it can be encouraged by these and other activities. The Commission should carefully study and analyze the developing momentum, build upon it, and consider what additional steps could help the Jewish community grant the greatest possible support for systemic and across-the-board improvement in Jewish education.

B. Personnel

1. A Comprehensive Approach

There are shortages of personnel in all areas and for all age groups. Dealing with the shortage of qualified personnel for Jewish education will require the Commission to consider a series of complex problems and challenges. Little has been done in this area and significant development is needed. Although there have been efforts at improvement, no systematic, comprehensive, well- funded attack has been undertaken.

The absence of such a comprehensive approach may even diminish the impact of sound programs. For example, we know that salaries for teachers are low, yet increasing salaries has not always had the expected impact of attracting new and qualified personnel to the field. Evidence from both general and Jewish education points to the fact that salaries alone are not enough to bring about change, rather they have to be combined with other measures such as improving status, empowering educators, intensifying training and developing career opportunities.

To deal effectively with the personnel option requires that **recruitment**, **training**, **profession-building and retention** be addressed simultaneously.

Since the last meeting of the Commission in December, we have been studying these four topics. We have learned of many interesting and promising ideas, and at the same time, have been surprised by the paucity of data and the absence of planned, systematic efforts.

2. Some Examples

What follows are some examples of the ideas were suggested by experts. Some of those experts are scholars, some of them practitioners, some of them researchers and theoreticians, some of them community leaders. Some of these ideas have been tried and are considered successful. Others have been formulated and seem convincing and promising. All of them require further study and careful consideration.

a. RECRUITMENT OF PERSONNEL

How could we increase the pool of talented people who will join personnel training programs and who can be recruited to work as educators in the field? Commissioners and experts have pointed to the fact that no professional approach to recruitment has been undertaken. A number of questions arise, including: who to recruit, where to recruit, how to recruit, under what circumstances could recruitment succeed? When do students make their career decisions – in high school? in college? Should we recruit people at various ages? What institutions and programs are likely feeder systems for the profession of Jewish education—camps, youth movements, programs in Israel? What is their potential today? At which special population pools should we target recruitment efforts?

Some Suggestions:

• Recruit educators from general education:

There is a pool of young Jewish educators who are working in general education and many have excelled in fields such as early childhood education, adult education, who could be recruited and re-tooled for Jewish education. In order to tap this resource, we would need to find out under what circumstances such people could be attracted and recruited.

• Recruit Judaic studies majors and graduates:

A recent study has indicated that there may be a significant number of students majoring in Jewish studies at general universities who could be recruited for the field of Jewish education.

• Recruit people considering career changes:

In general education there are encouraging experiments in progress on recruiting people who are considering mid-career changes in their profession.

• Recruit rabbinical school graduates:

At present, a significant proportion of rabbinical school students choose to specialize in education. This may be an important pool for candidates for senior positions.

• Recruit graduates of schools and camps:

There is reason to believe that there is a significant pool of dedicated and committed graduates of schools and camps who

could make an important contribution during their college years to institutions such as the supplementary school, the JCC and Israel Experience programs. These young people have decided on careers in business, law, medicine and academia, but are willing and interested in making a contribution to Jewish continuity. Under proper circumstnaces, and with appropriate rewards – both financial and intellectual – they could enhance and complement the work of full-time professionals.

Some of these ideas have been studied (e.g. recruiting Judaic Studies majors), others are being selectively tried (e.g. retooling people from general education), and others are new and untried. They need to be studied. They may need to be combined with other programs (e.g. special training programs, job development, etc.) in order to enhance their effectiveness.

b. TRAINING

Any effort to improve personnel will have to involve significant development of training opportunities. What kind of training for the various populations involved should take place – on-the- job? pre-service? training for specially recruited populations? Where could it be done – in existing institutions? in Judaic departments of general universities? in Israel? hat should the content of training be? What should the relationship and balance be between Jewish studies, pedagogy, administration, etc.? These are some of the questions that will need to be examined.

Some suggestions:

• Large scale institutes and summer courses – similar to those that exist in

general education – could be established for the improvement of the teaching of Jewish subjects (e.g. courses for teachers of Bible, Hebrew, Jewish history). The work of supplementary school teachers, day school teachers, principals and researchers would be enhanced by such programs.

- In-service courses to teach educators the use of special techniques could be introduced. For example, programs to help teachers become comfortable with, and experience the practical benefits to be derived from the use of media and technology in their work could be offered.
- For in-service training, Judaic Studies departments in general universities could be encouraged to offer courses for Jewish educators, formal and informal.
- The use of Israel's educational resources should be expanded. As an example, at this time, a group of senior JCC executives are spending three months in Israel studying in a program organized by JWB. Such programs could be expanded and adapted for formal educators.
- The training capacity in North America needs to be strengthened. The faculty of existing training institutions is small and must be expanded. Some suggestions are:
- * Judaica professors at general universities could be recruited to bolster the existing training programs by adding the expertise of their specific field of knowledge (e.g. Bible, Talmud, etc.).
- * Jewish professors in university departments of education, psychology, philosophy and sociology could also be recruited to teach in the education programs at institution of higher Jewish learning.

- Outstanding practitioners, those who have succeeded in schools and in informal settings, should share their wisdom by joining the faculty of training programs.
- * Creative combinations of these three ideas might quickly enhance the capability of the training of Jewish educators.

Many more ideas for dealing with the shortages in the area of training have been suggested. Some, involving fellowships and stipends, are already under way. Others involve building the research capability for Jewish education so that programs and ideas can be effectively monitored and evaluated. It is believed that a blend of some of these ideas and others would yield fruitful results.

c. BUILDING THE PROFESSION

Can Jewish education be developed into a full-fledged profession? Is this a precondition for increasing recruitment to the field? How can it be done? How much of it must be done? Some of the elements involved include status (which in turn is related to salaries, benefits, empowerment, etc.), career opportunities, certification, collegial networking, a code of professional ethics and an agreed upon body of knowledge. All of these are part of what makes a profession. As we consulted with commissioners and other experts, some of the following suggestions were made:

- Salaries and benefits are important and should be improved. However, they alone are not enough to change the status of educators.
- The empowerment of educators strengthening their role in setting

educational policy and content—is the subject of a major debate and many experiments in general education in North America. The role of empowerment for Jewish educators, particularly teachers, must be carefully considered and the insights derived from general education should be studied.

- Career opportunities that offer a variety of routes for advancement line need to be developed. Outstanding teachers should not have as their only route for advancement administrative positions (e.g. principal, assistant principal) for which they may not be qualified. Other positions, such as specialists in bible, family education, special education, adult education, and curriculum development, should be created.
- Networks of collegiality exist only in limited form. Journals, conferences, and professional communication networks should be enlarged and developed. The rapid and impressive success of CAJE serves as an encouraging example.

We will have to consider how many of these elements need to be implemented if we hope to recruit and retain talented people for the field.

d. RETENTION

Significant numbers of educators leave the field after a few years. Preliminary studies indicate that issues of status, empowerment, salaries, relationship with lay boards and with superiors, excessive administrative work, etc. contribute to the attrition. We have to learn more about educators, their motivations, their aspirations, and begin to address the issue of retention effectively.

Throughout our consultations we were reminded that it is imperative to approach

the problem of personnel by dealing with all four of these elements simultaneously. It will be very difficult — if not impossible — to recruit if we do not build the profession. It will be very difficult to raise the large sums of money necessary to build the training programs that are needed unless many more students are attracted to the profession of Jewish education. The entire enterprise will suffer if talented educators are discouraged and prematurely leave the field.

C. Personnel and the Community are Interrelated

The community and personnel options are interrelated and a strategy involving both must be devised. If we hope to recruit outstanding people for the profession of Jewish education, they will have to believe that Jewish education is embarking on a new era. They will have to believe that they are entering a field where there will be reasonable salaries, where their ideas will make a difference. where they will be empowered to influence the future. Creating these conditions will require a commitment by the North American Jewish Community at the national and local levels. Training will require significant funding and additional faculty will have to be recruited. The Jewish community will need to think hard and creatively about how to grant the field of Jewish education its appropriate status.

An infusion of dedicated and qualified personnel into the field of Jewish education will help convince parents that Jewish education can make a difference in the lives of their children and in the life-styles of their families. The community, through its leadership, will then be able to more effectively design and plementary way, could have a significantly greater impact than they have today when their implementation is fragmented.

- In addition to the proven ideas, new visions of Jewish education which have not yet been tried could be translated into practice and carefully experimented with in a manageable way.
- 8. The results of a local undertaking would be tangible and visible – hopefully within a reasonable amount of time. As such, they could generate interest and reactions that might lead to a wide public debate on the important issues of Jewish education.
- A network could be developed among the local sites which could increase their impact and, hopefully, generate interest among additional communities to replicate and adapt the approach.

While the arguments for local action are sound, we recognize the indispensible contribution that must be made through the broad and sustained efforts of experts working "from the top down." Working on the local scene will require the leadership and assistance of the national organizations and training institutions. Local efforts will not reach their full potential unless supported by the expertise of the national institutions and organizations. In turn, for the national institutions, local experiments would be an opportunity to test and develop new conceptions for Jewish education and to bring their experience to bear on various local situations.

Our challenge is to work simultaneously on the local level and to find a way for the national institutions to make their contribution to local experiments. What needs to be developed is a way to combine two approaches which are often treated separately, sometimes even as mutually exclusive.

For these reasons, we suggest that the Commission develop an approach, a program to work with communities that wish to become Community Action Sites where we can deal with the community and personnel options.

A Community Action Site could involve an entire community, a network of institutions, one major institution, etc. where some of the best ideas and programs in Jewish education would be initiated in as comprehensive a form as possible. It would be a site where the ideas and programs that have succeeded, as well as new ideas and experimental programs, would be undertaken. Work at this site will be guided by visions of what Jewish education at its best can be.

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

B. From Community Action Sites to Implementation

As these multiple and complex issues are being considered, many questions emerge: How do we begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the institutions and individuals in the communities where projects are undertaken? How can we bring the best practake the steps necessary to place Jewish education high on its list of priorities.

IV. Bringing About Change

A. From Ideas to Community Action Sites

Implicit in the notion of innovation is the assumption that one knows what should be changed and can demonstrate it. However, at this time, some of what should be changed and demonstrated has not yet been developed.

How can we determine which ideas are worth our investment? How can we know what combination of ideas and programs are likely to have the greatest impact? How comprehensive must our approach be? How can we decide where to begin?

These questions and others can only be resolved in real-life situations, through the dynamics of thinking for implementation and in the actual act of implementing. The solution to such questions, the specifics of educational plans and programs, need to be worked out in the actual situation, tailored to the particular students, educators, environment and content. Plans and programs need to be constantly fine-tuned and adapted as implementation proceeds. How can we structure this necessary dialogue between plans and implementation, between theory and practice?

This task—bringing about change in the areas of personnel and the community through implementation—is vast and complex and will be difficult to address at once and across-the-board throughout North America. We believe, however, that it could be feasible to begin such undertakings on the local level, in communities. There are a number of reasons for this:

- Much of education takes place on the local level – in the communities, in schools, synagogues, community centers, camps.
- Experts have reminded us that there are many advantages to building programs "from the bottom up" – with the local community playing a major role in initiating ideas and being leading partners in their implementation – thereby establishing ownership of the initiative.
- 3. Significant human resources and energy are required to implement a comprehensive undertaking (one that would involve all or many aspects of personnel-recruitment, training, profession-building, retention – and of community). If such an undertaking is done on a local level – during its experimental stage – its scope will be much more manageable. It will be possible to find the people needed to run the project.
- 4. In addition to the educators currently available, a community could mobilize other outstanding people from among its rabbis, scholars of Judaica, federation executives and Jewish scholars in the humanities and social sciences for the local demonstration project.
- 5. A local project could be managed in a hands-on manner. It could therefore be constantly improved and fine-tuned.
- There are already ideas and programs (best practice) that, if brought together in one site, integrated and implemented in a com-

tice of Jewish education in the world to bear on specific programs? Who will be responsible for the effective implementation of local projects? What can ensure that standards and goals are maintained? Who will see to it that successful endeavours are brought to the attention of other communities and that the ideas are appropriately diffused?

A case is being made for initiating change through Community Action Sites. However, as the above issues were being considered it became clear that an answer is needed to the question of "who will do this?" Will it be necessary to create a mechanism to stimulate the establishment, development and evaluation of these sites? What kind of mechanism is needed to orchestrate this complicated enterprise?

These are some of the questions that will be on the agenda of the Commission for Jewish Education as it convenes for its third meeting on June 14.



נתיב-יועצים למדיניות ותכנון ירושלים

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

FACSIMILE TRANSMISSION

TO: ARTHUR NAPARSTEK

DATE: May 25, 1989 NO. PAGES: 1

FROM: ANNETTE HOCHSTEIN

FAX NUMBER: 001-216-391-8327

Dear Art,

AMERICAN JEWISH

Regarding your May 12th memo on Outreach Strategies, I would like to update you on Item VII - the Conference of Federation Planners in Jerusalem.

We have been working on this topic since the fall with the Melton Centre, the organizers of the conference in the U.S. and Canada, Joel Fox and other federation planners. We have planned a full day at the conference on Jewish education which will deal with the current developments in Jewish education, including a major piece on the Commission.

Warm Regards,

amette

Dear Art,

We thought it might be useful to send you the draft of our material that we had in front of us when we spoke on Wednesday. We are preparing an executive summary as well as an accompanying letter from Mort.

The materials have been re-written twice since and we will live by our timetable of Tuesday a.m.

WE CANNOT EMPHASIZE STRONGLY ENOUGH THAT THIS IS WORK IN PROGRESS FOR A PROGRESS REPORT.

We must not be held to the formulations and it certainly cannot be shared with anyone but our planning group. We are sending it so that the phone conversation this afternoon with Seymour will be as useful as possible.

Thanks for your fax of today. Concerning the agenda for the 14th, we feel strongly that the Commission needs to have a content-oriented presentation first. This will help set the tone and the content for the small group meetings. It will allow Commissioners to be with each other and to express themselves. The group meetings will be fruitful if guided by the work done and we cannot imagine that individual presentations by various staff members to the different groups will be able to offer the scope of illustration necessary - at least in the areas of personnel and demonstration.

Best Regards,

Se auch

P.S. We understand that you will be calling Seymour at his home today - 10:30 a.m. your time.

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Hiller

5/25/89 Deymour -We will call you at 10:30 a.m., our time, on Friday, May 26. In today's meeting with MLM we came up with an yet another possible scenario for 6/14. Please consider it and we'll discuss it tomorrow: - Orientation to the day + comments - MLM 10-10:30 Session I (small groups) 10:30 - 12:30 Lunch - entire group 12:30 - 1:30 1:30-2:30 Session II 2:30-4:00 Plenary (D'var Torah - Gottschalk) Staff would make brief presentations on personnel + community in small groups, followed by discussion. 2:30 - 4:00 Possible groups : staff: stoff: co-chair community personnel Chair Bronfman Yanowitz Fox Zucker

Hirschhorn Berman Reimer

Draft - 5/25/89

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Dear

On Wednesday, June 14, the Commission on Jewish Education in North America will hold its third meeting. In response to the recommendations of commissioners, the focus of the meeting will be on the enabling options agreed upon at the second meeting: community and personnel. Emphasis will be placed on current efforts in these areas and proposals for responding to identified needs.

Also in response to recommendations made by many commissioners, we plan to work by dividing the commissioners into three groups to allow for discussion of the enabling options and the proposal of possible solutions.

I am pleased that you have agreed to chair one of these group discussions. We will appoint a co-chair to work with you, as well as staff to serve as resources in the areas of community and personnel, and a recorder. The groups will meet for two hours in the morning, will break for a lunch, and will resume for an hour after lunch. We will meet in plenary session for the final portion of the day, at which time each of the groups will present its recommendations and we will determine where we go next.

Draft - 5/25/89 - Page 2

The staff is working on guidelines for your use as a group chair. I have asked Seymour Fox [or AH] to meet with you between now and June 14 to review the guidelines with you and to discuss our thoughts on the day.

I look forward to seeing you on June 14.

Sincerely,

Morton L. Mandel

Draft - 5/25/89

1

Dear

I am pleased that you have agreed to chair a group discussion at the upcoming Commission meeting. Several hours will be devoted to these groups, making your role a very important one. Each group will be asked to focus on the enabling options agreed upon at the December 13 Commission meeting: community and personnel. From these groups we expect to generate some concrete proposals upon which to base the future work of the Commission.

You will have the assistance of a co-chair, staff to serve as resources in the areas of community and personnel, and a recorder. I have asked Seymour Fox [Annette Hochstein] to meet with you prior to June 14 to review a set of guidelines currently being prepared for your use as group chair.

I look forward to seeing you on June 14.

Sincerely,

Morton L. Mandel

fox14/1FOX-W

SECOND ITERATION

1. If we had the word "draft" listed across all our previous papers, then this one should have the notion of work in progress emphasized as compared to the idea of draft.

2. The entire approach should be one of Mandel saying -- this is what we have learned from you as we have interviewed you, and we have learned it from two sources -- either from commissioners or from experts. And the two can be interspersed.

3. We might reformulate the connection between community and personnel, not really in content, but in form. It could include ideas like this: The community is poised but needs hope; it needs encouragement or ideas that are convincing, that will be translated into programs or success. On the other hand, personnel needs to know that "daf hadash" "edan hadash", but that it really is so and not just rhetoric. And another formulation of the same thing is what is required to do anything, ideas that are worthy and able to inspire the community and personnel. They will have to respond to the community's concern for continuity. Stated another way, the community would respond if the ideas are likely to lead to a meaningful Jewish continuity.

3. Assuming that Hank is correct, that there is a different kind of situation out there now, then the community will be ready to undertake a reasonable gamble on things that might work. If XXXX. If they believe that the ideas could and would be implemented (this of course is the basis for the idea of an ii, which we should present later on in the document).

4. Similarly, people could be recruited, if Jewish education would lead (in their eyes) to a meaningful Jewish continuity. In other words, if they believe that there is a new Jewish education -- they might come on board.

Therefore ideas would have to be developed into programs 5. demonstrated, improved, evaluated and policies developed. (One possibility is now to go ahead entirely with ideas and merely deal with those, and leave demonstration site -- that is the place where the ideas would be acted out on -- till after you have developed the ideas, and then go into the ii, which would include the way you would do it.) So in that set-up, we deal with all the ideas first, and whatever approach we undertake -- and I'll return to that in a moment -- first, and then we go on to demonstration site, where we deal with matters like the connection of local to national, and all the other points that have already been made in the material that Annette has written. And then go on to who would do it -- the ii. And there, the issue among others would be not where, but who and what functions would be carried out and a indication that this entire approach of force-mangement, fine-tuning, etc. anyway you want to put it -is missing in education. (The approach could then be -- are there ideas? Or Mandel asked us to find out whether there are ideas. And the answer is a resounding yes -- and then we go on to give examples.) (Some -- we found them in conversations with commissioners, we found them in conversations with experts, we found them in the programmatic areas, we found them in the enabling areas).

Back to the numbers:

 Some are ideas that are promising but need a great deal of work (under training, this could be the idea we have for yeshiva, it could be lead teacher, it could be on-the-job training).

2. Some ready to be tried, but only need a setting or an infrastructure (some of these could be Twersky, early childhood education, the media -- why they don't work, even though the idea is good).

3. Some are to be found in best practice (what's going on in Pasadena, what's going on in the day school).

4. All of them have to be put together differently (combinations, game plans, a logic, a principle to how they are put together).

5. Some are research questions (recruitment).

6. All need to be evaluated (Hirschhorn's argument).

7. All will have to be articulated as goals.

8. Indicate how in a demonstration site, you would recruit, train, build a profession and retain (use programmatic examples such as the supplementary school).

9. Then after you have developed the ideas in whatever form you have and by whatever principle, you then go on to say that this would be put together in a demonstration site. And then go on to why something must do it, e.g. the ii.

NOTES

1. We have to keep the macro, the systemic in mind. Hence, you'd move from demonstration site to diffusion; hence, the local-national connection; hence, the need for an ii.

All 4 (recruitment, training, profession-building, retention) have to be handled simultaneously -- the Koshinsky argument -- but how do you do it? That ought to be a formulation.
 The enabling options will have to be acted out through and with the programmatic options.

6. How do you decide which programmatic to undertake?

a. In each demonstration center they will decide, at any given moment, as a result of impact and ease of doing. (This should be formulated as we were asked by the commissioners who will you decide which programmatic. But a demonstration site would indicate, or demonstrate the point of that putting all these things together in one place, even though they would be different in each place, in the light of the particular situation, the available money, their decision about impact and ease of doing -- what really was available in terms of staff, training institutions availability, etc. -- would, despite all this, a demonstration site would be a proof of the whole being greater than the sum of its parts, and this because of the notion of game planning).

7. What we're really saying here is that we're suggesting a different structure; namely, in response to Evans' challenge the question was -- is there anything that can be done; are there ideas? The answer is: we checked, and we found out there are. Then, the state of the ideas are -- and we create principles from promising to clear. And then we handle those ideas either through the enabling options only, or through enabling and programmatic and some combination. Then we go on to demonstration center where

it would be put together; and then we go on to ii.

8. Relate the whole paper to the outcomes that we want, both the progress report and the presentations.

9. MLM's other ii goals that we list in our minutes have to somehow be interwoven.

10. We're going to have to check this whole approach to both the minutes and the letter we send him, to MLM.

11. MLM's introduction should be woven in, namely, he could say things like -- I sent staff to discover are there ideas; or, this is a time rich with ideas.

11. Call Barry Shrage and check his idea about the savings plan for Israel, and ask how much it would cost nationally or in a city. The reason for this is that then we might be able to say -if Bronfman saturated a demonstration site with everything that could be done about Israel, including the fact that every child would go -- because of the saving plans -- how much would this cost for the United States? It also would mean that this is a place where you would try everything you knew about Israel, about the teaching of Israel, from the training of staff to the proper use of shlichim, to the proper use of the Israel Experience. 12. The issue of money -- that is, how much is available -- has to be investigated.

13. The question of money is a very different one after success, after a demonstration site has succeeded, after a given idea has succeeded, compared to before success.

14. Taskforces as outcomes.

15. We probably have to write Mort Mandel's book now, not after we get to the States, since it would be part of the script of the

day.

16. We should choose our ideas on the basis of what commissioners have actually said, e.g. Bronfman -- saving plan, Israel; Evans -- media; Ackerman -- early childhood; Twersky -on-the-job training and the use of Judaic departments for summer institutes; Hirschhorn -- evaluation and goal-setting, etc.

17. I want to emphasize again that this time the approach is one of work-in-progress and not that of draft.

18. Go over my notes on the sides of the other documents, such as the relationship of the Israel Experience to the family; such as the fact that we ought to look at institutions like Akiva Academy in relationship to the Israel Experience and see what works, how much it costs, etc.

19. We may have to put some point in about developing a method of choosing between ideas in terms of their acceptability, dependability, when they can be acted upon, who would decide how they would be acted upon, etc.

PAGE.01

PREMIER INDUSTRIAL CORPORATION	SPECIFY HOW TO SEND MESSAGE	DATE REQUESTED 5/23/89	
TYPE (UGING DOUBLE SPACES) OF PRINT CLEARLY	□ TELEX NO. □ MAILGRAM <u>1-0288-011</u> ¥ FAX NO. <u>972-2-699951</u> NO. OF PGO. <u>11</u> (INCL. COVER SHEET)	KURGENT - Time sensitive - must go at once BREGULAR - Send at time rates are most economical	
TO: NAME_ Seymour Fox	FROM: NAME Henry L. Zucker		
COMPANY Nativ Policy and Planning Consult. STREET ADDRESS	COMPANYPromior DEPARTMENT COST CENTER090		
TELEX NO.: 6673015 PREMIUW FAX N MESSAGE:	IO.: 2163918327 TIN	AE ŞENT:	
Seymour: Attached is a draft of my paper on o	ommunity along with a po	coible cover memo	
from MLM. While nothing is yet final to commissioners prior to our June me and for our discussion tomorrow. I	1, I propose to send som eeting. I am sending it	e version of this for your information	
	C Hank V E S		

MAY 23 '89 10:54 PREMIER IND CORP

TO: Members of the Commission on Jewish Education in North America

FROM: Morton L. Mandel, Chairman

DATE: May 24, 1989

SUBJECT: Draft Statement on "Community Organization for Jewish Education in North America--Leadership, Finance, and Structure"

Enclosed is the draft of a statement on "Community Organization for Jewish Education--Leadership, Finance, and Structure," one of the subjects which the Commission will discuss at its June 14 meeting.

The statement combines option #21, "To deal with the community--its leadership and its structure--as major agents for change in any area"; and option #26, "To generate significant additional funding for Jewish education." These options were reviewed at our December meeting and combined into a single option.

A great many comments and suggestions have been made by commissioners and others with reference to what should be included in our statement on "Community Organization for Jewish Education--Leadership, Finance, and Structure." The statement attempts to assess this input and formulate in draft form positions which are believed to reflect commissioners' opinions. All of the ideas advanced in the statement are subject to the Commission's review and change.

It is anticipated that after our discussion on June 14, the enclosed draft statement will be revised and will serve as a guide for the preparation of a fuller statement on this subject. I hope that at the June 14 meeting, the Commission will wish to authorize the preparation of this fuller statement of the Commission's thoughts and recommendations on the subject.

I look forward to our discussion of this subject on June 14.



MAY 23 '89 10:55 PREMIER IND CORP

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PAGE.05

May 22, 1989

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Draft for review at a meeting on June 14, 1989

SUBJECT: COMMUNITY ORGANIZATION FOR JEWISH EDUCATION--LEADERSHIP, FINANCE AND STRUCTURE

The Commission pulled out of a long list of option papers produced for its December 13th meeting what the Commission believes to be the "enabling options," those which are basic to improvement in all the programmatic options. The enabling options have to do with personnel and with community and financing. All Jewish education program improvement depends on what the Commission can do about improving the teaching and administrative personnel in the Jewish education field and on the ability of the Commission to raise the priority and funding levels which the American Jewish community assigns to Jewish continuity and Jewish education. Setting a higher community priority on Jewish education is a pre-condition to developing better quality Jewish education personnel.

On December 13, we listed options under the titles "to deal with the community--its leadership and its structures--as major agents for change in any area," and "to generate significant additional funding for Jewish education."

This paper combines these two options under the title "Community Organization for Jewish Education--Leadership, Finance, and Structure."

The paper complements the content of the previous option papers with what has been learned from commissioners in meetings and in individual discussions.

Community

What is the community we are talking about in connection with formal and informal Jewish education?

By community we mean the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to communal organizations and personnel engaged in these issues. Our target population is the lay and professional leaders who create the content and the climate for Jewish education, such as teachers, principals, scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders, and leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief organization targets at the local level are the religious congregations, schools and agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education (particularly in the large and intermediate cities), and major Jewish-sponsored foundations. On the national level, we are talking primarily of the Council of Jewish Federations, JWB, and JESNA, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

It is expected that the Commission's findings and its proactive stance will be directed primarily to these persons and organizations and will help them to make major improvements in Jewish education.

LEADERSHIP

Prior to World War II, the leadership of the organized American Jewish community did not consider Jewish education a top priority for communal concern. Indeed, a large proportion of the leadership was indifferent and some even antagonistic to community support for Jewish education. During the War and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation, and reconstruction, and then nation-building in Israel. The newer top community leadership put a higher premium on Jewish education. In recent years, there has been an increasing awareness of the need for total community support of Jewish education. There appears to be a reordering of community priorities in the direction of Jewish education and an awareness that healthy Jewish continuity requires a deeper community community to the education of the younger generation.

What is clear now is that to establish a highest communal planning and funding priority for Jewish education requires the participation of the highest level of community leadership. Community leadership is now very much concerned about the healthy continuity of the Jewish people in the North American setting. They are beginning to translate this concern into an understanding that top leadership must take forceful leadership in promoting the Jewish education enterprise.

Not all of the Commission is convinced that Jewish education is now seen by key lay leadership as a top community priority. Most believe that there is a decided trend toward involvement of top leadership and that the battle to creating a highest communal priority on Jewish education is well on its way to being won. Certainly there is a marked difference among local communities in this regard. It is clear that the Commission has a special mission to convince the North American Jewish community leadership that their personal involvement in Jewish education is necessary if we are to improve Jewish education and stem the tide of Jewish indifference and assimilation.

STRUCTURE

Commission members indicate that we have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education. This criticism is directed both at local and national structures. There are recent and current efforts at improvement. Some areas which require continuing examination are:

- The relationship among federations, bureaus of Jewish education, communal schools and congregations.
- The place of federations in planning for Jewish education and in financing Jewish education, and the relationship of federations to bureaus of Jewish education.

3. The need for forceful national leadership in establishing standards for the field, and in promoting, encouraging, and evaluating innovations, and in spreading the application of best practices which are discovered all over the continent.

Fortunately, JESNA, JWB and CJF are currently engaged in efforts to examine these issues, and at least eleven federations are involved in comprehensive studies of their Jewish education programs. The Commission may develop its own ideas regarding what new or improved structures are needed to speed up improvements in the field.

FINANCE

Congregations and tuition payments have been a mainstay of Jewish education financing. These sources of support are crucial and should be encouraged (there is some support for the idea that tuition should be discontinued as a source of support). There is a consensus, nevertheless, that considerably new funding is required from federations as the primary source of organized community funding. It is believed, too, that substantial funding will need to come from private foundations and leading families which have an identified concern for Jewish continuity and Jewish education.

It is believed that communal patterns of funding may need to be altered and that there may need to be changes in organization relationships to accommodate this. Cooperation between the congregations and the federations is essential to developing the funds needed to improve Jewish education.

Some specific suggestions have been made by commissioners for new programs to improve Jewish education which would require new funding. For example, one suggestion is the establishment of a national Jewish education fund to provide matching funds to support program ideas developed at the local level. Another suggestion is the establishment and funding of a national pension tune for the pension of the establishment and funding of a national pension tune for the pension of the recommended, will need to attract new funding sources. One commissioner believes that the Commission would most likely make its greatest contribution to Jewish education by developing new ideas such as these and finding the funding for them.

It is clear that the Commission intends to be proactive in its effort to improve Jewish education. This will very likely include encouraging additional funding from traditional sources and funding from new sources.

There is a feeling of optimism that greater funds can be generated for Jewish education in spite of the current great demand for communal funding for other purposes. There is evidence that a number of communities are

PAGE.11

Page 7

already beginning to place a higher priority on Jewish education and that a trend has begun to allocate a greater proportion of Jewish communal funds to this field. There is also the fortuitous circumstance that federation endowment funds are growing at a good pace and these funds can be dow important source of support for Jewish education. Indeed, that has already begun to happen. Simultaneously, there is a recent and current growth of substantial family foundations -- a post-World War II phenomenon which has accelerated in recent years, and promises to be an important new funding source for Jewish communal needs. A number of such foundations have an expressed interest in Jewish education.

In general, therefore, there is reason for optimism that additonal funding will be available for well-considered programs to improve and expand Jewish education.

It needs to be noted that some commissioners have expressed themselves to the effect that "throwing money" at Jewish education will not by itself do the job. They believe that, at the same time, there needs to be a careful review of current programs and administrative structures to see how they can be improved. They believe that we need to encourage monitoring and evaluation of projects aimed at improving Jewish education. Careful attention to the quality of what we are attempting to do and homest and perceptive evaluations are needed, both to get appropriate results for what is being spent and also to encourage funding sources.

In brief, then, it is clear that there is a consensus that improvements in the field of Jewish education will require an infusion of considerably greater funds. It is believed that traditional funding sources need to place a higher priority on funding Jewish education and allocating a greater proportion of their total budget to Jewish education. There is a consensus, nevertheless, that considerable new funding will need to be generated from private foundations and leading families which have an identified concern for Jewish continuity and Jewish education, and from federation endowment funds. Cooperation between the congregations and the federations is basic to a sound development of the financial requirements to improve Jewish education, and prior organizational patterns may need to be altered and to accomodate funding changes.

Finally, a word of caution: money alone will not bring about the needed improvements. It is also necessary to see to the effective administration of funds, and to monitoring and evaluating programs to assure improvements and to encourage funding sources. followup/1Fox-W

To: Prof. Fox From: Debbie Date: May 22 Re: Follow-up on your recent interviews - REVISED

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

1. Call Hirshhorn about whether or not you want him to speak at the June 14 mtg.

2. Bring Bob Hiller into the inner group (Hirshhorn's suggestion)

3. Contact Bronfman once more before June 14 - his role at mtg.? MAKE SURE MLM, AJN, ET AL KNOW THAT CB HAS TO LEAVE AFTER LUNCH.

4. Encourage Ackerman to come on June 14th (it's her son's graduation)

5. Send report of Cleveland Commission to Crown (Susan and Barbara)

I asked Ginny to send report with note from her or from Ratner.

6. Find out about Golden Apple Award - Foundation of Excellence in Teaching tel. 312-407-0006 (Crown's suggestion)

7. Find out what Jon Woocher is doing with Crown Foundation - for conversation with MLM, AJN, HZ.

8. Plan mtg. of all the funders.

9. Talk to Schiff about Ackerman/Riklis Foundation

10. Be in touch with Kathy Hat, Mona Ackerman's assistant.

11. Be in touch with Blaustein family (Hirschhorn).

12. For agenda with MLM:

-Hirschhorn interested in MI-G

-Bronfman and MI-G

-involvement of funders and MLM's role in total funding package

-setting the agenda for philanthropy for next decade or two (Evans)

-how much money is needed for a demonstration site

3minpr

TOWARDS THE THIRD COMMISSION MEETING

PRESENTATION -- PERSONNEL FOR JEWISH EDUCATION

Ladies and gentlemen, you have just heard a presentation on the possibilities inherent in undertaking the community option. When some, many or all of the changes will occur, the North American community will have organized to give its educators the conditions to meet the challenge of educating our young people as well as they are capable of doing.

I would like to address the personnel options from that point of view: what is the challenge about personnel and what are the possibilities inherent in the option?

I will do so with the help of illustrations and examples rather than through a full-fledged program. There are two reasons for this: one is the limited time at our disposal, and the other is that in the area of personnel little work has been done and a program will have to be prepared, but is not available at this time.

1. Meeting the shortage of qualified personnel for Jewish education in North America will involved 4 distinct areas of intervention. There are somewhere over 30,000 -- some say, over 40,000 -- educators in the various formal and informal settings in North America. In order to intervene the following areas have

to be dealt with:

- a. Recruitment -- to increase the pool of talented people who will join various training programs. Recruitment will require using both conventional and non-conventional methods and more.
- A. Rationale why the four have to go together.

1. Recruitment:

The challenge at hand is to recruit talented and committed young people for the field of education. This will require both tapping hitherto untapped pools of candidates, and finding the incentives that will attract them to the field.

Recruitment is needed for both entering positions -- that is, young people who will take part in pre-service training programs -- and more mature candidates from related fields such as general education, Jewish studies, communal work, rabbinics, etc.

Attempts at reform in general education in the U.S.A. over the past several years have included attempts at non-conventional recruitment: retired professionals trained to be math and physics teachers; mid-career changers from various fields retraining in a specially designed training programs qualifying them quickly for a second career in high school education. In the Jewish educational field, we've had our own experiments including a successful fellowship program by the Wexler Foundation, which is beginning to impact the training programs. (Introduce new job formats, new hierarchies, lead teachers etc.?)

Let me illustrate what might be done for Jewish education.

Illustration 1: National recruitment program for existing training programs, for new special programs such as college trainees, etc. (Example of Senior educators and Jerusalem Fellows training efforts).

Illustration 2: Recruitment for demonstration sites -- your day school graduates, non-professional educators; recruitment of special groups from the human resources of the demonstration community.

[Don't forget to tell that this is illustrative of possibilities only.]

What we need to know: In order to address recruitment effectively, we will need to learn a number of things:

1. Assuming two areas of endeavour:

a. increasing participation in training nationally; and

b. recruiting for one or several demonstration sites.

What we need to know:

Numbers

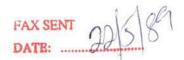
-- How many people do we want to train totally and annually.

- -- How many current educators can be upgraded, how many are qualified.
- -- What are potential pools of candidates (how will we find

out)

What are likely incentives: scholarships? professional possibilities? challenging training programs? room for commitment? promise of status and continued development?
 Who will find the answers to these questions and who will develop the recruitment program(s).





Nativ Policy and Planning Consultants • נתיב-יועצים למדיניות ותכנון Jerusalem, Israel

ירושלים

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

FACSIMILE TRANSMISSION

GINNY LEVI TO:

May 22, 1989 DATE NO. PAGES: 14

DEBBIE MELINE FROM:

001-216-391-8327 FAX NUMBER:

Dear Ginny,

Attached are the summaries of Prof. Fox's recent interviews with:

> Mona Ackerman David Arnow Charles Bronfman Lester Crown Eli Evans David Hirschhorn Isadore Twersky

You will notice from the summary of the interview with Lester Crown that he is very interested in receiving the report on the Cleveland Commission. Prof. Fox asks that you send a copy of that report to Mr. Crown accompanied by a note from you, or perhaps you might ask Charles Ratner to write a note explaining that Prof. Fox told him of Mr. Crown's interest.

Prof. Fox also asked me to tell you that although he discussed the Commission with Florence Melton when he saw her on May 8th, she had another agenda for that meeting. She requested another meeting with Prof. Fox on June 5th or 6th, at which she promised to devote sufficient time to discussion of the Commission.

Sincerely,

Senior Policy Advisors Staff	FROM: Arthur J. Naparstek	DATE: 5/22/89
NAME	NAMI ALL	REPLYING TO
DEPARTMENT/PLANT LOCATION	DEPARTMENT/PLANT COCATION	YOUR MEMO OF:

SUBJECT:	COMMISSION-RELATED	MEETINGS	IN	JUNE
	COLUTION TON - KERTED	HEFTTHOP	114	JONE

This will confirm plans for meetings of the Senior Policy Advisors and the Commission on Jewish Education in North America scheduled for June 13 through 15, 1989, in New York City.

1. Tuesday, June 13, 1:30 p.m. to 5:30 p.m.

Pre-Commission planning to take place at Hebrew Union College, One West 4th Street (between Broadway and Mercer, one block east of Washington Square).

2. Wednesday, June 14, 9:30 a.m. to 4:00 p.m.

Meeting of the Commission on Jewish Education in North America to take place at Hebrew Union College. <u>Note change of starting time to 9:30</u> <u>a.m.</u>

3. Thursday, June 15, 8:30 a.m. to noon.

Debriefing session of Senior Policy Advisors to take place at <u>JWB. 15</u> East 26th Street.

I understand that you are available to attend all of these meetings. Please let me know if your plans change in any way.

If you plan to stay overnight in New York City, we suggest that you make reservations at the Roger Smith Winthrop Hotel, 501 Lexington Avenue (at 47th Street). Rooms are being held in the name of The Mandel Associated Foundations. Reservations can be made by calling (800) 445-0277.

Distribution: D. Ariel VS. Fox VA. Hochstein S. Hoffman M. Kraar V. Levi J. Reimer A. Rotman C. Schwartz H. Stein J. Woocher H. Zucker

FAX SENT

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ירושלים

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

FACSIMILE TRANSMISSION

Mr. Morton L. Mandel TO:

May 21, 1989 DATE: 2 NO. PAGES:

Seymour Fox FROM:

001-216-391-8327 FAX NUMBER:

May 21, 1989

Dear Mort,

As I re-read the minutes of our meetings on May 14, I realized that we did not clarify the connection between the meeting we had in Cleveland on May 7th and our meeting in Jerusalem.

At the meeting in Cleveland the approach that guided our decisions was that the two enabling options - personnel and community - led to the concept of demonstration site, which in turn raised the problem of "who will build a demonstration site" - the "ii". In light of this, we considered three papers to be prepared: one on the community, another on personnel and a third on demonstration sites. We left the issue of the "ii" open, thinking that this would probably be handled through a series of questions to be discussed in the small group meetings and/or in the plenum.

When we met in Jerusalem, we decided that we should prepare only one paper for distribution before the next Commission meeting. This paper would build on much of what has taken place in It would interviews with commissioners since the last meeting. describe how we believe the enabling options would best be implemented in a demonstration site and probably raise the issue of who will undertake the development and implementation of a demonstration site - some version of the ii. These materials - a progress report - would be based on a new version of the letter to the commissioners that Annette and I prepared (you, Art and Hank correctly decided that our version would best be sent after the interviews) along with a discussion guide which would touch upon the concepts of personnel, community, demonstration site and some questions about implementation. (See minutes of May 14th page 4, item 7.)

The problem at hand is how to bridge the two conceptions. Hank Zucker is preparing a paper on the community which represents the most advanced thinking in this area. There is a good deal to report here because of the commissions that have been established and Hank's knowledge and wisdom. I think it is important to remember, however, that several of us were concerned about the descriptions of success in Joel Fox's paper. It is questionable as to whether the paper itself should be circulated.

As for writing a paper about personnel, the situation is quite different. In the area of personnel we have some vision, some good ideas and very few examples of successful practice. We have very little to report on what has been tried and is working. To develop a personnel paper that deserves to be taken seriously, we would need to gather data on matters such as salaries, the preparation and training of those currently teaching, turnover rates, description and first evaluation of existing training programs, etc. Obviously, this cannot be done in a short period of time. We cannot even gather the sparse data which exists.

On the other hand, I think that Hank is ready to write a paper on community. I know that the purpose of your meeting today is to combine the best of both approaches. Several possibilities come to mind:

1. We could include Hank's paper on community and explain why we are not including anything on personnel - tell the truth.

2. We could include Hank's paper on community and list a series of questions about personnel which the Commission will have to investigate. The value of this might be to communicate the complexity of the assignment.

3. We could prepare only one paper, as discussed in Jerusalem and described above, but benefit from Hank's rich contribution on community through his presentation on June 14th.

I had a very good conversation with Hank about some of these matters and we agreed to continue the conversation on Wednesday. Whatever decision is taken, either a) our progress report plus a paper by Hank Zucker on community, with some kind of explanation as to why there is no paper on personnel, or b) one paper - a progress report - that includes some of the ideas that Hank will be presenting on the 14th, Hank, Annette and I will have to coordinate our efforts - both for the presentation and the materials to be sent out prior to the meeting.

We are available to continue the conversation in any way that is useful.

Best Regards,

P.S. Mazel tov again, Dr. Mandel. good one.

I hope the trip home was a

mtg17.5/6mn-w

Summary of Meeting

May 17, 1989

at the Offices of Nativ

Participants: Morton L. Mandel, Annette Hochstein, Suzannah Cohen, Debbie Meline.

The subject of the meeting was the budget for the M.A.F. office in Jerusalem.

Mr. Mandel made the following recommendations:

1. The budget should be prepared on a 12 month calendar basis. The 1989 budget (which Suzannah is preparing) should reflect all of the expenditures from January to May of this year and project the expenditures from June until December 1989. A budget for 1990 should be prepared as early as possible and revised as necessary.

2. A form should be developed in which the months are listed in columns (across the top of the page) and the categories of expenses are listed in rows (down the side of the page). For each item there should be an actual and a projected figure.

3. Each month, Asher Tadmon will deliver a monthly report with a memo briefly explaining each expenditure.

4. While the total amount of the budget will be decided in advance, Seymour Fox and Annette Hochstein will have the authority to make necessary adjustments in the monthly distribution of the funds. They will consult with Mr. Mandel if a major reallocation seems to be needed.

The individual categories of expenses were then reviewed, with the following comments:

1. The executive secretary's salary should be broken down into it's appropriate components, such as social security, pension, etc.

2. Annette is solely responsible for determining how much of Estelle Kapland's (typist) and Debbie Meline's (research assistant) time is spent on M.A.F.-related work. If the amount varies greatly, the actual number of hours worked could be billed monthly.

3. The actual amount spent on long distance telephone calls and faxes should be billed monthly. Annette explained the difficulty

in itemizing local calls and Mr. Mandel suggested applying a percentage each month to the total amount of the telephone bills. For example, if in a given month Annette determines that half of all local calls were M.A.F.-related, then half of the total bill for all four telephone lines should be charged to M.A.F.

4. Mr. Mandel stressed that duplication of expenses by the Cleveland and Jerusalem offices must bbe kept to a minimum.

5. Local travel and meeting expenses are, as of now, difficult to budget. Mr. Mandel suggested keeping careful track of such expenses and billing actual amounts. Once some experience is accumulated, projections of expenses will be able to be made inthe future.

6. Similarly, the amount budgeted for office expenses should be seen as an estimation. After the experience of several months, more accurate projections will be possible. The balance of the budgeted sum (i.e. what is not spent in a given month) can be carried over to the following month.

7. A budget line called Outside Services needs to be added in order to reflect items such as payments to Nehama Moshieoff and other consultants.

8. Nativ's fee and Prof. Fox's salary are not included in the budget of the M.A.F. office.

Mr. Mandel requested that all of the monthly budget reports and all related correspondence be sent directly to him. He will hold the sole approval for the final budget. Asher Tamdon will draft a policy statement reflecting the principles discussed here. Once the system is in place and functioning effectively, Mr. Mandel may transfer the responsibility of monitoring to someone else. To: Morton L. Mandel

From: Seymour Fox and Annette Hochstein

Re : Main points from our meeting on MINA - May 14, 1989

1. We began by correcting the suggested agenda. (see appendix 1)

- One correction was inserted in your memo of April 13 (see appendix 2)
- 3. This summary follows the order of the Agenda:

I. The Commission's final products will include:

A. A mechanism for implementation (the ii)

1. It is hoped that we will get approval for the idea on June 14.

2. Following this we will work from June 14 to the next meeting on the design for the "ii".

3. We will immediately look for a possible director, and if feasible we will consider hiring him/her as a member of the commission's staff.

4. We plan to discuss the funding of the "ii" with the funders hopefully during the summer.

5. We hope to get the go-ahead on the planned "ii" at the fourth Commission meeting in October.

B. A report that is also a roadmap.

1. The final report of the Commission will contain a series of recommendations for change, as well as hopeful ideas and issues to be investigated. The recommendations, ideas and issues will relate to wider areas in Jewish Education in North America than those selected for intervention by the Commission (Personnel; the Community). Indeed they will seek to provide a "roadmap" for Jewish Education, where communal organizations, private foundations, denominational movements and others, may find useful policy guidelines for the areas of work in which they engage. As such the report should be useful to the community at large, as it relates to Jewish Education.

2. The report will offer **recommendations** for dealing with the personnel and community options. It will provide the rationale for demonstration sites and for the "ii". It will offer strategies for change as regards the community, in addition to the work of the "ii".

3. The report will contain a review of the state of the field of Jewish Education (detail and depth to be determined - J.Reimer is preparing suggestions.)

C. Other products.

A major product of the Commission should be impacting the way the Community deals with priorities. Communal organizational structure, the role of federations, funding, support systems, are all likely to be affected by the work of the Commission (see appendix 2, MLM's memo of April 13, 1989)

II. The third meeting of the Commission

A. Outcomes:

1. Commissioners involved

a. A central goal for June 14 is to involve the Commissioners in the work and process of the Commission. This will be done two ways:

- by structuring the meeting around Commissioner's active participation and decision-making

- by offering mechanisms for their involvement after the meeting (possibly taskforces).

2. Mandate for developing a mechanism

a. It is hoped that by the end of the meeting the request and mandate will arise for the detailed design and planning of a mechanism for implementation. The extent to which the idea of the mechanism will surface during the meeting will depend on the dynamics of the day's discussions. This may vary from dealing with the ii in very general terms to a presentation of the idea.

3. An affirmative Response to MLM's Memo of April 13, items 1, 2, 3, 4 & 7 (see appendix 2)

It is suggested that discussion and endorsement of the following items take place:

- 1. The "ii"
- Community action sites: from demonstration to implementation
- 3. Personnel: Building a profession
- 4. Federation: A key factor for Jewish continuity
- 7. Research publication etc. as ongoing elements.

B. CONTENT

- Vision and Best Practice: Demonstration Center Illustrated.
- 2. Programmatic options in the context of the ii
- 3. A mechanism for implementation
- 4. The community

(Note: These elements are discussed below as part of "the structure of the day.")

C. Structure of the Day

1. Introduction (MLM) The introduction may include the following elements:

Demonstrate the logic of the staff work from the second to the third meeting of the Commission. This will include reminding commissioners that we saw the challenge at the end of the previous meeting as responding to the question "how can this be done?" In trying to deal with this question, we moved from enabling options to the idea of the need to implement, to the logic that demonstration sites are a first necessary step in implementation. MLM will also refer to what we learned in our interviews with commissioners.

2. Enabling options reconsidered (key presentations).

a. The central presentations for the 14th of June will include a presentation on the <u>community</u> and a presentation on <u>personnel</u>. These will probably be separate and will include illustrations of what the community and personnel options will look like in a demonstration site. Elements of vision and elements of best practice will be introduced in these presentations. (Parts of Joel Fox's paper, etc...).

b. A way will be found to relate -- by way of examples and illustrations -- to those programmatic applications that are most relevant to the various interest groups amongst the commissioners. We may want to relate specifically to the interests of the following commissioners: Bronfman, Crown, Hirschhorn, Evans, Ackerman, Fisher, Corson, Melton, Gruss, Ratner, Lamm, Schorsch, Twersky, Lookstein. We will look at the reports of the interviews and may even ask some to present their ideas at the meeting.

c. A third part of the presentations will include illustration of the issues that will need to be considered for implementation in light of the presentations on community and personnel - issues related to the "ii". These kinds of issues may also provide the basis for the small group discussions. d. Integration of the various parts of the presentation should be decided upon in the next few days.

3. Discussion

There will be a plenary discussion following the presentations.

Small Group Discussions

a. Following the plenary, the commissioners will divide into 3 groups chaired respectively by Bronfman, Hirshhorn and Ritz. The three chairs will be briefed before the meeting. Each chair will be assisted by two staff members.

b. Discussion guides will be prepared for the small groups. They will be centered around key issues relating to the community, personnel, implementation issues and will probably be presented in the form of key guestions.

5. Decisions

Following the small group discussions, the plenary will be reconvened for reports and decisions.

6. Schedule

10:15-11:15	5 Presentations
11:15-12:00	Discussions
12:00- 1:00	Small Group I
1:00- 2:00	Lunch (Informal)
2:00- 3:15	5 Small Group II
3:15- 4:00	Reports, Conclusions, Decisions

7. Materials to Be Prepared

a. Letter to commissioners

The letter will be a short version of a progress report. It will be similar in content to the draft letter prepared by Fox, and will include the major issues that we hope will be surfaced at the meeting. The discussion guide for the small groups will be part of this report. The report should be mailed to commissioners by June 1st. SF and AH will draft it.

b. Key presentations

Community: HZ is preparing a draft

Personnel and Issues for Implementation: SF & AH are preparing a draft

c. Discussion guides for small groups SF & AH

are preparing draft.

We had a preliminary discussion on the remaining items of the Agenda and agreed to continue the discussion at our next meeting



Appendix 1

AGENDA

MI-NA MEETING WITH MLM, SF, AH

JERUSALEM, MAY 14, 1989

- I. The Commission's final products
 - A. A mechanism for implementation (the ii)
 - B. A report that is also a roadmap
 - C. Other products
- II. The Third Meeting of the Commission
 - A. Outcomes
 - 1. Commissioners involved
 - 2. Mandate for developing a mechanism
 - An affirmative response to MIM's memo of April 13, items 1,2,3,4 and 7.

B. Content

- 1. Vision and best practice: demonstration center illustrated
- 2. Programmatic options in the context of (1)
- 3. A mechanism for implementation
- 4. Community
- C. Structure for the Day
 - 1. Introduction (MLM)
 - a. Continuity: December 13, 1988-June 14, 1989 (including:
 - -- the logic of the question "how can we do this";
 - from enabling options to first implementations, to demonstration sites.
 what we heard from commissioners
 - 2. Enabling options reconsidered (Key Presentations)
 - a. The community
 - b. Personnel

-

- (Vision and best practice; demonstration; illustration of programmatic applications)
- c. Implications of (a) and (b): issues to be considered for implementation

- 4. Small group discussions
- 5. Discussion
- 6. Suggested Schedule
- 7. Materials to be prepared
 - a. Letter to commissioners
 - b. Key presentations
 - c. Discussion guides for small groups
- III. Fourth and Fifth Meetings of the Commission
 - A. Detailed plan for the ii
 - B. Towards a roadmap:
 - What we need to know preparing long term research/planning plan
 - 2. What we need to do preparing a long term action plan
- IV. Launching the ii and other macro-efforts.
 - A. Design
 - B. Steps to implementation
 - C. Relationship to MI-G
 - D. People
- V. Meeting of funders

-- plan a funders' session, possibly during the summer

Appender 2

April 13, 1989

From: Morton L. Mandel

To: Seymour Fox

Here are some more thoughts on possible outcomes of the Commission on Jewish Education. Let's discuss on April 18th telecon.

Outcome #1 The IJE (1.1.)

Outcome #2 Community Action Sites: From Demonstration to Implementation

Organized or assisted by IJE, these would be partnerships and coalitions of local and continental bodies, generally under the local Federation flag, to test programs, leading to diffusion.

Outcome #3 Personnel: Building a Profession

A permanent ongoing process led by IJE, with multiple demonstration and pilot projects, to develop and test methods that facilitate personnel recruitment, training, and retention (generally performed at Community Action Sites).

Outcome #4 Federation: A key factor for Jewish continuity

An ergenied, long-term effort to achieve. consensus that the local federation is the key convenor and sponsor of local programs to enhance Jewish continuity (e.g., Cleveland Commission). IJE to work closely with CJF to activate federations to take up this cause.

Outcome #5 The North American Support System: A New Design

A permanent process led by IJE and CJF to harmonize all the continental players (JWB, JESEA, Seminaries, etc.), in a way that brings them to a high level of effectiveness, overall or in selected areas.

Outcome #6 Programmatic Options: Implementation

A permanent ongoing process led by IJE to work with "champions" of programmatic options, as they can be identified, to develop fully those options:

1. - Champion is Chair of a Commission (e.g. Eli Evans)

Champion finances Commission or obtains financing)

3. - IJE helps select and approves all Commission members

4. - IJE helps select and approves Commission staff

 - IJE monitors and exercises quality control on each Commission

Outcome #7 Research, Publications, etc.

A permanent ongoing element of IJE. (To be designed).

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PAGE.01

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May 16, 1989

TO: Art Naparstek, Seymour Fox, Annette Hochstein

FROM; Joe Reimer

RE: Commissioning Papers

Having discussed with Art, Seymour and a number of other colleagues the papers we might want to commission in preparation for the final report, I have an altered plan to propose. I enclose the piece from April 28 which reflected my previous thinking; you can compare before and after. I see these as steps towards decision-making, so I trust I'll receive your feedback and move forward.

"Jewish continuity at risk"

I still like the idea of beginning with a paper that

a) reviews the demographies of Jewish continuity in North America,

b) reviews data from studies on the relation of receiving a Jewish education to personal Jewish commitment,

c) conceptually analyzes the relationship between "Jewish education" and "Jewish continuity" to help us better understand the assumed link between them.

This may actually be two papers - one empirical and one analytic.

2. The State of the Field

I am backing away from thinking of this as a single paper. Rather, given the discontinuity between the sub-fields within Jewish education, I am thinking of this now as building upon and expanding the option papers; that is, as a series a papers on the state of the major sub-fields within the larger field.

We cannot do twenty-six options, but we can choose the places where we would want to put our emphasis. As I follow our discussions, I'd suggest the following five for state of the field analyses: a) supplementary schools, b) day schools, c) informal education and Israel programs, d) early childhood education, e) adult and family education. (A possible sixth would be Jewish education on the college campus.)

In each case we'd be asking the author to do the following: a) survey the field for topographic detail: what is the lay of the land, what are the types of programs out there; b) what are the strengths of this sub-field: what works most effectively in most observers agree are the current weaknesses or limitations; d) what is the personnel picture in this area; e) what are the communal supports and involvements; f) what are the most needed and feasible areas of improvement or innovation.

Everyone with this assignment will face the lack of available data to do the needed descriptive and evaluative work. They will need to work with the available data, but as Annette has been suggesting, we also need to begin working towards the generating of more reliable data. At the least - each report needs to answer an additional question: what sorts of data do we need to collect in this area of Jewish education?

I like very much Seymour's suggestion that for each of the areas we select not only an author, but also an editorial board. The author would submit a proposal of his/her paper to the board who would check it for scope and depth. In turn, the board would be available for consultation throughout and would check and sign off on the finished product.

3. Best Practices

I am proposing that we fold "best practices" into the state of the field papers. I do not think we should get into a selection process for "best practices," but rather leave it to the author and the editorial board in each sub-field to select case studies of practices that illuminate the strengths and possibilities in that area. This would simplify and depoliticize the process, but still get out the examples of practice which are most helpful for an implementation process.

4. Personnel

While personnel could also be folded into state of the field papers, I'd recommend a separate treatment building upon option paper #20. The reason is that I think we need a systematic look at the current literature on educational personnel as well as a separate analysis of the issues of training, salaries, retention and profession-building. This may be too big for one paper and require several small papers with an over-all editor and editorial board.

5. Community and Institutional Analysis

In order to develop the ideas contained within the option paper on "community," I believe we need a paper that analyzes the major communal institutions that have a stake in Jewish education and the working relationship among them as that has evolved over this century. We know that BJE's, synagogues and denominations have played a long-term role and that federations and JCCs are becoming more actively involved. We know that there are local and national organizations at work, but how do they interact and what does this analysis teach us about the levers for systemic 6. Vision and IJE

As before, Seymour and Annette are working on these.

I think if we can agree on the nature of the papers to be written, we can begin working quickly on authors and editorial boards.



nb

FAX SENT 16 44

FACSIMILE TRANSMISSION

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax:972-2-699-951

To:Virginia Levi

From: Annette Hochstein

Date:May 16, 1989

Pages: 4

Re: the pr brochure

The attached pages carry our suggested corrections on the text itself. The brochure is by-and-large fine and we have mainly minor suggestions - except for the last section.

We believe the last section (Panel 3) should be re-written. It requires greater clarity as to what success would be. On the other hand - should avoid sentences such as "the report will guide". It is our <u>hope</u> that the report "will guide". We should not sound as though we control the impact.

The term "Community" in this part is misleading as community is appropriate for both the national and local scene.

We recognize that this is a difficult panel to write.

We have no further comments on the communications strategy.

Best regards,

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CJENA BROCHURE 4.27.89/Page 3

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The value of partnership

brought together professionals setter

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educational earlichment. Supported by the expertise of staff, advisors and organizations, members' personal involvements in adamation, voligion, philanthropy and business keep the work of the Commission in touch with the full spectrum of Jewish perspectives.

As diverse as the Jewish community itself, CJENA has

VaRIOUS ORIENTATIONS!

The Work of the Commission CJENA is guided by the conviction that the heart of education is located in people, one goal is to find new ways to broaden the structure of people attracted into the profession of deviah education by finding the means to isoplic, propose, oncourage, and reveard them. An alleed goal is to coalesce the community organization, leadership and philanthropy that will be necessary for educational development.

many places - mour tradition is in ideas. They are to be found a many places - mour traditional sources, in everywhere in new contrologies (inconverive presence) foodal programs, CJENA is consisted to exploring the wealth of ideas that can enhance Jewish education.

These are CJENA's priorities. The Commission pursues them within the context of an ongoing study of current I be are many only issues in a dynamic environment.

SUB 3

TEXT.

CJENA BROCHURE 4.27.89/Page 2

gave birth to CJENA, the Commission on Jewish Education in North America. It is an excreationary group of people, involved locally, nationally and internationally, who share a strong sense of common identity while representing the diverse traditions and perspective, that invigorate Jewish life. Its purpose is to focus the enthusiase and energy of committed people on the creative potentials of our best resource - Jewish education.

Support for CJENA course from a partnership among The unated resources rounded to a, can the Leadership body of JCG's and YM-JMHAS, and The Jawish Education Service of North America (JESNA)--the planning, coordinating and service above for Jesish education. It is undertaken in corporation with the Council of Jesish Enderstions (CJF), representing community federations throughout North Americs.

COMMENTS ON PA

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AN ENERGETIC PRESENT

The potential in education

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Jawish education has taken place in many settings--schools, homes, camps, community and child care centers, synagogues, eacounters with Israel. It touches every aspect and stage of Jewish life, it is by people who make it a vocation or an avocation.

We have, in Jawish education, a tradition of involvement out of the why and how of Jewish life. Enhancing its power is the goal of CJENA.

CJENA BROCHURE 4.27.89/Page 4

respond to the realities of contemporary Jevish life. A vision of what could be clear view of the horizon, the destanding for informed changes-those are the aims toward which the complication works. RANEL 3: AMERICAN JEWISH A R C H I V E S

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AGENDA

MI-NA MEETING WITH MLM, SF, AH

JERUSALEM, MAY 14, 1989

I. The Commission's final products

> A report that is also a roadmap which contains hypeful other products Third Meeting of the Commission A. A mechanism for implementation (the ii) going aleast - lispe for В. C -

- The Third Meeting of the Commission
 - - 1. Commissioners involved
 - 2. Mandate for developing a mechanism 3
- Mandate for city Β. Content

II.

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- 1. Vision and best practice: demonstration center illustrated
- Programmatic options in the context of (1) we 2.
- A mechanism for implementation 3.
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- C. Structure for the Day

1. Introduction (MLM)

- Continuity: December 13, 1988-June 14, 1989 a. (including:
 - -- the logic of the question "how can we do this"; Sust implementations

-- from enabling options to demonstration; due etc-N-- what we heard from commissioners this round

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- Enabling options reconsidered (Key Presentations) 2.
 - a. The community
 - b. Personnel
 - (Vision and best practice; demonstration; illustration of programmatic applications)
 - Implications of (a) and (b): issues to be c. considered for implementation
- 3. Discussion
- 4. Small group discussions
- 5. Materials to be prepared
 - Letter to commissioners a.
 - Key presentations ----b.
- 22 Zular Hockster Discussion guides for small groups c.
- 6. Decisions

+ end staffing III. Fourth and Fifth Meetings of the Commission Detailed plan for the ii Α. в. Towards a roadmap: 1. What we need to know - preparing long term research/planning plan What we need to do - preparing a long term action plan 2. Cl. Launching the ii IV. Α. Design в. Steps to implementation c. Relationship to MI-G D. People addiana V. refers

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14/5789

	April 13, 1989
From: Morton	L. Mandel OUTCOMES
• To: Seymou	
	more thoughts on possible outcomes of the Commission of making a making of the commission of making a making of the commission of the comm
Outcome #1	The IJE (1.1.)
Outcome #2	Community Action Sites: From Demonstration to Implementation
\cap	Organized or assisted by IJE, these would be partnerships and coalitions of local and continental bodies, generally under the local Federation flag, to test programs, leading to diffusion.
Outcome #3	Personnel: Building a Profession
\bigcirc	A permanent ongoing process led by IJE, with multiple demonstration and pilot projects, to develop and test methods that facilitate personnel recruitment, training, and retention (generally performed at Community Action Sites).
Outcome #4	Federation: A key factor for Jewish continuity An organized, long-term effort to achieve consensus that the local federation is the key convenor and sponsor of local programs to enhance Jewish continuity (e.g., Cleveland Commission). IJE to work closely with CJF to activate federations to take up this cause.
Outcome #5	The North American Support System: A New Design
	A permanent process led by IJE and CJF to harmonize all the continental players (JWB, JESNA, Seminaries, etc.), in a way that brings them to a high level of effectiveness, overall or in selected areas.
Outcome #6	Programmatic Options: Implementation
	A permanent ongoing process led by IJE to work with "champions" of programmatic options, as they can be identified, to develop fully those options:
	 Champion is Chair of a Commission (e.g. Eli Evans) Champion finances Commission or obtains financing) IJE helps select and approves all Commission members IJE helps select and approves Commission staff IJE monitors and exercises quality control on each Commission
Outcome #7	Research, Publications, etc.
\sim	A permanent ongoing element of IJE. (To be designed).

PAGE.23

cc: V Seymour Fox Stephen H. Hoffman Henry L. Zucker

TO: Morton L. Mandel	FROM: Arthur J, Naparstek	DATE: 5/12/89
DEPARTMENT/PLANT LOLATION	IN PARIMENTAL AND ALTEN	REPLYING TO YOUR MEMO OF:

SUBJECT: UPDATE ON OUTREACH STRATEGIES

Since we talked on May 9th, I moved ahead and have begun to develop plans with each of the following organizations:

- I. CAJE
 - A. I have had several conversations with Elliott Spack who, in turn, referred me to Joel Grisaver, the program chair for the CAJE conference. Grisaver would like to organize a planning committee to work on developing the best way to use the time they have allocated for the Commission presentation at the conference. We are talking about a panel presentation that would be headed up by yourself, followed by commissioners who were present at the meeting. After the presentations the audience, which will number approximately 1200-1500, would be broken into thirty groups of 30-40. The charge for each group would be to discuss issues the Commission should consider that are of concern to teachers.

Joel feels a planning committee is necessary in order to develop guidelines for the chairpeople of each of these groups so that the discussions in each group are focused. Joel indicates that it is difficult for him to travel east and would very much like to organize a planning session in Los Angeles. I thought it would make sense for Sara Lee and Mark Lainer to meet with Joel and other CAJE planning members to develop guidelines for the conference. Do you think it is worth my participation in the meeting?

B. We are preparing an article for the CAJE publication which will come out in August. The theme of the publication is "Building a Profession of Jewish Educators" and the article will represent that. If you like it, I believe you should be the author.

Impression: I am pleased with the way our planning is going with CAJE. The conference is an extraordinary opportunity to open up the Commission's dialogue with a large proportion of the teachers in the United States. It not only offers great visibility for the Commission, but also offers us the opportunity of getting input from well over 1,000 practitioners.

II. CJF

I spoke with Frank Strauss about beginning a process of relating to federations, their executives and lay chairs. Strauss will send us the mailing list and labels of their executives and chairs of the thirty largest federations. I propose that we begin a series of targeted mailings within the next month or so. I am setting up a meeting with Hank Zucker, Steve Hoffman, myself, possibly Joel Fox, to discuss an overall strategy for communication with federations on Commission progress. Frank Strauss suggested an idea that we communicate with federation executives and lay leadership through the CJF satellite network. Furthermore, we need to think about a series of presentations, ways in which we want to be represented at the CJF GA meeting in Cincinnati in November 1989. It's not too early to start the planning.

We also have an opportunity to get a 300-word article in the CJF newsbrief. If you agree, we have to move quickly as it is due on May 20th.

III. JESNA

JESNA is planning to have a presentation on Jewish education and personnel that would be targeted toward Bureau directors and lay leadership using the CJF satellite network on May 31. I spoke to Jon Woocher and raised the question of how the Commission and JESNA could collaborate on the broadcast. The presenter will be Woocher with reactions from Schiff and Ariel. Jon indicated that he would support any ideas for collaboration that we propose. Do you have any thoughts on how we can best use that opportunity.

Further, there are two publications we need to begin to develop articles for. One is <u>Trends</u> which comes out periodically. They need an article within a week or two. The second is the <u>Pedagogic Reporter</u> and perhaps there we might have a guest column by you. That would be due by July 1.

IV. BDF

I spoke with Gene Greenswieg who is the chairperson of the Bureau Directors Fellowship. The Bureau Directors Fellowship will be having a meeting in Boca Raton on June 4th or 5th as part of the Conference of Jewish Communal Service. Greenswieg indicated that there will not be a large delegation of Bureau Directors at the meeting. He did indicate that there will be a full-blown meeting with 30-40 Bureau Directors in attendance preceding the November CJF GA in Cincinnati. Greenswieg invited us to participate in their meeting and I propose we develop a planning process that can lead toward our making input into their meeting in November. What do you think?

Further, I will be getting the labels of the Bureau Directors of the largest cities and the lay leadership and we also should be developing a strategy to send them written material between now and November.

Page 3

V. JCS

I spoke with Dan Thursz who is the president of the Conference of Jewish Communal Services which is having its annual meeting on June 4-7 in Boca Raton. Thursz invited us to make a presentation before his board or participate in any other way. I need your advice here on whether or not it makes sense for us to participate. They have faxed me their program and when you get back to the U.S., I'll share it with you and we can decide whether we participate in at least the board level.

VI. Council for Jewish Education

I spoke with Alvin Schiff who is the editor of their journal and he invited us to write an article of 2,000-3,000 words which would be published by November. I believe this is something we should consider. He assured me that it would be published.

VII. Federation Planners Meeting in Israel

Spoke with Joel Fox about how the Commission should be represented at that meeting in July. Perhaps we should have a series of presentations that would not only be informative but strategic. Those who will be at the meeting in Jerusalem from the Commission include Seymour Fox, Annette Hochstein and Jon Woocher. Can we organize a planning group that includes Fox, Zucker, Hoffman and myself to determine how we should represent the Commission at the conference?

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COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

TRAVEL EXPENSE REPORT

Please complete the form below and submit it to Arthur J. Naparstek, Director, Commission on Jewish Education in North America, 4500 Euclid Avenue, Cleveland, Ohio 44103. Attach all receipts. Failure to attach receipts will delay reimbursement.

We appreciate your flying coach class and using taxicabs rather than hired car and driver.

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Nativ Policy and Planning Consultants Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון ירושלים

FAX SEN

DATE:

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

FACSIMILE TRANSMISSION

TO: VIRGINIA LEVI

DATE: MAY 11, 1989 NO. PAGES: 1

STAG

AX SENT

FROM: DEBBIE MELINE

FAX NUMBER: 001-216-391-8327

Dear Ginny,

Annette was not in the office this morning, but I read your fax to her over the phone. She said that in all likelihood she will be preparing overhead transparencies for the presentation on June 14th. We will let you know for sure as the meeting date approaches, but in the meantime perhaps you could investigate possibilities of securing an overhead projector for that day.

Thank you,

Velilie.

May 11, 1989

Re: Meeting of Prof. Mike Inbar with Annette Hochstein

Topic: MINA

I asked for this meeting with the purpose of discussing my discomfort and perhaps misunderstanding concerning two items:

1. The relationship between the launching of the ii and content/research. Namely the question of how much research and content definition have to precede the launching of the ii.

2. My general discomfort with a perceived imbalance in our work between the effort allocated to analysis, research and planning and the effort allocated to the process, the commissioners, the securing of funding for implementation.

The conversation:

1. I presented in some detail some elements of the problem:

- the logic of the Commission's work [process slide] to December 13.
- our key question : how to bring about change
- the breakthrough : the ii
- since the idea of the ii: the fig-leaf syndrome
- SF's vision of a demonstration center as a response
- the problem with substantiating the vision and translating it into an argument: data/research and plan
- no time or people to do these...adequately
- what of these is needed for June 14
- the suggested research papers
- the need to secure funding and support
- the link of these with the enabling/programmatic problematics
- the desired outcomes for June 14 commissioner involvement and mandate for mechanism
- the current design of June 14 and my concerns.

2. Mike's responses - sympathetic and helpful as always.

a. Brief recap of the principles that should guide the research plan in policy settings (what is imperative to know in given time frame; what is the minimal compulsory, necessary, knowledge needed; overriding considerations re-type of questions repractice relevance; the shortcuts in situations of extreme time constraints). Need a group to decide on these.

1

[Question for us: Who is the group that decides on these? Mike, SF, AH?]

b. Leave aside - until later - June 14 and time and resource issues.

Here is what should be done for the work of the Commission:

[SF tells vision AH translates into research needs - research plan Results into reconstructed vision]

In order not to go blindly three elements must be done:

* A ten year tentative research plan

- ** A ten year tentative action plan
- *** A design for demonstration centers with evaluation etc. component.

A few points:

These elements should be viewed as a three-legged stool. Any one missing will make it fall.

We cannot do the whole job ourselves. Delegation is central to the story and its success.

We should time and structure the element any way that is feasible and convenient: the ii may be designed to do everything or to do only the implementation of demonstration centers; the long-term research might be done by MIG; or by another agency.

The chronology of the three - and its chronology with the ii - is not very relevant.

The director of the ii should be identified. He should be brought in by virtue of being asked to prepare a suggested plan. We should react to this. This would be a way of both ensuring that planning is done and undertaking the learning process of the director.

The meeting of June 14.

To engage the commissioners this should NOT be a meeting where we give much information. The meeting should be structured around the Commissioners' decisions about issues presented to them. Otherwise we probably guarantee boredom. These issues might include those in the proposed letter; as well as matter such as where to do demonstration projects? what the criteria should be - or really any issue related to the topics of the commission.

Optimally we would prepare issues with 2-3 suggested alternatives for their decision.

We should have a long issue- agenda. The very end should be the necessary decisions - and perhaps task-force appointments.

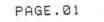
The way for SF to present the vision: what has to be done - research/knowledge wise - for it to be.

The fourth meeting of the commission should include the long-term plans of action and of research and the ii director's plan for the demonstration centers.



Mike wants \$15000 for this year and next to be paid next January in New-York. I approved (identical sum to the past two years)





PREMIER INDUSTRIAL CORPORATION REQUEST FOR TELEX/MAILGRAM/FAX 72343 (REV. 2/88) PRINTED IN U.S.A.	D TELEX NO.	DATE REQUESTED 89
NAME <u>ANNETTE</u> HOCHSTEIN NAME <u>ANNETTE</u> HOCHSTEIN COMPANY NATIO POLICY & DIANUTING Community HUMMETTE — Seymon of May 7 minutes as soc before they're finalized of the meeting and meeting.) UT I - meeting and meeting.) Note: HUC does not have Can make any visual them I hut way An a	as possible. The d, but will give assignments. (1 assignments: (1 an overhead pro- ls into slides, u iternative would	LEVI Fax you a draft his may change you a sense t was a productive t was a productive jector. If you we can show
don't know what you ma	ly have in mind.	"haard! Harry

10.30A9

WAY 10 '89 14:15 PREMIER CORP

MINUTES: Planning Group Meeting Commission on Jewish Education in North America DATE: May 7, 1989 DATE MINUTES ISSUED: May 11, 1989 PRESENT: Morton L. Mandel, Chairman, Seymour Fox, Virginia F. Levi (Sec'y), Arthur J. Naparstek, Joseph Reimer, Herman D. Stein, Henry L. Zucker COPY TO: Annette Hochstein I. Introduction The minutes of the Planning Group Meeting of March 29 and the Senior Policy Advisors Meeting of March 30, 1989, were reviewed. It was suggested that a paper is needed listing and explaining the basic assumptions underlying implementation. A draft should be prepared and circulated to provide Planning Group members an opportunity to react. AJN will take responsibility for this in collaboration with SF and AH. II. Commission assignments were reviewed. It was agreed that Berman, Mintz, and Yanowitz should be more involved and kept informed about Assignment Commission proceedings. AJN will work with their respective professionals to ensure that they are kept informed. nment The following commissioner contacts were reassigned for interviews prior to the June 14 meeting: Robert Hiller -- HLZ Robert Loup--SF (by telephone) Ludwig Jesselson -- MLM Charles Ratner -- AJN Assignment AJN was assigned responsibility for working with Rotman and Woocher to develop a plan to ensure that Commission reports and presentations are

on the agendas of groups which they convene or to which they report. Assignment HLZ will take this assignment for CJF. AJN and HLZ will be in regular touch (every few weeks) with the professional heads of these organizations.

It was suggested that a statement on the relationship of the Commission to the cooperating organizations be drafted in collaboration with each issignment organization's professional head. AJN will handle JWB and JESNA.

Assignment

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Assignment HLZ will take CJF. The draft will be prepared for review by the Planning Group, at its next meeting.

III. <u>Report on Interviews</u>

Fox, Naparstek, Reimer, and Zucker reported on the interviews they have had with commissioners. There was general support for the concept of an implementation mechanism. In addition, some commissioners expressed an interest in the mechanism's evaluation and research capabilities while others were interested in its potential ability to assist funders in assessing directions for funding. Concern was expressed regarding any negative potential in the mechanism's relationship to national agencies. Others are anxious for the Commission to move beyond the theoretical and to actually begin implementation.

The following assignments resulted from this discussion:

- Assignment 1. We should develop a plan for handling commissioners who are not engaged. This will be an agenda item for our next meeting.
- Accignment 2. The Planning Group should develop and rank a list of commissioners whom MLM should try to see personally, at some time. This should include Matthew Maryles and the five West Coast commissioners.
- Assignment 3. It was suggested that MLM consider a trip to the West Coast, which could include a meeting with West Coast commissioners, a meeting with the local Los Angeles commission, and possibly a presentation to CAJE.
- Assignment 4. VFL will develop a list of commissioners who are not currently planning to attend the June 14 meeting. Their "counselors" will take responsibility for encouraging their attendance.
 - IV. Contents and Agenda for June 14 Commission Meeting

It was agreed that the June 14 Commission meeting should yield at least general agreement among commissioners on a set of outcomes which lead directly to implementation. MLM will say that Senior Policy Advisors are not speaking at the meeting because they have other forums for their input. His introduction will also include an explanation for why the meetings are taking place at HUC.

A. We are proposing as Commission outputs a means to:

- 1. build a profession,
- energize federations (communities) to focus on Jewish education,
- create a new design for the effectiveness and interaction of organizations engaged in Jewish education for the continent,

4. implement programmatic interests,

5. undertake ongoing research and publication.

This should lead to agreement on demonstration sites and a mechanism to oversee the entire process. Direct reference to IJE, as such, should probably not occur at this meeting.

The first portion of the meeting should be put in the context of desired Commission outcomes related to personnel and community. The second portion of the meeting can then focus on ways to achieve these outcomes.

B. Agenda for June 14

The following agenda was proposed for the Commission meeting on June 14. We will call the meeting for 9:30 a.m. (coffee and danish) and plan to begin promptly at 10:00.

- Introduction -- MLM [20 minutes]
 - a. A review of general outcomes which have emerged from meetings with commissioners and a review of the agenda
 - b. Discussion (if any)
- 2. Presentation on community -- Esther Lesh Ritz [20 minutes]

Subsequent to this meeting, it was decided to ask Esther Leah Ritz to chair one of the three groups due to Lester Crown's inability to attend.

- a. A redraft of the Commission's option papers on community and on funding (mailed in advance)
- Jewish education as an evolving priority for the Federation movement
- c. Local initiatives and prospects (We will probably have mailed the Joel Fox paper in advance.)
- d. Discussion
- 3. Presentation on personnel--SF/AH [20 minutes]

a. The problem

b. Examples of possible solutions

- c. Possible steps to achieve solutions
- d. Discussion
- 4. Group Discussion

Break into three groups to discuss the earlier presentations and to propose solutions. The chairs of these meetings will be Bronfman, Crown (We have since learned he cannot attend.), and Hirschhorn. Their respective co-chairs could be Yanowitz, Mintz, and Berman. Each group will have two people to serve as staff/resources to provide community and personnel expertise. Possible support staff for each of the three groups could include (1) Fox and Hoffman, (2) Reimer. and Hiller, (3) Zucker and Hochstein. Each group will also have a recorder.

- 5. Thirty minutes of informal interaction before lunch
- 6. Lunch -- resume meeting in the same groups
- Return to plenary session to report on each group discussion
- 8. If possible, determine next steps
- C. Assignments Related to Agenda
- Assignment 1. AJN will review reports on commissioner interviews with input from SF, AH, HDS and HLZ and will draft the MLM introduction by the end of May.
- Assignment 2. HLZ will call Esther Leah Ritz and ask her to make the presentation on community (and since changed to chair of group) and will brief her in preparation for the presentation.
- Assignment 3. MLM will invite the appropriate commissioners to chair group meetings. AJN to prepare draft.
- Assignment 4. AJN will follow up MIM's letter with a telephone call to the three group chairs.
- issignment 5. MLM will invite co-chairs: Yanowitz, Mintz, and Berman. AJN to draft letter.
- ssignment 6. HLZ will work with AJN on identifying the most appropriate staff for each group.
- ssignment 7. AJN will suggest and, after approval, invite recorders for each group.

Accignment	8.	CF and AH will draft a discussion guide for use at the group meetings. It should be completed no later than June 1 so that it can be reviewed with group leaders and recorders prior to the meeting.
Assignment	9.	JR will send a critique of the Joel Fox paper on local initiatives to HLZ by 5/15.
Assignment		HLZ will work with Joel Fox on revisions and will decide whether or not to distribute the paper to commissioners.
Assignment		AJN and VFL will develop a grid on who is to see whom by when in preparation for implementing the plan for the June 14 meeting.
Asnment		The Planning Group will consider if/when (after June 14) we should bring funders together for a meeting.
Assignment		The Planning Group will consider holding periodic meetings of the Commission after June, 1990perhaps once a yearto monitor the IJE.
Assignment		AJN will develop a list of papers for the final report to be commissioned with a proposed time table and will circulate it to Planning Group members by June 15.
Assignment		MLM will call Mona Ackerman to encourage her to attend the June 14 meeting.
Assignment		SF and AH will draft a letter to go to commissioners by May 26 reflecting the outcome of the interviews.
Assignment		SF and AH will draft a letter on the content of the Commission meeting and the agenda to be mailed by June 2.
lssignment		A letter confirming the time and place of the June 14 meeting and the reply postcard will be drafted by VFL for mailing as soon as possible.
D.	Desi	red Outcomes of the June 14 Meeting
		Professionals to leave with the hope that important improvements can be made in Jewish education
		Lay people to have an awareness that their programmatic interests will be dealt with as the situation warrants
		Agreement on directions to take for the personnel and community options
	4.	Commissioners to have a sense that they are involved

- Page 6
- 5. Potential funders to be aware that their financial support will be sought
- 6. Task forces to be established at some point in time on personnel and community
- 7. The road to an implementation mechanism is open
- V. Denominations

It was agreed that it is important to engage the denominational leaders Assignment of the Jewish community in the work of the Commission. MLM will meet with Schorsch, Lamm, and Gottschalk (in that order) to indicate that we have concluded it is in the best interests of the Commission to establish a liaison with congregational leaders (rabbinic groups and congregational organizations), and that we are seeking their advice on the best way of involving these groups. JR will draft an approach to be taken at these meetings and will review it with SF and AJN by May 26.

VI. CAJE

It was reported that at the August meeting of CAJE, a plenary session has been reserved for presentation and discussion of the Commission. It was suggested that the title of the presentation be "An Event in Jewish Life: Jewish Education in the Future." Planning Group members agreed that if MLM can make the presentation, it would be advisable. Commissioners who plan to be present can be asked to assist in leading small-group discussions. These may include Elkin, Lee, Ingall, Schiff, Bieler, and possibly Reimer and Naparstek. AJN will speak with Elliot Spack, CAJE Director, and indicate MLM's preference for the meeting to occur on August 14.

- VII. Commission Schedule
 - A. Meetings of June 13-15, 1989
 - 1. Senior Policy Advisors will meet on Tuesday, June 13, 1:30 p.m. to 5:30 p.m., to review final preparations for the June 14 Commission Meeting. VFL will contact HUC about holding the meeting there.
 - The Commission Meeting will take place on Wednesday, June 14, 9:30 a.m. to 4:00 p.m. at HUC.
 - Senior Policy Advisors will meet for debriefing on Thursday, June 15, 8:30 a.m. to noon at JWB.

Assignment

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- B. Dates of Future Commission Meetings
 - 1. A meeting has been scheduled for October 4, 1989.

Assignment

 VFL will take steps to schedule meetings for February 14, 1990, and June 13, 1990.



63 M

Draft - 5/10/89

MINUTES:	Planning Group Meeting Commission on Jewish Education in North America
DATE:	May 7, 1989
DATE MINUTES ISSUED:	
PRESENT:	Morton L. Mandel, Chairman, Seymour Fox, Virginia F. Levi (Sec'y), Arthur J. Naparstek, Joseph Reimer, Herman D. Stein, Henry L. Zucker
COr1-10?	ANNETTE HÖCNSTEIN

MERICAN JEWISH

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The following commissioner contacts were reassigned for interviews prior to the June 14 meeting:

Robert Hiller--HLZ Robert Loup--SF (by telephone) Ludwig Jesselson--MLM Charles Ratner--AJN

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It was suggested that a statement on the relationship of the Commission to the cooperating organizations be drafted in collaboration with each organization's professional head. AJN will handle JWB and JESNA. HLZ will take CJF. The draft will be prepared for review by the Planning Group. [Due date?]

III. <u>Report on Interviews</u>

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an interest in the mechanism's evaluation and research capabilities while others were interested in its potential ability to assist funders in assessing directions for funding. Concern was expressed regarding the negative potential in the mechanism's relationship to national agencies. Others are anxious for the Commission to move beyond the theoretical and to actually begin implementation.

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 - b. Examples of possible solutions
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Break into three small groups to discuss the earlier presentations and to propose solutions. The chairs of these

Complements

meetings will be Bronfman, Crown, and Hirschhorn. Their respective co-chairs will be Yanowitz, Mintz, and Berman. Each group will have two people to serve as staff/resources to provide community and personnel expertise. Possible groupings include (1) Fox and Hoffman, (2) Reimer and Hiller, (3) Zucker and Hochstein. Each group will also have a recorder.

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- 6. Lunch -- continue meeting in small groups
- Return to plenary session to report on small-group discussions and determine the next steps

C. Assignments Related to Agenda

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- 2. HLZ will call Esther Leah Ritz and ask her to make the presentation on community and will brief her in preparation for the presentation. [This was changed following the meeting, Should minutes reflect this change?]
- MLM will write to Bronfman, Crown, and Hirschhorn to ask them to chair small-group meetings. [AJN to draft?]
- AJN will follow up with a telephone call to Bronfman, Crown, and Hirschhorn.
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- HLZ will work with AJN on identifying staff for each small group.

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- 18. A letter confirming the time and place of the June 14 meeting and the reply postcard will be drafted by VFL for mailing as soon as possible.
- D. Desired Outcomes of the June 14 Meeting
 - Professionals to leave with the hope that important improvements can be made in Jewish education
 - Lay people to have an awareness that their programmatic interests will be dealt with
 - 3. Agreement on directions to take for personnel and community
 - 4. Commissioners to have a sense of involvement
 - 5. Potential funders to be aware that their support will be needed
 - 6. Task forces established on personnel and community
 - a. tie to programmatic implications
 - b. have developed an initial list of areas for task forces to pursue
 - 7. The road to an implementation mechanism is open

V. <u>Denominations</u>

It was agreed that it is important to engage the denominational leaders of the organized Jewish community in the work of the Commission. MLM will meet with Schorsch, Lamm, and Gottschalk (in that order) to indicate that we have concluded it is in the best interests of the Commission to establish a liaison with congregational leaders (rabbinic groups and congregational organizations), and that we are seeking their advice on the best way of involving these groups. JR will draft an approach to be taken at these meetings and will review it with SF and AJN by May 26.

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 Commission Meeting. VFL will contact HUC about holding the
 meeting there.
 - The Commission Meeting will take place on Wednesday, June 14, 9:30 a.m. to 4:00 p.m. at HUC.
 - There may be an informal debriefing session following the Commission Meeting on June 14. [Who, When, Where?]
 - Senior Policy Advisors will meet for debriefing on Thursday, June 15, 8:30 a.m. to noon at JWB.

- B. Dates of Future Commission Meetings
 - 1. A meeting has been scheduled for October 4, 1989.
 - VFL will take steps to schedule meetings for February 14, 1990, and June 13, 1990.



COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

May 5, 1989

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

Dear Annette:

As you know, the next meeting of the Commission on Jewish Education in North America is scheduled to take place from 10 a.m. to 4 p.m. on Wednesday, June 14 at Hebrew Union College, 1 West 4th Street, New York City.

This will confirm plans to hold a debriefing session on Thursday, June 15 from 8:30 to 11:30 a.m. at JWB, 15 East 26th Street, New York City.

Please mark your calendar and confirm your plans to attend these meetings by returning the enclosed postage paid reply card by May 26.

Your calendar should reflect plans to hold the fourth Commission meeting on Wednesday, October 4, 10 a.m. to 4 p.m. Please also hold the morning of Thursday, October 5 for a debriefing session.

I look forward to seeing you in June.

Sincerely,

Arthur J. Naparstek Director

Enclosure

Morton L. Mandel Mona Riklis Ackerman Ronald Appleby David Arnow Mandell L. Berman Jack Bieler Charles R. Bronfman Maurice S. Corson Lester Crown Stuart E. Eizenstat Joshua Elkin Eli N. Evans Irwin S. Field Max M. Fisher Alfred Gottschalk [^]rthur Green ving 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 Florence Melton Donald R. Mintz Lester Pollack Charles Ratner Esther Leah Ritz Harriet L. Rosenthal Alvin I. Schiff Lionel H. Schipper

Commissioners

Ismar Schorsch Harold M. Schulweis aniel S. Shapiro Margaret W. Tishman Isadore Twersky Bennett Yanowitz Isaiah Zeldin

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

	ASSIGNMENTS					E MANABEMENT MANUA FOR GUIDELINES ON TH THIS FORM FOR A FUNC	COMPLETION
	ACTIVE PROJECTS	FUNCTION GO	mmissic	on on Je	wish Educa	cion in 1	NA .
	RAW MATERIAL	SUBJECT/OBJECTIVE	Fox Assignments				
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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Prepare proposal for implem mechanism (IJE).	entation	TP	SF	2/9/89	5/22/89	
2.	Convene meeting of MLM with Lipset, heads of 4 seminari		SP	SF	2/9/89	TBD	
3.	Redraft option paper on per light of implementation pro outline of final report.		SP	SF	2/9/89	5/22/89	
4.	Prepare outline for a visio (Part of IJE mission statem		SP	SF	2/9/89	5/22/89	
5.	Contact assigned commission prior to June 14 meeting.	ers individually	H.	SF	3/30/89	5/5/89	
	Mona Ackerman - 5/5 David Arnow - 5/5 Charles Bronfman - 5/4 Lester Crown - 5/8 Alfred Gottschalk - 4/7 David Hirschhorn - 5/3 Seymour Martin Lipset - 4 Florence Melton - 5/8 Isadore Twersky - 5/4 Sara Lee - 4/2 Robert Loup - to be done	-123	TIT	5			
6.	Prepare background papers f	for 6/14 meeting.		SF	4/7/89	5/22/8	9
7.	Draft discussion guide for meetings, with AH, to be mathematical than June 1.			SF	5/7/89	6/1/89	
8.	Draft letter to go to commi 5/26 reflecting outcome of with AH.			SF	5/7/89	5/19/8	9
9.	Draft letter on content and 6/14 meeting to be mailed b			SF	5/7/89	5/23/	39

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PREMISE INDUSTRIAL COMPURATION

ASSIGNMENTS ACTIVE PROJECTS

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RAW MATERIAL

FUNCTIONAL SCHEDULE

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL

DATE 5/10/89

N0.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Schorsch, Lamm and Gottschalk to develop a mechanism to involve the denominations, along with AR or JW.		MLM	3/30/89	6/1/89	. 44
2.	Arrange for Premier's PR representative to work with Paula Berman Cohen in estab- lishing contacts with the <u>Nov York Times</u> and the <u>Wall Street Journal</u> .	wis V E	MLM S	3/30/89	6/1/89	
3.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	6/1/89	
4.	Contact assigned commissioners individually prior to June 14 meeting. Max Fisher Joseph Gruss Ludwig Jesselson		MLM	3/30/89	5/31/89	
5.	Meet with Michael Albanese and AJN to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	6/1/89	1
6.	Consider a trip to the west coast to meet with commissioners, the local LA commis- sion, and make CAJE presentation.		MLM	5/7/89	7/1/89	
7.	Invite appropriate commissioners to chair group meetings; AJN to draft letter.		MLM	5/7/89	5/25/89	
8.	Invite group co-chairs; AJN to draft letter.		MLM	5/7/89	5/25/89	
9.	Call Mona Ackerman and encourage her to attend 6/14 Commission meeting.		MLM	5/7/89	6/1/89	

	ASSIGNMENTS					E MARASEMENT MANUE FOR GUIDELINES ON TH THIS FORM FOR A FUNC	E COMPLETION	
	ACTIVE PROJECTS	FUNCTION C	ommissic	on on Jev	vish Educa	tion in t	NA.	
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	Balance and a second					
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NO.	DESCRIPTION	-4.	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
1.	Contact assigned commission prior to June 14 meeting. Morton Mandel Esther Leah Ritz - 4/5 Norman Lamm - 4/5 Ismar Schorsch - 4/5	orø individually		AII	3/30/89	5/5/09		
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DESCRIPTION Draft a thought piece on alt scenarios for final report t reviewed by internal staff a to senior policy advisors. Contact assigned commissione prior to June 14 meeting. Irwin Field - 5/1	ernative to be and distributed	VFL PRIORITY	ASSIGNED TO' (INITIALS) JR		ATE 5/10 DUE DATE TBD	COMPLETED
Draft a thought piece on alt scenarios for final report t reviewed by internal staff a to senior policy advisors. Contact assigned commissione prior to June 14 meeting. Irwin Field - 5/1	o be nd distributed		JR	ASSIGNED STARTED		COMPLETED OR REMOVED DATE
scenarios for final report t reviewed by internal staff a to senior policy advisors. Contact assigned commissione prior to June 14 meeting. Irwin Field - 5/1	o be nd distributed	-		3/30/89	TBD	
prior to June 14 meeting. Irwin Field - 5/1	rs individually					
Mark Lainer - 5/1 Arthur Green - 4/24 Jack Bieler - 4/25 Josh Elkin			JR SH E S	3/30/89	5/5/89	
Harold Schulweis - 5/1 Isaiah Zeldin - 5/1 Outline approach to commissi including proposing editoria potential authors, on the fo State of the Field Organizational or Institut of the Field Jewish Continuity and Jewi Best Practices	1 boards and 11owing topics: ional Analysis sh Education		JR	4/7/89	5/12/89	
Community			JR	5/7/89	5/15/89	
			JR	5/7/89	5/26/89	
	Josh Elkin Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1 Dutline approach to commissi including proposing editoria potential authors, on the fo State of the Field Organizational or Institut of the Field Jewish Continuity and Jewi Best Practices Enhancing Option Papers on Community Send critique of J. Fox pape initiatives to HLZ.	Josh Elkin Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1 Dutline approach to commissioning papers, Including proposing editorial boards and potential authors, on the following topics: State of the Field Organizational or Institutional Analysis of the Field Jewish Continuity and Jewish Education Best Practices Enhancing Option Papers on Personnel and Community Send critique of J. Fox paper on local initiatives to HLZ. Draft outline for MLM meetings with Schorsch, Lamm and Cottschalk; review	Josh Elkin Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1 Outline approach to commissioning papers, Including proposing editorial boards and potential authors, on the following topics: State of the Field Organizational or Institutional Analysis of the Field Jewish Continuity and Jewish Education Best Practices Enhancing Option Papers on Personnel and Community Send critique of J. Fox paper on local initiatives to HLZ.	Josh Elkin Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1 Dutline approach to commissioning papers, including proposing editorial boards and potential authors, on the following topics: State of the Field Organizational or Institutional Analysis of the Field Jewish Continuity and Jewish Education Best Practices Enhancing Option Papers on Personnel and Community Send critique of J. Fox paper on local initiatives to HLZ. Draft outline for MLM meetings with Schorsch, Lamm and Cottschalk; review	Josh Elkin Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1 Dutline approach to commissioning papers, Including proposing editorial boards and potential authors, on the following topics: State of the Field Organizational or Institutional Analysis of the Field Jewish Continuity and Jewish Education Best Practices Enhancing Option Papers on Personnel and Community Send critique of J. Fox paper on local initiatives to HLZ. Draft outline for MLM meetings with Schorsch, Lamm and Gottschalk; review	Josh Elkin Carol Ingall - 4/25 Harold Schulweis - 5/1 Isaiah Zeldin - 5/1 Dutline approach to commissioning papers, including proposing editorial boards and potential authors, on the following topics: State of the Field Organizational or Institutional Analysis of the Field Jewish Continuity and Jewish Education Best Practices Enhancing Option Papers on Personnel and Community Send critique of J. Fox paper on local initiatives to HLZ. Draft outline for MLM meetings with Schorsch, Lamm and Cottschalk; review

PREMIER INDUSTRIAL CORPORATION

ASSIGNMENTS □ ACTIVE PROJECTS

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FUNCTIONAL SCHEDULE /3000 (444. 10/86) PHINTED IN U.S.A.

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Commission on Jewish Education in NA SUBJECT/OBJECTIVE

VFL

Zucker Assignments

FUNCTION

ORIGINATOR

DATE 5/10/89

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DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
Redraft option paper on community in light of implementation proposals and outline of final report.	SP	HLZ	2/9/89	5/22/89	
Contact assigned commissioners individual prior to June 14 meeting.	ly	HLZ	3/30/89	5/25/89	
John Colman - 5/3 Maurice Corson - after 5/8 Eli Evans - 5/11 Robert Hiller	JEWIS IVE	H S			
Develop a plan for follow up to federation related meetings at which Commission presentations occur.	n•	HLZ	4/3/89	6/1/89	
Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/1/89	ongoing	
Draft statement on relationship of Commission to CJF, with CS for review by planning group.	2 5 22	HLZ	5/7/89	6/13/89	
Invite Esther Leah Ritz to make presentati on community and arrange to brief her.	lor	HLZ	5/7/89	5/15/89	
Work with J. Fox on revisions of paper on local initiatives and decide whether or not to distribute to commissioners.		HLZ	5/7/89	5/19/89	
Draft list of communities to be targeted in PR approach.		HLZ	5/2/89	6/1/89	
т. так т					
	<pre>light of implementation proposals and outline of final report. Contact assigned commissioners individual prior to June 14 meeting. John Colman - 5/3 Maurice Corson - after 5/8 Eli Evans - 5/11 Robert Hiller Develop a plan for follow up to federation related meetings at which Commission presentations occur. Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to. Draft statement on relationship of Commission to CJF, with CS for review by planning group. Invite Esther Leah Ritz to make presentation on community and arrange to brief her. Work with J. Fox on revisions of paper on local initiatives and decide whether or not to distribute to commissioners. Draft list of communities to be targeted</pre>	Redraft option paper on community in light of implementation proposals and outline of final report. Contact assigned commissioners individually prior to June 14 meeting. John Colman - 5/3 Maurice Corson - after 5/8 Eli Evans - 5/11 Robert Hiller Develop a plan for follow up to federation- related meetings at which Commission presentations occur. Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to. Draft statement on relationship of Commission to CJF, with CS for review by planning group. Invite Esther Leah Ritz to make presentation on community and arrange to brief her. Work with J. Fox on revisions of paper on local initiatives and decide whether or not to distribute to commissioners. Draft list of communities to be targeted	Redraft option paper on community in light of implementation proposals and outline of final report.SPHLZContact assigned commissioners individually prior to June 14 meeting. John Colman - 5/3 Maurice Corson - after 5/8 Eli Evans - 5/11 Robert HillerHLZDevelop a plan for follow up to federation- related meetings at which Commission presentations occur.HLZWork with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.HLZDraft statement on relationship of Commission to CJF, with CS for review by planning group.HLZMork with J. Fox on revisions of paper on local initiatives and decide whether or not to distribute to commissioners.HLZDraft list of communities to be targetedHLZ	Redraft option paper on community in light of implementation proposals and outline of final report.SPHLZ2/9/89Contact assigned commissioners individually prior to June 14 meeting. John Colman - 5/3 Maurice Corson - after 5/8 Eli Evans - 5/11 Robert HillerHLZ3/30/89Develop a plan for follow up to federation- related meetings at which Commission presentations occur.HLZ4/3/89Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.HLZ5///89Draft statement on relationship of Commission to CJF, with CS for review by planning group.HLZ5/7/89Invite Esther Leah Ritz to make presentation on community and arrange to brief her.HLZ5/7/89Work with J. Fox on revisions of paper on local initiatives and decide whether or not to distribute to commissioners.HLZ5/7/89Draft list of communities to be targetedHLZ5/2/89	Redraft option paper on community in light of implementation proposals and outline of final report.SPHLZ2/9/895/22/89Contact assigned commissioners individually prior to June 14 meeting. John Colman - 5/3 Maurice Corson - after 5/8 Eli Evans - 5/11 Robert HillerFWHHLZ3/30/895/22/89Davelop a plan for follow up to federation- related meetings at which Commission presentations occur.HLZ4/3/896/1/89Work with C. Schwartz to ensure that Commission to CJF, with CS for review by planning group.HLZ5/7/896/13/89Invite Esther Leah Ritz to make presentation on community and arrange to brief her.HLZ5/7/895/15/89Work with J. Fox on revisions of paper on local initiatives and decide whether or not to distribute to commissioners.HLZ5/2/895/19/89Draft list of communities to be targetedHLZ5/2/896/1/89

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		ACTIVE PROJECTS	FUNCTION Commission on Jewish Education in NA					
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ſ	NO.	DESCRIPTION	2	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
	1.	Contact assigned commission prior to June 14 meeting:	er individually		AR	3/30/89	5/5/89	
		Daniel Shapiro - 4/27/89	*		×			
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	FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	Wood	cher Ass	ignments			
,	3890 (REY. 10/86) PRINTED IN U.S.A.	ORIGINATOR VFL DATE 5/10/89						
10.	DESCRIPTION		PRIÓRITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
1.	Contact assigned commission prior to June 14 meeting.	ners individually		JW	3/30/89	5/5/89	ł	
	David Dubin - 4/25 Irving Greenberg - 4/28 Lester Pollack - schedule Harriet Rosenthal - 5/4	ed for 5/25						
	Prepare list of critical gr players within denomination send to AJN.	roups and hs and		t ju S	3/30/89	5/12/89		
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PREMIER INDUSTRIAL CORPORATION

ACTIVE PROJECTS

RAW MATERIAL

FUNCTIONAL SCHEDULE

FUNCTION

Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

	73890 (REV. 10/86) PRINTED IN U.S.A.	ORIGINATOR	VFL		D	ATE 5/10	/89
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Confirm June meetings with I and Senior Policy Advisors.	Planning Group		VFL	5/2/89	5/15/89	
2.	Add section on PR to Steering Committee factbook.			VFL	5/2/89	5/31/89	
3.	Distribute draft of General Brochure on Commission to Steering Committee members and get comments.		WISH / F	VFL	5/2/89	5/12/89	
4.	Develop list of commissioner planning to attend 6/14 meet work with "counselors" to de to encourage attendance.	ing and		VFL	5/7/89	5/22/89	
5.	Follow procedure for schedul meetings for 2/14/90 and 6/1	ling Commission 13/90.	nt i	VFL	5/7/89	6/9/89	
		.*					
		8.					

	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION	ommissi	on on Je	wish Educa	tion in 1	VA	
	RAW MATERIAL	SUBJECT/OBJECTIVE	Commission on Jewish Education in NA Naparstek Assignments					
	FUNCTIONAL SCHEDULE		Napai	STEK AS				
		ORIGINATOR	VFL	1	DATE 5/10			
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED	
1.	Draft position description of implementation mechanism		TP	AJN	2/9/89	TBD	In proc	
2.	Contact assigned commission prior to June 14 meeting.	mers individually	- - -	AJN	3/30/89	5/5/89		
	Mandell Berman - 4/28 Stuart Eizenstat Matthew Maryles - 5/3 Peggy Tishman - 5/4 Bennett Yanowitz Alvin Schiff - 5/3 Haskell Lookstein 5/4 Ronald Appelby 5/1	AERICAN J		H S				
	Henry Koschitzky Lionel Schipper 5/1 Donald Mintz Charles Ratner		2	-				
3.	Recommend to MLM schedule of meetings to follow June Commercing.		TT	AJN	4/4/89	TBD		
4.	Work with PBC and HLZ to pu a proposal on communication MLM approval. This include milestone events, developin pieces, and developing and work plan.	strategy for s determining g communication		AJN	4/4/89	5/15/8		
5.	Follow up with Henry Hecker Frank Strauss at CJF regard meetings of April 9 and 10.	ling follow up to		AJN	4/4/89	4/21/89	In pro	
7.	Develop list of papers to b and timetable for final rep circulate to Planning Group			AJN	4/4/89	6/15/8	9	

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PREMIER INDUSTRIAL CORPORATION

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	ASSIGNMENTS				OF	THIS FORM FOR A FUNC	TIONAL SCHEDULL	
Ō	ACTIVE PROJECTS	FUNCTION	Commissio	on on Jew	ish Educa	tion in N	IA	
RAW MATERIAL FUNCTIONAL SCHEDULE		SUBJECT/OBJECTIVE Naparstek Assignments - Page 2						
-	78890 (MEY. 10/80) PHINTED IN V S.A.	ORIGINATOR VFL			DATE 5/10/89			
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
8.	Develop list of PR activiti undertaken immediately - wi			AJN	5/2/89	6/1/89		
9.	Seek advice of D. Ariel on A. Schiff to participate in presentation in August.			AJN	5/2/89	6/1/89		
10.	Draft paper listing and exp basic assumptions underlyin tion, with SF and AH. Circ planning group for input.	g implementa-		ajn S	5/7/89	6/30/89		
11.	Work with CJF, JESNA, and J ensure that their lay leade engaged in Commission proce	rs remain	IJ	AJN	5/7/89	ongoing		
12.	Work with Rotman & Woocher that Commission reports are of groups they convene or r	on agendas	nt	AJN	5/7/89	ongoing		
1.	Draft statement on relation Commission to JWB & JESNA, and JW, for review by plann	with AR		AJN	5/7/89	6/13/89		
14.	Work with planning group on and ranking list of commiss MLM should try to see perso	ioners whom		AJN	5/7/89	6/30/89		
15.	Review reports on commissio with input from SF, AH, HDS draft MLM introduction for	, and HLZ and		AJN	5/7/89	5/31/89		
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□ ASSIGNMENTS ACTIVE PROJECTS

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ORIGINATOR

FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Page 3

Naparstek Assignments .

DATE VFL 5/10/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
16.	Draft letter from MLM to appropriate commissioners asking them to chair group meetings.		AJN	5/7/89	5/22/89	
17.	Make follow-up phone call to MLM invitation to potential group chairs.		AJN	5/7/89	5/31/89	
18.	Draft letter from MLM inviting gro co-chairs.	WAN JEWIS	AJN	5/7/89	5/22/89	
19.	Suggest and, after approval, invit most appropriate resource people a recorders for group meetings, with	nd	AJN	5/7/89	5/22/89	
20.	Develop grid indicating assignment and timetable for preparing participants in 6/14 meeting, with		AJN	5/7/89	5/22/89	
21.	See that planning group considers if/when (after 6/14) to arrange a of funders.	meeting	AJN	5/7/89	6/15/89	
22.	See that planning group considers holding periodic meetings of Commission after 6/90 to monitor I.	JE.	AJN	5/7/89	TBD	



Nativ Policy and Planning Consultants • ועצים למדיניות ותכנון Jerusalem, Israel

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

FACSIMILE TRANSMISSION

TO: A. Naparstek / V. Levy FROM: A. Hachstein

DATE: Mar 2 NO. PAGES: 12

FAX NUMBER: 001-216-391-8327



FAX SENT

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

FACSIMILE TRANSMISSION

TO: Morlón L. Mandel FROM: Seymour Fox, Annette Hockstein FAXNUMBER: 216-391-8327 DATE: Hay 2, NO. PAGES: 1, 2



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May 2, 1989

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FACSIMILE TRANSMISSION

NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax:972-2-699-951

To: M.L.Mandel; V.F.Levi; A.J.Naparstek; J.Reimer; H.L.Zucker Members of the planning group

From: S.Fox; A.Hochstein

Date: May 2, 1989

Pages:

We are now attempting to review the tasks required in order to

- I. Prepare the third and fourth meetings of the Commission
- II. Effectively launch the ii as soon as possible (maybe as : as October 1989).
- III. Complete the work of the Commission by Spring 1989.

The tasks are of three kinds:

- A. Content:
 - 1. What knowledge do we need to make available in o: for the Commission to take informed decisions
 - What do we need to know in order for the succe: mechanism to receive a defined and feasible miss from the Commission (e.g. the nature and content c demonstration site).
- B. The successor mechanism (ii)
 - 1. what will its structure be
 - what will it do
 - 3. how will it do it
 - 4. who will do it

(see the ii paper of March 29 and the latest organization design chart (attached)).

C. Process:

- 1. what must take place
- 2. who must be involved

(this includes the role of commissioners, meetings, pr, se for an ii director, research, networking, etc...)

* * * * *

We have done some work on each of these matters - as can be below. In these pages we'd like to share with you our "work progress". Let us begin with the third meeting of Commission.



Discussion of elements.

***** I. The third Commission Meeting - June 14 ******

- a. Desired Outcomes:
 - 1. Receive a go-ahead for steps towards implementat
 - 2. Engage commissioners in active participation in meeting
 - 3. Involve Commissioners in next steps.

* * * * *

- 1. Receive a go-ahead for steps towards implementat
- **** design and prepare the ii by the fourth meeting of commission

This should include an understanding of:

- demonstration sites
- the content of demonstration sites and how this would be based on best practice and vision.
- **** Suggest immediate first steps for implementation -
 - prepare the training infrastructure (strengthen train programs
 - seek out programs of excellence.
 - begin recruitment campaign for training
 - etc...
- Engage commissioners in active participation in meeting
- 3. Involve Commissioners in next steps. These could inc.
 - small group meetings
 - taskforces on selected topics
 - etc.

C

b. Issues for the third meeting of the Commission:

- The challenge of this meeting resides as much engaging commissioners as in obtaining an endorsement recommendations.

It is fair to assume that the Commissioners have retained this time the impressions they had when leaving the sed meeting of the commission: that the staff work is of I quality but quite theoretical and abstract. That it perhaps remote at this time from the realities implementation. Though the commissioners trust the chai: and the staff to do a good job, they are by and luninvolved and distant from our thinking.

Some may have moved with the staff to a somewhat involved stance through their individual interviews e However many have no idea that the work is moving tow practical recommendations.

If this assessment is correct, then the goals for meeting should include - besides the above outcomes bring the commissioners actively into the process. could be done by inspiring them with content (vision + 1 practice); by dealing with their skepticism at implementation through raising the next issue - namely of a mechanism for implementation; by bringing them to active roles and participate actively in the design recommendations and solutions.

How are we to do this?

- Present the vision + best practice (by way o demonstration center illustrated?).

- Ask them to respond to the kind of problems challenges set out in the draft letter sent to Cleveland April 18 (Attached). This includes the notion of a mechanism for implementation

c. A possible scenario for the meeting

- Chairman's report summary of Commissioners' input, progress, etc.
- 2. 45 minutes presentation:

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a. What Jewish Education could look like and could in a hypothetical, successful demonstration site.

The presentation might involve audio and/or visual materials.

b. What was done and needs to be done towards implementation. (To share with the commissioners our awareness of the various pieces that still need to be dealt with - e.g. mechanism, funding, networking.)

This point might be handled at this time or later in 1 meeting.

- Plenary Discussion or
- Small groups discussion with a defined agenda discussion outline [identical for all groups or diffe topics?]. Discussion leader + reporter appointed briefed.
- 5. Reports of discussion groups.
- 6. Plenary discussion and decisions.
- d. Preparations and Logistics

check commissioner attendance check if every commissioner was briefed set up rooms in accordance with program technology as needed assign the program tasks to the various actors

e. Preparation of materials

Graphic illustration that show all the items. what's been done what's being done and discussed today what still needs doing e.g. content mechanism funding

- f. Commissioners
 - * Vested Interest Groups (should be considered in terms their participation in the meeting)
 - Foundations
 - Institutions
 - Organizations
 - Rabbis
 - Educators
 - Federation Professionals
 - Other Commissioners

[Assignments following the meeting:

Small-group meeting

Taskforces

Search for director of ii]

* * * * * *

II. Effectively launch the ii as soon as possible (maybe as as October 1989).

[to be elaborated]

III. Complete the work of the Commission by Spring 1989

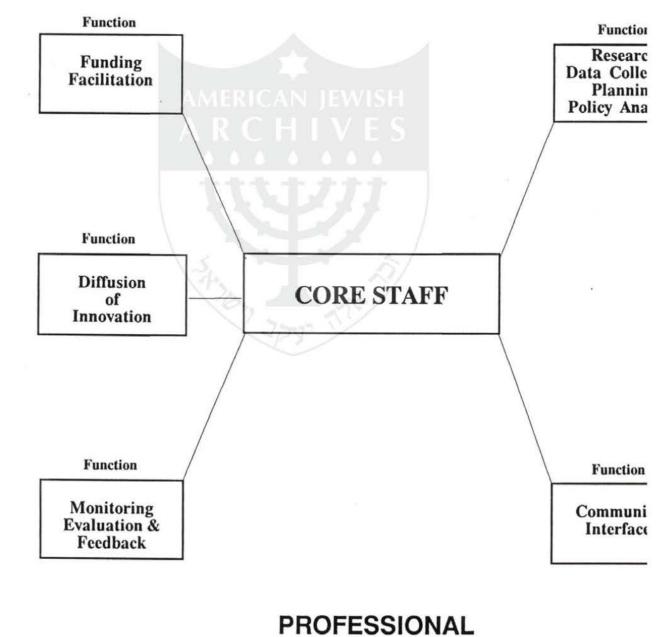
[to be elaborated]



Some Issues Related to the Above

- What must we decide about personnel and about the community in order to guide the poli of the ii as it is being launched.
- 2. How will these enabling options relate to programmatic areas?
- What will the demonstration unit be? A commun a network of institutions, a few programma areas, seeking out and expanding and replicating programs of excellence, etc.
- 4. If one of the main missions of the ii is demonstration sites, what must we know and decide about demonstration sites before the starts its work?
- 5. What is the strategy for accross the board cha: if we begin with demonstration sites.
- 6. What must be agreed upon about the ii (structure; mode of operation) in order to en: effective implementation?
- 7. The personnel for the ii
- How should the ii or possibly another mechanism - deal with the "programmatic umbre function?
- 9. How are we to relate to MLM's memo of 4/13 and his views on the mission and the tasks of ii - as well as to his views on the fut organization and institutions of Jewish Educa in North America.
- 10. Feasibility: involves issues such as the time needed to maintain funding momentum and clin momentum on the one hand versus the time needed plan and launch one or more demonstration site:

The ii -- Organizational Design



BOARD

ADVISORY TEAM

MAY 2 '89 14:42 PREMI	ER CORP	PAGE . 0'
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Annette, Sorry I have been unable to get city. I will call you at 1 p.m AMERICAN A R C H	. Israel time tomorrow, JEWISH IVES Art	Wednesday,
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NOTES FOR MY CONVERSATION WITH MANDEL

1. All the assumptions that are explicit and implicit in Mr. Mandel's various memoranda should be subjected to the same kind of critical scrutiny as any of the other ideas we have been presenting. Sometimes this will involve research; sometimes it will involve panels of experts; it will always involve at least deliberation. For example, we would want to see proof of the fact that the federations are taking a leading role.

2. There are two pieces of work, at least, which must be done immediately with several sub-pieces flowing from it. By that I mean that a real piece of work has to be done on the personnel option, a real piece of work has to be done on the community option, and a piece of work has to be done on the relationship of the programmatic options to these. These will involve a certain amount of "research", a certain amount of panels of experts, and deliberation. We think that the Commission should probably undertake these assignments within the framework of some version of task forces or sub-committees.

3. The design of ii must be finished and all the necessary steps, such as hiring the director, must be completed.

4. The mission statement must be written. It can't be just rhetorical; it should include the policies that are going to direct the work of the ii.

5. There are probably some pieces of work, such as the examples we have been giving about training (including Vigoda and maybe the demonstration schools, or demonstration teachers) which should be undertaken before the ii is established, for at least 2 reasons:

1. It would be a way of alleviating the skepticism of certain members of the Commission and certain people in the field;

2. It would be a big headstart in the work of the ii in creating demonstration sites later.

6. We probably have several other pieces of "research" that have to be undertaken, such as starting a team under someone like Gail Dorf that would look at the supplementary school and give us the score on it: the good things, here the things that could be replicated, the first definition of what a successful supplementary school could be like. A similar piece might be done on the day school and one or two other such areas. All together, there may be 5 or 6 such pieces of work and maybe some other pieces of research that should be undertaken.

This is the package that I want to present to Mort Mandel.

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MAY 1 '89 14:50 PREMIER CORP DELV PREMIER INDUSTRIAL CORPORATION PAGE.01 REQUEST FOR TELEX/MAILGRAM/FAX D TELEX NO. URGENT - Time sensitive - must go at once 72343 (REV. 2/88) PRINTED IN U.S.A. D MAILGRAM FAX NO. 97 2-2-69995 REGULAR - Send at time rates are most economical NO. OF PGS. TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY (INCL. COVER SHEET) TO: FROM: LEUI VIRGINIA Seymour NAME NAME COMPANY_NATOV delauning COMPANY STREET ADDRESS, CONSultants CITY, STATE, ZIP, Bry Salem, IS/90 DEPARTMENT_ 091 COST CENTER_ PHONE NUMBER **TELEX NO.: 6873015 PREMI UW** FAX NO.: 2163918327 TIME SENT: MESSAGE: Seymour - You're confirmed with David Arnow at 10:300.m. on Fri, 5/5, at his office : 1114 Avenue of the Americas (bet. 42nd + 43rd), 34 th Floor. HLZ has not heard any news about M. Corson. ** TOTAL PAGE.01 **

GK, WA, DK, MR, AH, BH, AI, SF, DM, AH, SC. Som H. DMB Notes] Educators Forum 30.4.89 Att: Welcome. We're moved from theory to Som H. h'err. Need your cuticism help-SF: DS & BC aren't here -> JUB. Autor pt in our work. Will have met w) all Sc. pope me 14 - input as to where we are Decided not to present is det. Not ready that been rewritten Not prepared to describe ii to cr. Want to have a discussion, get their imput on it itq. of Com. Educators April 5 getting seared up to funding -> moment 2795 pet me review. There's a time of Commissions. This is the time. Mag of MLM / Crown - e.g. of positive feiling interest. Willigness "Novalism - unexpected positive & by - product 9.9. SF mites w/ gott, Koshitzky And I have had make to be half book

E.E. paid on Dec 13: all these people get together to decide that P & C are imp? What to do alt it? our back pocket, we knew we needed: cla - compréhensive approach (proven by the Canadians comments on Dec. 13) - demonstration we thought we Knew what it was then. as we began to work, became clear to as that we'd have to amon. that ged could be different. 2 Woumptions! DIn the field there are good things taking place sty we put then together W) Ja game plan & funding-Athatod D'Conpeting visions of Jed could intro-duce new things that don't exist. Ule planned to go into 3rd mtg. w? notion of domo. Inber raised : Who's gonna de it? How's it gonna happen?

5F: Were incomaged by Cleveland story - wallto-well coalition -> good report. I families -> \$4 mill for Jed.; Fed. changed prontries. New model of community. Stt: What was the great errit offered by Inlyan? SF: Obvious question, but no one has dealt whit. No one has responsibility is educe to make changes happen. In business (but not even in porcial policy planning) there are puch mechanisms. WA: What any these mechanisms youre talking ab7? gout. grants. (Title 4, etc.) All of mipl. is concentrated on 2 levels - Jegislation -> Comm, report > recd. -> approved -> junded BIG GAP - Implementation -> using the \$ Alt: Unless its a well-defined pre-determined outcome, impl. rarely happens. SF: Sizer has pet principles for essential peter but has no way to follow up

D

Annette: Dec. 13 ended w) "go ahead on K. P&C." How? Jo ahead on K. assumption: There are things that could work/ do but they haven't been tried tried Programs offen aren't successful when ligislated Need to mediate blu. "idea" & doing" Loto of resist Hanning Standalds & Goals are idea three each step Unresolved issues during imp. analogy w indus: Need to produce a prototype to tark force / team / lab - r design/build/ Fry out prototype til In educ, postotypes will have to be tailor-made to dif. settings -Northwhile to try to design a mech. to translate C's ideas to implementation : Would this much exist at every d.c.

CHART WA: Would Exec. be an educ? AH . Not necessarily, but would have to have a top Educ. I by his side SH: Whatp high-power? SF: Someone who can lead. St: That means charisma too (Revenued Functions) give times. to be very active, SF Bd. will also have to decide that Attn : de 10 0 good idea. They may sevaluate, decide not to go for a decide not to go for a De could be a variety of things (inst community center ette.) I the bd. will choose which YT: This approach assumes that you want de. WA: Theoretically this is one step towards mipl. Everything is possible. Core otall could say "you don't know what you're talking alt." the Yow don't say in your paper that the Core Staff could decide against 1 2 - -INIA. 00 1 0

Supervisors? Consultants? Conductors? All of that together. Att: Concept of "Force Management" - even of its a bad term, but its a Structure that comes with an , dea . Comm. Interface deals w/ the question of top down. Building H coalition required to make something happen. WA: Does local pite = existing agencies. AH: Could be existing and new. Don't Know. When is the last person in comm. that WA: Could be head of fed. Depends SF: Gree to Research & easy by comparison. Project Renewal model may be helpful-nep of the community is US pits on local committee MA: (*) Funding is crucial. Have to get various funding sources misolved (foundations, legt, etc.) SF: The "curret" to get them involved is to will put foundation heads or bd.

ME.F. Function. What's in If field has to Att: feed the planning to the planning can feed the field. Inform each All. at once. The complexity of reality requires that reality more declaronmaking are changes that aren't for-WA: Then ARCHIVES How are the Research/Planning/Tol An and M/E/F functions different At These functions portrayed as distinct because I any one is so by that it could draw all of the energies of the 2 WXRS is mward (Research/M.EF) 2nd is ontward (Com Interface/ Funding) Highwon). In this a U Cou Stark Structural Problem -> Potential Competing Some part of the is concerned of external issues and some concerned informal istues. n. 1. 00 SF' NI. -1 1 ~ $\widehat{}$

At: Researchers would also have to be out in field - policy oriented research. BH: Despite disclaimer in paper, In nevous abt term d.c. or doite. Its Vaccessible model (federation model) There's a danger in thinking all fed. geographically. Mony istiles of raised by Comm. The not offit nearly into 2.9. Developing 17 t.v. programs on sending every g. teen to Israel are not I local issues AH: Will geographic cut not be effective? You are implying a geo cart Weven when you say you arent. That's not so baid many good can be done in communities things but many of your Commissioners & They & Jus ! sprive talked to have different ideas alt changing few od. Why this prob wont occur: E.g. SF: JESNA, on other natil orgs could "legislate" changes nationwide that are form I effective locally. Istople and a state state S-Louis

10 BH: Rel Q is to anyone doing gred now SF: Each group will take on a job whatever it can do. But we won't find it unless we think they to down if night. ii will be a broker, not a service delivery American Jewish BH That was not clear in your presentation. If you're gonna get together the pest minds in ged, why phouldn't they to (X)+ work, mulent new programs de Inore than number crunching. ii doesn't want to ment anything new. SF : It wants to tell you, Barry to get your act together and plan Xory. The "it"? Our Droad: We don't know what the "it" is. (Prototype) Adv: g.ed is so weak that its wide open Is anything can happen. 2.9. of "it" - Coleman's story of general Motors - "quality of work" model for new plants. Specific principles applied dollarently in 4 mile starts

(11)SF: We won't let funders give to just onything. The Oii will develop a prototype (it") - boundaries, minimum requiliments. If an org. doesn't some like our plototype, let them offer another one, of a variation. Fuller brush model: If the castomer has better brushes than the salesman, well steal his brushes and give them to the other salesmen But the community's model has to fit into some master plan, has to meet the requirements of the Com. We don't know what our shirts are FH: what we want to sell. I There il be Floating successes - wantery. But how to define success? SF: Each denomination will define its own puccess. Onthedox will decide for Orth, Cons. for Cons. etc. Will the is change those definitions of success? SF. No. itiz not in burning.

12 SF: I don't believe that's gound happen. DR: Balance btw. Natl resources and focal initiatives? Notion of Community - who do you talk to? SF: New concept presented by Inbar: Do you build on what you have/know a do you start grom scratch and de both. Its more expensive, but there's no nisk of losing. ii will be an intellectual broker btw. morey, ideas, power. WA! But the is can't be as neutral - Out-

BH: Voire leaning as far to make sure that the not top down. You don't want it to be a foundation. But whereas the mtg. pt. btw. Personnel of the Programmatics. - JINNER -St! One useful model: Social Science Research Conneil. SF: But that conveil doesn't get its hands durty up checking whether the ideas work. pril: Everyone has their own favoute area (2.9. Bronf-Israel) Theight Id focus on a'tes, geographic level in lader to bring together all the different interests - prevent all the areas (elchild, informal, etc.) from being pliced up. SH: Com. Interface peens crucial but stel ambiguous} What the Core Staff gonna talk abt on

(14) AT: Could a drite be a place to train JCC workers and make then Jeducators? BH: Notion of doite suggests that you know what you want to demonstrate. Where will people do the thinking behind, before the d. ste can happen? We doit want to clock the great getting too caught up in procheality. SF: answer to SH on Comm. Intel. : Weve learned from Cleveland. The Community would have to build its own coalition Answer to BH: Yots of people doing lots of thinking - Mints analogy of Cancer Research - efforts on all devels, informing each other. it would be great if it could mentale whoever could do it. (a prece on the structure of amer. yew. Community) answer to DR: No body builds prototypes in education. We don't want an RAD center not a university not a

SF: MLM has put all of thinking time Maybe a second it to work just withe founds to get them to put their money Answer to BH: Place for thinking The SPAS made is change "Deademid Board" to Ric Rig Adversey team, con they don't want it to be the Sanhedrin - too powerful I don't want to lose the function of preparine pre-operational programs - 4 different models to chose from. Top down a not perforative. The comcenergy, know how to be programs. So rests give then the programs. But, if those programs became the only molds, I'll be prock. Do we feel that there is missing in ged. a link between ideas & implem extation? Is there a need for it That's the question were raising at gune 14thl mtg.

15

WA: Do you think poill pole all the ills of g. ed by creating an informediate step? SF: Not all, but some. WA. The thetoric floats from level to level. You talk alt. DR: Its a fromework for nate change which sF: a parework for nate change which recognizes that change must begin on a local level. What the agench of the first mtg. of the core stage? SH: SF: Full true weeker people, whey staff miles. discussing ideas, shooting them down. (Example of a mitg.) Staff builds the I conception - what thelf believe will work. Pout the ptaff won't de the idea. Build the prototype = what do we want to sell? get a funder, find someone to sell it to, find people to act on the idea is beel it to a community. ("The boring people - the the policy planned - go to Uwork).

DR'i Why don't you make a general announcement to all the percols and see who comet up with the best idea. It Do SF: great. Well have Crown announce It-> competition of all schools. The local mechanisms would have to implement anthican deasist BH: I pretured it differently Pre-Chosen artes based on availability accessibility of an implementing group. Decision of place made by: Politics / Money / Staff?? Potential Service Givers. Gjuers. Approver is staff sits why. staff to decide what ID to do abt training. SF: But its nove complex than that -have to get more agencies involved The team has to service a whole d dite; the is team has to be broad but the local team where will have to carry it out. £ 10

(16)

DR: Its impossible to generate all the problems in advance, to antreipate all the issues and to come up u) all the answers. got to let the bumble bee start flying - deal with issues as they come up. Hope there's enough personnel to do ct. WA: Need an wientory of what's going on where there are not and the sound of the sound Htt: Definitely. Need to data basing! Attn: Ultimately the is may recruit and train staff people to run future programs. St! We may have to re-tool people Draw non expertise from all areas of experience. You may need input on this model from basiness people. playing everyone of against #SF: Were cael

How Hurt

lot Edited

SUMMARY OF MEETING -- 3078 API

COMMISSION ON JEWISH EDUCATION

VENUE: Nativ

<u>PRESENT</u>: W. Ackerman, S. Fox, S. Heillman, A. Hochstein, A. Hofmann & B. Holtz, A. Infeld, D. Resnick, M. Revivi, J. Kestenbaum.

REGRETS' B. Chazan, D. Sher

Introduction (Review!

Professor Fox reported that the Commission had reached an exciting stage of their work as it moved from the abstract to the practical. A short review showed that ten following assumptions have been made:

 A Commission is how one develops consensus in a group that can make a difference;

D) The commissioners have all expressed great excitement and enthusiasm for these work this far and a type of pluralism is being expressed;

c) The commissioners have moved from agreeing on the broadness goals of their joint work to tring hown two enabling options of personnel and community.

At this stage the Commission staff begun to study possible anglestors with en of implementation, and Remonstration centers were suggested. This including R inbar, revealed that serious questions need to be acked about the process of instrumentality and this sparked two things:

 It gave rise to the March 25th document entitled "An Instrumentality for Implementation."

2. A decision was taken not to present the document to the commissioners on June 14th. The educators commissioners have reviewed have through the draft. and All necessary input, including from that of this consultation, is welcomed towards readying the document for the commissioners.

At this stage Annette summarized the draft document and described the functions of the instrumentality for implementation (ii). In A discussion the light of this, the forum took up both Annette's presentation and the draft, and the ensured discussion concentrated on five major themes.

1. Clarification on the nature of instrumentality and functions of the ii.

2. The li's medium of communication and its language of discussion.

- 3. The ii's neutrality.
- 4. The nationwide impact of ii.
- 5. Unforseen effects of implementation.

i. <u>Clarification of the nature of instrumentality and functions</u> of ii:

Many of the present pressed Fox and Hochstein for greater While it is obviously clarification on the nature and task of instrumentality. Elearly While it is it seems more than mere "monitoring," momever, from the document at least, the entire conception was not clear to some members of the forum.

This line of inquiry then focused on specific functions. W what is the precise role of the Board. Does it have the mandate to reevaluate and possibily decide against demonstration centers? In example. Furthermore, a thesis was posited that some functions "face in" whilst others "face out," possibly producing a degree of confusion. It was suggested that all functions in the core staff will have to work very very closely in order to avoid "differences of language."

it seemed clear from the clorifying discussion that the research and planning function will determine many of the questions to be asked, whilst at the same time better highly policy-oriented.

The debate was punctuated by questions on the nature of the <u>specific project</u> that the ii will endorse and there seems to be differences of opinion on this. Clearly the ii has not yet assumed its final form and there are different models being considered. A good deal of time was spent on the nature of the work of the core staff and Hochstein's response follows in greater detail.

The central principles are those of "force management" — a type of control which constantly monitors "what works" and adopts accordingly. This is augmented by a "feedback loop" which is a mechanism allowing for a very close form of monitoring. These principles are being developed in light of the current challenges in implementation, namely the gap between XXX and action. There is a missing mechanism which will be able to XXXX on what is really "getting done." Therefore, the challenge in terms of making the Commission options real comes in the shape of:

1. Initiating a mechanism to mandate the stages from report to action.

2. Coping with the resistances in the field.

3. Coping with the strategic thinking.

4. Allowing for both planning and monitoring.

G, M MELIGHIISM LO MELNICALN SCANDARDS,

The analogy of the building of a prototype within industry might be helpful to depict the process of moving from recommendation to action; the mechanism is referred to as the "instrumentality for implementation" and Hochstein then laid out the functions of the core staff as presented in the March 25th draft.

The ii's medium of communication -- a language of discourse:

The thrust of this part of the consultation centered around the language and practice of intervention. In the most practical sense, Fox and Mochstein were urged to consider very carefully who the "community interface" function should approach first within any given community. It is very complex and dynamic and varies hugely from steting to setting. Furthermore, because of the dangers of top/down. In other words, can the ii engage the community in a kind of educative process where the ideas are worked on together fairly early on.

Fox and Hochstein throughout the debate confirmed the sensitivity of the issue. Fox alluded to the lack of consensus within the Commission on the "first orders." In other words, there are some who say you need to engage the federations immediately; others who maintain that the community needs to "get their act together" <u>first</u>; others still suggested beginning with those cities who already have commissions of education. In short, there are a number of conceptions and the problem must be carefully researched as to the nature and interaction of the various stakeholders.

In terms of a language of discourse, it was suggested that it isn't always clear what language of intervention the ii is using and now are XXX people to the language. In other words, the ii must articulate itself clearly, else it will be misunderstood perceived of as a federation for example.

Perhaps this language can be hammered out together with a community and other models of intermediary organizations were suggested such as Project Renewal. Clearly, these issues are complex and many of them will only become clearer in the process.

3. The neutrality of the it: SP

During Hochstein's presentation of the instrumentality, she emphasized that a crucial principle of the mechanism would be its neutrality. Several people were concerned that the ii will not be able to maintain this neutrality, and if nothing else, will be <u>perceived</u> of as prejudiced. The dynamics of instrumentalities like the ii is that they lend themselves to prejudice and that must be considered carefully.

An additional problem will be the denominational factors. How does the ii consider the different denominations? How does it

evaluate varying denominational success? How is that done so as not to jeopardize neutrality? All these were qustions the forum raised. neutral characteristic is not in question — this obviously extends to the ii not being allowed to spin projects off its own personnel. Second, the ii is not an arbitrator of success, but rather it demands that each denomination brings their own issue up front — the ii will not <u>change</u> their conceptions of what they envisage as success.

The crucial issue is the realization that we know enough about the development of institutions to understand that at a certain point the institution becomes a stake-holder; and safeguards must be built to defend meutrality. Fox mentioned the building of a XXX as an important safeguard as well as a strong and powerful XXX. Clearly, there will be no delivery of services and no talking over of functions which are not within the XXX.

4. The nationwide impact of the ii:

There was much discussion on the initial visionary far-reaching nature of the Commission. Some people in the forum were concerned that the commissioners initial brief was not a geographic cut, but rather a dramatic nationwide imipact. Once one views the job of the Commission in geographical, localized terms, one loses both the higher level thinking as well as the nationwide vision.

This prevoked much debate on the nature of the options and the most effective way to implement. Some members of the forum encouraged the Commission to concentrate initially 1333 territories, otherwise) the Lindividual C preferences OF commissioners will pull things in too many ways. Others pointed out that education can't take place nationally, only locally, yet one needs a XXX partnership. A localized site will, by definition, involve national diffusion. If effective, the ii would identify the current hest practice in Jewish education and create a stimulus for rich creative action. The formulation of a framework for national change was suggested, which recognizes implicitly that national change happens at local levels. The ii will allow there practices which are currently successful in Jewish education at a locallevel to "catch on" since its "game plan" would be a necessary mechanism of diffusion.

5. Unforseen effects of implementation:

Fox and Hochstein were urged to consider carefully various worst case scenarios. Innovations tend to be short-lived and the impetus often evaporates after a while; it could be that the "neatness" of the package might have made us "convinced by our own rhetoric." One must constantly work through the possible pitfalls of such a complex setting.

in short, there wasn't consensus amongst the forum as to the

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<u>precise</u> nature of the problem with the ii -- there was agreement that it is a delicate and complex operation, open to different interpretations and must be monitored throughout the planning stages.

In conclusion: Professor Fox and Annette thanked the forum for their contribution; much of their thoughts reflected their own dilemmas and strengthened the resolve not to present the ii at

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TO: Art Naparstek

FROM: Joe Reimer

RE: Commissioning Papers

April 28, 1989

I am sitting with the following documents before me: my memos of March 1 and March 29 and April 13 (addressed to Annette), your outline for final report (March 10) and Henry's memo (just received). As requested, I am trying to make order out of these disparate elements.

1. Our objective is to work towards a final report in a year which will highlight the two enabling eptience of "community" and "personnel" as the focus of the Commission's response to the challenge of effecting across-the-board change in Jewish education to help that field become a more effective instrument for sustained and creative Jewish continuity. We now assume the THE as_a mestanism for implementing Commission policy and resolve.

2. We've decided while it is premature to begin writing the Final Report, we need a rolling outline. Out of that outline we are prepared to commission papers to serve as background to the Final Report. We need to decide by June which papers to commission and from whom. We have an emerging consensus. Let me comment again on each of these proposed papers.

 <u>"Jewish continuity at risk."</u> We need not only a treatment of the sociological data on Jewish continuity, but also an analysis
 both empirical and conceptual - of the relationship between "receiving a quality Jewish education" and "commitment to Jewish continuity." Data are available and candidates here do exist.

b) <u>"The State of the Field."</u> We have two different conceptions of this paper. One is a more qualitative, descriptive presentation: an overview and glimpses at the field - its peaks and its problems and an analysis of why it is at its current stable state, what are the main opportunities and what are the toughest challenges to overcome (pointing to "personnel" and "community.") The other view is more quantitative: what do we know, what do we need to know to get a fuller picture, how can we get that information? We may need two treatments.

c) <u>Best practices</u>. Some educators on the Commission believe this is the most important paper. It's never been done. The field needs it for both guidance and morale-boosting. It's a major piece of work. Will it focus primarily on personnel and community (as opposed to "best day schools in general.")? Will there be nominations and selection process to assure fairness (if

2

"best" is taken literally)? Will there be a team of judges? This could be explosive and requires careful thought. What do we mean by "best" here?

d) <u>Personnel</u>. In Option paper #20 on personnel we find a list of desired outcomes. They are a clear statement of what is involved in personnel. Each outcome could be a paper or subpaper: to explore what would be involved in realizing these outcomes. I believe these papers are crucial because they can focus efforts in this key area.

. e) <u>Community</u>. Henry lists this separately from the review of nine comprehensive studies. One suggestion, however, is that a careful review of the nine might be a clear and workable way to further elaborate the option paper of community.

f) <u>Vision and IJE</u>. We've said all along - Seymour and Annette will work on each of these. The IJE concept is emerging.

g) <u>Institutional analysis</u>. This paper does not make it onto Henry's list and may be folded in with "state of the field." I still think it an important one (see my April 13) as a complement to papers on community and personnel. This paper answers the questions: which are the key institutions that have to be involved in order to bring about change in Jewish education and how do history and regional differences play their roles in making complex the picture of change. Analysts like Walter Ackerman, Susan Shevitz, Alvin Schiff and Jon Woocher would be very helpful here. FACSIMILE TRANSMISSION

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

To: Art Naparstek

From: S.Fox; A.Hochstein

Date: April 28, 1989

Pages: 2

Dear Art,

FAX SENIL P

We received your fax this morning and have not yet had the time to study it carefully.

Please hold any further dealing with the denominations including call to Sara Lee. We agreed on a policy for the denominations, that recognised the problem with Bogot and others. This policy included NO CONTACT until MLM met with Gottshalk, Lamm, and Schorsch - together with Jon Woocher.

In our opinion any further action, until MLM carries out these meetings will only exacerbate this problem.

Regards,

MEMO TO: Seymour Fox, Annette Hochstein, Joseph Reimer

FROM: Arthur J. Naparstek

DATE: April 27, 1989

I am faxing a draft of a general purpose brochure that we have put together. I would appreciate any comments as quickly as possible. Please note that the brochure would be for mass distribution and not focused with any particular group.

I am also faxing Paula Berman Cohen's strategy for printed media. Any thoughts you have on this would also be appreciated.

At my and David Ariel's advice, Paula identified publications which are published by the denominations. On April 17 she contacted UAHC and asked to speak with the publication or public relations office in search of the magazine <u>Reform Judaism</u>. Her call was directed to Rabbi Bogot.

As in all her calls to organizations which produce publications, she identified herself in relation to being a consultant with the Commission. Bogot answered her questions regarding publication in <u>Reform Judaism</u>.

Quite unsolicited, Rabbi Bogot used the opportunity to express his feelings toward the Commission. Paula shared these with me and I would like to pass them on to you. Bogot stated that he has negative and distressful feelings about the Commission. He feels that, according to Paula, Reform leadership are not represented. He went on to indicate that the chair and co-chair of the movement that are responsible for long-range planning and policy development are not part of this Commission. He also indicated that advisory educational boards should be involved. I will be calling Sara Lee to ask her about it on Friday. But, in any event, it's clear that we need to move to deal with the denominational issues related to the Reform movement.

Nativ Pollcy and Planning Consultants ۲ נתיב-יועצים למדיניות ותכנון Jerusalem, Israel ירושלים Tel.: 972-2-662 296; 699 951 Fax: 972-2-699 951 FACSIMILE TRANSMISSION IRGINIA LEVI DATE: 25 489 FROM: SEYMOUR FOX NO. PAGES: FAX NUMBER: 216 -DEAR JINNY, MAYBR 17 WOULD BIZ USIZ FUL ! SCHEDULE (IF PUSSIBLE) TH FOLLOWING WED. INBRONTMAN (ORDIER UNIMPORTAL, COULD (KRETUNN NY P.M.] 2) Switchteb STHURSDAY 1) IZUANS 2) ANNOW FRIDAY 1) ACHIFRAMAN (AIM. TOBE AT AIRPORT 12-12:30 2) CKOWA pin CLIEVIB LAND SUNDAY 1 MURS. munony MIZLTOL + WED PAFTERNOM (HUL AM AT HOME NIG-147 TURC



ACSIMILE TRANSMISSION



NATIV CONSULTANTS - JERUSALEM, ISRAEL

Fax:972-2-699-951

To: Art Naparstek & Virginia Levi

From: Seymour Fox, Annette Hochstein

Date: April 21, 1989

Pages: 1

We have received your documents of April 19.

Has the letter to the Commissioners been mailed? If it is has not we believe it is most important for us to speak. We would like to offer input on content as well as some minor corrections. Please call as soon as possible.

25 Aunt

PREMIER INDUSTRIAL CORPORATION	SPECIFY HOW TO SEND ME	SSAGE DATE REQUESTED
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MESSAGE:



PAGE.0

ASSIGNMENTS ACTIVE PROJECTS RAW MATERIAL		FUNCTION					
		Commission on Jewish Education in SUBJECT/OBJECTIVE					
U	FUNCTIONAL SCHEDULE	ORIGINATOR	SF Assignments				
NO.	DESCRIPTION	v	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DA	
1.	Prepare proposal for implement mechanism (IJE),	entation	TP	SF AH	2/9/89	5/22/8	
2.	Convene meeting of MLM with Lipset, heads of 4 seminari	Twersky, es, SF or AH.	SP	AJN SF	2/9/89	TBD	
s.	Redraft options papers on p community in light of imple proposals and outline of fi	mentation	SP	SF AH HLZ	2/9/89	5/22/8	
4.	Prepare outline for a visio (Part of IJE mission statem	n paper.	SP	SF	2/9/89	5/22/8	
5.	Contact assigned commission prior to June 14 meeting.	ers individually	Y .	Sr. Policy Advisor	3/30/89 s	5/5/8	
	SF Commissioners: Charles Bronfman Lester Crown Charles Ratner Alfred Gottschalk Robert Hiller David Hirschhorn Seymour Martin Lipset Isadore Twersky Sara Lee	-					
6.	Develop a draft talk sheet of items to discuss, not to potential risks.	to include list discuss, and		SF AH	3/29/89	4/14/	
7.	Develop an interview design	a.		AJN JR SF AH	4/4/89	4/20/	
8.	Prepare background papers	for 6/14 meeting.		SF	4/7/89	5/22	

	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION Commission on Jewish Education in SUBJECT/OBJECTIVE AH Assignments						
	RAW MATERIAL FUNCTIONAL SCHEDULE							
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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DATE 4/1		
ι,	Prepare proposal for impleme mechanism (IJE).	entation	TP	SF Ah	2/9/89	\$/22/89		
2.	Redraft options papers on personnel and community in light of implementation proposals and outline of final report.			SF AH HLZ	2/9/89	\$/22/89		
3.	Contact assigned commission prior to June 14 meeting.	ers individually		Sr. Policy Advisor	3/30/89 s	5/5/89		
C	AH Commissioners: Ludwig Jesselson Morton Mandel Florence Melton Esther Leah Ritz Norman Lamm Ismar Schorsch	3 375 113						
4.	Develop a draft talk sheet of items to discuss, not to potential risks.	to include list discuss, and		SF AH	3/29/89	4/14/89		
5.	- Develop an interview design	. .		AJN JR SF AH	4/4/89	4/20/8		
6.	Prepare background papers f	for 6/14 meeting.		SF	4/7/89	5/22/		

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נתיב-יועצים למדיניות ותכנון ירושלים

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

FACSIMILE TRANSMISSION

TO: ART NAPARSTEK

DATE: APRIL 18, 1989 NO. PAGES: 4

FROM: SEYMOUR FOX

FAX NUMBER: 001-216-391-8327

Attached is our draft of the letter to the commissioners.

I look forward to speaking with you tonight. I understand that you will be calling at 5:00 p.m. your time. I will be at home (tel. 662452).



ZOCOM

Dear Commissioner,

Since our last meeting of the Commission on Jewish Education in North America on December 13, our staff has been hard at work. Through conversations and correspondence with you the Commissioners, and in consultations with experts in the field and with the senior policy advisors, the staff has been developing the ideas and suggestions that emerged from that meeting. I would like to share with you my understanding of how our work is evolving.

At our last meeting we considered the list of 27 options which reflected the interests and concerns of the Commissioners -- any one of which could have served as the basis for the Commission's agenda. We recognized that the options could be usefully divided into two large categories: enabling options and programmatic options. We decided to focus our initial efforts on two of the enabling options: 1) the shortage of qualified personnel for Jewish education, and 2) the community -its structure, leadership and funding as keys to acrossthe-board improvements in Jewish education. At the same time, commissioners urged that we not overlook the various important programmatic areas such as early childhood, day schools, supplementary schools, college age, informal education, the Israel Experience, etc.

As the staff began its work, it became clear that the personnel and community options would have to be dealt with in as comprehensive a manner as possible. In the area of personnel, a comprehensive strategy would involve recruitment, training, retention and profession-For the community, it would involve building. recruiting outstanding leadership, changing the climate and generating significant additional funding. While the importance of these two areas to the improvement of Jewish education has long been recognized, previous attempts to address them have not been comprehensive enough to be effective. There have been efforts, for example, to improve teacher's salaries and recruitment programs, but we did not find a single approach that dealt simultaneously with all of the elements. Furthermore, the inter-relation of these two areas became increasingly obvious: qualified and dedicated personnel would probably affect the attitude of community leaders, but such personnel is only likely to be attracted to the field if the climate of the community is improved.

We realized that undertaking the enabling options will require us to enter the programmatic areas, as personnel will have to be recruited and trained for particular assignments such as early childhood education, supplementary schools and community centers, and community climate can only be changed through concrete programs.

The staff discovered that although the Commission's goal is to affect change across-the-board it would be overwhelming to attempt change on a national level due to the vastness and complexity of the Jewish educational universe. Education takes place on a local level and it would be difficult to begin anywhere but there. Experts reminded us that there are many advantages to building programs from the bottom up, where the local community plays a major role in initiating an idea and is a full partner in its implementation. In addition to establishing ownership, local initiatives have the following advantages:

1. An undertaking of a limited scope is more manageable and can be done more comprehensively than a national project. The community can provide the energy and human resources needed for it.

2. The tangible and visible results of a local undertaking would hopefully generate interest among other communities to emulate the approach, and would likely lead to a national debate on the important issues of Jewish education.

3. A local project, handled in a hands-on manner, would permit constant fine-tuning and improvement.

4. By implementing several ideas and programs in one site, they can have a far more significant impact than when they are isolated. We have seen repeatedly that there are many good ideas being implemented across the country, but their effect has not achieved maximum potential. If they were brought together, their impact would be compounded. It would also be felt more quickly.

5. In each local situation, ideas that are guided by a vision of excellence in Jewish education can be experimented with.

At the same time, however, we have come to respect the contribution that can be made through the broad and sustained efforts of experts working from the top down. Throughout our process, the staff has emphasized that working on the local scene will require the leadership and assistance of the national organizations and training institutions. Any attempt to demonstrate impact on a local level will not reach its full potential unless supported by the expertise found in the national organizations and institutions. What we are searching for is a way to combine two approaches which are often treated separately, sometimes even as mutually exclusive. Our challenge is to work simultaneously on the local level from the bottom up and to find a way for the national organizations to make their contribution to to local experiments through an approach sometimes referred to as from the top down.

As we consider these multiple and complex issues, many questions emerge. How do we begin to plan the local initiatives that will eventually lead to widespread change? Who will be the broker between the national resources and the individuals in the communities where projects are undertaken? How can we bring the best practice of Jewish education in the world to bear on a specific program? Who will be responsible for the effective implementation of local projects? How will we ensure that standards and goals are maintained? Who will see to it that successful endeavors are brought to the attention of other communities and that the ideas are appropriately diffused? What kind of mechanism is needed to orchestrate this complicated enterprise?

These are exciting but difficult challenges. We need the greatest wisdom available in order to begin to answer these many questions. Your input and reaction to these ideas is crucial to us as we plan the next steps of the Commission's work. At the suggestion of a number of Commissioners, we propose to follow the individual interview format which we have used in the past. I have asked the staff to contact each of you and to try to arrange as many personal appointments as possible before the next meeting of the Commission.

I look forward to seeing you at our next meeting on June 14, from 10 a.m. to 4 p.m. at

Sincerely,

Morton L. Mandel

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	ACTIVE PROJECTS	FUNCTION Senior Policy Advisors for Commission on Jewish Education in North America						
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE Assignments						
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¥0,	DESCRIPTION		PRIORITY	ASSIGN() IO (INITIALS)	DATE ASSIGNED STARTED	OUE DATE	COMPLETED OR REMOVED DATE	
1.	Decide on the nature of conta commissioners before the 6/14	ct with meeting.	TP	MLM AJN	2/9/89	4/21/89		
2.	Draft position description fo of implementation mechanism.	or head	TP	AJN	2/9/89	TBD		
3.	Prepare proposal for implement mechanism (IJE).	itation R	CANTPEV	SF AH	2/9/89	5/22/89		
4.	Convene meeting of MLM with T Lipset, heads of 4 seminaries	Wersky, s, SF or AH.	SP	AJN SF	2/9/89	TBD		
5.	Redraft options papers on per community in light of implement proposals and outline of final	SP	SF AH HLZ	2/9/89	5/22/89			
5.	Prepare outline for a vision (Part of IJE mission statement	paper. nt)	SP	SF	2/9/89	5/22/89		
7.	The Commission's partners (Ju should convene groups of peop contribute to the work of the	RP	AR JW	2/2/89	TBD			
8.	Commission a paper on the sign of Jewish continuity in the of Jewish education.	gnificance context	RP	TBD	2/9/89	TBD		
э.	Draft a best practices paper			TBD	2/9/89	TBD		
Э.	Review IJE concept paper and comments to AJN. Consider c models and submit in writing	ompeting		Sr. Policy Adviso		4/28/89		
۱.	Prepare list of critical gro players within denominations send to AJN.	ups and and		WL	3/30/89	4/28/89		
2.	Meet with Lamm, Schorsch, an to develop a mechanism to in denominations.	d Gottschal wolve the	k	MLM JW AR	3/30/89	6/1/89		
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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	OUE DATE	COMPLETED OR REMOVED DATE	
.3.	Draft a thought piece on alto scenarios for final report to reviewed by internal staff and to senior policy advisors.	o be		JR	3/30/89	TBD		
4	Review 3/21 memo on "Commiss and provide JR with feedback		JEV	Sr. Policy Adviso		4/28/89		
5.	Arrange for Premier's PR rep work with Paula Berman Cohen lishing contacts with the <u>Ne</u> and the <u>Wall Street Journal</u> .	in estab-		MLM	3/30/89	6/1/89		
6.	Consider calling Herschel Bl Berger to interest <u>Moment</u> in	umberg and Paul the Commission.	52	MLM	3/30/89	6/1/89		
.7.	Redraft letter to commission update on activities since D meeting.			AJN	3/30/89	4/20/89	1.	
.8.	Prepare master book on all c contacts to bring to each me		- 3	VFL	3/30/89	4/30/89		
.9.	Contact commissioners indivi prior to June 14 meeting.	dually		Sr. Policy Advise		5/5/89		
.0.	contact to the Public Relati			MM	2/20/07	4/3/09		
1.	Reserve space for tentative meetings in October 1989 and with group of critical parti	l check dates	æ	VFL	3/30/89	4/14/89		
2.	Develop a draft talk sheet to of items to discuss, not to potential risks.			SF AH	3/29/89	4/14/89		