



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**

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

Series E: Mandel Foundation Israel, 1984 – 1999.

---

Box  
D-1

Folder  
1958

CJENA correspondence, meetings, and planning documents,  
1988-1989.

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

---

agenda.239/1g-w

Meeting of September 23, 1988

Alan, Zeev, Seymour, Annette

Agenda

1. Jewish Education Committee - October Meetings  
Preparation for Jerusalem Fellows  
and Senior Educators
2. Systematic Contacts with Lay Constituencies  
Long-term Plan
3. Next Year's Recruitment
4. Consultation next week (MINA)

aybm

## NATIV POLICY AND PLANNING CONSULTANTS

P.O.B. 4497, Jerusalem 91044

Telephone: 972-2-662296

Facsimile No. 972-2-699951

## FACSIMILE TRANSMISSION

TO: Premier Indus. Corp. — Facsimile Technician

FAX NO.: 001-216-391-8327

FROM: Annette Hochstein

DATE: September 22, 1988

Number of pages: 1

We have still not received the fax you have been trying to send. We are sending this "test fax" to check our machine, your machine, and the "fax line" from Jerusalem to Cleveland.

Please continue to try to transmit.

MORTON L. MANDEL1500 EUCLID AVENUE • CLEVELAND, OHIO 44103

September 1, 1988

Dear Bernie:

I did receive a copy of the book To Build A Profession:  
Careers in Jewish Education, and will advise if we feel  
we should send additional copies to members of the  
Commission.

I know that there will be many ways for you and I to work  
together in our efforts to improve the quality of Jewish  
Communal Service, and I look forward to that very much.  
In the meantime, please know how much I appreciate the  
cooperation you have extended to us already.

Best wishes for a wonderful and fulfilling holiday season,  
and my warmest personal regards.

Sincerely,

MORTON L. MANDEL

Mr. Bernard Reisman  
Director,  
Hornstein Program in  
Jewish Communal Service  
Brandeis University  
Waltham, Massachusetts 02254-9110

137C<sup>u</sup>



# Brandeis University

(D)

Philip W. Lown  
School of  
Near Eastern and  
Judaic Studies

Benjamin S. Hornstein  
Program in Jewish  
Communal Service  
617-736-2990

Waltham Massachusetts  
02254-9110

Aug. 10, 1988

Mr. Mort Mandel  
Premier Industrial Corporation  
1500 Euclid Ave.  
Cleveland OH 44114

Dear Mort,

I appreciated your phone call. I am pleased that the Hornstein Program in Jewish Communal Service can be of help in the important developing work of the Mandel Commission on Jewish Education. I am sure Joseph Reimer will be a valuable resource in the project's unfolding.

If we can be of further help please call on me. As I mentioned I would be pleased to send you additional copies of the book To Build A Profession: Careers in Jewish Education (copy included), if you felt this could be of help in providing members of your Commission with background information about Jewish education in America and the prospects of enhancing the profession.

Best regards and good luck on this very vital piece of work that you have launched.

Sincerely,

Bernard Reisman  
Director,  
Hornstein Program in  
Jewish Communal Service

ng  
enc

1382

# THE ALEXANDER & MUSS HIGH SCHOOL IN ISRAEL

EXECUTIVE OFFICE  
Miami, Florida 33137  
Telephone (305) 576-3286  
1-800 327 5980

Dr. M. A. Kipper, Rabbi  
International Director

Felice Trakhtman  
International  
Director of Admissions

Barbara Udell  
National  
Director of Admissions

Carole F. Fink  
Operations Director

MAIN CAMPUS  
Box 322

Had Ha'Sharon, Israel  
Telephone: 052-33435

Ye Shem  
Administrative Director

Rabbi Fred S. Cohen  
Principal

Baruch Kraus  
Principal

## DIRECTORS OF ADMISSIONS:

Atlanta, Georgia  
Edna Grynberg

Boca Raton, Florida  
Marion Merzer

No. Broward County, FL  
Marion Merzer

So. Broward County, FL  
Louise Diamond

Cincinnati, Ohio  
Marlyn Tuber

No. Dade County, FL  
Barbara Silverman

So. Dade County, FL  
Pam Lohrman

FL Myers, FL  
Sheila Labada  
Liz Shavosh

Milwaukee, WI  
Eileen Moses

Minneapolis, MN  
Ila Darsinger

New Jersey  
Joan S. Trocenberg

Northern Virginia  
Bunny Chapman

Greater Orlando, FL  
Naomi Etzlin

Rhode Island  
Ruth Page

Rochester, NY  
Barbara Appelbaum

St. Louis, Missouri  
Janet Goldman

St. Paul, Minnesota  
Rochelle Weiss

Tampa, Florida  
Nina Sinsley

Greater Washington, D.C.  
Mary Ann Wink

August 26, 1988

Morton L. Mandel  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mort,

It is exciting to learn of your new project to enhance the quality of Jewish education.

Annette Hochstein tells me that you have more than enough qualified people on your commission. Nevertheless, I would be honored to give my input, based on my seventeen years of experience. As you know, I have invested my life in the narrow dimension of "converting" the uninvolved and often alienated Jewish teen-ager. The only other Jewish educators who have experience in this area are those who have worked at the Brandeis - Bardin Institute in California.

Heretofore, the vast funding has neglected the majority of our teens who are Jewishly deprived. I sincerely hope that your new organization will consider this major group of Jews. For as you must know, the years of adolescence is the time of shaping and congealing one's identity. Yet few educators, and leaders seem concerned to address their energies to the very cream of our youth.

I hope that your new organization will rectify this injustice. Wishing you the best of success, I remain,

Sincerely,

*M. Kipper*

Dr. M. A. Kipper, Rabbi  
International Director

Morton L. Mandel/ August 26, 1988/ pg 1



**MORTON L. MANDEL**

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

September 2, 1988

Dear Rabbi Kipper:

Thanks very much for your very warm note of August 26th, and I will save it for future reference. There is no doubt that there will be ways in which you can be of assistance to the new Commission, and please be sure we will call on you whenever it is appropriate.

I continue to be a true, and I believe, well informed "fan" of the High School in Israel program, and I want to wish you every success. Your program is of the highest quality and deserves that.

Thanks again for writing, and I want to take this opportunity to wish you a wonderful and fulfilling holiday season and a good new year.

Sincerely,

MORTON L. MANDEL

Dr. M.A. Kipper, Rabbi  
International Director  
The Alexander Muss  
High School in Israel  
3950 Biscayne Boulevard  
Miami, Florida 33137

139C

FAX SENT  
DATE: 10/19/88

## F A C S I M I L E   T R A N S M I S S I O N

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

To: Ginny Levi

From: Annette Hochstein

Date:September 16, 1988

Pages: 1

Dear Ginny,

I hope that you received our materials yesterday.

Unfortunately my fax machine was out of order this morning. If you did send materials yesterday or today it was not received and needs to be re-faxed.

If Jo Reimer's paper is done, we would appreciate receiving it too.

Seymour asked to convey the following message to Art:

I spoke to your son and hope to see him at my home on Succot.  
He wants to know how what's going on with the Browns!

While on that topic: how are the Elite's doing?  
It is soon travel-time again, so au revoir very soon.

Best Regards,

Annette

12/10





PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

9/16/88

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

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

## TO:

NAME SEYMOUR FOX

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

## FROM:

NAME ARTHUR NAPARSTEN

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

TELEX NO.: 8873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

## MESSAGE:

Your materials arrived yesterday. Thank you.  
Attached is Joe Reimer's paper.

Art was pleased to learn that you'd spoken with  
Aaron. I'll let him tell you the bad news about the Browns  
on Sun.

Very best wishes to you & Annette for a happy, healthy  
year.  
Ginny

FAX SENT  
DATE: 15/9/88

F A C S I M I L E   T R A N S M I S S I O N

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

To: Virginia Levi  
From: Seymour Fox and Annette Hochstein  
Date: September 15, 1988


Pages:

-----

Dear Ginny,

I enclose a diagram for the numbered pages of the "map".  
It should allow you to do a simple pasting job to reconstitute  
the map. If there is any problem please don't hesitate to call  
me or to fax.

Sincerely,

  
Debbie Meline

M E M O R A N D U M

TO: THE PLANNING GROUP (MLM, AJN, HLZ, VFL, JR)

FROM: SEYMOUR FOX  
ANNETTE HOCHSTEIN

DATE: SEPTEMBER 15, 1988

WE ENCLOSE A FIRST DRAFT OF THE OPTIONS PAPER, AS WELL AS A SECTION OF THE MAP - PERSONNEL. THIS IS ONE OF THE FIVE ELEMENTS OF THE MAP (PERSONNEL, CLIENTS, SETTINGS, CURRICULUM AND METHODS, THE COMMUNITY). WE ALSO ENCLOSE A PAPER ON NORMS AND PROCEDURES FOR COMMISSION DOCUMENTS.

BEST REGARDS,

A handwritten signature in cursive script, appearing to read "Sg Anette", is written over a faint, large circular seal of the American Jewish Archives. The seal features a menorah in the center and the words "AMERICAN JEWISH ARCHIVES" around the perimeter.

PS. WE LOOK FORWARD TO RECEIVING COPIES OF THE CORRESPONDENCE WITH COMMISSION MEMBERS AS WELL AS THE TENTATIVE SCHEDULE FOR OUR MEETINGS IN OCTOBER.

95 BM

Sept. 15, 1988

M E M O R A N D U M

Options Paper-Draft 1

At the second meeting of the Commission we will have to narrow the focus of the deliberation from a general discussion on the problems and challenges facing Jewish education to a few areas and then, possibly, to the actual selection of one or more areas on which the Commission will concentrate its work.

This paper lists a series of options which, at this time, appear to be among the best choices. The process by which the options were generated was described elsewhere. It has involved:

- \* the creation of a comprehensive map of the elements of Jewish education (see enclosed selection: the category of personnel).
- \* a listing of the hundreds of possibilities for intervention - from the comprehensive (e.g. deal with the shortage of qualified personnel for Jewish education) to the specific (e.g. deal with the shortage of bible teachers in supplementary junior high schools). Various sources - including the Commissioners and experts - were used in the compilation of the map and the possibilities. Then,
- \* preliminary criteria were developed and applied to the list in order to narrow it to a manageable and useful set of options.

The methodology for this process - including the sources for knowledge and information, the criteria applied for selection, - is spelled out in the memorandum of September 6. In this paper we have limited ourselves to spelling out some of the options. When reading the list, three matters should be kept in mind:

- a. This is a first list and should be seen as a basis for change.
- b. The list was prepared through a rational process that has - in our opinion - eliminated much of the arbitrary. That is: there is a rationale for each choice. That rationale is partly disclosed here and will be fully disclosed in future versions.
- c. The list includes more options than any commission could ever deal with. Therefore the commission will have to choose.

## THE OPTIONS

### A. Listing the options:

1. To deal with the shortage of qualified personnel for Jewish education.
2. To deal with the community - its leadership and its structures - as major actors towards change in any area.
3. To focus efforts on early childhood.
4. " " " " the elementary school age.
5. " " " " the high-school school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " retired.
11. To deal with the affiliated.
12. " " with the less affiliated.
13. To reduce or eliminate tuition.
14. To develop early childhood programs.
15. To focus on programs for the family and adults.
16. To develop programs for the college population.
17. To enhance the use of technology (the media, computers, ETC.) for Jewish education.
18. To focus efforts on developing informal education.
19. To develop integrated programs of formal and informal education.
20. To develop Israel Experience programs.
21. To improve the supplementary school.

22. To develop and improve the day school.
23. To develop curriculum and methods in specific areas (e.g. values, Hebrew).
24. To improve the physical plant (buildings, labs, gyms).
25. To generate significant additional funding for Jewish education.
26. To create a knowledge base for Jewish education ( research of various kinds)
27. 28. 29... Any combination of any of the preceding options.

#### B. Organizing the options

The above options can be divided into three categories:

1. Universal options (options 1 & 2)
2. Options by age groups (Options 3 to 10)
3. Options by topics (Options 11 to 27)

#### 1. Universal options

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

We call these two options "universal" options because they appear to be necessary for the successful implementation of change in any area chosen. They are inherent to the treatment of all other options and are necessary conditions for change. Without bringing about change in the community - as regards Jewish Education - we will not be able to secure commitments, decisions, funds etc. necessary for introducing change in any area. Without tackling the problem of personnel we will not be able to improve quality in any area or to undertake new assignments such as the media, training, the high school etc.).

The elaboration of what exactly is involved in these options (the community and personnel) will essentially be left to the mechanism of the commission (task force etc.) that will be mandated to explore the option.

In the process of choosing it may become clear to the Commission

that these two items could be combined with any other option to create new and perhaps more relevant choices. E.g. the commission could decide to limit its intervention in personnel to early childhood and to the supplementary school. Or it could decide that the community effort should be focused on achieving free tuition and on public relations to promote Jewish Education.

## 2.Options by age groups

3. To focus efforts on early childhood.
4. " " " " the elementary school age.
5. " " " " the high-school school age.
6. " " " " the college age.
7. " " " " young adults.
8. " " " " the family.
9. " " " " adults.
10. " " " " retired.

By focusing on age groups rather than on settings or on specific issues, this category offers a comprehensive, "client based", approach. The needs of any age group would be defined in all areas of Jewish Education (formal, informal, etc..) for all need-groups of that age (day-school population, supplementary school population, the less-affiliated, the learning disabled, the gifted, etc...). The Commission could decide to improve the situation throughout the age-group, or for selected segments only. One point is obvious : the Commission will have to select amongst these options (or across them), because of the magnitude of the task at hand.

## Selecting between age groups

At present the choice to be made between age groups - the ranking by importance, likely impact, feasibility - has to be arbitrary at least to some extent. There is no valid argument that can be marshalled by experts or commissioners in favour of the 3-5 year-olds against the 6-11 or the 12-14. All people, and all age groups are important. Yet the Commissioners will have to choose. However, because it will be ultimately necessary to choose amongst options that may have equal or nearly equal merit (importance, need), choices could be viewed as temporary e.g. "let us start with high-school age and reconsider next year if we can take on more". The deliberation among Commissioners will determine the final choice.

The following are illustrations of possible ways to choose.

\* Eliminate by value judgement:

The educational needs of the retired can probably be seen as less important than the other groups. (Eliminate option 10)

\* Eliminate by feasibility :

State-of-the art knowledge regarding the family and possibly even adults is so undeveloped that the most the Commission should do now is to undertake a think-piece; a research project, a small experiment. Until we know how to deal with family the impact of a decision to act is likely to be limited. (Eliminate options 8 and 9)

\* Delay the decision:

As regards the college age, Commissioners have presented two opposing views - best represented by Schorsch and Lipset. The option might be neither shelved nor selected for the time being. We might adopt Schorsch's view that the impact of Judaic studies programs should first be assessed and the matter should be brought up for discussion, when more knowledge is available. This might be a good case for further study by Commissioners - experts with or without lay-leaders - tackling the issue of Jewish Education for college age, flushing out the issue of the Campus. This might involve a sub-committee for the subject. (Puts option 6 in abeyance).

\* Giving priority.

The above process, if carried out, would leave options 3, 4, 5 and 7 as possible choices. Amongst these an argument might be made - for example - in favour of early childhood since this appears to be an area where there are strong views that impact could be derived quickly, providing there is a sufficient investment in personnel (training and salaries). This option would also require careful consultation with the actual and potential sponsors of early childhood education: community centers, synagogues, day school, etc.

As we progress we will of course systematically apply agreed-upon criteria to all options.

It should be noted here that for each area of high priority the staff will prepare a background document for the commissioners - to allow for more informed decision. Thus if personnel, community and early childhood are likely options that might be selected, three separate working papers will be prepared to present the issue with data and implications. They would rely heavily on the map and the criteria.



### 3.Options by topics

11. To deal with the affiliated
- 12 . " " with the less affiliated
13. To reduce or eliminate tuition
14. To develop early childhood programs
15. To focus on programs for the family and adults
16. To develop programs for the college population
17. To enhance the use of technology (media, computers, etc.) for Jewish Education
18. To focus efforts on developing Informal education
19. To develop integrated programs of formal and informal education.
20. To develop Israel experience programs
21. To improve the supplementary school
22. To develop and improve the day school
23. To develop curriculum and methods in specific areas (e.g. values, Hebrew).
24. To improve the physical plant (buildings, labs, gyms).
25. To generate significant additional funding for Jewish education.
26. To create a knowledge base for Jewish education (research of various kinds)

This category has<sup>as</sup> its focus topics and issues, some specific and some rather comprehensive. It offers a different cut into the problems of Jewish education and overlaps to some degree for almost each option - with the first two categories -i.e. age and personnel + community. For example dealing with the supplementary school involves a significant segment of the elementary and high-school age-groups as well as the need to deal with the shortage of personnel for the supplementary school.

### Selecting between topics

The complexity of some aspects of choosing was described above. We would like to illustrate further the kinds of arguments that

need to be raised when selecting between options. (Of course in subsequent versions of this paper two elements will be added: i) a spelled out list of criteria and <sup>expert</sup> opinion - including staff, and consultants. Following those steps the list will be further refined for decision by the Commissioners.)

#### Deciding on the supplementary school

If there is a tendency to consider adopting this option it might be based on the following arguments. Selecting the supplementary school would involve a basic decision on whether this troubled institution can be rehabilitated. Since no serious experimentation was done in this area for the past 25 years, the Commission may choose to try. At the same time the argument would be advanced that since most Jewish children participate in this form of Jewish education and since this is likely to remain so for the foreseeable future the Commission should deal with it. Criteria will have to be developed to decide on the feasibility of this option and the Commission might decide to:

A. invest very heavily in this area.

B. invest in selected experiments to further test the supposition that it is possible to rehabilitate the supplementary school.

#### Deciding on the day-school

This option should involve a projection as to how many young people <sup>would</sup> enroll in the day school under the best of conditions (free tuition, recruitment and training of personnel)

This would have to be put through the screen of our criteria and in addition, if adopted a multi-year incremental plan would have to be developed. The question of the impact of the day school without the addition of the high school would also have to be considered.

#### Some thoughts on consensus and disagreement

It may be possible to arrive at consensus if a clear case emerges for one set of options. This will <sup>now</sup> depend in no small measure on the quality of the staff work and <sup>on</sup> the generosity of spirit of the commissioners.

It is more likely that there will be some topics that some commissioners feel should be treated despite the majority opinion.

In our October meetings we would like to put forward some suggestions that could respond to this situation when the topic is important for intrinsic or political reasons.

The "map" should be assembled according to the diagram below:



# I. PERSONNEL FOR JEWISH EDUCATION

## A. THE PEOPLE WHO EDUCATE

=====

Educator	Educator by Type
----------	------------------

1. FORMAL	1. CLASSROOM TEACHER
a. full-time professional - qualified	a. Jewish Subjects
b. full-time professional - unqualified	1. Hebrew
c. full-time paraprofessional - qualified	2. Rabbinics
d. full-time paraprofessional - unqualified	3. Mitzvot (e.g. Customs and Ceremonies)
e. part-time professional - qualified	4. History
f. part-time professional - unqualified	5. Social Studies (e.g. the community and institutions)
g. part-time paraprofessional - qualified	6. Contemporary Jewry
h. part-time paraprofessional - unqualified	7. Israel
	8. Literature
	9. Jewish Thought (Philosophy, Hashkafa, etc.)
	10. Tefilla
	11. Ethics
	b. General Subjects
	1. basics (3rs)
	2. the disciplines (e.g. literature, history)
	3. integrated subjects (e.g. social studies)
	c. Skills - Jewish and General
	1. reading
	2. analysis
	3. reasoning
	4. interpersonal learning
	5. parshanut
	6. skills of observance
	2. SPECIALIST
	a. the arts
	b. the media
	c. computers
	d. museum education
	e. special education:

(a)

learning disabled  
emotionally disturbed  
gifted  
f.parent education

3.SENIOR EDUCATOR

a.Schools

- 1.Superintendant
- 2.Headmaster/Principal
- 3.Associate/Vice/Deputy  
Principal
- 4.Assistant Principal
- 5.Department Head
- 6.Basic Specialists  
(e.g. Bible, Hebrew,  
Early Childhood)
- 7.Support Specialists  
(e.g. Arts, Special Educ.)

b.Communal Organizations

- 1.Director of National/  
Intnat'l Organization
- 2.Director of local  
communal organization
- 3.Deputy Director
- 4.Assistant Director
- 5.Staff person, planner,  
consultant

-----  
-c.University, R&D Centers

- 1.Dean, Professor of
- Jewish Education
- 2.Director of Jewish
- Education institute,
- training institute
- 3.Associate, Assistant  
Director
- 4.Teacher-training  
specialist
- 5.Curriculum developer,  
researcher

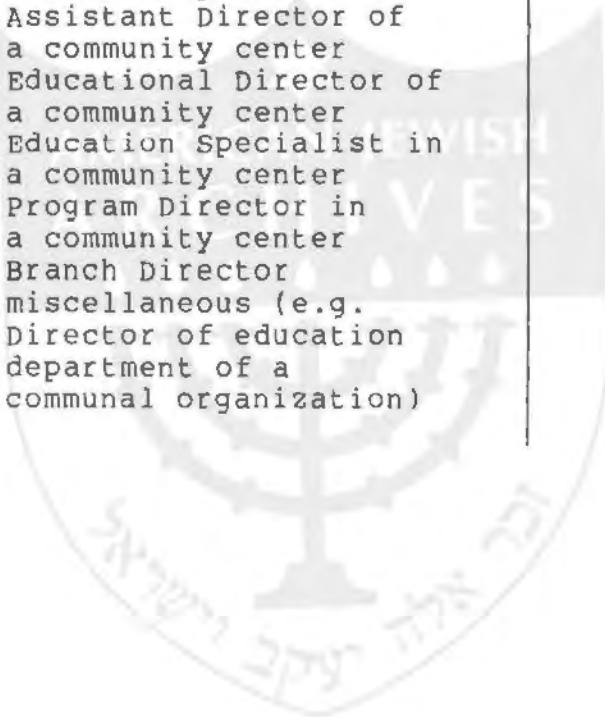
2.INFORMAL

- a.full-time  
professional -  
qualified
- b.full-time

1.OFFICIALLY DESIGNATED

- a.Administrator
- b.Front-line Educator

professional - unqualified	2. NOT OFFICIALLY DESIGNATED
c. full-time paraprofessional - qualified	a. JCC counselors (e.g. dance, music, sports, etc.)
d. full-time paraprofessional - unqualified	b. youth movement counselors
e. part-time professional - qualified	c. other
f. part-time professional - unqualified	3. SENIOR EDUCATOR
g. part-time paraprofessional - qualified	a. Director of national community center organization
h. part-time paraprofessional - unqualified	b. Director of network of centers
	c. Director of national Jewish camps network
	d. Director of national youth movement
	e. Executive Director of a community center
	f. Assistant Director of a community center
	g. Educational Director of a community center
	h. Education Specialist in a community center
	i. Program Director in a community center
	j. Branch Director
	k. miscellaneous (e.g. Director of education department of a communal organization)



# B.RECRUITMENT

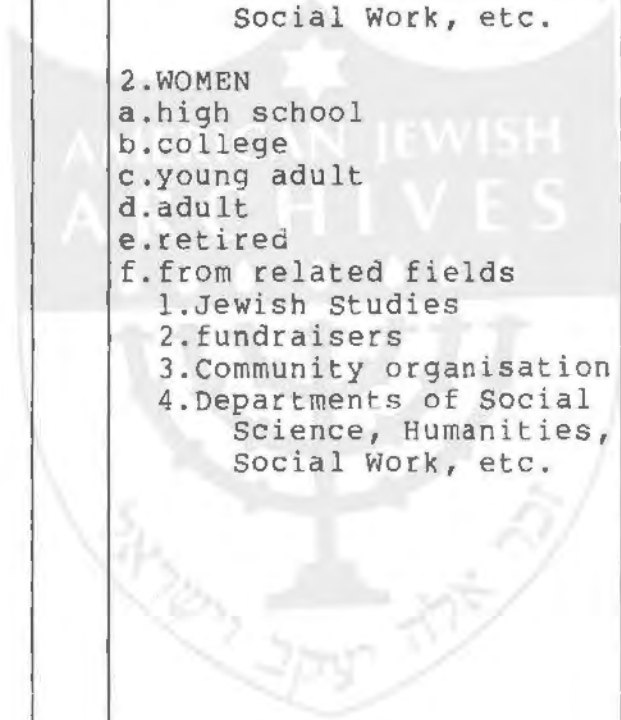
=====

Educator by  
Student Age

Who to Recruit

- a.early childhood
- b.elementary school
- c.junior high
- d.high school
- e.college
- f.university
- g.adult
- h.family
- i.retired

- 1.MEN
  - a.high school
  - b.college
  - c.young adult
  - d.adult
  - e.retired
  - f.from related fields
    - 1.Jewish Studies
    - 2.fundraisers
    - 3.community organisation
    - 4.Departments of Social Science, Humanities, Social Work, etc.
- 2.WOMEN
  - a.high school
  - b.college
  - c.young adult
  - d.adult
  - e.retired
  - f.from related fields
    - 1.Jewish Studies
    - 2.fundraisers
    - 3.Community organisation
    - 4.Departments of Social Science, Humanities, Social Work, etc.



Where to Recruit

How to Recruit

a.schools  
b.youth movements  
c.trips to Israel  
d.universities  
e.JCCs  
f.other organisations  
g.synagogues

a.systematic effort  
b.sustained  
c.limited  
d.personal contact  
e.special structures  
f.media  
g.inducements  
h.special personnel  
i.other



## C TRAINING

=====

Duration

Where to Train

1. Full-time - long-term	1. EXISTING INSTITUTIONS a. Jewish - USA 1. Teacher Training College 2. Institutions of higher Jewish learning 3. Yeshivot 4. Special Programs
2. Full-time - short-term	
3. On-the-job - long-term	
4. On-the-job - short-term	b. Jewish - Israel 1. Teacher Training College 2. Institutions of higher Jewish learning 3. Yeshivot 4. Universities 5. Special Programs  c. General Institutions 1. Schools of Social Work 2. Schools of Education 3. Departments of Judaica, Social Sciences and Humanities  d. On-the-job Training 1. Jewish 2. General
	2. NEW INSTITUTIONS a. Jewish - USA 1. Teacher Training College 2. Institutions of higher Jewish learning 3. Yeshivot 4. Special Programs

- b. Jewish -Israel
  - 1. Teacher Training Colleg
  - 2. Institutions of higher Jewish learning
  - 3. Yeshivot
  - 4. Universities
  - 5. Special Programs

- c. General Institutions
  - 1. Schools of Social Work
  - 2. Schools of Education
  - 3. Departments of Judaica, Social Sciences and Humanities

- d. On-the-job Training
  - 1. Jewish
  - 2. General

### 3. NEW FORMS

# THE PROFESSION

=====

Elements

-----

- 1.Body of Knowledge
- 2.Code of Ethics
- 3.Collegiality
- 4.Ladder of Advancement
- 5.Status
- 6.Salary
- 7.Certification
- 8.Retention

Draft for discussion -- September 14, 1988

## THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

### SUGGESTED NORMS FOR ALL COMMISSION DOCUMENTS

At the de-briefing sessions following the first Commission meeting, the planning group agreed that it might be useful to set down agreed-upon norms to guide the preparation and presentation of all papers to be written for the Commission.

#### Scope

The following materials are involved:

- a. Documents for the Commissioners -- e.g. the data pages for the first commission meeting
- b. Staff research papers -- e.g. the background paper on which the data pages were based; the personnel document to be prepared for the second meeting; the "map" of Jewish Education, etc...
- c. Commissioned research -- if and when needed and decided upon.
- d. Policy papers for the Commissioners. e.g. Summary of interviews; options' paper
- e. All future publications of the Commission. E.g. "Best Practice" document.

#### Goal

Our purpose is to reach agreement, and some amount of uniformity, as regards the Method by which documents are prepared, the Level of social science thinking and research involved, and guidelines for the written presentation of documents.

#### Rationale

The need for such agreement arises from two peculiarities of our work:

\*\* Materials are being prepared by different people in separate and distant locations. This makes it harder to ensure adequate communication of expectations and of the anticipated depth, reliability, and validity of the background work.

\*\* Ours is a multi-disciplinary endeavour. The unifying factor is the policy orientation of the Commission. This requires methodological agreement on the use of Social Science research

for policy making, and on the applicable research norms.

The major challenge facing research for public policy is to strike a correct balance between the research needs and the inherent characteristics of the decision-making world. Chief amongst these are time limitations (Commissioners will not wait to take their decisions); limitations of resources (what are adequate and relevant research parameters); and the need to translate policy questions into social science questions - and then to translate social science findings back into policy-relevant language.

### Some guidelines

These guidelines do not presume to relate to the individual methods of research, data-gathering, analysis and scientific reporting of the researchers. Rather they come to deal with one common aspect of all the Commission work.

1. All materials prepared for the Commission - irrespective of their depth or breadth - should represent state-of-the-art knowledge.

2. The use of state-of-the-art methods appropriate to policy-oriented research should be encouraged. Polling methods of various kinds (e.g. delphi) should be considered - as means of involving some or all commissioners and various publics in the analytic process and the learning that will lead to recommendations.

3. Every paper prepared should fit within the overall workplan and research design for the commission.

4. The methodology used in the preparation of materials should be disclosed - preferably before the paper is written - for critique by the planning group.

5. Consultations with the top experts in the various fields of relevance is probably our most effective means to overcome the time constraints inherent in the Commission work, while maintaining the quality level we seek. In order to ensure state-of-the-art knowledge no materials will be circulated beyond the planning group before the author has the opportunity to consult with experts, either individually or in group meetings. Hopefully, as work progresses, a group of experts may be identified for ongoing consultation.

6. In each case we will decide who is the relevant audience for the document. Documents for the commissioners must be prepared with the following elements in mind:

\* The pluralistic nature of the commission requires awareness of the diverse sensitivities amongst Commissioners. Is the document likely to offend such sensitivity? If yes, is it a necessary and worthwhile price to pay?

\* The presentation should meet the requirement of very intelligent, very busy lay-people.

7. We may decide to allocate oversight responsibility for these various elements to different members of the planning group

#### Notes

1. There is an extensive literature on these topics. The following article may be useful:

James Coleman: "Policy Research in the Social Sciences", 1972, General Learning Corporation

MEMO

FAX SENT

DATE:

9/9/88

TO: PLANNING TEAM: MLM; AJN; HLZ; VFL

FROM: S.FOX; A.HOCHSTEIN

THANK YOU FOR YOUR RESPONSE TO OUR FAX.

WE BELIEVE THERE IS EITHER CONFUSION OR DIFFERENCES THAT WE WILL WANT TO IRON OUT WHEN WE MEET IN OCTOBER, ABOUT TWO DISCRETE ASSIGNMENTS AND HOW THEY WILL RELATE TO EACH OTHER.

#### 1. THE OPTIONS PAPER

THE OPTIONS PAPER IS ONE THAT THE COMMISSION WILL HAVE TO CONSIDER AND DECIDE UPON. THE OPTIONS PAPER WILL OFFER DIFFERENT POSSIBLE AREAS OF CONCENTRATION FOR THE WORK OF THE COMMISSION, E.G. PERSONNEL; THE COMMUNITY ORGANIZATION ISSUES; MEDIA; ETC...

WITH A COMMISSION AS PLURALISTIC AS THE ONE WE CONSCIOUSLY CHOSE WE BELIEVE THAT A DISCUSSION OF GOALS IS NOT POSSIBLE - WE WILL WANT TO ELABORATE ON THIS IN OCTOBER FROM A PRACTICAL, THEORETICAL AND METHODOLOGICAL POINT OF VIEW. ONE SMALL EXAMPLE MIGHT HELP OUR DISCUSSION: LAMM, BRONFMAN AND GOTSCHALK CANNOT POSSIBLY AGREE ON THE IMPORTANCE, PURPOSE OR GOALS OF FORMAL OR INFORMAL EDUCATION, THE RELATIVE SIGNIFICANCE OF SUPPLEMENTARY SCHOOLS, DAYSCHOOLS OR JCC'S. IN ONE SENSE THIS IS DUE TO THE FACT THAT THEIR VIEWS ON THE IDEAL JEW FOR THE YEAR 2000 - OR FOR THAT MATTER FOR 1988 - IS IRRECONCILABLE. IT MAY BE NECESSARY FOR US TO DETAIL THIS POINT IN OCTOBER AND INDICATE HOW THIS MUST PERVADE ANY DISCUSSION OF GOALS OR METHOD.

THEREFORE OUR FAX OF SEPTEMBER SIXTH REPRESENTS ONE APPROACH TO SOLVING THIS PROBLEM. IT RESPONDS TO THE CHALLENGE OF ARRIVING AT OPTIONS PERCEIVED AS VALID BY ALL COMMISSION MEMBERS - IRRESPECTIVE OF THEIR VIEWS OF JUDAISM, JEWISH CONTINUITY OR JEWISH EDUCATION. WE WILL WANT TO GRAPPLE WITH THE VALIDITY OF THIS MATTER IN OCTOBER. WE HERE HAVE CONSULTED EXTENSIVELY ON IT WITH SOCIAL SCIENTISTS AND JEWISH EDUCATORS. WE WILL FURTHER CONSULT IN THE US. THE COMMISSIONERS INSISTED ON BEING PARTNER TO SELECTING THE OPTIONS AND THEREFORE THE OPTIONS PAPER IS NECESSARY.

2. THE "VISION" PAPER'S PURPOSE IT TO PROJECT CONCEPTIONS OF JEWISH EDUCATIONAL PRACTICE THAT COULD BE IN THE YEAR 2000, THAT COULD INSPIRE BUT THAT ALL WOULD AGREE WAS REALISTIC AND FEASIBLE. IT WAS MODELLED AFTER THE CHAPTER IN THE CARNEGIE REPORT "A SCENARIO FOR THE TWENTY FIRST CENTURY" WHICH OFFERED AN EMINENTLY CREDIBLE, WONDERFUL, IMAGINARY EXAMPLE OF A SCHOOL

1220

IN THE 21ST CENTURY.

THE ROLE AND FUNCTION OF GOALS FOR ANY EDUCATIONAL ENDEAVOUR - AND PARTICULARLY FOR THIS COMMISSION - IS TOO COMPLEX TO DISCUSS IN A FAX. IT IS A CRUCIAL TOPIC FOR OUR MEETINGS.

IN OUR PHONE CONVERSATION ON SATURDAY, I WILL STRONGLY URGE THAT WE HAVE THREE FULL DAYS OF DISCUSSION ON THE PAPERS, THE STRATEGY AND CONTENT OF THE ENTIRE WORK OF THE COMMISSION AS WELL AS THE NEXT MEETING. OTHERWISE THE MEETING ON THE 12TH OF OCTOBER IS NOT LIKELY TO SERVE ITS PURPOSE. (ART, I UNDERSTAND YOU ARE CALLING ME SATURDAY, SOMETIME IN THE EARLY AFTERNOON ISRAEL TIME - THERE IS NOW A 6 HOUR DIFFERENCE - E.G. 8:30AM BY YOU IS 2:30PM BY ME)

WITH BEST REGARDS TO ALL OF YOU FOR A SHANA TOVA,

AMERICAN JEWISH  
ARCHIVES

*Amichai*

Art, I can be called on Wednesday either at the office (till four p.m. my time) or at home (till 11 pm my time)

*Amichai*



MEMO TO: Seymour Fox, Annette Hochstein

FROM: Art Noparata *AN*

DATE: September 8, 1988

SUBJECT: Feedback on Options Paper Fax of September 6, 1988

.....

Thank you for the options paper fax which HLZ, VFL, and I reviewed. I'll try to put forward feedback which represent our thoughts. Hank Zucker had several specific comments with regard to page 5 of your fax and I'll be sending them over to you as an attachment to this memo. Hank's more significant comments included the following:

He felt that what was needed was a statement as to the objectives of the Commission, including emphasis on constructive Jewish continuity. In other words, how the Commission is leading toward Jewish continuity. Second, he felt that we needed to put forward a comprehensive picture of Jewish education today. Third, he felt that we needed to have the objectives for Jewish education for the year 2000 or sometime in the future. In other words, that's where a vision statement would be imperative. Where do we see ourselves going? What's our vision for the future? Out of that, the fourth area would be priorities for getting there and that's where, in effect, we would get at the issues of options. Under priorities for getting there, he put forward really two major areas:

(a) an analysis of personnel issues, what's the current situation, what needs to be done to improve it and to work toward a year 2000 model and,

(b) the community organization issues for Jewish education, the need to create a desirable climate to reach the model in the year 2000, or whatever year we choose. Tied to that is the involvement of top lay leadership and the need for additional financing through foundations and foundations, the analysis of national, local organizations for catalyst and leadership roles. How do we, in effect, through a community organization process for Jewish education, establish a climate in which stronger lay leadership will become involved and committed to Jewish education, and what is the appropriate relationship between schools, synagogues, and Jewish community centers.

My sense of the paper is somewhat similar to Hank's analysis. I found that the paper contained strategy, and options and a very good plan. I found the very good planning paper that I received from you on August 31st. We need to put forward our statement of objectives or vision statement, and from that move to a deductive process that can put forward options. I know it will all be clear when we speak about it, but my sense is that our inquiry should be deductive and not confuse strategy with analysis. I hope this is helpful.

Annette, I would like to talk with you. Could you suggest a good time?

-----

Jobs that exist  
or  
Jobs that don't exist  
Job Definition

Paraprofessional  
versus  
Professional

Who must be trained

Personnel by age group  
Personnel for informal ed.  
(who is a Jewish Educator)

Recruitment:  
Who is your target  
and  
when do you begin

Methods of recruitment

Senior  
Non-senior  
Education of educators

Where  
How  
For whom  
Existing  
versus  
New  
Faculty  
Training Institutions:  
Research?  
Connection to system  
Is minational  
versus  
Community

The Profession

Salary & Benefits  
Status (Def.)  
Code of Ethics  
Accreditation  
Certification  
Empowerment  
Collegiality  
Ladder of advancement  
Relationship to lay world  
Rel. to other Professions

Retention

Turnout

CLIENTS  
-----

Who are they  
What do they need?  
What do they want?

Participating  
not participating  
Different degrees (duration)

By age group  
Category for families  
for professional

Denominations

FORMS  
-----

Existing  
Non-existing

Formal  
Informal  
Integration formal/informal  
New combinations

## METHODS

---

Content  
Pedagogy  
Instructional materials  
combination  
Curriculum  
Involving teachers  
Students, Families  
General V. Jewish  
Integration

## PHYSICAL PLANT

---

MORE BUILDING  
BETTER BUILDINGS  
IMPROVE BUILDINGS

?

---

Milieu of education  
Parents  
Neighbourhood  
city  
region  
national  
professionals  
denominations  
existing institutions  
various publics/  
organizations

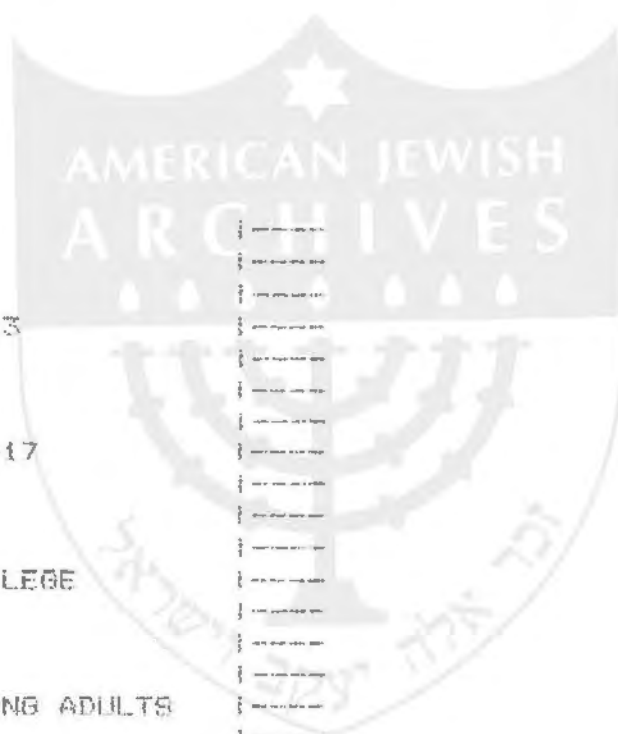
Opinionmakers and lay-leaders

# DECISION TREE -- ALTERNATIVE OPTIONS

PERSONNEL	-----SENIOR	-----TRAINING
	-----	-----RECRUITMENT
	-----	-----RETENTION
	-----	-----STATUS
	-----LINE EDUCATOR	-----SALARY
	-----	-----BUILDING PROFESSION
	-----	-----
	-----	-----
	-----	-----
CLIENTS	-----PRE-SCHOOL	-----

-----	
-----	
-----	
-----6-13	
-----	
-----	
-----14-17	
-----	
-----	
-----COLLEGE	
-----	
-----	
-----YOUNG ADULTS	
-----	
-----	
-----FAMILIES	
-----	
-----	
-----ADULTS	
-----	
-----	
-----SPECIAL INTERES	
-----	
-----	
-----DAY SCHOOL	
-----elementary	
-----	
-----DAY SCHOOL	
-----high	
-----	

FORMS





MINUTES  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
AUGUST 1, 1988  
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES  
NEW YORK CITY  
10:30 a.m. - 4:00 p.m.

Attendance

**Commissioners:** Morton L. Mandel, Chairman, Mona Ackerman, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Lester Crown, David Dubin, Joshua Elkin, Eli Evans, Max Fisher, Robert Hiller, David Hirschhorn, Ludwig Jesselson, Henry Koschitzky, Mark Lainer, Norman Lamm, Seymour Martin Lipset, Haskel Lookstein, Robert Loup, Florence Melton, Donald Mintz, Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Isamar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz

**Policy Advisors and Staff:** David Ariel, Perry Davis, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Reimer, Arthur Rotman, Carmi Schwartz, Henry Zucker

**Guest:** Stephen Solender

**Not Present:** David Arnow, Stuart Eizenstat, Irwin Field, Alfred Gottschalk, Arthur Green, Irving Greenberg, Carol Ingall, Sara Lee, Matthew Maryles, Harold Schulweis, Isaiah Zeldin

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:30. He thanked UJA/Federation of Jewish Philanthropies for its hospitality and introduced the organization's President and Commission member Peggy Tishman. Mrs. Tishman welcomed the Commissioners and indicated her appreciation at having the UJA/Federation host this opening meeting. She indicated that the 130 agencies encompassed by UJA/Federation included many whose principal goal is Jewish identity and education. Likewise the thousands of volunteers in the UJA/Federation network often devote many of their working hours to the cause of Jewish education and outreach, be it via educational or social service projects. Mrs. Tishman offered her best wishes for a productive meeting and expressed her belief that all were embarking on a most worthwhile initiative.

Mr. Mandel explained that the Commission is composed of 44 members who are drawn from the highest ranks of lay, scholarly and professional leadership in North America. It includes leaders of organizations and foundations, scholars, educators, rabbis and heads of institutions of higher learning. It is genuinely pluralistic in its composition and represents a variety of outlooks in the Jewish community today. It represents the opportunity to join together the communal and private sector that is concerned with a meaningful Jewish continuity.

The formation of the Commission represents a partnership between the Mandel Associated Foundations, the Jewish Education Service of North America (JESNA) and JWB in cooperation with the Council of Jewish Federations (CJF). Now that it has been convened, the Commission truly belongs to its members who will direct and guide it.

The chairman indicated his hope that the Commission will bring about a significant change in how the Jewish communal enterprise conducts itself in the field of Jewish education and, consequently, will help reverse the negative trend of diminishing Jewish involvement and commitment. He suggested that the outcome of the Commission could be specific policy guidelines which will be of help to various funding sources including federations and foundations in allocating resources to Jewish education. These recommendations are intended to be practical, replicable and have a great likelihood of success and impact throughout the field. He stressed that the priorities would be determined by the commissioners and expressed hope that different funding sources would agree to support various projects recommended by the Commission. He stated his expectation that the duration of the Commission would be 18-24 months and would involve 4-5 meetings of the full Commission. There may be additional smaller working groups to facilitate the greatest possible interaction among Commissioners.

Mr. Mandel described the preparation for this meeting which included a set of interviews conducted individually with almost every commissioner. The Commission thus begins with a sense of "what's on peoples' minds." While there was no absolute consensus on any one key element, six central topics did emerge:

- A. The People Who Educate: There is a clear need for many more qualified, well-trained and motivated professionals in formal and informal education with appropriate salary, status and empowerment and a clear path for career advancement. There were divergent views, however, on the proper approach to the training of educators.
- B. The Clients of Education: Who are they? What do they want and need? The interviews brought to the fore a concern about our lack of data in this area. A significant number of commissioners stressed the needs and opportunities of early-childhood, secondary school, college, singles, family and adult education.
- C. The Setting of Education: Commissioners noted the importance of informal education and suggested integration of formal and informal settings. There were differing views about the role of the supplementary school and the centrality of the day school. The need for more resources past bar and bat mitzvah--as enrollments fall off sharply--was raised.

- D. The Methods of Education: New forms of teaching and technology should be introduced. This could be especially effective at the family level.
- E. The Economics of Education: Some commissioners spoke of the high cost of meaningful reform. Others mentioned the need for "venture capital."
- F. The Community: Leadership and Structures: There is a need to recruit more dedicated lay leaders and to create communal/educational/synagogue networks and consortia. There was divergence on whether existing institutions or new mechanisms merit increased levels of support.

## II. Open Commission Discussion: Setting Forth the Issues

The following is a distillation and summary by topic area of the open Commission discussion:

- A. Personnel and the profession of Jewish education: The issues of professionalization were considered, including the recruitment, training, retention and advancement of educators as well as the status, salaries and benefits that educators receive. Institutions for educator training were regarded as of primary concern.

It was noted that excellence in Jewish education is the result of the quality of the personnel involved. It was suggested that salary, fringe benefits and status issues are a high priority. Some commissioners felt that improving the salary and status of Jewish educators should be done prior to improving the training and training institutions for educators. If salary and status improve, recruitment for training programs would be easier. However, some suggested that professionalization is not necessarily the solution for the personnel of the supplementary school (e.g. recruiting adult learners as teachers), and idealism should not be overlooked in any recruitment program. Some commissioners emphasized the importance of upgrading the present personnel. Jewish College faculty might serve as role models.

Others noted that the discussion about personnel should consider many other dimensions, including: the complex working conditions of teachers, the capacity of educators to work productively with lay boards, the role of the community in hiring teachers and in encouraging promising high school students to enter the field after college.



- B. Students and other participants/clients in Jewish education programs: There is a clear sense of important market groups including early childhood, high school, college-age, family and adult populations, with relatively little data available about them on which to base sound analysis and judgment.

Commissioners recommended increased attention to several sensitive intervals in the formation of Jewish identity including the pre-school, adolescent and young adult periods.

Commissioners noted that appropriate funding and better research must be devoted to learning more about the attitudes of North American Jewry to Jewish education, that examples of successes and failures in Jewish education should be documented, and that much could be learned by introducing an historical perspective. Examples should be analyzed to explain the reasons for success or failure in Jewish educational endeavors.

- C. The settings in which the enterprise of Jewish education takes place: These include the supplementary school, day school, community centers, youth movements, summer camps, and Israel programs. Each poses unique challenges and opportunities which should be explored.

Regarding day schools, one commissioner expressed concern about the civic and societal implications of encouraging universal enrollment in day schools, while another thought this offered no threat to civic virtue.

In discussing supplementary schools, commissioners noted that many of these schools are weak and need to be reformed. It was suggested that some schools ought to be consolidated into larger units, that the issue of competition between these schools and other afterschool activities must be considered, and that the special needs of smaller Jewish communities must be taken into account.

It was recognized that we cannot afford to overlook any setting that impacts large numbers of Jewish young people. Day schools continue to grow in numbers and support. Trends will lead to a time in the near future when close to 20 percent of all Jewish children in North America will have had a day school experience. In light of the majority participation in supplementary schools, careful attention must be paid to their special problems. The campus experience is particularly significant since 85 percent of our young people attend college.

The centrality of Israel for shaping Jewish identity was emphasized. Israel provides opportunities for bringing young people into the Jewish educational system and for forming new and equal partnerships between Israeli and non-Israeli Jews. The problem of the quality of educational programs offered in Israel was raised.

There was extensive discussion regarding services to college youth. Some commissioners felt that Hillel was underfunded and required greater support. Others felt that we should not rely solely on colleges to provide "second chance" Jewish education and that we should place greater emphasis on reaching young adults living in the community.

- D. New methodologies: The role of new technologies including video and computers is still in the early stage of development and application.

The need to explore the use of video in Jewish education was raised in light of the spread of VCRs in many Jewish homes and the success of recent programs including Civilization and the Jews, SHOAH, and Shalom Sesame. Questions about the applicability and effectiveness of this medium within the classroom were raised. It was suggested that this medium is especially effective among pre-schoolers and relatively cost-effective for the size of the audience which can be reached.

- E. The economics of Jewish education: There is a need for factual information about present expenditures for Jewish education in order to explore the relationship between improving existing educational programs and financing the reforms in Jewish education.

- F. The involvement of the community in Jewish education: There is a need to involve high-level leadership in Jewish education and to consider whether existing structures are adequate or new structures are needed.

It was noted that seven North American communities have already established local commissions to explore how to promote Jewish continuity through educational change. The importance of recognizing that a great deal of work is currently being done in the field was also noted.

Commissioners stated that lay leadership development in Jewish education is a high priority, that relations with other organizations should be cultivated (e.g. Conference for the Advancement of Jewish Education [CAJE], Association for Jewish Studies [AJS], and the

National Foundation for Jewish Culture), and that national data on lay leaders involved in Jewish education is needed.

The Commission has an important role to play in elevating the status of the profession of Jewish communal education. It was noted that the center movement, for example, can play an educational support role vis a vis college students and young singles.

A number of commissioners identified issues which are quite relevant but do not fall within a particular category. One commissioner stated that Jewish survival is unquestionably guaranteed, the only issue is who and how many will survive. He went on to note that this Commission needs vision and a clear set of priorities. Our goal should be to "stamp out indifference to Jewish values and expose every Jew to the mystery, drama and romance of Jewish history and civilization."

Another commissioner pointed out that our concerns about Jewish survival rates come at a time of unprecedented success in Jewish scholarship. There are today in Israel and North America more Jewish books and other publications being issued than there were in Europe at the height of the so-called "Golden Age of Polish Jewry." Yet evidently thousands and thousands of Jews are untouched by the drama and ideas of Judaism.

The importance of communications, public relations and marketing to various publics was noted. Another commissioner emphasized that the Commission should guide the priorities and funding policy of the MAF.

The chairman asked the lay leaders of CJF, JESNA and JWB to make comments on the work of the Commission from their organizations' perspectives:

Mr. Mandell Berman

CJF is happy to have assisted in the early stages of this Commission and stands ready to offer added support to make this private/communal partnership succeed. Mr. Berman made specific mention of the resources of the Jewish Data Bank which assembles significant demographic data concerning numerous Jewish communities in North America.

Mr. Berman suggested that the Commission proceed quickly to action-oriented activities and that this occur through an assessment and replication of successful approaches in various communities. He also urged a close tie to grass roots education--particularly as represented by CAJE (Coalition for the Advancement of Jewish Education).

Mr. Donald Mintz

The JWB's Commission to maximize Jewish education in the Jewish community centers was based on the assumption that a variety of formal and informal education and other activities could promote Jewish continuity. JWB pursued this course because it views the furtherance of Jewish life and culture as its ultimate purpose.

Mr. Mintz expressed hope that the Commission would succeed at its mission. The very act of successfully convening such a diverse group was reason enough for optimism.

Mr. Bennett Yanowitz

JESNA is proud to be a co-sponsor of this Commission. As a planning and support group, JESNA is able to help identify successful practices and join in the search for new approaches. Mr. Yanowitz supported the opinion that new funds, greater lay leadership interest and a broad group of stakeholders could take recent gains in the area of Jewish education and bring wide support to the work of the Commission.

III. Overview of Data Related to Jewish Education Offered by Joseph Reimer

Mr. Mandel introduced Dr. Joseph Reimer, a consultant to the Commission and Professor of Jewish Communal Studies at Brandeis University.

Dr. Reimer presented an overview of data related to Jewish education in North America including total population of Jewish children and percentages enrolled in supplementary and day schools as these have changed over the past 20 years, numbers of schools and personnel in the field, numbers of enrollees in informal educational programs and in training programs in Jewish education and salary figures for professionals in the field. These figures are aggregates of national data and do not reflect regional differences. In many cases what is most striking is what we do not know - such as enrollment figures for college programs or adult education.

The enrollment figures indicate that a majority of Jewish children of school age are not enrolled in any formal program. Yet, other demographic studies indicate that when surveyed, Jews report that 60 to 80 percent have participated in some form of Jewish educational programming at some point in their life. We do not know what programs or what points in their lives were indicated.

There is a vast discrepancy between the numbers of positions available in the field of Jewish education and the number of students currently studying in formal programs of Jewish education.

Commissioners requested reexamination of the enrollment figures in educator training programs, a breakdown of supplementary school enrollment by hours of instruction offered by the respective schools, figures for adult education and data on the scope and profile of lay involvement.

#### IV. Search for Themes Offered by Bennett Yanowitz

A preliminary summary of the Commission proceedings was offered in the early afternoon by Mr. Yanowitz. He noted: The mood of the group is one of optimism mixed with caution. The issue of Jewish continuity is timely and needs significant new support. At the same time priority areas should be selected, for resources dare not be diluted in an attempt to do too much at once.

Personnel needs are at the heart of the problem. Creative outreach programs are needed to tap new sources of educators. Once recruited--the enhancement of the profession (higher salaries as well as the empowerment of educators) will promote retention. On-the-job training and support must supplement the work of established training institutes.

Professional educators must also have the opportunities afforded by career path advancement.

The sentiment of the group is that professionalism and training and growth opportunities are most lacking in supplementary schools--the area of greatest educational contact with young Jews.

He noted no consensus in the area of basic research. Some commissioners considered it a vital task, others said we should focus on successful programs and how to replicate them. Other areas of concern and opportunity included campus and singles populations. The group felt a clear need to employ resources readily available including effective Israel experiences and media technology. Finally, the need to identify new lay leaders was emphasized as well as the need for effective communitywide networks (JCCs, synagogues, Federations, BJE's, schools, camps, etc.).

#### V. Discussion on Strategies

Different strategies were discussed during the course of the day.

- A. Specific focus: Several commissioners suggested that we choose a limited number of problems or areas and concentrate our efforts on these. For example, we might choose to concentrate on a specific client group, a specific method, a given institutional setting. Such an approach might advocate dealing with personnel, early childhood, the media, the supplementary school.

B. Comprehensive focus: Other commissioners suggested that we first develop a comprehensive approach to the major issues facing Jewish Education. Such an approach views the Commission as undertaking to begin the improvement of Jewish Education based on a comprehensive plan. This comprehensive plan could be guided by different principles. One might address the problem through client groups by age (e.g. early childhood, elementary school, high school, college students, young adults, family). Another approach might address it through themes (e.g. the institutions that educate, the personnel of education, the methods of education, Israel experiences, etc.). A comprehensive approach would make it possible for different funding agencies and institutions to undertake responsibility or sponsorship for a segment of the plan. In either case, priorities would have to be agreed upon so that the workplan would be feasible.

For both the comprehensive and the specific approach there were commissioners who felt that our efforts should begin and possibly even concentrate on improving what already works. Others felt that a more open, possibly revolutionary approach was called for.

#### VI. Organization of Commission

Mr. Mandel indicated that it was the job of the commissioners to give direction to this new undertaking. He anticipated four or five meetings over the next 18-24 months. The next Commission meeting would take place in New York on December 13, 1988 from 10:00 a.m. to 4:00 p.m. In advance of that meeting and based on the discussions of this first meeting and follow-up deliberations, a set of options and a Commission workplan would be circulated.

Mr. Mandel noted that a small group of policy advisors will develop the options for the Commission's consideration. Staff and consultants are available to lend support to this process. They will be supervised by Dr. Arthur Naparstek, the Commission Director. However, no final process or substantive decisions will be made without the involvement and consent of the Commission. Some of the work of the Commission might be undertaken through smaller task forces or work groups. Recommendations on next steps will be circulated to commissioners for comments.

Dr. Lamm delivered D'var Torah and the meeting was concluded at 4 p.m.

September 6, 1988

Dear Art,

We are now on the fifth version of the options' assignment. We have discussed it with several educators and had the key meeting with Mike Inbar. The results of these meetings will be reflected in the document you are now receiving. We need feedback as soon as possible from you, Mort, Hank, Reimer and Ginny. We will continue to work without the feedback (which is not a good idea) and are therefore ~~are~~ likely to send additional communications before and after the 15th. We also have some thoughts on the Agenda for the time to be spent in Cleveland in October.

With Best Regards,

A handwritten signature, possibly "Se", written in dark ink.

P.S.

1. Enclosures: We are sending very preliminary and rough working paper of the sort we are generating to build the map of possibilities. *- WILL SEND TOMORROW*
2. It is important for us to receive the minutes and the cover letter as soon as possible.
3. I will send suggestions concerning JESNA tomorrow as well as some thoughts about the best use of our time in October.

144 ✓

September 6, 1988

To: Planning Group (MLM, AJN, HLZ, JR, VFL)

From: Seymour Fox

Re: The options paper

D R A F T I

I. - Mapping the possibilities: From the comprehensive to the options.

It is clearly important to see the whole range of possibilities, the comprehensive picture, before an attempt is made to limit, to focus or to decide on priorities.

If we do not deal with the range of possibilities we court disaster in at least two ways:

a. We will decide on a priority that cannot be handled - because it is dependent on the prior treatment or response to another problem - what one might call a pre-condition or a necessary condition.

Example: In the area of personnel a decision to concentrate on recruitment cannot be undertaken without dealing with the issue of status.

Example: In the area of media a decision to concentrate on the use of video in the classroom cannot be undertaken without dealing with the issue of teacher preparation and motivation for the use of video

b. The comprehensive picture allows to see "all" the issues and thus makes it possible to take informed and more relevant decisions. The danger of leaving out important possibilities is minimized.

II. Developing the comprehensive list of possibilities.

1. Assumptions about a representative commission:

a. The Commission was established and its members were chosen with the assumption that it would represent the needs and aspirations of the Jews of North America on Jewish Education. In a sense one could say that we view them as a "parliament" of the Jews of North America as regards Jewish Education. Therefore we view the commission as possessing within it the wisdom that will generate the range of possibilities - much as a parliament knows "what the



people need and want".

Like all representative groups there are lacunae in their representativeness.

Example: Segments of the population were consciously left out of the Commission (The synagogue organizations that deliver educational services, CAJE, the ultra-orthodox, the marginally affiliated).

b. This characteristic of "representativeness" depends on perfect choices and on each commissioner performing perfectly.

Example: We will discover that an individual who represents a category (e.g. principals, professors) was not a sufficiently representative choice, and therefore the category is not given a complete hearing or the category is richer than its representation (e.g. for the professors we need a philosopher or a psychologist.)

## 2. The process:

In order to build a comprehensive map of the possibilities, we suggest starting with the commissioners and building the map based on their views. This will be done by analyzing:

- a. the initial interview.
- b. the interview document presented at the first Commission meeting
- c. the First Commission Meeting
- d. additional interviews

In addition we will :

- a. supplement the commissioners and improve on their representativeness by interviewing additional people.
- b. bring to bear state-of-the-art knowledge -
  - research; articles, books, speeches
  - consultations with experts, academic and activist

Example: MLM raised the question at one of our meetings "What is the relative importance of an opinion offered by a Commissioner?" E.g. When Evans answers Crown's question and says that the media can be used effectively in the classroom, how does this fit in with the conclusions of a variety of educational researchers like Schramm, Goodlad, Solomon about teachers' resistance to the use of media in the classroom - or with the experience of the Open University, Everyman's University and S.R.A.

### III. From the map of possibilities to alternatives, options.

The comprehensive map will include an Agenda for Jewish Education far too broad and too extensive for any Commission to deal with. Therefore choices must be made. We suggest the following approach for narrowing the range of possibilities to a manageable number of options that will be presented to the Commissioners for their deliberation and choice. (The comprehensive map must be shared with them and the process of narrowing the choices must be disclosed).

#### a. Feasibility

Before dealing with specific options some general feasibility guidelines will have to be generated. For example:

1. On the basis of a careful study of current expenditures in Jewish Education and current results of overall fundraising, what is a legitimate target for an innovative vision of changing the trendlines? One hundred million dollars? Five hundred million dollars? One billion dollars?

Who is the appropriate audience to deliberate on this matter?  
How much do we have to know before starting?

2. Building the profession: after gathering all the data, how and who will be able to offer reasonable arguments as to how many people could be induced to devote their lives to Jewish Education?

For specific options we will want to spell out the feasibility based on elements such as:

\* Likely communal support: how popular will this option be? How easy will it be to "sell" it to relevant publics? how likely is the Community to want this option, to pay its price, to perceive it as important and beneficial? What difficulties will be encountered on the road to communal support?

\* Institutional politics : How feasible is the option in the light of competing institutional interests? E.g.: we may find it difficult to implement an innovative program because existing institutions don't have the qualitative resources to implement it, but will oppose and obstruct the creation of new institutions.

\* Resources: are manpower, materials, organization, institutions, funds, currently available? If not, how feasible is the option?

\* Obstacles: other obstacles may be identified : can they be overcome? How? at what cost?

b. Benefit: How likely is this option to significantly affect the quality of Jewish Education?

What is the anticipated impact of this options?

What is its relative importance to the areas of greatest need?

How does this option promote general communal values? e.g.: pluralism - does the option cut across ideologies? Does it support difference and diversity? Does it keep options open for the future?

c. Cost: What is the cost of this option? Is this a long or a short term investment? What is the per-capita cost? How does this compare with the anticipated benefit? What are suggested sources of funding?

d. Time

When can the option be implemented? When are first results expected?

The development of criteria will involve the same sources of information as that used in generating the options list: the Commissioners; state-of-the-art knowledge; knowledge of the field. Experts will be consulted and interviewed.

e. A theoretical re-formulation

We find it useful to think of the process using the distinction between "necessary" and "sufficient" conditions.

Any option that is presented to the commission must claim to be "necessary" for the advancement, the improvement, the tackling of the major issues of Jewish Education in North America.

It must also be demonstrated that unless these issues are dealt with first we will not be able to proceed and deal with the other issues. This criterion, (a "necessary condition") does not claim that if the option is successfully handled all of the problems or even the major problems will be solved. Such a claim would introduce the concept of a "sufficient" condition. A sufficient condition is one that includes all of the elements required to solve a problem. An option that would satisfy this condition would - if successfully implemented - solve the problems of Jewish Education. Such a claim is impossible at this time. It may be an impossible claim for the practical fields such as education.

Example: Personnel and Lay Leadership would probably meet the criterion of a "necessary condition". That is: it is doubtful whether we can proceed in any one area of Jewish Education (schools; informal education; family education; the use of media in the classroom) without dramatically changing the people who educate. Similarly any sustained, meaningful change in Jewish Education is probably impossible without a very different level of involvement by the Community and its leadership.

On the other hand it is not clear that the massive infusion of outstanding personnel and community leadership and support would completely solve the many problems facing Jewish Education.

Such a solution would meet the criterion of a "sufficient condition."

How to present options to the Commission

We will deal with this in our next memo.

### III. From the map of possibilities to alternatives, options.

The comprehensive map will include an Agenda for Jewish Education far too broad and too extensive for any Commission to deal with. Therefore choices must be made. We suggest the following approach for narrowing the range of possibilities to a manageable number of options that will be presented to the Commissioners for their deliberation and choice. (The comprehensive map must be shared with them and the process of narrowing the choices must be disclosed).

#### a. Feasibility

Before dealing with specific options some general feasibility guidelines will have to be generated. For example:

1. On the basis of a careful study of current expenditures in Jewish Education and current results of overall fundraising, what is a legitimate target for an innovative vision of changing the trendlines? One hundred million dollars? Five hundred million dollars? One billion dollars?

Who is the appropriate audience to deliberate on this matter?  
How much do we have to know before starting?

2. Building the profession: after gathering all the data, how and who will be able to offer reasonable arguments as to how many people could be induced to devote their lives to Jewish Education?

For specific options we will want to spell out the feasibility based on elements such as:

\* Likely communal support: how popular will this option be? How easy will it be to "sell" it to relevant publics? how likely is the Community to want this option, to pay its price, to perceive it as important and beneficial? What difficulties will be encountered on the road to communal support?

\* Institutional politics : How feasible is the option in the light of competing institutional interests? E.g.: we may find it difficult to implement an innovative program because existing institutions don't have the qualitative resources to implement it, but will oppose and obstruct the creation of new institutions.

\* Resources: are manpower, materials, organization, institutions, funds, currently available? If not, how feasible is the option?

\* Obstacles: other obstacles may be identified : can they be overcome? How? at what cost?

b. Benefit: How likely is this option to significantly affect the quality of Jewish Education?

What is the anticipated impact of this options?

TO: Art Naparstek  
FROM: Seymour Fox  
Annette Hochstein  
DATE: September 14, 1988

How To Think About Options  
Suggested Methodology

I. Rationale for an "Options" Paper

The Commission on Jewish Education in North America has undertaken to look at the state of Jewish Education and make concrete recommendations for action. Because the universe of matters to attend to in Jewish Education is so vast, the Commission will have to choose specific areas for study and intervention. It will also have to determine how to approach each of these areas, as different cuts can be taken into the problems. For example, the Commission might choose to focus on a topic (e.g. the media), an age group (e.g. college students), or a setting (e.g. the supplementary school).

The primary purpose of the "options" paper will be to set forth the possible subjects to be dealt with and thereby improve the likelihood of informed choice from among the possibilities.

All of the staff, consultants and commissioners bring their preferences, biases, and partial information to the work of the Commission. Even the collective wisdom of all those involved has limitations which must be minimized. How then should the Commission go about choosing areas to deal with? How are we to know how the commissioners feel about different choices and what should be selected?

In the "options" paper we will strive to list and define the existing options (e.g.: personnel; lay-leadership; institutional development; curriculum; early childhood; the day school, etc...). We will then offer criteria for selecting amongst them. The goal is to make it possible for the Commission to narrow down the range of subjects, to be cognizant of trade-offs, and to arrive at an informed consensus of which subjects to focus on.

II. The Rationale for this paper ("How to think about Options")

In the absence of an existing "roadmap" for Jewish Education, and until one is available, our task is to create a compendium of current subjects and views on subjects, of current stands and knowledge about them. How are we to do this? How are we to develop a comprehensive list of options, ensuring that major or not-so-major subjects have not been left out?

15  
is there  
another one  
from the 60s?  
tel for Fax Sent  
mark.

99 BM

determine the criteria relevant for choosing amongst options? How do we go about defining the trade-offs? What principles should guide the endeavour of mapping the universe of options, while keeping it within the scope of available time (two months) and resources.

The purpose of this paper is to suggest an approach for identifying the options. This paper should be circulated and discussed with experts, staff and consultants. Approval should be secured (within 8-10 days if possible) for the method that will guide the preparation of the "options" paper.

### III. Mapping the Options

The following sources of information will be used to prepare the list of elements that make up the options:

- a. The Commissioners ( analysis of interviews, discussion at the first Commission meeting, post-meeting comments and letters).
- b. State-of-the-art knowledge :
  1. Existing research: written materials: articles, books, speeches.
  2. Interviews with relevant respected non-commissioners.
- c. Knowledge of the field

Together these sources will allow for preparation of the options list. However, we will also need to develop a method for checking the validity of the claims made in these sources on an ongoing basis. For example, we mention below "the representativeness of the Commission" as one element to be kept in mind when using the Commissioners as a source for options. An outside group — wise-men or a researcher who would interview them — should be given the assignment to write a critique of this aspect of our work and to continually update it (e.g. what publics or needs are emerging that are not represented, etc...). All categories should be continuously monitored.

#### a. The Commissioners' Views

The Commissioners were chosen to provide a representative cross-section of the relevant publics. However, there are two reasons why they are probably not entirely representative:

1. Some segments of the population were consciously left out (e.g. the synagogue organizations that deliver educational services; CAJE; the ultra-orthodox; the marginally

2. In the process of our work we may discover that a representative of a category (e.g. principals; professors) was not a sufficiently representative choice, and therefore a category is not given a complete hearing, or the category is richer than its representation (e.g. for the professors we need a philosopher, or a psychologist).

#### b. State-of-the-art Knowledge

The listing of options, ranking and choosing amongst them will be informed by current theory, theory of practice and the contribution of skilled practitioners - through a dialectic process.

At the present stage the options will be based on existing available knowledge. However at any stage of the process the Commission may decide that specific knowledge needs to be generated about what we should try to accomplish: what the clients perceive as their needs; the effectiveness of current programs in meeting these needs, etc.

Several illustrations on the use of knowledge:

\*\*\* What is the relative importance of an opinion offered by a commissioner? (This question was raised by MLM at one of our meetings).

This question implies numerous issues concerning both the Commissioner and the idea raised by him/her:

- a. How strongly is the opinion held by the commissioner? (e.g. Is it an un-reflective position or is it one that is thoughtful?)
- b. How informed is the commissioner about Jewish or general education - concerning the matter under discussion?
- c. How will this commissioner respond when his/her idea is set in the context of competing or contradictory ideas; when its relative importance is pointed out?

For example, when Evans, answering Crown's question, says that media can be used effectively in the classroom, how does this fit in with the conclusions of a variety of educational researchers like Schramm, Goodlad, Solomon. Or with the experience of the Open University, Everyman's University and S.R.A.?

Literature review and expert opinion will be used to deal with this.



\*\*\* MLM argues for "a systemic approach" concerning personnel.

How can we examine the implications of the differences between a systemic approach in industry or government and in a voluntary social system such as that of Jewish Education?

\*\*\* Dealing with personnel will involve profession-building.

From what fields can we draw our analogies? For example, Glazer holds that Jewish Education can learn from private general education in the United States. Others may be at variance with this and have alternative suggestions.

\*\*\* For each issue, how much do we need to know before proceeding?

Each of these questions involve theoretical assumptions as well as research that was directed by these theoretical assumptions (e.g. the work in media was guided by specific conceptions of learning, teaching and classroom procedure).

It is important to immediately eliminate the possibility of one misunderstanding: none of these points are being made to suggest research or a commission that will deliberate for several years. What is called for is a method for checking ideas and reviewing literature with the top people in the field. We must decide how to use various experts and be able to frame our questions so that the experts can make the most useful contribution. Each area that we address will involve literature review, individual interviews and group meetings in order to allow different positions to be brought to the fore.

### c. Knowing the field

Theory and theory of practice are necessary conditions but not sufficient ones for our purposes. Without knowledge of the field, ideas and recommendations may mislead. For example, for a given suggestion it may be important to know that average teachers do not prepare for class for more than half an hour per day; that raising salaries by X percentage is unrealistic in terms of the Federation's budget; that the number of faculty required for one training program is larger than all the professors of Jewish Education in North America.

This kind of knowledge must be blended with the requisite skills of formulating questions to the experts in theory and theory of practice.

\*\* Care will have to be taken to allow for innovative and creative thinking in mapping the options. A method should be developed for encouraging this. We should also find ways of encouraging

#### IV. Criteria

A critical understanding of what can be and of what should come first, must accompany the entire process. Yet it cannot be introduced too early, because it may destroy creativity or breakthrough ideas. Nor should it not be left out for too long or we will encourage naive utopianism.

When the Commission will be ready to decide, the choice of which option/s to deal with - or to deal with first, will be guided by a rationale made explicit in the form of "criteria for choice". The criteria will be developed in consultation with experts and with commissioners.

A balance will have to be struck between the breadth and depth of options and what the Commission can realistically undertake in its life.

The Commissioners must be informed about the process, the completeness of the options' list, the way we are suggesting to choose, the possible alternatives. They must be able to criticize the alternatives. E.g. Lamm must not only see high-schools put into the options list, but he must know (though does not have to agree) how it was dropped from the list of options presented.

The following are examples of possible criteria:

##### a. Feasibility

Before dealing with specific options some general feasibility guidelines will have to be generated. For example:

a. On the basis of a careful study of current expenditures in Jewish Education and current results of overall fundraising, what is a legitimate target for an innovative vision of changing the trendlines? One hundred million dollars? Five hundred million dollars? One billion dollars?

Who is the appropriate audience to deliberate on this matter?  
How much do we have to know before starting?

b. Building the profession: after gathering all the data how and who will be able to offer reasonable arguments as to how many people could be induced to devote their lives to Jewish Education?

For specific options we will want to spell out the feasibility based on elements such as:

\* Likely communal support: how popular will this option be? How easy will it be to "sell" it to relevant publics? how likely is the Community to want this option, to pay its price, to perceive it as important and beneficial? What difficulties will be encountered on the road to communal support?

\* Institutional politics : How feasible is the option in the light of competing institutional interests? E.g.: we may find it difficult to implement an innovative program because existing institutions don't have the qualitative resources to implement it, but will oppose and obstruct the creation of new institutions.

\* Resources: are manpower, materials, organization, institutions, funds, currently available? If not, how feasible is the option?

\* Obstacles: other obstacles may be identified : can they be overcome? How? at what cost?

b. Benefit: How likely is this option to significantly affect the quality of Jewish Education?

What is the anticipated impact of this options?

What is its relative importance to the areas of greatest need?

How does this option promote general communal values? e.g.: pluralism - does the option cut across ideologies? Does it support difference and diversity? Does it keep options open for the future?

c. Cost: What is the cost of this option? Is this a long or a short term investment? What is the per-capita cost? How does this compare with the anticipated benefit? What are suggested sources of funding?

d. Time

When can the option be implemented? When are first results expected?

The development of criteria will involve the same sources of information as that used in generating the options list: the Commissioners; state-of-the-art knowledge; knowledge of the field. Experts will be consulted and interviewed.

## V. Recommended alternatives

The criteria will be used to significantly narrow the range of alternatives to be considered by the commission. A number of alternative options with a reasonable chance of success will then be recommended, for decision by the Commissioners before or at the second commission meeting.

September 4, 1988

Dear Mike,

We look forward to our lunch tomorrow. We will pick you up in front of your house at 12:30.

The enclosed materials are likely to help us.

1. A photocopy of the Jerusalem Post story.
2. Our first thoughts about how the Commission should consider its assignment.
3. Cover letter to minutes.

At the first meeting on August first, Mort Mandel very wisely did not force the commissioners to decide on their agenda. They left the meeting with the feeling that they had expressed themselves and that they were able to determine the fate of the commission. Ten minutes after the commission meeting, almost all of them wanted to decide on a specific agenda. The enclosed letter was sent to them with the minutes. We would like to discuss with you how - with all the limitations of time, lack of data and research, we can suggest a responsible and effective approach.

Best Regards,

Seymour Fox

145

Dear Commissioner,

I was very much encouraged by the first meeting of the North American Commission on Jewish Education. When we reviewed the transcripts of the meeting we were reminded how stimulating the discussion was. I am sure that the different backgrounds of the Commissioners, the pluralistic nature of the Commission which we so value, is one explanation for the thought provoking deliberation that took place on August 1st.

The discussion was not only stimulating but there was a great deal of communication and a serious attempt by all to understand the different points of view that were expressed. When the tapes were reviewed, we discovered that in addition to the differences of opinion concerning very basic issues, there is a good deal of consensus about what matters the Commission should address.

I believe that it will be useful for us to consider several options at our next meeting. I have asked Dr. Arthur Naparstek, Director of the Commission together with the senior policy advisors and consultants to prepare a preliminary paper that will present alternative approaches for us to examine before we proceed. They will want to consult with the members of the Commission so that your ideas and comments can be introduced into the materials being prepared for the next meeting.

I am enclosing the minutes of the August 1st meeting and I look forward to seeing you on December 13th.

Sincerely yours,

Morton L. Mandel

1440

# Mandel Associated Foundations

1730 Euclid Avenue \* Cleveland, Ohio 44115 \* (216) 766-9200

Jack N. and Lilian Mandel Fund  
Joseph C. and Florence Mandel Fund  
Morton L. and Barbara Mandel Fund

September 6, 1988

Dear Paul:

I was very encouraged by the first meeting of the Commission on Jewish Education in North America. When we reviewed the proceedings of the meeting, we were reminded by the diversity of the discussion. I am sure that the different backgrounds of the participants and the pluralistic nature of the Commission created the atmosphere for the thought-provoking deliberations that took place in August '88.

Not only was the discussion articulating, but there was a great deal of communication and a serious attempt by all to understand the different points of view that were expressed. In reviewing the tapes, we discovered that in addition to the differences of opinion concerning basic issues there is a great deal of consensus about what matters the Commission should address.

I believe that it will be useful to consider various options at the next Commission meeting. With this in mind, we would like to work with the senior policy advisors and consultants to prepare a preliminary paper that will present alternative approaches to the issues raised by the Commission. This paper will be discussed at the meeting on Wednesday, October 12 in Cleveland. Details will follow.

Enclosed are the minutes of the August 1st meeting. I look forward to any comments you may wish to make, and to seeing you on October 12th.

Sincerely,

Arthur J. Rapoport  
Commission Director

prefix: first last  
title: OB  
company: OB  
street:  
address:

Sent to: David Ariel, Stephen Hoffman, Arthur Rotman, Herman Stein,  
Jonathan Woocher

143 ✓

MORTON L. MANDEL

4500 EUCLID AVENUE \* CLEVELAND, OHIO 44103

September 2, 1988

Dear Sal :

I was very encouraged by the first meeting of the Commission on Jewish Education in North America. When we received the transcripts of the meeting, we were reminded how stimulating the discussion was. I am sure that the different backgrounds of the commissioners, the role of the Commission, is one explanation for the thought-provoking deliberation that took place on August 1st.

Not only was the discussion stimulating, but there was a great deal of communication and a serious attempt by all to understand the different points of view that were expressed. In reviewing the tapes, we discovered that in addition to the differences of opinion concerning basic issues, there is a good deal of consensus about what matters the Commission should address.

I believe that it will be useful for us to consider several options at our next meeting. I have asked Arthur Naperstek, Director of the Commission, together with the senior policy advisors and consultants, to prepare a preliminary paper that will present alternative approaches for us to examine before we proceed further. They will want to consult with members of the Commission, so that your ideas and comments can be introduced into the materials that will be prepared for the next meeting.

Enclosed are the minutes of the August 1st meeting. I look forward to any comments you may care to make, and to seeing you on December 13th.

Sincerely,

Morton L. Mandel

prefix first last  
title OB  
company OB  
street  
address

Sent to all Commissioners



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

19 BM		Inventory
21 BM	1-3-89	Organizational Outreach Plan for Commission
20 BM	1-17-89	Towards 3rd Commission Meeting -- Research Plan
22 BM	1-3-89	Letterhead of Commission
23 BM		Draft of Presentation to Commission Meeting 12-13-88
24 BM	12-18-88	Agenda meeting of Planning Group, 12-19-88
25 BM	12-16-88	Toward 3rd Meeting, Staff tasks
26 BM	12-13-88	Presentation for 2nd Meeting, Final
27 BM	12-8-88	Agenda Planning Group meeting of same
58 C	1-12-89	From MLH to A, re: John Colman visit to Israel
59 C	1-11-89	From A to AN, re: NAF address in Israel
60 C	1-11-89	From A to VL, re: appointments & consultants for concept paper
62 C	1-26-89	From A to AN & VL, re: upcoming trip
43 C	1-25-89	From AN to SF & A, re: preliminary agenda planning group meetings Feb. 7-9
44 C	1-24-89	From A to AN, re: draft agenda for February planning group meetings
45 C	1-24-89	* From A to SF, re: materials for February meetings
46 C	1-24-89	From BM to Joe Reimer, re: thanks for findings on educational personnel
47 C	1-23-89	From DM to VL, re: materials to David Cohen
48 C	1-20-89	From A to Esther Lean Ritz, re: upcoming trip
49 C	1-20-89	From Joe Reimer to A, observations from literature on educational personnel
50 C	1-19-89	From DM to VL, re: materials for Prof. Sizer
51 C	1-17-89	C From DM to A, re: minutes of 2nd Commission meeting
52 C	1-15-89	From Hank Skirball to A, re: thanks for materials
53 C	1-15-89	From DM to VL, re: Fox's father
54 C	1-17-89	From VL to A, re: progress on materials
55 C	1-10-89	C From A & SF to VL, re: list to send materials to & letter to accompany
56 C	1-13-89	From Dr. Robert Abramson to SF, re: Conservative/Reform educators
57 C	1-13-89	From Joe Reimer to A, re: Eric Search on Demonstration Centers
61 C	1-4-89	From A & SF to AN, re: organizational outreach plan -- comments
62 C	1-4-89	From A to VL, re: send materials to Mike Inbar
63 C	1-3-89	From AN to A & SF, re: draft minutes
64 C	1-3-89	From A to AN, re: phone call
65 C	1-1-89	From DM to VL, re: stationery
66 C	12-28-88	From Josh Elkin to A, re: thoughts best practices paper
67 C	12-15-88	From VL to A, re: materials
68 C	12-17-88	From AN to A, re: his trip here, thanks
69 C	12-29-88	From SF to Don Scher, re: letter to Zehavi
70 C	12-12-88	From AN, re: partnership strategy
71 C	1-1-89	From AN to A, re: 2nd Commission Meeting materials
72 C	11-15-88	From Jay Brodbar-Newzer to SF, re: Jewish education
5 F		C Fox on chart
6 F	12-14-88	Free thought on Commissioners' thinking
53 I	1-3-89	With Robert Abramson, by A & SF -- Toward 3rd Meeting
6 H	12-13-89	C Minutes of Commission Meeting of same
7 H	1-10-89	Draft minutes Commission Meeting 12-14-88
8 H	1-9-89	Draft minutes Commission Meeting 12-13-88
9 H	12-21-88	Draft of minutes of Commission Meeting 12-13-88, by VL
10 H	12-9-88	Highlights of Planning Group meeting, 12-8-88 by VL
2 PC	1-10-89	Summary telephone conversation A & VL, various
3 PC	11-21-88	Summary phone call





*instantly delete*  
January 30, 1989

TOWARDS THE THIRD COMMISSION MEETING:

SUGGESTIONS FOR A MECHANISM FOR IMPLEMENTATION

A. ASSUMPTIONS

1. IN THE SPRING OF 1990, THE COMMISSION WILL HAVE FORMALLY CONCLUDED ITS WORK.
2. THE COMMISSION HAS AN INTEREST IN WHAT HAPPENS TO ITS RECOMMENDATIONS AFTER ITS LIFE.
3. THE COMMISSION NEEDS TO CONSIDER WAYS AND MEANS TO ENSURE THE IMPLEMENTATION OF ITS RECOMMENDATIONS
4. THESE WAYS WILL INCLUDE ACTIVE INVOLVEMENT - I.E. A PRO-ACTIVE STANCE TOWARDS IMPLEMENTATION.

B. A CONTINUATION-MECHANISM

1. IN ORDER TO INCREASE THE CHANCES OF IMPLEMENTATION, A MECHANISM WILL BE ESTABLISHED (UNDER WHAT AUSPICES?) TO TAKE OVER THE WORK OF THE COMMISSION AND LEAD IT IN ITS NEXT PHASE.
2. THIS MECHANISM MAY HAVE TWO COMPONENTS :
  - a. COMMUNITY LEADERS (SOME OR ALL OF THE COMMISSIONERS - AND/OR OTHER INDIVIDUALS).
  - b. A PROFESSIONAL STAFF

G. ROLES AND FUNCTIONS

THE MECHANISM WILL UNDERTAKE ANY, MANY OR ALL OF THE FOLLOWING TASKS: (IN ALL CASES THE THOUGHT IS THAT OF A CENTRAL MECHANISM OF VERY LIMITED SIZE, RUN BY A SMALL PROFESSIONAL STAFF)

1. BE AN UMBRELLA ORGANISATION FOR THE IMPLEMENTATION OF THE COMMISSION'S REPORT
2. PLAN THE IMPLEMENTATION PROGRAM
3. ASSIST IN PLANNING INDIVIDUAL PROJECTS
4. INITIATE AND FACILITATE IMPLEMENTATION
5. FACILITATE SPONSORSHIP AND FUNDING OF PROJECTS BY INDIVIDUALS; FOUNDATIONS; INSTITUTIONS.

1

6. DISSEMINATE KNOWLEDGE
  7. PROVIDE DATA-BASES - BE AN INFORMATION CENTER
  8. INITIATE RESEARCH ACTIVITIES
  9. MONITOR PROGRESS
  10. SEE THAT IMPACT IS EVALUATED
- 192*  
*BW*

#### D. STAFFING

1. THE MECHANISM SHOULD BE COMPOSED OF A SMALL PROFESSIONAL STAFF OF OUTSTANDING QUALITY.-- (THIS IS ~~NOT THE STAFF FOR THE~~ DEMONSTRATION CENTER OR FOR INDIVIDUAL PROJECTS)
2. THE STAFF WILL BE HEADED BY SOMEONE WHO HAS AN EXTENSIVE KNOWLEDGE OF THE COMMUNITY, ITS INSTITUTIONS, THE FIELD OF JEWISH EDUCATION, PROCESSES OF CHANGE.
3. THE TOP PROFESSIONAL COULD BE EITHER AN EDUCATOR OR A TOP ADMINISTRATOR SENSITIVE TO EDUCATION.

#### E. GOVERNANCE

1. THE GOVERNANCE OF THE MECHANISM WILL INCLUDE REPRESENTATIVES OF THE STAKEHOLDERS AND OF THE FUNDERS.

#### F. TIMING

1. IN ORDER FOR IMPLEMENTATION OF RECOMMENDATIONS TO OCCUR WITHIN A REASONABLE AMOUNT OF TIME, THE MECHANISM SHOULD BE FULLY OPERATIONAL WHEN THE COMMISSION CONCLUDES ITS WORK. INDEED, ANY PROGRAM IS LIKELY TO REQUIRE LENGTHY ADVANCE PLANNING IF IT IS TO BE IMPLEMENTED AT THE START OF A GIVEN SCHOOL YEAR. IN ORDER FOR THE COMMISSION TO HAVE A VISIBLE IMPACT WITHIN A FAIRLY SHORT TERM, IT WILL BE NECESSARY TO START THE PLANNING OF IMPLEMENTATION AND OF SPECIFIC PROJECTS QUITE SOON.
2. HIGHLY QUALIFIED INDIVIDUALS, OF THE KIND THAT COULD PLAY A MAJOR ROLE IN STAFFING THE MECHANISM, ARE LIKELY TO REQUIRE REASONABLE ADVANCE NOTICE IF THEY ARE TO LEAVE THEIR CURRENT POSITION.
3. THERE IS ALREADY A DEMAND FOR CONCRETE ACTION ON THE PART OF THE COMMISSION, AND A REQUEST FOR POSSIBLE OUTCOMES TO BE SHARED WITH THE COMMUNITY. THE ROLE THAT THE ABOVE MECHANISM WILL PLAY DURING THE LIFE OF THE COMMISSION WILL NEED TO BE CONSIDERED.

#### G. PHASES

1. PRE-LAUNCHING: IT IS SUGGESTED THAT A FIRST PLANNING PHASE BE UNDERTAKEN IMMEDIATELY. ONE INDIVIDUAL COULD BE HIRED VERY SOON AND GIVEN THE TASK OF PLANNING THE MECHANISM AND GRADUALLY BUILDING IT UP OVER THE COMING YEAR.
2. A DATE FOR THE LAUNCHING OF THE FULL-SCALE MECHANISM SHOULD BE DECIDED UPON BEFORE THE NEXT MEETING OF THE COMMISSION.

#### H. FUNDING

1. THE SAME SOURCES THAT WILL FUND THE OUTCOMES OF THE WORK OF THE COMMISSION SHOULD FUND THE MECHANISM.
2. THE FUNDING SHOULD GUARANTEE THE INDEPENDENCE AND PROFESSIONAL INTEGRITY OF THE MECHANISM.

AX SENT

DATE:

27/1/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: ART NAPARSTEK & GINNY LEVY

DATE: JAN. 29, 1989

FROM: ANNETTE HOCHSTEIN

NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Dear Art & Ginny,

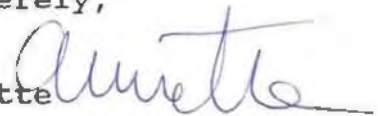
Thank you for your fax of the 27th. I have changed my travel plans and will be arriving on Feb. 7th directly to the meeting so will not need the van. Thank you anyway for your efforts.

I will bring my planning book with the still relevant documents, but I cannot locate Seymour's.

See you soon.

Sincerely,

Annette



Jan 13, 1987

## TOWARDS THE THIRD COMMISSION MEETING

### I. TOWARDS THE THIRD COMMISSION MEETING

### II. RESEARCH PLAN

This preliminary outline of a Research plan must be assessed as related to the following categories:

- \* research needed for the decisions of the commission
- \* research needed for the final report
- \* research needed for implementation

This is an incomplete and preliminary plan for discussion.

### III. THE STATE OF JEWISH EDUCATION

It was suggested to prepare for the final report of the commission a general chapter on the state of Jewish Education -- presenting the major problems

#### A. A STATEMENT OF THE PROBLEM

### IV. PERSONNEL AND THE COMMUNITY

#### A. MAPPING AND ASSESSING THE CURRENT SITUATION

It may be useful to use comparative measures from other fields for some of the data (e.g. salary scale in other professions; salary scale in general education)

1. CURRENT POOL OF EDUCATORS BY SELECTED VARIABLES
  - a. TOTAL NUMBER AND NUMBER BY TYPE OF INSTITUTION
  - b. POOL OF QUALIFIED/UNQUALIFIED
  - c. CURRENT POOL : TRAINING
    - I. PRE-SERVICE
    - II. IN-SERVICE
2. CURRENT TRAINING PROGRAMS
  - a. INVENTORY OF TRAINING PROGRAMS
    - I. CONTENT OF TRAINING
    - II. NUMBER OF STUDENTS

196 km

- b. EVALUATION OF EXISTING TRAINING PROGRAMS
- 3. CURRENT RECRUITMENT METHODS
  - a. FOR TRAINING
  - b. FOR JOBS
- 4. RETENTION RATE
  - a. AVERAGE No OF YEARS IN SERVICE BY TYPE

8:39am Jan 20,1989

A:\RES.OTL

Page: 1

#### TOWARDS THE THIRD COMMISSION MEETING

- 5. CURRENT SALARIES AND BENEFITS
- 6. THE STATE OF THE PROFESSION
  - a. AGREED UPON BODY OF KNOWLEDGE
  - b. CODE OF ETHICS
  - c. METHOD OF ACCREDITATION
  - d. LADDER OF ADVANCEMENT
  - e. NETWORKING INSTITUTIONS
- 7. COMMUNITY LEADERSHIP FOR EDUCATION - A PROFILE
  - a. WHO SETS EDUCATIONAL POLICIES:
    - I. NATIONALLY
    - II. LOCALLY
    - III. INSTITUTIONALLY
  - b. WHO DECIDES ON DEVELOPMENT AND FUNDING
    - I. NATIONALLY
    - II. LOCALLY
    - III. INSTITUTIONALLY
  - c. COST AND SOURCES OF FUNDING
  - d. COMMUNAL STRUCTURES FOR EDUCATION
  - e. THE CLIMATE ABOUT EDUCATION
    - I. CURRENT PERCEPTIONS OF NEEDS
    - II. CURRENT PERCEPTIONS OF EFFECTIVENESS

#### B. NEEDS AND GAPS

- 1. A PRELIMINARY ASSESSMENT: KEY PROBLEMS AND CHALLENGES
  - a. A SUMMARY OVERVIEW
- 2. NUMBER OF EDUCATORS NEEDED BY SELECTED VARIABLES
- 3. TRAINING NEEDS

- a. QUANTITY
- b. TYPE

C. RESOURCES

- 1. POTENTIAL POOL OF EDUCATORS
  - a. FROM EXISTING EDUCATORS
  - b. JEWISH STUDIES GRADUATES
  - c. PARA-PROFESSIONALS
  - d. OTHER

D. ISSUES

8:39am Jan 20,1989

A:\RES.OTL

Page: 2

TOWARDS THE THIRD COMMISSION MEETING

E. NORMS AND STANDARDS OF QUALIFICATION

F. IMPLEMENTATION ISSUES:

- 1. SIMULTANEOUS OR SERIAL IMPLEMENTATION
- 2. THE TIME FACTOR IN IMPLEMENTATION
  - a. TIME AND MORALE
  - b. TIME AND SCOPE
- 3. MINIMAL SCOPE FOR EFFECTIVENESS
- 4. CRITERIA FOR DECIDING ON A STRATEGY
- 5. LOCAL MECHANISMS

G. A CENTRAL MECHANISM FOR IMPLEMENTATION:

- 1. WHOSE MECHANISM?
- 2. ITS ROLES AND FUNCTIONS
  - a. PLANNING
  - b. MATCHMAKING: PROGRAMS AND FUNDS
  - c. RESOURCE OR IMPLEMENTOR
  - d. GUIDING IMPLEMENTATION
  - e. MONITORING IMPLEMENTATION

H. COMMUNAL OWNERSHIP OF IMPLEMENTATION

V. IMPLEMENTING RESEARCH:

A. PRIORITIES

FAX SENT  
DATE: 26 1/18/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: ART NAPARSTEK & GINNY LEVY

DATE: JAN. 26, 1989

FROM: ANNETTE HOCHSTEIN

NO. PAGES: 1

FAX NUMBER: 001-216-391-8327

Hello!

Thanks for your fax with the schedule and the agenda. Here are a few responses:

1. I spoke to David Arnow and will be meeting with him on the 2nd of February. It is all arranged.
2. I will be arriving in Cleveland after midnight on the night of the 6th of February, following a JFK meeting with Esther Leah Ritz. Could you please reserve the Bond Court from then on and inform them that I'll be checking in late. Also, could you please send me the address of the hotel and what is a safe way for me to get there past midnight.
3. The planning books: Do I bring them empty? (Not sure I can locate Seymour's.)

See you soon.

Annette





*Documents Resumes  
with wise people -  
Early February 89 - then  
discussed for the  
workshop - prototype idea.  
see appended  
Feb 7  
28*

TOWARDS THE THIRD COMMISSION MEETING

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

POSSIBLE OUTCOMES

I. BACKGROUND

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

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

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

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

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

II. THE CHALLENGE

The wide consensus amongst commissioners on the importance of dealing with personnel and the community did not alleviate the concern expressed by some as to whether ways can be found to significantly improve the situation in these two areas. Indeed, a number of commissioners suggested that agreement on the general areas in need of improvement has existed for a long time amongst educators and community leaders. Ideas have been suggested; articles have been written; conferences have been held; some programs have been tried. Yet significant improvement has not



B. How feasible is a given strategy? Is it methodologically sound? Does it make reasonable demands on human, structural and financial resources?

The questions of feasibility to be addressed -- in addition to those regarding resources and the likely political support -- will have to include considerations of replication. If a strategy of limited scope is successfully implemented, does it have a good chance of being replicated? Is replication likely? Can the conditions for replication be created? Many related issues should be raised for consideration. E.g. the literature reveals that demonstration centers require energy to be expended on the effective operation of the center itself. Little energy seems to remain to plan, direct and implement wide-scale replication.

C. What is the cost of this strategy going to be, beyond the current investment in Jewish education? Who can and will fund the increased money needs? The funding required for any proposed strategy will have to be carefully assessed and its feasibility determined.

D. Any strategy selected will have to be acceptable to the key players or stake-holders in the field of Jewish education. Stake-holders will have to be identified and their commitment to the proposed change will have to be checked. What will need to be done to ensure the relevant ownership, involvement, commitment by the stake-holders?

E. The issue of time will have to be considered. What will the time schedule for a strategy be? How long will it take to implement, and then replicate for a wider constituency? How long until global change may occur?

It seems that for any process to be successful, to maintain its momentum, it must be completed in a relatively limited amount of time. People in the field of Jewish education are being inspired by the work of the Commission and there are expectations that serious change is forthcoming. For the communal leaders and educators alike, it is important that change be visible soon in order to sustain hope and support for the Commission's work.

Another consideration related to time is the underlying notion held by some that change will only be successful if certain elements are implemented simultaneously. This theory claims, for example, that efforts at expanding training programs will be successful if done simultaneously with an increase in salaries, a ladder of advancement, job development and more. Whether this is indeed the case will have to be further studied.

F. How Will the scope of a strategy be determined? It will be necessary to define the minimal scope of implementation needed in order to launch the process of change. If a suggested strategy is limited geographically or in the number of people it will affect, we will need to know how it will ultimately affect more of the Jewish educational universe.

An attempt to answer all of the questions outlined above could paralyze the process of choosing and implementing a strategy. Perhaps it should be determined in advance which of the questions must be answered for the process to be able to proceed.

#### IV. ALTERNATIVE STRATEGIES FOR IMPLEMENTATION

What follows is a brief definition of five alternative strategies for consideration which emerge from the literature on implementation from consultations with experts and with practitioners. They vary in degree of centralized control and can be categorized into two types:

1. Conventional development strategies
2. Variations and elaborations on these, based on the implementation orientation of the Commission.

##### Suggested Strategies:

- A. National Development Plan
- B. Demonstration Center
- C. Single Element Dealt with Nationally
- D. Multiple Experimental Centers
- E. Combination of the Above

##### A. National Development Plan

A National Development Plan for dealing with the shortage of personnel and with the community throughout North America will be prepared and implemented. The plan will address systematically every component that needs intervention for the across-the-board improvement of Jewish education in North America (e.g. recruitment, training, leadership development, increased funding). The following tasks will be undertaken:

- \* Map the current situation in personnel and the community. (Current training opportunities, profile of the leadership, profile of personnel, etc.)
- \* Evaluate resources (e.g. How effective are existing training programs? What are current investments in education?).
- \* Analyze the organizational environment in which Jewish education operates (e.g. communal and national structures for education).

\* Assess needs (e.g. how many educators are needed; how many need to be recruited; what kind of training is needed; what kind of training programs need to be developed; how much additional funding is needed, etc.).

\* Suggest actions for closing the gap between the current situation and the needs. For example, if we need to raise the number of people in training programs to 500 per year, up from the current 145, let us quadruple the capacity of existing programs, develop five new programs at general universities and send 20 potential teacher-trainers to be trained at the Hebrew University. In addition, let us create a national educational manpower database for placement and recruitment; develop the adequate knowledge base needed for decision-making in education; undertake a variety of public relations activities to improve the climate in the community regarding investments in Jewish education; etc.

The development plan would also include:

\* costing of implementation, and

\* a schedule for the gradual implementation of the plan's many components. The plan would effectively provide a roadmap for Jewish education, setting priorities and implementation targets for the whole North American community.

## B. Demonstration Center

A demonstration center would be a place or several places (a community, a metropolitan area, a region, a set of institutions) where a full set of programs designed to effect change will be implemented in a planned, systematic and monitored fashion. It could be, for example, a medium-sized community that implements the combination of personnel development programs and community programs needed to insure systematic improvement in all its educational settings. The programs could span the spectrum from needs assessment and planning, to recruitment, to in-service training, to salary improvements, etc. They might involve the personnel for the local JCC, the day schools, adult education programs, synagogue-based programs and more. On the topic of community, they would assess the performance of current structures that deal with education (BJE, Federations), engage in the recruitment of outstanding community leaders for education, engage in a public relations campaign to impact on the community's climate concerning education, and engage in special fundraising efforts.

The suggested demonstration centers would be designed specifically to deal with the shortage of qualified personnel and with the community's structures and leadership. The purpose of the demonstration center is to implement, in a relatively short

time, the comprehensive, interrelated elements that are needed to bring about across-the-board change. It would thereby demonstrate how change can be introduced into Jewish education. By virtue of concentrating many elements of change in one site, the demonstration centers would be models for learning through application. Leaders and educators from other communities who visit a demonstration center might be inspired to replicate, and adapt to their needs components of, or all of the programs, for their own communities. Monitoring and evaluation activities would lead to ongoing refinement of the application of projects.

The demonstration centers would be limited in scope -- both geographically and in the number of people involved -- compared to the needs of the whole North American community. However, they would be large enough to offer the necessary critical mass for valid demonstration of a comprehensive approach to the topics at hand.

(For an illustration of how a demonstration center might operate see Appendix A.)

#### C. Single Items Dealt With Nationally:

A third strategy -- probably most useful in combination with any of the others -- might be for the Commission to select from a general plan one specific item for implementation throughout the country. (E.g. a new salary scale for educators; the introduction of an accreditation procedure; specialized training programs; a general in-service training program; a plan for the recruitment of outstanding leadership for education.) The program will be made available to communities throughout the country. Those interested, who meet certain requirements (e.g. financial commitment, willingness to implement monitoring and evaluation procedures, etc.), would join the program on a voluntary basis. Thus a large number of communities might implement such an item simultaneously.

#### D. Multiple Experimental Centers

A number of experimental centers would be developed simultaneously. They might be communities, single institutions, or networks of institutions, each undertaking one or several elements in need of change. A plan might be prepared including all the elements that need improvement or change. A number of communities might each take one part of this plan to test in its institutions. For example, Los-Angeles might deal with the recruitment of outstanding leadership for education and with doubling the funding for Jewish education in its metropolitan area, while Detroit might specialize in in-service training and test novel in-service training programs in all its educational systems.

The experimental centers strategy might take many alternative forms. The same element (e.g. a new system of in-service training and a new ladder of advancement) might be tested in different communities, or the application of one element (e.g. in-service training) might be tested in different programmatic areas in various communities. For example, in-service training programs for early childhood educators might be tested in Saint-Louis while in-service training programs for supplementary schools might be tried in Minneapolis. A third community might test in-service training throughout its informal network. An additional variation of this strategy might involve a number of communities testing the same programs for comparative purposes.

The multiple experimental approach would allow for testing a variety of elements under different conditions, while at the same time affecting a larger population than the demonstration center. As in the case of demonstration center, this approach would allow for learning by leaders and educators from any interested community..

A significant advantage of the multiple experimental center is that it would offer a wider spread and visibility of change throughout North America than would the single demonstration center approach.

#### E. Combinations:

The most likely scenario suggests that the Commission may decide to select a combination of some or all of the above strategies. A demonstration center does not preclude multiple experimental centers around it - linked to it, or independent. This may be less comprehensive, but could deal in parallel with some of the same elements as those undertaken in the demonstration center. At the same time, it is likely that a national development plan of some sort will be desirable to provide a roadmap and set priorities, as well as to outline possible routes for comprehensive change.

It can also be assumed that following initial activities, a single element may be found worthwhile for wide-scale or comprehensive replication. The Commission, or whatever mechanisms are monitoring its activities, may single out elements that could be dealt with nationally in an effective way.

The final strategy decision is likely to be a combination of the alternative suggestions for implementation.

## APPENDIX A -- SOME ILLUSTRATIONS

The demonstration center will be centered around four main topics: recruiting appropriate human resources, offering adequate training, creating the conditions to retain educational personnel and building the profession of Jewish education. There is a strong assumption, that still needs to be verified, that these four topics need to be addressed simultaneously if a significant impact is to be achieved. There is concern that if addressed serially rather than simultaneously, the effect of each component on the others will be lost. A similar argument has been advanced concerning the need to act simultaneously in the area of personnel and the community, as they are mutually dependent and reinforce each other. Therefore, the demonstration center should undertake them simultaneously through a complex network of inter-related programs. Below are hypothetical examples and ideas of how a demonstration center might operate.

### Recruitment:

The purpose of the recruitment component is to increase the pool of educators in order to meet the current shortage and to upgrade the quality of personnel. Multiple directions will be pursued, including paraprofessionals, professionals from related fields, and people who are willing to work for a limited amount of time in the field of education. This pool of potential educators could include retirees, general education teachers, yordim, Jewish studies students, and graduates of day schools who are now in university. In addition, candidates to be trained as educators would be recruited too. Example 1: Graduates from good day high schools (e.g. Ramaz) who demonstrate talent, commitment and appropriate Jewish knowledge, could be offered scholarships and stipends to attend universities in the city where the demonstration center is located. In exchange, the graduate would commit himself to teaching at the local supplementary school during his four years of undergraduate studies. He would undergo in-service training and his teaching (6 hours a week) would be supervised by the demonstration center staff. During his vacation periods from university, he would be expected to participate in training seminars, either in the U.S. or in Israel.

These students might also be employed by the JCC or in adult education programs at the local synagogue, depending on the specific programmatic goals of the community. No claim would be made on these people after their graduation from university; they would not be expected to remain in the field of Jewish education. Their services, rather, would be used for four years to alleviate the supplementary school's difficulty in finding suitable personnel. New students each year would bring new energy and life to the school, and the training they would receive would minimize the weakness of being a non-professional teacher. For them, the benefits would range from self-satisfaction to professional growth, as well as a great deal of learning.

Example 2: Recruitment of full-time senior educators for day schools would involve a different approach. The community's specific needs for personnel would have to be assessed: how many, and what kind of, educators are lacking and could be usefully absorbed? Excellent educators, currently employed in other places, may have to be offered the appropriate terms and benefits to attract them to the demonstration center. They, too, would undergo in-service training and perhaps undergo an accreditation procedure that would result in licensure.

These senior educators would take on multiple responsibilities, ranging from teaching to curriculum development for the community, to training other teachers. Some of them may be general educators, or specialists, and not necessarily all Judaic teachers.

### Training:

A comprehensive training program will be prepared for the whole demonstration center. All the educators involved in any of the demonstration center's activities would participate in ongoing in-service training. High level in-service training programs might not only upgrade the quality of present personnel, but could be a key factor in retaining them too.

Models for the training of the paraprofessionals and for the retooling of professionals from other fields will be developed. These could have a significant impact on enlarging the pool of educational personnel.

The systematic and comprehensive training programs are likely to be too large for a local institution to take upon itself. Assuming that the existing training institutions throughout the country will be thoroughly evaluated by the Commission, their role will be central in any training effort.

Example 3: Yeshiva University might be asked to assume responsibility for the training of personnel in a particular demonstration center. Yeshiva University would send staff members to that center twice a month, to lead in-service workshops and to advise teachers on projects. The Yeshiva University staff would also be involved in planning and overseeing the training seminar in Israel that will take place during the summer for some of the educators.

If -- as is likely -- a particular training institution is found to be weak in a certain area, outside talent may need to be brought in to work with the training institution's staff. A Jerusalem Fellow, with a needed expertise, might be sent to Yeshiva University for two years, or Professor Rosenak may conduct a series of seminars there during the summer for the staff of the training programs. While one training institution will be primarily responsible for one area of training (e.g. in-service training; pre-service training of teachers; training of



senior personnel) partnerships and consortia of institutions may be developed. Thus, Yeshiva University in the example cited, may work together with a college of Jewish studies to develop the training program and to implement it. If a demonstration center or one of the experimental centers has a specific programmatic orientation (e.g. early childhood) the training program would be specially tailored to it.

#### Retention and Profession Building:

These two issues are closely related, as there is a strong assumption that if all the elements of a profession are in place, Jewish education will better be able to retain its quality personnel. These elements include appropriate salaries and benefits, an agreed upon body of knowledge, a code of ethics, networks of collegiality, etc.

The demonstration center would first have to define each of these elements theoretically because little is known about them for the field of Jewish education. Then the current status of each element would have to be assessed and specific measurable goals could be set with the appropriate plans for achieving them. These might include a decision to raise, over the next two years, a certain group of teachers' salaries by "X" percent; institute a licensing mechanism; and publicly recognize the achievement of educators. The goals for the next five years might be that 500 teachers should be licensed, a sabbatical program would be operating and 12 professors of Jewish Education will be holding full-time positions at a key training institution.

#### The Community:

The community hosting the demonstration center will have to be an integral part of the center's existence. Some form of governing body will oversee the planning, implementation and running of the center. Hopefully, a wide coalition of all relevant actors -- rabbis, educators, the federation, philanthropists, intellectuals -- will be created, enabling the demonstration center to function effectively. The community will have to make the financial commitment necessary to support the demonstration center. Perhaps several communities will compete for the opportunity to host the demonstration center, proving their ability to create the best conditions for it.

The governing body of the demonstration center will determine exactly what "status for Jewish educators" means, and how it will be developed in this community. A careful assessment of the community's current structures and attitudes towards its educators will be undertaken, and will reflect the community's attitude towards Jewish education. Individual leaders may recognize their personal neglect of their own Jewish education, and decide to undertake a serious course of study in one of the programs affiliated with the demonstration center. Formal



leadership development programs will be developed by the center as well.

The above example of a demonstration center is limited. It does not cover all of the elements and is not based on hard data or on a specific community. It simply illustrates the type of thinking that may be applied to a demonstration center.

January 25, 1989

To: Seymour Fox, Annette Hochstein, Joe Reimer, Herman Stein, Hank Zucker

From: Art Naparstek

Following is a preliminary agenda for use at our Commission Planning Group meetings on February 7-9. This is a combination of a proposed agenda supplied by Annette and my notes gleaned from a review of past minutes, assignments, and the two-year plan.

We are scheduled to meet at the following times:

Tues., Feb. 7 - 3:00 - 6:00 p.m. (with MLM)  
Wed., Feb. 8 - 9:00 - 2:00; 2:00 - 6:00 (with MLM)  
Thurs., Feb. 9 - 7:30 - 9:00 (with MLM & P.Berman Cohen), 9:00 - noon

1. Alternative Outcomes

(Presentation and discussion of various possible outcomes of the work of the Commission and their implications):

- a. A Comprehensive Development plan
- b. Demonstration Centers
- c. Single Element Implemented throughout North America
- d. Multiple Experimental Centers
- e. Combinations of the above  
(May change prior to Feb. 7 meetings)

2. Work Plan

- a. Consultations with commissioners (small group meetings)  
[We should decide how we wish to organize commissioners - task forces, subcommittees, forums - and if we wish to establish an executive committee. Our goal of involving commissioners to keep them on board should be considered - discuss status of debriefing.]
  - b. Research - collection of existing data, preparation and administering of surveys, gathering financial data, data for case study(s), and other research that may arise as we proceed
  - c. Planning
  - d. Administration and staffing
  - e. Work Plan - February to June
  - f. Status of case study and visions papers and where they fit into this plan
  - g. Review of long term (two year) plan
- 43C

January 25, 1989

Annette:

1. Many thanks for your speedy response to my request for an agenda.
2. Enclosed is my slightly revised version of the agenda.
3. Please bring your and Seymour's Planning Group books to our meetings.
4. You are currently scheduled to meet with David Arrow on January 30. \_\_\_\_\_  
Do you have a new date and time to propose?
5. We are making reservations for you, Seymour and Joe at the Bond Court Hotel in Cleveland (Premier's new arrangement). The fax no. there is 216-566-0736.
6. We look forward to seeing you soon.

Art

3. A mechanism for post-Commission implementation
  - a. The concept
  - b. Immediate first steps
  - c. Staffing
4. Staffing Requirements for 1 & 2 above
  - a. For research and planning
  - b. Other
5. Public relations during Commission
  - a. Meet with Paula Berman Cohen to discuss P.R.  
(Thurs., 2/9 -7:30 a.m.)  
(need for news releases, articles, presentations to various publics, talk pieces for commissioners)
  - b. Discuss desired outcomes and involvement of various publics
6. Networking with organizations
7. Begin to formulate agenda for June Commission meeting
8. Review Commissioner feedback and plan action needed
9. Assignments

Dear Art,

I have just put down the phone - following our conversation, and will try to outline the suggested agenda. Please remember that I will bring the real thing - detailed and more comprehensive - together with a revised long-term plan and a new February-June plan - as well as research agenda - for discussion.

## Agenda

### Suggested and Preliminary

#### 1. Alternative Outcomes

(Presentation and discussion of various possible outcomes to the work of the commission and their implications:

- a. A Comprehensive Development plan
- b. Demonstration Centers
- c. Single Element Implemented throughout North America
- d. Multiple Experimental Centers
- e. Combinations of the above

(Art, this is likely to be changed by the time we come.)

#### 2. Workplan [Based on 1]

- a. Consultations with Commissioners (small group meetings)
- b. Research
- c. Planning
- d. Administration
- e. Workplan February to June

(Possible review of long-term plan; 4-month plan and research plan)

#### 3. A mechanism for implementation

- a. The concept
- b. Immediate first steps

#### 4. Staffing

- a. For research and planning
- b. For the implementation mechanism

#### 5. Public relations and networking with organizations.

- a. discussion of the networking proposals (Rotman/Woocher)
- b. discussion of a p.r. proposal (Naparstek)

#### 6. Next steps

January 24, 1989

Dear Seymour,

I just ended a phone conversation with Art and thought it friendly to inform you that he is acting out. Though the tone remained friendly throughout he managed to repeat all the old mistakes. He probably had a bad meeting with MLM yesterday, didn't sleep (called me at 5am his time) and decided that with you out of the way he could try to order me about and ask for :

detailed program and meeting schedules in the united states - day-by-day, hour-by- hour from landing to take-off (SF; AH)

a concept paper

a research plan

an agenda for Cleveland

the individual Commissioners' papers

reports on all our contacts with commissioners

The only thing I produced is the agenda (see attached) because he is obviously miserable over having to face MLM again today and not even have the outline of an agenda. He will call you desperately tonight - so here are some warnings and details:

Should you plan to give in on any of the above, be kind enough to inform me, it will save me a trip.

The lovely chat went as follows:

- have you (SF) already landed
- could I produce a few things for him today, because MLM is having his last day at the office
- had a good meeting with MLM. MLM is getting back on board and wants to know.
- MLM wants more time than he (AJN) had planned. He would consider cancelling his Tuesday January 7 meetings if we'd come in. MLM is available. (1.It is the Coleman day; 2.do we want that time)
- He (AJN) finds himself unable to explain the content of our work for lack of a concept paper. We had promised it. (the tone never got really mean: just stupidly pressuring, thinking I might..)

He liked the minutes a lot.

He is shooting for meetings with Woocher and Rotman to end by 3pm on Thursday. Shouldn't go much later. I need to leave town not late that day.

I have received a second - useful to me - two page memo from Joe

(attached).

Attached - a rough draft of the minutes' cover letter. Heavily inspired from earlier similar letters.

That's it. Be well

FAX SENT

DATE:

24/1/89

Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: ESTHER LEAH RITZ

DATE: JAN. 24, 1989

FROM: ANNETTE HOCHSTEIN

NO. PAGES: 1

FAX NUMBER: 001-414-291-0207

Dear Esther Leah,

After our telephone conversation yesterday, it occurred to me that you may prefer that we meet in New York. While I have made a reservation to Milwaukee on the 5th (I would arrive at your house at about 11 a.m.), perhaps it would be more convenient for you if we met at JFK on your way to Israel. For me, it makes little difference whether I fly to New York or to Milwaukee, so please let me know which is best for you.

I look forward to seeing you.

Best Regards,

Anette



Nativ Policy and Planning Consultants  
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון  
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: DR. JOE REIMER

DATE: JAN. 24, 1989

FROM: DEBBIE MELINE

NO. PAGES: /

FAX NUMBER: 001-617-736-4724

Hi Joe!

Annette is not in the office right now, but she stopped in this morning just long enough to read the fax you sent about your findings on educational personnel. She found it very useful and asked me to pass on her thanks. She looks forward to more of the same!

Please send my regards to everyone at Hornstein.

*Debbie*

46 ✓

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

FACSIMILE TRANSMISSION

FAX SENT

DATE: .....

23.1.89

TO: Virginia Levi  
FROM: Debbie Meline

FAX NUMBER: 001-216-391-8327

DATE: January 23, 1989

NO. OF PAGES: one

---

Dear Ginny,

As of yesterday (Sunday Jan. 22nd), Prof. David Cohen had not received the Commission materials that we requested you to send out last week. Perhaps there was a problem with the (home) address that I gave you. Would you mind calling his office at Michigan State University (tel. 517-353-1716) for his correct mailing address and sending the materials again? Annette and Prof. Fox are very anxious for him to receive the materials before their meeting with him early next week.

Thanks again.

Sincerely,

Debbie

EX SENT  
ATE: 20/1/89

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

FACSIMILE TRANSMISSION

TO: Esther-Leah Ritz

FROM: Annette Hochstein

FAX NO.: 001-414-291-0207

DATE: January 20, 1989

Number of pages: 1

-----  
Dear Esther-Leah,

I hope this message finds you feeling well and in good spirits. Having communicated too often with your answering machine these past days, I will try alternate electronics - and guess that you have been travelling.

I will be in the U.S. during the month of February and wonder whether we could meet - either on your way to Israel, or in Milwaukee if you will still be there on February 5 or 6.

Seymour and I have been working at developing strategies for the work of the North American Commission on Jewish Education. The task of devising ways to bring about significant change in a troubled field is very challenging and rather complex and I would love to consult with you on this. We are trying to be as implementation-oriented as possible.

It was good to learn that Avraham Infeld took the Jewish Education Committee assignment. I've met with him to assist in any way he finds useful.

On a less happy note I thought you I should let you know that Seymour's father passed away last week in Jerusalem.

Esther-Leah we will not be able to host you at home this time, since the whole family is coming for a vacation to the US with me. So please accept a raincheck for your next visit.

Warm Regards,

Sincerely



45 ✓

DRAFT

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

DATE OF MEETING: December 14, 1988

DATE MINUTES ISSUED: January 10, 1989

PRESENT: David Ariel, Seymour Fox, Rachel Gubitz, Annette Hochstein, Stephen Hoffman, Virginia Levi (Sec'y), Morton L. Mandel, Arthur Naparstek, Joseph Reimer, Arthur Rotman, Carmi Schwartz, Herman Stein, Jonathan Woocher, Henry L. Zucker

.....

## I. Introduction

At an earlier meeting, Senior Policy Advisors set three goals for the Commission meeting of December 13:

- A. To develop a clearer focus for a Commission agenda.
- B. To develop a sense of how to organize in order to accomplish that agenda.
- C. For participants to continue to feel good about the work of the Commission.

In the discussion which took place on December 14, there was agreement that goals A and C above were accomplished at the December 13 Commission meeting. The focus of this meeting was to move toward a plan for organizing to accomplish the Commission's agenda. The pages which follow summarize the points made by Senior Policy Advisors at this follow-up meeting.

## II. Format

The morning session of the Commission meeting was excellent. It was felt that more time might have been given to lunch, where constructive conversations were taking place and Commissioners were beginning to network. In the future we should consider varying the format for the afternoon.

## III. Enabling Options

There was a mandate to pursue personnel and community, accompanied by a concern for finding ways to integrate programmatic options. It was suggested that we might look at each programmatic option as it relates to personnel and community. It was also suggested that a study of the two primary options should include a research component.

The Commission's purpose is to engage in producing change. We will need to address the strengths and weaknesses in the array of structures which currently comprise Jewish education. We need a paper on the status of Jewish education in North America, and another which restates our goals as set forth in our design document and shows where we are one year after it was written.

We might take a dual approach to organizing the process as follows:  
(1) Contingency approach -- temporary groups such as forums and focus groups which provide temporary leadership roles for some commissioners, parallel with (2) Non-contingency groups such as task forces which exist for the life of the Commission and provide more long-term leadership roles for others.

The nine local Federation commissions on Jewish education currently in existence could provide models to help advance Jewish education. Perhaps a position paper can be written which will suggest how to accomplish this.

We should develop a plan within the context of JWB, JESNA and CJF that will define the roles of these organizations in our work. If we decide to add staff, we should hold a seminar for them so that everyone takes the same approach and understands the rules.

#### Life After the Commission:

We are committed to concluding in the spring of 1990. We should consider the possibility of a "successor mechanism" as a way of keeping initiatives going.

### IX. Moving Toward a Final Report

It is not too soon to begin to develop an outline for a final Commission report, as a means of focusing the efforts of staff in the interim. The final report should include an assessment of the current state of American Jewish education and visions for the future, as well as a case history study which might be done as an independent document edited by a single individual or committee, but would be written by a number of authors.

### X. Next Steps

1. A proposal for life after the Commission -- due by June.
2. A design for setting forth alternative approaches, including a definition of the issues and alternative solutions.

3. A paper stating the outcomes which we seek:
  - a. systemic change
  - b. published papers
  - c. a broker-process to link issues with potential funders
4. A public relations plan to include:
  - a. communications
  - b. a definition of each public and the outcomes we seek with each
5. Case studies -- models within Jewish education that could be adopted by all. This might include looking at individual aspects of programs rather than highlighting an entire program. It might be somewhat less politically sensitive than selecting a small number of projects and identifying them as the successful ones. This project might be done with an editor and multiple authors.
6. A plan to move ahead. In order to determine whether we require more staff, we should write a paper outlining outcomes and how we envision organizing to achieve those outcomes. This should be done by January 13.
7. Research -- this should be added to the list of desired outcomes. We will decide later what can be done.
8. Following the next Commission meeting, staff will meet for approximately one hour that evening to plan an agenda for the next day. Senior policy advisors will be asked to meet the next morning to evaluate and debrief. Staff will meet that afternoon and perhaps the next day to plan for the future.
9. Staff were encouraged to use their own judgment in sharing Commission materials with others.

It was felt that the community option requires further clarification and definition. It may be that any lack of enthusiasm for the concept of community reflects an assumption that it is a "given," rather than less support for the option itself. A look at community should include input from the Bureau system and Federation planners. Some smaller communities might become laboratories to experiment with new approaches.

We have two parallel priorities -- one to address individual interests of commissioners and a second to pursue our main thrusts.

If we could determine where we wish to be at the end of the process, we could use focus groups as a basis for the preparation of strategy papers which would provide an analysis of the current state of Jewish education and a taxonomy of possible responses. Programmatic options could be looked at in focus groups while community and personnel are dealt with at the Commission level.

#### IV. Programmatic Options

In addition to developing an approach to dealing with personnel and community, we should work on a plan to examine programmatic options. In looking at programmatic options, we might wish to develop: (1) the road map concept; (2) the matchmaker concept -- finding people to finance initiatives; and (3) a means for evaluation on a continuing basis. Furthermore, we might look at good practices within a programmatic area and identify key factors for success.

#### V. Involving Commissioners

All commissioners who were present at the December 13 meeting should be contacted for debriefing as soon as possible. Those who were not present should be called and briefed on the outcomes of the meeting.

In light of the Commissioners' confidence in the work of the staff, commissioners might be inclined to rely too heavily on staff and to participate less themselves. We must work to retain the involvement of commissioners. We can accomplish this goal by continuing to listen to them through interviews, focus groups, forums and task forces.

It was noted that personnel and community are interrelated. If we establish task forces to study each area, we should ensure that there is a means of communication between them.

We might hold a series of meetings hosted by commissioners in various parts of the country to get additional input and provide an opportunity to stay involved. Each meeting might be on a different aspect of the Commission's work and each commissioner would be invited to participate in one of the meetings. It is suggested that MLM would chair these meetings.

We know that some commissioners have a specific agenda in mind. We might approach them and ask how the commission process can serve their goals, thus engaging them in the process.

With respect to possible representation of other groups on the Commission, it was felt that our general approach should be to include them in the research and writing process rather than adding more commissioners. Consideration will be given to replacing Rabbi Zeldin, possibly with Rabbi Sheldon Zimmerman, if Rabbi Zeldin continues to show minimal interest.

#### VI. Copyright

We will not copyright our working documents. We will either indicate on them that they may be reproduced with appropriate credit, or we will mark them "Draft. Do not reproduce."

The sections under review will be revised and completed. AJM will work on the matter of copyright.

#### VII. Commission Public Relations Strategies

We need a communications/PR strategy. We should identify publics and inform them about the Commission. A newsletter of highlights which actually quotes commissioners should be considered. All press releases should include a standard paragraph defining the Commission. We can use JWB, JESNA and CJF mailing lists for this. In addition, MLM should plan to meet with the CJF board in January, 1989.

#### VIII. How To Proceed

There is a need for research as expressed at the Commission meeting. The basic question of proof that there is a link between Jewish education and Jewish continuity should be studied. We might consider commissioning occasional papers on a variety of topics. When a vision paper is written, it should be useful to every denomination.



Observations from the Literature on Educational Personnel

1. From what I've been reading, there is a lot of support for two crucial ideas that Seymour and Annette are working on.

a. One cannot tackle the recruitment issue without simultaneously dealing with the issues of retention and professional development (meaning: higher salaries alone won't solve shortages).

b. It is sensible to tackle this cluster of complex issues by working with existing units or organizations - such as single schools or school systems.

2. There is skepticism, e.g., about beginning with training institutions - such as universities. In response to the Holmes Report<sup>1</sup> which concentrates on reforming teacher-education in universities, several authors (A. Lieberman, P. Jackson, W. Feinberg) question the analogy to medicine (Flexner Report) and wonder if better educated teachers will be any more ready to enter and cope in classrooms. Sarason reads Flexner differently and claims what's been missed is the clinical aspect of training. The other authors think the clinical aspect is best left to in-school experience, though like Sarason they discuss current "field experience" as inadequate. All agree investing money and reform in universities alone (i.e. without change in university system of training) is no solution.

3. Many authors (all the above plus Good, Lazerson, Darling-Hammond) believe that the single most crucial step in reform is beginning with the teachers and getting them on-board. Hence they think of the unit of reform as being a school, a system of schools, or (in Sizer's case) a national network of schools. Why? Because coming out of the effective school literature, they think for reform to work it has become "an integral part of an on-going problem-solving and improvement process."<sup>2</sup> That pre-supposes an existing organization with an effective leadership and a team or staff of teachers who as a group will commit to a change process in which they have input. Such a group can effectively bring in new teachers, sponsor staff development and make schools more effective.

4. Two interesting models are those of Sizer and Lieberman. Sizer starts with single schools who will commit - as a staff/community - to a program of change and then links such schools into a network of schools across the country. Lieberman

---

<sup>1</sup> Reforming Teacher Education (Soltis, Ed.) T.C. Press, 1987.

<sup>2</sup> The Rand Corp. Report.

197-BM

worked in New York City with a teacher-leadership group which emerged from the UFT. Teachers selected leaders from among their ranks for their teaching experience and interpersonal skills, and those leaders organized support and training groups for new teachers and other teachers' development.

5. The emphasis on teacher-helping-teacher which Lieberman, Jackson and others stress ties into Josh Elkin's insistence that now is the time to build the educator groups into our plans so they will feel included. It is close to J. Bieler's points on teacher leadership.

6. Sara Lee has been saying the crucial unit for reform is the synagogue itself. Whether or not she is exactly right, her concern reminds me of the literature's insistence that you begin with a defined, existing organization. Aron and Bank's work on avocational teachers showed several congregations who actively took control of their own personnel needs and recruited from within the congregation, and established within-house training programs. ~~It~~It is this kind of in-house activity which may be crucial for building the links of a self-reforming system.



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

FAX SENT

DATE: 22/1/89

FACSIMILE TRANSMISSION

TO: Virginia Levi  
FROM: Debbie Meline

FAX NUMBER: 001-216-391-8327

DATE: January 19, 1989

NO. OF PAGES: 2

---

Dear Ginny,

Annette and Prof. Fox are planning to meet with Prof. T. Sizer at Brown University to discuss the work of the Commission. To facilitate their discussion, they would like for him to receive some background materials prior to the meeting. Would you please prepare and send a package that includes the following:

- the design document
- the list of commissioners
- the summary of interviews with the commissioners  
(distributed at the first meeting)
- the December 13th document.

Annette and Prof. Fox suggest that a personal letter from Dr. Naparstek accompany the package. (See attached draft.)

I do not have Prof. Sizer's exact mailing address at Brown, but his office telephone number is 401-863-2408.

Thank you very much.

Sincerely,

Debbie

504

Dear Prof. Sizer,

I was pleased to hear that you have agreed to meet with Prof. Seymour Fox and Mrs. Annette Hochstein to discuss the North American Commission on Jewish Education. I believe that the enclosed documents will serve as useful background materials for that meeting.

Dr. Arthur Naparstek

minutes/5mn-w

TO: Annette  
FROM: Debbie  
DATE: Jan. 17, 1989  
RE: Minutes of Second Commission Meeting

I re-listened to the tapes and read both versions of the minutes. The first draft (12/21/88) contains alot more specifics - quotes of what people said at the meeting. The second draft is better integrated and more analytical. Sometimes, perhaps a bit too analytical; I think that Ariel turned several of the opinions expressed at the meeting into declarative, definitive statements and sometimes misconstrued meanings. My comments below are on the second draft.

pg 1 last par. - "to be as inclusive as possible" is an awkward phrase. Does he mena that the staff should try to consider as many interests of the commissioners as possible?

pg 2 first par. - the connection btw the Cleveland Commission and the Mandel family is unclear. Did MAF sponsor the Commission?

pg 4 first par. - "first looking at enabling options" suggests that programmatic options will be looked at second.

"all program. initiatives come back to the underlying issues of personnel . . ." should probably read something like "most program. initiatives depend on the availability of qualified personnel, etc. if they are to be successful in bringing about significan change."

"narrowed according to focused program. areas" should say "applied to specific program. areas."

last 3 sentences of first par. - No one said that any one prog. area was of "greatest importance" or that prog. were more important than enabling. WHat was mentioned was the need to prioritize as a way of getting started and focusing in. Prioritizing prog. options could be a way of narrowing the enabling options.

pg 4 2nd par. - grammatical: other professions have approached the issue . . .

last line of 2nd par. - Should personnel for elem. educ. be singled out here?

pg 4 3rd par. - One person commented that lay leaders don't necessarily have to have a Jewish background, that they can learn on-the-job and that they can sometimes "see the needs" more clearly than "learned Jews". Maybe it needs to be clarified that we want lay leaders to be somehow involved in learning, but they

don't all have to be Jewish scholars.

pg 4 par. 4 - "research is not a major issue. . . ." Nobody said that! What was said was that research is not an immediate priority because "the house is burning" (i.e. Jew. ed is in a critical state and needs immediate help). He added that when we have the luxury of time we should undertake R&D.

pg 4 last par. - "the Commission will ultimately move to the programmatic options so that individual funding sources can pursue these with success." WRONG. Doesn't MLM want other foundations to undertake projects that will not be covered by the Commission? Other funding source don't need to go ahead from the Commission to go into a prog. area. I think MLM's opinion - as he stated it at the meeting - should be spelled out here. i.e. that we believe we can have the most impact on prog. areas through the enabling options.

pg 5 first par. - Should this "official decision" be highlighted/emphasized more?

pg 5 2nd par. - Is "pluralistic vision" the right phrase? (Pluralism means something very specific in Jewish jargon) The items in this paragraph were things mentioned in the morning's discussion, not exclusively MLM's opinion.

pg5 fifth par. - "concern for a programmatic emphasis as the standard for exploring the enabling options." I don't think that this is what Fox meant. Programmatic are not standards for enabling options. Fox said "if the enabling options can't meet the questions asked here this morning, then they are not enabling, they are just slogans."

fifth par. - 20 full-time professors of Jewish ed.?

pg 5 last par. - "the lead-teacher concept might help alleviate the either/or dilemma by filling gaps . . . " Is this the reason we want to develop lead teachers?

pg 6 2nd par. - I think that the phrase "innovation is not always necessary" should be changed. People talked about "adding strength to strength" but no one came out against innovation.

pg 6 par. 3 - "growth of Judaic studies might illustrate what make Jewish education attractive as a profession." Seems to me that the opposite point was made: the former doesn't illustrate the latter. The question is why are people going into Judaica and not into education. The word analogy is misused here.

I would change "scholars can also benefit this enterprise . . . " to "scholars should be brought into the enterprise . . ."

"The example of how the shortage of day school teachers led to higher salaries illustrates how progress can be made" seems like an erroneous argument. Do we want shortage to be the motivation

for paying higher salaries?

pg 6 par. 3 (cont.) - take out "the field will always be at a disadvantage." The point was made that we shouldn't expect teachers to be paid as much as lawyers, but that doesn't necessarily put the field at a disadvantage; there are other compensations.

pg 6 par. 4 - ". . . empowerment of teachers could pose a threat is an illogical sentence. Why would we want to achieve the goal of threatening administrators?

pg 6 par. 5 - I didn't hear anything about "denominational outlook" (but maybe I just missed it).

pg 6 last par. - Do you want to use the exact title of the option paper here?

The word "since" is wrong; it should be changed to the word "because".

pg 7 2nd par. - This paragraph is very disjointed because the discussion was rushed and no single point was explored in depth. Should all the individual comments be mentioned? The sentence about adult ed. is confusing; I think Melton talked about adult ed. for its own sake, not as "instrumental in improving community support. . . "

pg 7 3rd par. - maybe the Toronto issue should be elaborated on the first time it is mentioned and not repeated here.

pg 8 - I don't think the dvar torah should be paraphrased in the minutes. Taking Rabbi Schorsch's message out of context makes it sound too much like propaganda.



# ההסתדרות הציונית העולמית THE WORLD ZIONIST ORGANIZATION

המחלקה לחינוך ולתרבות בגולה • DEPARTMENT OF EDUCATION AND CULTURE IN THE DIASPORA

לשכת ראש המחלקה OFFICE OF HEAD OF THE DEPARTMENT

ט' בשבט תשמ"ט

15.1.1989

לכבוד  
גב' אנט הוכשטיין  
"נתיב"  
ת.ד. 4497  
ירושלים 91044

לאנט, שלום רב!

חן חן לך עבור החומר ששלח לי. קראתי ובעניין רב.  
אודה לך אם גם בעתיד תוכלי לשלוח לי חומר דומה שיופיע.

בברכה,

הרב די"ר ח. סקירבל



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

FAX SENT  
DATE: 15/1/89

FACSIMILE TRANSMISSION

TO: Virginia Levi  
FROM: Debbie Meline

FAX NUMBER: 001-216-391-8327

DATE: January 15, 1989

NO. OF PAGES: one  
-----

Dear Ginny,

Annette asked me to inform you that Professor Fox's father passed away on Friday.

Annette is not in the office today, but she asked me to notify you immediately as she is sure that you and Dr. Naparstek would want to know.

Sincerely,

*Debbie Meline*

*Fax sent  
12/1/89*

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

FACSIMILE TRANSMISSION

TO: M.L. Mandel  
FROM: Annette Hochstein  
DATE: January 14 FAX NUMBER:  
NO. OF PAGES: 1

---

Just realized that Seymour has a business  
phone call scheduled with you on Sunday -  
which he will have to re-schedule.

Best Regards

Annette



בתי הכנסת המאוחדים באמריקה  
UNITED SYNAGOGUE OF AMERICA

155 FIFTH AVENUE, NEW YORK, N.Y. 10010 • (212) 533-7800

COMMISSION ON JEWISH EDUCATION  
OF  
JEWISH THEOLOGICAL SEMINARY  
THE EDUCATORS ASSEMBLY  
THE RABBINICAL ASSEMBLY  
AND  
THE UNITED SYNAGOGUE OF AMERICA

HARRY S. KATZ, ESQ.  
Co-Chairman

DR. MIRIAM KLEIN SHAPIRO  
Co-Chairman

January 13, 1989

Dr. Seymour Fox  
NATIV

Dear Seymour:

The question that you posed to me at our meeting as to what conversations regarding Jewish education would be possible between Conservative and Reform educators (Day Schools) while it went unanswered continued to intrigue me. On the flight back to the States, I jotted down some possibilities. The list below certainly isn't definitive. While it might, at first glance, seem to move from the easy to the more difficult to achieve this is merely a reflection of thought patterns and not an organizing principle. Here is a list of some areas:

I. Areas of General Education

- A. Models for curriculum building
- B. Pedagogy
- C. General Studies Curriculum
- D. Possibilities and models of integration
- E. School management and governance issues, e.g., parents, lay leaders, teacher supervision, financing, etc.

II. Obviously, at least to me, on the classroom level there are many things which teachers could share. (At least in principle, this would also be true in regards to sharing with the Orthodox Movement.)

III. There should indeed be some theological-educational matters (to use Rosenak's term, "the theology of education") that could be discussed. It is my view that the movements share overlapping theological maps. These conversations could be a means for both to build a theology of education.

- A. The clearest example in my mind is "God." (Syme's book on theologies is as much for our high school students.)
- B. The prophetic vision as seen by both of the movements at least in part overlaps.
- C. As we move from Revelation to Halakhah the conversation can still take place but will serve more to put in relief differences.

IV. There are more neutral Judaic areas (the neutral character is debatable) that could be the subject for joint conversations and perhaps joint educational work. Such areas come to mind as:

- A. Hebrew
- B. Jewish Peoplehood
- C. Israel
- D. Educational/Methodological questions relating to the teaching of texts.

I hope the above is of some use to you. As always you have challenged my thought and I greatly welcome that.

Sincerely,



Dr. Robert Abramson  
Director





PREMIER INDUSTRIAL CORPORATION

# REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

1/12/89

☐ TELEX NO.

☐ MAILGRAM

☒ FAX NO. 011-972-2-699-951

NO. OF PGS 1  
(INCL. COVER SHEET)

☒ URGENT - Time sensitive - must go at once

☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

COMPANY c/o Annette Hochstein

STREET ADDRESS Nativ Policy & Planning

CITY, STATE, ZIP Consultants

PHONE NUMBER Jerusalem, Israel

NAME

COMPANY Premier Industrial Corporation

DEPARTMENT Chairman of the Board

COST CENTER 090

TELEX NO.: 6673015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

## MESSAGE:

Seymour,

John Colman (a Commissioner) will be in Jerusalem January 31 to February 5 at the Moriah Hotel. He is going mainly to work with Israel Katz (John is the Chairman of the Center for Social Policy Studies).

Can you see John while he is in Jerusalem to update him on the work of the Commission and anything else relevant?

Mort

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

FAX SENT

DATE: 11/1/89

FACSIMILE TRANSMISSION

TO: Virginia Levi  
FROM: Annette Hochstein

FAX NUMBER: 001-216-391-8327

DATE: January 11, 1988

NO. OF PAGES: one

Dear Ginny,

It was good talk to Art and you yesterday, and important too. In the wake of that conversation I am sending a preliminary list of people we may consult with for the concept paper.

We would also like to ask you to please try and set up the following appointments with Commissioners we must see. If someone could set these up and fax the information as it becomes available, we will be able to continue to plan our schedules.

For Seymour:

Appointment with Crown - preferably on Jan. 30  
second choice: Jan. 31

Appointment with Bronfman - preferably on Jan. 31  
second choice: Jan. 30

*If these dates are no good, please ask for alternatives.*

For Annette:

Appointment with Arnow - preferably on Jan. 31  
also possible: Feb. 6

Appointment with Jesselson - preferably on Jan. 31  
also possible: Feb. 6

I'll talk to Esther Leah Ritz myself. As you may recall, she, like Jesselson and Crown missed the second meeting.

Thank you very much

*Annette*

*650*

Ted Sizer -- Providence

Linda Darling-Hammond - DC

Lee Shulmann - SFO

Scheffler - Boston

Pat Graham - Harvard

Schoen - MIT

Coleman - Chicago

Tyler - L.A.

Hank Levin - SFO

Sharon Feinman-Nemzer -- Michigan State

David Cohn - Michigan State

Larry Cremen -- NY

Harold Noah -- NY

Mike Inbar -- NY

Bashi -- here

§

1. We will try to set up a maximum of meetings with a minimum of travel.
2. Jewish Educators with whom we'll be consulting are not ~~yet~~ listed here.

P.S. Call for 9<sup>00</sup> a.m Jan. 12th is fine.



Joseph Reimer

January 10, 1989

## Eric Search on "Demonstration Centers"

1. The literature dates back to the late 60's and early 70's and refers to centers that demonstrated particular programs or techniques of interest. Typically, these would be set up by a state department of education in a number of localities in areas such as special education or vocational education. A local program would receive funding to demonstrate a particular programmatic approach to problem X in area Y. Teachers and administrators from around the state would receive funding to visit the demonstrations at particular times.
2. The theory behind demonstration centers posits a three step learning process. (1) The demonstration projects disseminates information on its approach to problem X to raise awareness of the problem and of available approaches. (2) Those who are aware and interested are invited to view demonstrations of approach Z to problem X. Hopefully through exposure they will come to an acceptance of the value and feasibility of this approach. (3) Those who have accepted its validity will go home and attempt implementation through trial adoption. To do this, they will need to have learned how adaptable is the demonstrated model, how feasible is its adoption in their locality and how this innovation will "act" in their setting.
3. An extensive set of demonstration centers in Illinois dealing with approaches to gifted children was carefully evaluated. The results show that while most of the twenty demonstration centers succeeded in steps #1 and #2 - in dissemination and demonstration, there was little relationship between "acceptance" and "implementation." Of the sample of educators who attended demonstration centers, a majority (80%) left feeling they had accepted the value of the demonstration and wanted to try it at home. Only a minority (30%) ever actually tried any part of the demonstrated approach and only 2% of the districts implemented the whole approach.
4. The analysis of these findings (which are supported by other studies) suggest two major obstacles in moving from acceptance to implementation. (1) The reality of the home setting is far more powerful than is the demonstration, and there is little in the initial demonstration that answers how one adopts this approach in your setting. (2) The energy in a demonstration center gets consumed in setting up the project and arranging for its demonstration. Little energy is left over for follow-up so that even those in other settings who try implementation get very little help from the demonstration center. Yet, getting outside assistance was the main factor associated with administrator's adoption of the innovation.

198 BM



14/12/88

MLM

HERMANN - COMMUNITY - PERSONNEL : NOT MAJOR SUPPORT  
THEREFORE AFTER LUNCH OWNERSHIP OF COMMISSION BY COMMISSIONERS -  
SUFFERED  
EXCELLENT COMMENTS THAT NEED DEALING  
NATIONAL/LOCAL EFFORTS - DISTINCTION NEEDS CLARIFYING  
LIPSETT' LABOR-CAPITAL INTENSIVE  
TARGET POPULATIONS

HANK

DISAGREES WITH ABOVE: AT END OF MEETING CONSENSUS

JON

CAME OUT VERY WELL - PREDOMINANT REACTION - AGREEMENT WITH  
FUNDAMENTALS - BUT CAUTION AS TO HOW SPECIFICS WILL BE  
INTRODUCED  
LEFT WITH MANDATE RE-PERSONNEL

HANK

WANTS OUTLINE OF REPORT  
THERE WAS DEMAND FOR STATE OF J.ED + VISION  
+ WHERE WE'LL BE IN TEN YEARS  
CASE STUDIES - [SOME ELABORATIONS]

MLM -

SPOKE WITH 15 COMMISSIONERS AT END. VERY POZ.  
ELI -- SOLDILY A MEMBER NOW. SAID HE WAS WORRIED OF TASKFORCES  
COZ HE DIDN'T BELIEVE WE HAD THE TASKFORCE CAPABILITY. NOW HE  
THINKS WE DO.

DAVID ARIEL

WE CULTIVATED TWO VERY HEALTHY TENSIONS:  
-- QUALITY OF STAFF-WORK - LEAD TO TRUST IN STAFF  
-- MAY LEAD TO INCLINATION TO DROP OUT OF ACTIVE OWNERSHIP BY  
COMMISSIONERS.

SUGGESTIONS OFFERED TO LOOK AT ENABLING OPTIONS KEEPING IN MIND  
WHAT PERSONNEL AREA - PRIORITIZE

MORE DATA  
RESEARCH IN VARIETIES OF WAYS

[MLM : WE NEED TO DETERMINE WHAT IS NEEDED AND WHAT THE FORMAT  
IS] -- NOT COMMON VOCABULARY.

JOE

POINTS OF RESISTANCE:  
-- YITS  
-- BRONFMAN AFTER LUNCH  
-- BALTIMORE-TORONTO (HIRSHHORN - WE HAVE NO

ACCOUNTABILITY/EVALUATION)

-- NO RESPONSE TO COMMUNITY

-- SHOULDN'T PUT PERSONNEL BEFORE COMMUNITY

MLM + GENERAL DISCUSSION RE-BRONFMAN

ELI GETTING MONEY FROM CROWN AND BRONFMAN

CARMI

-- COMMUNITY FOR J.ED. NOT YET UNDERSTOOD/ANALYSED

MLM

-- COMMISSIONERS GO TO PROGRAMMATICS COZ IT IS UNDERSTANDABLE

DISCUSSION -- LARGE MEASURE OF ACCEPTANCE OF COMMISSIONERS BY  
COMMISSIONERS

--- HOW DO WE DO THIS --- CAN WE ADVANCE STATE OF THE ART THROUGH  
COMMISSION. HOW DO WE CHANGE THE CLIMATE

STEVE HOFFMANN -- SKEPTICAL IF COMMUNITY CAN BE DEALT WITH BY  
THIS COMMISSION

ART ROTMAN --

CONTINUE INTERVIEWS

& FOCUS GROUPS

PEOPLE FEEL LISTENED TO

AFTERNOON - AFTER-LUNCH PROBLEM

- NEED MONITOR-HISTORIAN-EVALUATOR

- CRB TALK - HIS TANGIBLES.

CARMI : THE ROLES OF JWB; JESNA AND CJF

MLM - EXPANDS ON THE ROLES - RELATIVE TO PARTNERSHIP AND  
COMMUNITY ---

AH -- PLEA FOR NOT RUNNING WITH COMMUNITY WITHOUT PLANNING

HANK -- WONDERFUL DIATRIBES FOR COMMUNITY AND CHANGE

SF -- WE HAVE NOT ANSWERED THE QU'S - SERIOUS CHALLENGES. WE  
HAVE TO BE ABLE TO ANSWER THESE

MLM (INTERRUPTS) - LEAN FORWARD SEYMOUR...

1  
MLM -- ARE YOU SAYING THTA WE NEED TO SPEND 3-4 MONTHS DEFINING  
- THINKING COMMUNITY AND PERSONNEL.

JON -- WE NEED PROCESS (MAYBE NOT PAPERS) -- BRING TOGETHER  
THINKING ABOUT HIS - RECOGNIZING THE PROBLEMS (HE DOES).  
IMPORTANT POINTS

HERMAN -- COMMUNITY PROCESS -- INTRODUCE O.D.

STEVE HOFFMANN - UNLESS INVOLVE IN PROCESS MUCH MORE - PLANNERS,  
FEDS ETC.. YOU CAN ONLY DO ACADEMIC PAPER.

CARMI -- DON'T DEAL IN ONE GLOBAL TRACK BUT MULTI-TRACK

DAVID -- DO PLAN BEFORE DEALING WITH THIS

STEVE HOFFMAN --

JESNA, JWB, CJF -- WANT A BIGGER ROLE

\*\*\*\*\*  
DECEMBER 14 -- 10:15 PM

MLM:

WHERE DO WE GO FROM HERE?

TASKFORCES?

SF IDEA:

SMALL GROUP - FOCUS GROUPS

IN THE CONTEXT OF THE COMMISSION PROGRAMMATICS MUST BE DEALT WITH  
MECHANISM FOR DEALING

PROGRAMMATIC CASE ILLUSTRATIONS FOR PERSONNEL AND THE COMMUNITY

JON - STRATEGY PAPERS --  
WHAT ARE THE ISSUES  
TAXONOMY OF RESPONSES

ART - CASE STUDIES

HANK -

JOE - PERSONNEL TASKFORCE  
- COMMUNITY - PROCESS OF ACTION  
- PROGRAMMATIC -

[ UMBRELLA - MECHANISM -  
SOME LINKING-

BUT ALSO INDEPENDENT INTEREST ~ YET

DON'T WANT THEM TO LOOSE THE INTEREST IN  
COMMISSION  
WE DON'T WANT TO LOOSE THEIR  
RESOURCES ]

HERMAN STEIN:  
DON'T HAVE TO CONTROL EVERYTING?  
STRUCTURES WILL HAVE TO BE ADDRESSED  
CHANGE

STRUCTURE

PR

POST-MECHANISM

ETC...

LENGTHY DEBATES

I AM PARTICULARLY BAD TODAY -- TOO TENSE; TOO EMOTIONAL; TOO  
ANGRY AT HAVING TO HEAR UNINFORMED -NOT BILL-FOOTING - OPINION.  
NO ROOM/TIME FOR RELEASE OF TENSION AND PRESSURE. NOTHING IN  
SIGHT EITHER ON THAT FRONT - EXCEPT FOR AN AIRPLANE SEAT  
TONIGHT!

.PA

IDENTIFY THE PERSON WHO CAN DO THE JOB  
STRATEGIC PLANNING IN REGARD TO PREPARING MATCH  
DATA  
RESEARCH

1 xer per up -

0 MLM - 1/1. 26-27  
West Palm 28 - 5/2

1

0 Orally dependent  
control of product

feeling what we are paying for.  
Address M.A.F.  
459-610  
Stationary?  
I'll send 1 print

TELEPHONE CALL WITH AJN AND GINNY  
10.1.89

AJN:

Minutes - We need more time. SF must listen to tapes again.  
Ginny and Ariel should listen again.

Was trying to conceptualize the meeting a bit later than next week  
thought some agreement. Agenda for 2nd meeting  
not a negative history but rather making the more / term as  
Concept paper - describe.  
Modified Demonstration center.  
Other Alternatives

are you thinking  
Zucker - need a long call with him to discuss community and  
concept. - 430 Thursday - 12/1 What's along to use paper  
to do dynamic and product changes  
MLM not that much  
most understood  
to strong urging to  
Build in very  
strong M.A. presence  
70% em

Meetings with wise people and selected commissioners.

Syme's letter - how was it answered?

Meetings in Cleveland

First choice: Feb. 7/8/9 (1 1/2 days)

second choice: Feb. 1/2/3/ (morning)

staff - to be decided

Joe should participate - depending on discussion of concept  
medium + staffing paper

Where do we stand with Joe?

Idea's Personal Nothing cutting edge or innovative. old but can't  
concept must Patience prepared to do options paper & better 20 paper  
1. General education 12 education library, etc Bib. He may need another  
call Case + call

Payment schedule - JWB -> all off that budget

Suzannah - 3 months (Nov./Dec./Jan.)

Slides for Mort

30

need in curriculum +  
writing } no social security

2PC

Let him know who we will be  
meeting with.

1

Ginny:

List of paper to send document to -

- ✓ Was Inbar document sent?
- ✓ Did you receive Fox's expense list?
- ✓ Schedule call with Zucker

just \$350 off

they do

Zvi's address



Today's fax

- ✓ Did Barry Shrage get document?

Appointments for AH and SF

not done

Happy Birthday



FAX SENT  
DATE: 10/11/89

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

FACSIMILE TRANSMISSION

TO: Virginia Levi

FROM: Annette Hochstein and Seymour Fox

FAX NUMBER: 001-216-391-8327

DATE: January 10, 1989

NO. OF PAGES: 6

Dear Ginny,

We suggest that the attached letter be sent, along with the background materials of December 13th, to the people on the attached list. As you can see, there are three versions of the same letter - one mentioning each of our names and one mentioning both of them. We have designated which version should be sent to each individual by initials in parenthesis next to the address.

We anticipate future need of this list so may we suggest that a file of their names and addresses be maintained. More names will probably be added as time progresses.

We hope to speak to you later today.

Best Regards,

Sydney Annette

P.S. The materials should include

1. List of Commissioners
2. Design Document
3. Background materials, Dec. 13.

53C

January 10, 1988

Dear \_\_\_\_\_

Seymour Fox and Annette Hochstein have told me of your interest in the work of the Commission on Jewish Education in North America. I thought you may be interested in receiving the background materials that served as the basis of the Commission's second meeting on December 13, 1988.

The decisions made at that meeting have helped move the Commission steadily toward its goal of developing proposals that could enhance the contribution of Jewish education to Jewish continuity in North America.

I want to thank you for your help and interest in the work of the Commission and will be happy to send you additional materials from time to time.

Sincerely,

Dr. Arthur J. Naparstek

President, Mandel Associated Foundations  
Director, Commission on Jewish Education in North America



January 10, 1988

Dear \_\_\_\_\_

Annette Hochstein has told me of your interest in the work of the Commission on Jewish Education in North America. I thought you may be interested in receiving the background materials that served as the basis of the Commission's second meeting on December 13, 1988.

The decisions made at that meeting have helped move the Commission steadily toward its goal of developing proposals that could enhance the contribution of Jewish education to Jewish continuity in North America.

I want to thank you for your help and interest in the work of the Commission and will be happy to send you additional materials from time to time.

Sincerely,

Dr. Arthur J. Naparstek

President, Mandel Associated Foundations  
Director, Commission on Jewish Education in North America

January 10, 1988

Dear \_\_\_\_\_

Seymour Fox has told me of your interest in the work of the Commission on Jewish Education in North America. I thought you may be interested in receiving the background materials that served as the basis of the Commission's second meeting on December 13, 1988.

The decisions made at that meeting have helped move the Commission steadily toward its goal of developing proposals that could enhance the contribution of Jewish education to Jewish continuity in North America.

I want to thank you for your help and interest in the work of the Commission and will be happy to send you additional materials from time to time.

Sincerely,

Dr. Arthur J. Naparstek

President, Mandel Associated Foundations  
Director, Commission on Jewish Education in North America

PROFESSOR ISRAEL SCHEFFLER (SF & AH)  
HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION  
LARSEN HALL  
APPIAN WAY  
CAMBRIDGE, MASS 02138

---

PROFESSOR DAVID COHEN

(SF)

1772 Okemos Rd.  
East Lansing, MI 48854

---

PROFESSOR JAMES COLEMAN  
DEPARTMENT OF SOCIOLOGY  
UNIVERSITY OF CHICAGO  
1126 EAST 59TH STREET  
CHICAGO, ILL 60637

---

LAWRENCE A. CREMIN, PRESIDENT  
THE SPENCER FOUNDATION  
875 NORTH MICHIGAN AVENUE  
CHICAGO, ILL 60611

---

PROFESSOR LEE SHULMAN  
SCHOOL OF EDUCATION  
STANFORD UNIVERSITY  
STANFORD, CALIFORNIA 94305-2384

(SF & AH)

R. FELIX POSEN (SF)  
MARC RICH & COMPANY LIMITED  
49 WIGMORE STREET  
LONDON W1H 9LE  
ENGLAND

---

PROFESSOR STEVEN M. COHEN (A.H.)  
162 CLEVELAND ROAD  
NEWHAVEN, CT 06515

---

LINDA DARLING-HAMMOND (A.H.)  
THE RAND CORPORATION  
2100 "M" STREET N.W.  
8TH FLOOR  
WASHINGTON D.C.

---

DR. JACOB B. UKELES (A.H.)  
4555 HENRY HUDSON PARKWAY  
APT. 1003  
RIVERDALE  
NEW YORK, N.Y. 10471

---

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

FACSIMILE TRANSMISSION

FAX SENT  
DATE: 1/1/89

TO: Ginny Levi

FROM: Debbie Meline

FAX NUMBER: 001-216-391-8327

DATE: January 1, 1989

NO. OF PAGES: one

---

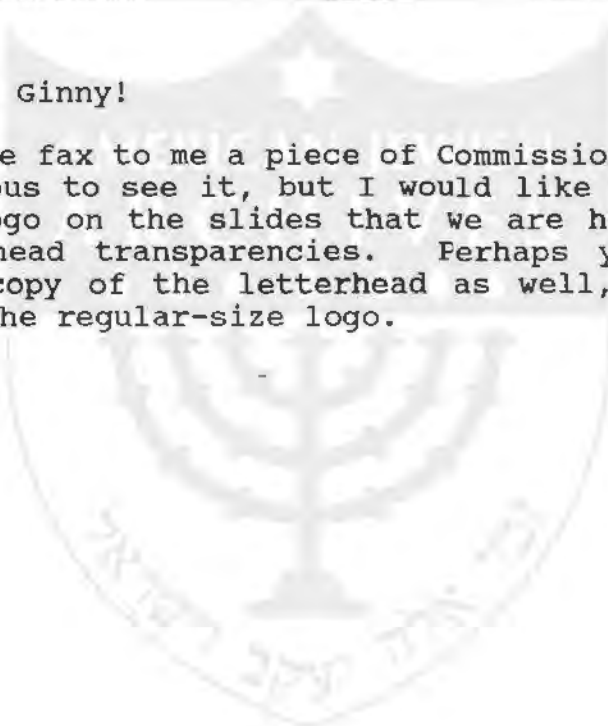
Happy New Year, Ginny!

Would you please fax to me a piece of Commission stationery? Not only am I curious to see it, but I would like to try to put the Commission's logo on the slides that we are having made out of Annette's overhead transparencies. Perhaps you could send an enlarged photocopy of the letterhead as well, in case the fax machine blurs the regular-size logo.

Thank you,

*Debbie*

Debbie Meline



650

Seymour Fox  
TO: Annette Hochstetler FROM: Arthur J. Naparstek DATE: January 9, 1989  
NAME NAME  
DEPARTMENT AND LOCATION DEPARTMENT AND LOCATION

SUBJECT: Draft of Minutes from 12/13 Commission Meeting

IN THE OFFICE OF THE COMMISSIONER

Attached is a rough draft of the minutes from the 12/13 Commission meeting, prepared by David Ariel and Ginny Levi. It is not in final form, and may contain some typographical errors. But in the interest of saving time, I am sending them to you as they are.

I look forward to discussing the draft with you during our meeting tomorrow (Tuesday) at 10:00 a.m.

NORTH AMERICAN COMMISSION, ETC.  
HEADING MATERIAL

I. Introductory Remarks by Chairman, Morton Mandel:

A. Mr. Mandel convened the meeting at 10:15 A.M. He noted that the attendance for the meeting indicated the importance of the subject to the Commissioners. He welcomed three new Commission members (Ronald Appleby, Joseph Gruess and Lionel Shipper).

Mr. Mandel reviewed several key points about the Commission process: It is a partnership between a private family foundation, JESNA, JWB, CJF and among key lay and professional leaders of the Jewish community in North America. He reiterated his resolve that the Commission will belong to the Commissioners. He also noted that all Commissioners share his commitment to realizing the goals of the Commission.

B. The Chairman then reviewed developments since the beginning of the Commission:

1. The results of interviews conducted by Commission staff with Commissioners determined the agenda for the August first meeting. The Commissioners determined the major areas in Jewish education which the Commission will explore.

2. The Commissioners defined Jewish education in its broadest sense to include formal and informal education among all age groups and in a broad range of settings.

3. The first meeting and subsequent interviews with the Commissioners emphasized the need to sharpen and narrow the focus of the Commission's agenda by selecting areas of intervention in which systemic and fundamental change is possible and can be realistically achieved. The goal of the Commission is to have a major impact upon the field of Jewish education, to create a process which can facilitate further change beyond the life of the Commission and to fund new opportunities through partnerships of public and private Jewish sources. The Commission is expected to reach its conclusion in the spring of 1990.

4. After the first meeting, the staff was charged with the responsibility to respect the interests of the individual Commissioners, to be as inclusive as possible of the interests of all Commissioners, to help define and coalesce the wishes of the Commission as a whole and to keep the policy options open for the Commissioners to decide.



5. The Mandel family has made a substantial financial commitment to invest strategically in Jewish education. For example, the Cleveland Commission on Jewish Continuity, a model of a broad-based effort to move Jewish education higher on the community's agenda, involved a partnership between the federation, the congregations, schools, agencies, other educational institutions and private or family foundations. The Cleveland Commission recommended a broad plan for change and improvement and a major increase in funding through campaign and foundation sources. There are nine similar community efforts underway in North America today.

OUT

C. Mr. Mandel then reviewed the agenda and the background materials prepared for the Commissioners. He complimented the staff on the preparation of the "options papers." The materials were prepared by the staff in consultation with Senior Policy Advisers, outside experts and Commissioners.

10  
new  
notes

## II. Presentation by Annette Hochstein, Research Consultant to the Commission:

*edit - see who said & present 7/8*

A. Ms. Hochstein reviewed the research method and analysis conducted by Commission staff in preparing the options papers, the key challenges to the Commission, and the results of the research and analysis.

B. After the first meeting, the need to narrow the focus and scope of the Commission became apparent if there is to be a major impact on the field of Jewish education. The staff then prepared materials which explored the ideas raised by the Commissioners. These materials would then serve as the basis for Commissioners' determinations.

C. Ms. Hochstein then reviewed the principles which guided the research:

1. Commissioners suggestions were formulated into 26 options for improving Jewish education.
2. Extensive communication about these options were conducted among Commissioners, staff, policy advisors and outside experts from the field and academia.
3. Consideration was given to what is involved in an "option" for improving Jewish education. These elements include: [a] the personnel needed to implement the option; [b] the clients served in this area; [c] the settings where this option is implemented; [d] the curriculum and educational content; and [e] the community environment, lay support, structures and funding available to realize this option.



4. Each of the 26 options was explored in light of the 5 categories of analyzing an option.

5. Criteria were developed for determining which options were most important because many more options were identified than could be considered within the scope of the Commission. These criteria included:

- [a] feasibility;
- [b] benefits which would accrue;
- [c] cost;
- [d] time required for implementation; and
- [e] importance.

6. A distinction was made between "necessary" and "sufficient" options. An option is necessary if it is indispensable to implementing the other options. The necessary options are those which are preconditions which enable other options to be implemented. An option is sufficient if it must be present for improvement in that area to occur but is not the only or indispensable element. The latter options might also be considered "programmatic."

7. Each option was analyzed according to the five elements, the five criteria and the categories of "necessity" or "sufficiency" [that is whether it is a "precondition" or a "programmatic" option]. Option papers were drafted which explored each option accordingly. These documents are preliminary and require further refinement. They reflect the current state of knowledge and opinion about options in Jewish education and provide a basis for setting Commission priorities.

8. The differentiation between preconditions and programmatic options proved useful. The preconditions or enabling options are necessary to implement the programmatic options. Each programmatic option is important; there is no objective basis for selecting which among them is more important. Therefore, it appears that the preconditions/enabling options should be treated prior to, and in order to facilitate, the programmatic options.

9. Three enabling options emerged:

[a] Personnel: the development of a sufficient cadre of trained educational leaders who are able to implement the programmatic options;

[b] Community: the creation of a community climate which supports the enterprise and develops structures and funding appropriate to the goals; and

[c] Leadership: the involvement of high-level leadership which can foster a climate of change and accomplishment.

[Options [b] and [c] were combined in one option paper referred to as "community/funding/leadership".]

10. The conclusion of the research process is that the two enabling options (Personnel and Community/Funding/Leadership) are necessary preconditions for the implementation of any of the programmatic options.

### III. Discussion

Discussion about the research method, analysis and option papers continued until the adjournment for lunch.

Support was generally expressed for the method of first looking at enabling options in view of the fact that all programmatic initiatives come back to the underlying issues of personnel and community/funding/leadership. Some Commissioners felt that the broad, overarching concerns for personnel and community should be narrowed according to focused programmatic areas. Those areas of greatest programmatic importance should help define which areas of personnel need the greatest attention. This would imply a need to prioritize programmatic options as a guide to focusing the enabling option for personnel. Several commissioners felt that the programmatic options are of greater immediacy and importance.

Regarding personnel as a priority, it was noted that there is not sufficient knowledge about what it means to train personnel in Jewish education. It was noted that other professions approached the issue of training through demonstration projects, developing one institution well so that others would follow. There may also be effective models in place today which should be analyzed and replicated. Research on case studies of successes or failures in this area should inform the option papers on the enabling conditions. An emphasis on professionalization of personnel and the importance of personnel for elementary education were emphasized.

Regarding community/leadership as a priority, the need for a Jewishly-educated lay leadership and the importance of the role of leaders in changing the climate for Jewish education were raised. Concern about the infrastructure and institutions providing Jewish education was raised. There was disagreement over whether there needs to be a unified vision or interdenominational ideology uniting the different strains of Jewish life as an ingredient for change.

The issue of research and evaluation was discussed. Some argued for the value of research and analyses of successes and failures as necessary to the process. Another stated that research is not a major issue due to the critical condition of the education enterprise. Others recommended that evaluation criteria be added to the options papers. A paper articulating a vision of the future of Jewish education was urged. Other models for the Commission work were mentioned. These included commissioning one or more experts from within or outside Jewish education to develop a prospectus for the future.

Mr. Mandel noted that while the enabling conditions may have the greatest impact, the programmatic options are important. He expressed the hope that the Commission will ultimately move to the programmatic options so that individual Commissioners and funding sources can pursue these with success.

After lunch, Mr. Mandel summarized the earlier discussion. He observed that there was agreement about first exploring the preconditions/enabling conditions even as serious questions were raised about remaining close to a programmatic focus. He indicated that the Commission would, therefore, first explore the issues of Personnel and Community/Funding/Leadership.

He noted the need to maintain a pluralistic vision of the goals of Jewish education and acknowledged the importance of the programmatic emphasis. He stressed the need to know what works by publicizing case studies of best practice models even as Jewish education is examined critically.

In response to a question, the Chairman indicated that there will be ample room for Commissioners to pursue the areas of their own concern even as the Commission first explores the two enabling options.

IV. Mr. Mandel then introduced Dr. Seymour Fox, Consultant to the Commission, to review the option paper on personnel.

Dr. Fox explained that the challenge raised by the morning discussion is to keep the concern for a programmatic emphasis as the standard for exploring the enabling options. The solution to the problem of personnel in Jewish education requires that the critical issues of recruitment, training, retention and profession-building be addressed in an integrated approach. He pointed to the lack of sustained or thoughtful efforts at recruitment. Regarding training, he noted that several new ideas have been proposed but these are limited by funding and the shortage of education faculty. For example, while there are more than 1,000 professors of Judaica in North America, there are no more than 20 professors of Jewish education. He suggested that new and responsible program initiatives should not wait for further research studies. In the area of retention, the issues of salary and status are important. To these must be added the issues of burnout, empowerment [teachers having a role in schools' decision-making] and career advancement [including horizontal advancement for teacher specialists]. He posed the suggestion of a series of demonstration centers for personnel development, each being reaching different, as a possible approach.

In discussing the scope of the personnel crisis, several views were expressed: While some felt that top management [i.e.: the school director] was the nerve center or critical area which should be addressed first, others felt that teachers were a higher priority. Others cautioned against an either/or approach in favor of finding the right "persons" for a variety of educational roles including professional and avocational teachers, family educators and others. The "lead-teacher" concept, recommended by the Carnegie Commission, might help alleviate the either/or dilemma by filling in the gaps caused by a shortage of school directors. Other ideas including laboratory schools, mentorships, peer coaching and field-based training were suggested. The

problem of teacher shortages in smaller communities which do not have the resources of the larger communities should be considered.

Others felt that innovation was not always necessary. Developing and upgrading existing programs is an alternative to innovation.

The following issues concerning professionalization were discussed: The example of the recent growth of Judaic studies as a profession might illustrate what might make Jewish education attractive as a profession. It was suggested that lessons could be drawn from this analogy. Judaic scholars can also benefit this enterprise by bringing their work into Jewish communities through summer institutes and resident scholar programs. Regarding salaries, some felt that higher salaries, benefits and possibilities for professional development were primary. The example of how the shortage of day school-teachers led to higher salaries in this area illustrates how progress can be made. Others, citing the experience of communities such as Toronto, indicated that higher salaries alone, without improved recruitment, are not sufficient. Others felt that salaries for teachers will never reach the levels of other professions and, so, the field will always be at some disadvantage. More full-time positions were recommended. On the other hand, better use of new technology was suggested to reduce dependence on a large number of teachers.

The suggestions of a national endowment fund for salary enhancement for teachers and a pension or menu-based benefits program for Jewish educators, similar to the TROOPERS program for university faculty, were made. It was also suggested that while empowerment of teachers could pose a threat to administrators, it was a goal which could be achieved through the professionalization of the teaching field.

A number of broad issues for the field were discussed. Training programs should reflect the reality of the Jewish community, the nature of the family and the denominational outlook. Such programs should also take into account new definitions of Jewish educators including family education and the need for training in management and human resource development. Programs should consider the implications of eliminating the barriers between formal and informal education and between preschool and elementary school. The role of Israel in training personnel was raised.

V. Mr. Mandel then introduced Mr. Henry Zucker, Consultant to the Mandel Associated Foundations, to discuss the issue of Community/Funding/Leadership.

Mr. Zucker noted that these related issues were synthesized in one option paper: "Community Organization for Jewish Education: Leadership, Finance, Structure". This precondition or enabling option is significant in a number of areas: Greater involvement of high level lay leadership is indispensable to changing the climate in the Jewish community towards support for Jewish education. Since funding drives the system of Jewish education, innovation depends on a major increase

in funding. Mr. Zucker referred to the growth of Jewish community endowment funds and family foundations as possible sources for new funding. He also noted that the structure and networks of Jewish educational institutions and agencies could be reexamined in light of the new situation. This reflects a desire throughout the Jewish community to do more in Jewish education and to get better value for the money spent.

The issue of the community climate was discussed from several points of view. Some felt that Jewish learning should be a criterion for leadership. Examples of growth in Jewish leadership education were cited as support for the view that adult Jewish education is instrumental in improving community support for the enterprise. Jewish studies professors and Jewish educators were cited as resources in this area. Others felt that the dissonance between what parents believe and what the schools teach must be addressed. Others noted the lack of grand visions in the manner of Franz Rosenzweig and Martin Buber within Jewish education. Another noted that while identity is an important, measurable and substantive learning should also be goals.

The issue of whether better funding is the primary impetus to progress was discussed. One commissioner related that the large expenditure of funds for Jewish education in Toronto was not sufficient to enable the community reach its goals. Another commissioner questioned whether Toronto's experience is illustrative. He suggested that while Toronto invested more in Jewish education, it did not pay teachers as much as in general education. Other factors or variables might have been at work.

VI. Mr. Mandel thanked Dr. Fox, Mr. Zucker and the Commissioners for their contributions.

He announced that the next meeting will be held June 14, 1989, at UJA/Federation in New York.

The Chairman made the following comments about procedure: The consensus which emerged throughout the meeting supports the approach of exploring the enabling options of Personnel and Community/Funding/Leadership. The Commission is committed to exploring the enabling options without predetermining the outcome. The suggestions of the Commissioners will be considered thoroughly in how to proceed. There have been a variety of suggestions for shaping the next stage in the Commission's work including task forces or other small working groups of Commissioners and other individuals. At the same time, it is important to preserve the ability of the full Commission to reach its decisions. These issues will guide the work of the Commission in the next six months. The Commission staff will remain in close contact with the Commissioners in formulating the next steps.

VII. Rabbi Ismar Schorsch delivered a D'var Torah.

This stressed that Jewish education strengthens the will of the Jewish people to survive, that the school is the vehicle for Jewish survival, and that the convergence of Jewish intellectual and financial power, evident on this Commission, demonstrates the Jewish will to survive.

Mr. Mandel adjourned the meeting at 4:00 pm.

David S. Ariel

DSA:MINUTES.DOC

FAX SENT  
DATE: 4/1/89

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

FACSIMILE TRANSMISSION

TO: Dr. Arthur Naparstek  
FROM: Annette Hochstein & Seymour Fox  
DATE: January 4, 1989  
FAX NUMBER: 001-216-391-8327  
NO. OF PAGES: 3

---

To : Dr. Arthur Naparstek

From : Seymour Fox  
Annette Hochstein

Re: The Organizational outreach plan - your fax  
from Jan.3, 1989

Many thanks for sending the two papers. We have read them with interest and find that they cover usefully the major organizations. However we would like to share with you some thoughts concerning the options - the kinds of contacts suggested in each case.

1. It will probably be necessary to decide who are the "official" spokes-people for the Commission, as well as who, amongst these, are best suited to address which constituencies. We may want to discuss this at our coming meeting, as it has implications about the way we want the Commission to be presented and represented.

2. For the informal settings we assume that the relevant JWB leadership will also be briefed. (It is not listed).

3. For both formal and informal settings we suggest that no input, paper or data be requested from anyone before a research plan, coherent with the concept paper, is fully developed, and before researchers decide what data and sources of data are most relevant.

4. As a result, the following items should be deleted or changed:

- p.1: I.1. Options - item 1 instead of "solicit input" do  
"report on the work of the Commission"  
item 2 (request a paper...)- delete
- p.1: I. 2. Options - item 2 (solicit data...) - delete  
item 3 involves 1000 people and should  
probably not be done either.
- p.2: II.3. Options - item 1: who?  
item 2: (invitation to...comments)-  
delete
- p.2. III.4.Options - item 1: the idea is good - if workeable.  
However MLM should not be  
involved. We should consider



who is the appropriate person.

p.3 all items as per II.4.

p.4 IV. 9.Options - item 1 should be deleted in order to allow for ad-hoc decisions as needed. The whole package (2 to 6) should be negotiated with Elliot Spack and worked out with him. He needs to be sounded out first. Let's remember that they really want to join the Commission.

5. The options suggested for all the informal setting seem to us too extensive given the respective roles of these organizations. We should select in each case the most relevant item from among the options and act on that.

Well, this is it for today. We are working on the concept paper and will be calling tomorrow as per your fax between 2:30 and 3:00 pm your time.

Best Regards!

S. Fox

*[Handwritten signature]*

## PERSONNEL AND THE COMMUNITY : CONCEPTUAL FRAMEWORK

### I. PERSONNEL AND THE COMMUNITY : CONCEPTUAL FRAMEWORK

See option papers.

#### A. ALTERNATIVE APPROACHES

Underlying assumption:

The Commission wants to initiate systemic change. Therefore the suggested alternatives all involve comprehensive approaches.

##### 1. COMPREHENSIVE DEVELOPMENT PLAN

###### a. THE CONCEPT

###### b. MAJOR ISSUES

##### 2. DEMONSTRATION CENTERS

###### a. THE CONCEPT

###### b. POSSIBLE VARIATIONS

###### c. MAJOR ISSUES

#### B. RESEARCH AND DATA GATHERING - PERSONNEL

##### 1. RESEARCH QUESTIONS

##### 2. DATA NEEDED

##### 3. STAFF AND CONSULTANTS FOR RESEARCH

#### C. RESEARCH AND DATA GATHERING - COMMUNITY

##### 1. RESEARCH QUESTIONS

##### 2. DATA NEEDED

##### 3. STAFF AND CONSULTANTS FOR RESEARCH

194  
RM

## PERSONNEL AND THE COMMUNITY : CONCEPTUAL FRAMEWORK

### D. PLANNING FOR IMPLEMENTATION

#### 1. A CENTRAL MECHANISM

To plan,

To match plans with funds

To assist implementation

To monitor and evaluate progress

a. STAFF

b. SCHEDULE

## II. MISCELLANEOUS

### A. HOW TO USE THE FELLOWS FOR IMPLEMENTATION

### B. THE DENOMINATIONS -- THEIR EDUCATION COMMISSION

THE CONSERVATIVE AND REFORM MOVEMENTS HAVE  
COMMISSIONS ON EDUCATION. LEGAL ENTITIES WITH  
SMALL BUDGETS, GREAT NUISANCE VALUE,  
GREAT POTENTIAL IMPORTANCE.  
,

THEY ARE IN CONFLICT WITH THE BUREAUS - RIGHT  
NOW THERE IS A STATUS QUO.

THEY HAVE DONE GOOD WORK ON CURRICULUM,  
PROGRAMS ETC.

AT THIS MOMENT IT IS PROBABLY NOT WISE TO IGNORE  
THEM -- THEY MAY BE VERY VERY IMPORTANT FOR  
IMPLEMENTATION. THEY ARE INFLUENTIAL AMONGST  
THE EDUCATORS IN THEIR MOVEMENTS.

#### 1. OUR GOALS

Goodwill, benevolent skepticism  
finding out what they think  
They will be important players for

implementation.

11:18am Jan 04, 1989

A:\MINA3.OTL

Page: 2

## PERSONNEL AND THE COMMUNITY : CONCEPTUAL FRAMEWORK

### 2. BOB ABRAMSON -

Interview him on his views :

a. the commission

b the potential role of denominational  
education ommission

### 3. SYME AND BOGARD





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

## SPECIFY HOW TO SEND MESSAGE

☐ TELEX NO. \_\_\_\_\_  
☐ MAILGRAM \_\_\_\_\_  
☒ FAX NO. 772 2 699951  
 NO. OF PGS. \_\_\_\_\_  
 (INCL. COVER SHEET)

## DATE REQUESTED

1-3-89  
☒ URGENT - Time sensitive - must go at once  
☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

<b>TO:</b>		<b>FROM:</b>	
NAME <u>SEYMOUR FOX</u>		NAME <u>ART NAPARSTEK</u>	
COMPANY <u>NATIV</u>		COMPANY <u>PREMIER</u>	
STREET ADDRESS _____		DEPARTMENT _____	
CITY, STATE, ZIP <u>JERUSALEM</u>		COST CENTER <u>090</u>	
PHONE NUMBER _____			
<b>TELEX NO.: 6873015 PREMI UW</b>		<b>FAX NO.: 2163918327</b>	
		<b>TIME SENT:</b>	

## MESSAGE:

Dear Seymour & Annette,  
 Attached are a group of photos in two folders. I hope you  
 settings for W. & Art. R. believe we should  
 connect to. Any thoughts would be  
 appreciated.

*Art*

AMERICAN JEWISH  
 ARCHIVES

21BM

ORGANIZATIONAL OUTREACH PLAN FOR  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Organizations Operating in the "Formal" Sphere

1. ACADEMIC INSTITUTIONS

1. Association of Institutions of Higher Learning for Jewish Education

Chairman: Dr. Alvin Mars

Director/Executive: none

Address: c/o University of Judaism  
15600 Mulholland Drive, Los Angeles, CA  
90024

Telephone: 213-476-9777

Meetings '89: Spring meeting of Association Board is  
planned for June (date to be determined)

Options: 1) have Commission staff meet with Board or  
representatives to solicit input  
2) request a paper from the Association regarding  
the personnel issue

2. Association for Jewish Studies

President: Robert Chazan

Executive Secretary: Charles Berlin

Address: c/o Robert Chazan  
Department of Judaic Studies  
New York University  
Washington Square, NY 10003

Options: 1) annual meeting is in December each year in  
Boston  
2) solicit data on the status of Judaic Studies  
on campus  
3) mailing to Association membership of an update  
on the Commission's work

## II. Central Agencies for Jewish Education

### 3. Bureau Directors Fellowship (BDF)

Chairperson: Gene Greenzweig

Director, Management Resources (staff work is provided by JCEA)

Address: Central Agency for Jewish Education  
4200 Biscayne Blvd., Miami, FL 33137

Telephone: 305-576-4030

Meetings '89: 1) Mid-Winter Institute, January 22-24, Palm Hotel, West Palm Beach, Florida  
2) Spring meeting in conjunction with Conference of Jewish Communal Service, June 4-7, Boca Raton, FL

Options: 1) Special meeting/briefing with directors attending the January BDF Institute and/or June  
2) Invitation to BDF to prepare comments on draft documents as these are developed by Commission and staff

## III. Denominational Educational Bodies

### 4. Department of Education and Commission on Jewish Education, United Synagogue of America (Conservative)

Co-chairs: Harry Katz; Dr. Miriam Klein Shapiro

Director: Rabbi Robert Abramson

Address: 155 Fifth Avenue, New York, NY 10010

Telephone: 212-533-7800

Meetings '89: None scheduled at this time

Options: 1) Convene a special meeting with chairs and directors of all of the denominational commissions, preferably with Mort and Art, to brief them on the Commission and receive feedback (potentially part of the group interview process discussed at the last policy advisors meeting)  
2) Mailing of a Commission newsletter to members of the denominational commissions

5. Department of Education and Commission on Jewish Education,  
Union of American Hebrew Congregations (Reform)

Co-chairs: Rabbi Murray Brackman, Steve Bragin

Director: Rabbi Howard Bogot

Address: 838 Fifth Avenue, New York, NY 10021

Telephone: 249-0100

Meetings: None scheduled at this time. Will send  
schedule when ready.

Options: SAME AS ABOVE

6. National Commission on Torah Education, Yeshivah University  
(Orthodox)

President: Irving I. Stone

Director: Dr. Mordecai Schnaidman

Address: 500 West 185th Street, New York, NY 10033

Telephone: 212-960-5266

Meetings '89: None scheduled at this time.

Options: SAME AS ABOVE

7. Commission on Jewish Education of the Federation of  
Reconstructionist Congregations and Havurot and the  
Reconstructionist Rabbinical Association (Reconstructionist)

Chair: None

Director: Dr. Jeffrey Schein

Address: Reconstructionist Rabbinical College  
Church Road, Carmichael Avenue

Telephone: 215-576-0800

Meetings '89:

Options: SAME AS ABOVE



4

8. Torah Umesorah, National Society for Hebrew Day Schools  
(Orthodox)

President/Chair: Sheldon Beren

Director/Vice President: Rabbi Joshua Fishman

Address: 160 Broadway, New York, NY 10038

Telephone: 212-227-1000

Meetings: January 18-22, Mid-Winter Curriculum Conference  
Los Angeles; February 19-21, Mid-West Torah  
Teacher Retreat, Mishawaka, Indiana; April 2,  
Torah Chinuch Forum, Brooklyn, NY; May 17-21, 33rd  
Annual Torah Educators Convention, Buchkill, PA

Options: NEEDS TO BE DISCUSSED

#### IV. Jewish Educator Organizations

9. Coalition for the Advancement of Jewish Education (CAJE)

Chairperson: Dr. Betsy Katz

Executive Director: Dr. Elliot Spack

Address: 468 Park Avenue South, Suite 904, New York, NY 10016

Telephone: 212-696-0740

Meetings '89: 1) Board meeting, March 12-14, location  
T.B.A.  
2) Annual conference, August 13-17,  
University of Washington, Seattle, Washington

Options: 1) Invite CAJE to be represented on any task  
force on Personnel  
2) Interview CAJE members, especially teachers,  
as part of the process discussed by policy  
advisors  
3) Hold a session on the Commission and its work  
at the CAJE conference for all those interested  
4) Have Commission leadership meet with Board for  
briefing and feedback  
5) Invite Chair and Executive to meeting with  
representatives of all educator organizations for  
briefing and feedback  
6) Mailing of Commission newsletter and updates  
to all Board members

## 10. Jewish Educators Assembly (Conservative)

President: Rabbi Marim D. Charry

Executive Director: Ben Margolis

Address: 15 East 26th Street, New York, NY 10010

Telephone: 212-532-4949

Meetings: Convention, March 5-8, Concord Hotel, Kiamesha Lake, NY

Options: 1) Invite Chair and Executive to meeting with representatives of all educator organizations for briefing and feedback  
2) Mailing of Commission newsletter and updates to all Board members

## 11. National Association of Temple Educators (Reform)

President: Dr. Zena Sulkes

Executive Secretary: Richard Morin

Address: 707 Summerly Drive, Nashville, TN 37209-4210

Telephone: 615-352-0322

Meetings: Annual Conference, December 24-28, Miami Hyatt  
Board meeting - April 5-7, Kutz Camp, Warwick, NY

Options: 1) Invite Chair and Executive to meeting with representatives of all educator organizations  
2) Mailing of Commission newsletter and updates to all Board members

## 12. Educators Council of America (Orthodox)

President: Rabbi Mordecai Besser  
Director: Rabbi Mordecai Schnaidman  
Address: 500 West 185th Street, New York, NY 10033  
Telephone: 212-960-5266  
Meetings: Executive Meeting/Mid Year Event, March 8  
(location T.B.D.); Executive Board Meeting,  
May 3 (location T.B.D.); Executive Board  
Meeting, August 30 (location T.B.D.)  
Options: 1) Invite Chair and Executive to meeting with  
representatives of all educator organizations for  
briefing and feedback  
2) Mailing of Commission newsletter and updates  
to all Board members

## 13. Council for Jewish Education

President: Dr. Bernard Ducoff  
Executive Secretary: Philip Gorodetzer  
Address: Board of Jewish Education, 426 West 58th Street  
New York, NY 10019  
Telephone: 212-245-8200  
Meetings: Conference of Jewish Communal Service, Annual  
Meeting, June 4-7, Boca Raton Hotel and Club, Boca  
Raton, FL  
Options: 1) Invite Chair and Executive to meeting with  
representatives of all educator organizations for  
briefing and feedback  
2) Mailing of Commission newsletter and updates  
to all Board members

## 14. Conference of Jewish Educator Organizations (COJEO)

Chair: Dr. Hyman Campeas

Director/Executive: None

Address: Bureau of Jewish Education, 426 West 58th Street  
New York, NY 10019

Telephone: 212-245-8200

Meetings: 1) Meetings of representatives of constituent organizations of Jewish educators (CAJE, CJE, ECA, JEA, NATE) -- February 7, March 28, May 17, June 20(?)

Options: 1) Invite Chair to meeting with representatives of all educator organizations for briefing and feedback  
2) Mailing of Commission newsletter and updates to all Board members



15 EAST 68TH STREET - NEW YORK, N.Y. 10010-1070

December 9, 1988

To: Art Rotman

From: Leonard Rubin

Re: Jewish Education in Informal Settings Organizations

## 1. B'nai Brith Youth Organization (BBYO)

Executive Director: Sid Clearfield

Location: 1640 Rhode Island Ave., N.W.  
Washington, DC 20036

Telephone: (202) 857-6585

## Options:

- Meeting with Executive Director, National Staff, and/or Regional Directors.
- BBYO Board of Directors (Spring, 1990)  
Chairperson: Edward Yalowitz
- Executive Committee (April 1-2, 1989)
- BBYO Professional Staff (November, 1989)

2. The United Synagogue of America Department of Youth  
Activities (USY / Kadima)

Director: Rabbi Paul Friedman

Location: 155 Fifth Avenue  
New York, NY 10010

Telephone: (212) 857-6585

2

**Options:**

- Meeting with Director, National Staff, and/or regional directors.
- National Youth Commission (February 20, 1989)
- A select group of Rabbis and Commission members.

**3. American Zionist Youth Foundation (AZYF)****Executive Director:** Ruth Kastner**Youth and Hechalutz Representative:** Avi Dickstein**Location:** 515 Park Avenue  
New York, NY 10022**Telephone:** (212) 751-6070**Options:**

- Meeting with Executive Director, Youth and Hechalutz Representative, Director Community Relations and Department Heads, i.e. Israel Programs, Special Projects, University Services.
- Meeting with Officers of the AZYP Board of Directors. Chairperson: Louis Levy.
- Meeting with Community and Movement Shlichim.

**4. Union of American Hebrew Congregations Youth Service Department (NFTY, College Services, Camp Institutes, International Education Department)****Director:** Rabbi Allan Smith**Location:** 838 Fifth Avenue  
New York, NY 10021

-----

**Options:**

- Meeting with Director and National Staff of the four major departments -  
NFTY, College Services, Camp Institutes, International Education Department.
- UAHC Advisory Committee on Youth, Chairperson, Melvin Goldberger.  
Composed of three working committees:

High School - Geraldine Voit  
College - Jan Epstein  
Camp Institute - Harry Wood

Board Meeting (Spring, 1989 - NYC)  
Biennial (Fall, 1989 - New Orleans)

**5. Association of Jewish Sponsored Camps**

**Executive Director:** Asher Meizer

**Location:** 130 East 59th Street  
New York, NY 10022

**Telephone:** (212) 980-1000

**Information:** A network of New York based resident camps including  
those serving the Orthodox community.

**Options:**

- Meeting with Board of Directors which is comprised of professional representatives  
from each of the camps and UJA-Federatio-lay leaders.  
Chairperson: Barbara Spack
- Camp Professionals
- AJSC Officers

**6. Coalition for the Advancement of Jewish Education (CAJE)**

**Executive Director:** Eliot Spack

**Location:** 468 Park Ave. S.  
New York, NY 10016

**Telephone:** (212) 696-0742

**Options:**

- Meeting with Board of Directors (March, 1989)  
Chairperson: Dr. Betsy Dolgrin Katz
- Officers (January, 1989)
- A select group of communal lay leaders that support and/or are members of CAJE.
- A "network" of professionals involved in a specific area of Jewish education which can take place in informal settings, i.e. Family educators, Adult Education, Early Childhood Educators.
- Speaking at the CAJE Conference (Seattle, 1989; Columbus, 1990) or one of the 5 to 8 Mini CAJE Conferences.

7. Union of Orthodox Jewish Congregations  
National Conference of Synagogue Youth (NCSY)

National Director: Rafi Butler

Location: 70 West 36th Street  
New York, NY 10018

Telephone: (212) 244-2011

**Options:**

- National Executive Youth Commission  
Chairperson - Harvey Blitz. Meets monthly.
- National staff
- National staff and regional directors  
(August, 1989)

8. Camp Ramah

National Director: Burton Cohen

Location: 3080 Broadway  
New York, NY 10027

Telephone: (212) 676-8881

Information: Nine regional camps throughout North America



5

## Options:

- Meeting with National Directors and local camp directors.
- National Ramah Commission which is composed of representatives from the local Camp Committees; Meet twice a year - Spring and August.  
President: Irving Robbin

## 9. Hadassah Youth Commission - Hashachar, Young Judea Camps and Hamagshimin

Executive Director: Irving Waiden

President: Marlene Post

Location: 50 West 58th Street  
New York, NY 10019

Telephone: (212) 355-7900

Information: Hashachar is the youth movement which serves young people from 4th grade through high school. There are several regional junior camps and a national youth camp (Tel Yehuda) and Hamagshimin which service college students.

## Options:

- Meeting with Youth Commission. (April 3, 1989)
- Meeting with National Staff, selected regional directors and camp directors.

## 10. B'nai Brith Hillel Foundation

International Director: Richard Joel

Associate International Director: David Williams, Bethesda

Location: 1640 Rhode Island Ave., N.W.  
Washington, D.C. 20036

Telephone: (202) 857-6561

## Options:

- Meeting with B'nai Brith and / or Executive Committee (March 11-13, 1989)  
Chairman: Edwin Shapiro
- Meeting with International Staff and selected Hillel Directors

6

- Meeting with Hillel Directors: National Staff Meeting - December 1989,  
Regional Staff Meetings - Spring 1989



PREMIER INDUSTRIAL CORPORATION

## REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

1/3/89

☐ TELEX NO.☐ MAILGRAM

FAX NO. 9722699951

NO OF PGS  
(INCL COVER SHEET)☒ URGENT - Time sensitive - must go at once☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: SEYMOUR FOX

NAME ANNETTE HOCHSTEIN &amp;

COMPANY NATIV

STREET ADDRESS 10 YEHOSHAFAT ST.

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME ART WAPARSTER

COMPANY PREMIER FOUNDATION

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2183918327

TIME SENT:

## MESSAGE:

PER YOUR FAX, THURSDAY AT 2:30 OR  
3:00 (OUR TIME) IS FINE FOR OUR  
Phone CALL.

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

1-3-89

☐ TELEX NO. \_\_\_\_\_  
☐ MAILGRAM \_\_\_\_\_  
☒ FAX NO. 972 2 699951  
 NO. OF PGS. 1  
 (INCL. COVER SHEET)

☒ URGENT - Time sensitive - must go at once  
☐ REGULAR - Send at time rates are most economical

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

**TO:** Annette Hochstein  
 NAME Seymour Fox  
 COMPANY Nativ  
 STREET ADDRESS \_\_\_\_\_  
 CITY, STATE, ZIP Jerusalem  
 PHONE NUMBER \_\_\_\_\_

**FROM:**  
 NAME Arthur Naparstek  
 COMPANY Premier  
 DEPARTMENT \_\_\_\_\_  
 CREDIT CENTER ngn

TELEX NO. 697204E PREMI UW

FAX NO. 2103916327

TIME SENT:

**MESSAGE:**

David Ariel will be redrafting the Commission minutes. I  
 will be sending you a revised copy on January 9th. Our  
 goal is to get them out by January 13th.

Art  
 AMERICAN JEWISH  
 ARCHIVES

630

Jan 03, 1989

## Towards the Third Commission Meeting

Meeting with Robert Abramson - Director

The Conservative Commission on Education

Participants: Robert Abramson, Seymour Fox, Annette Hochstein

The meeting began by exploring how Bob views the Commission and what his expectations are.

He expressed much anticipation on the combination of money and ideas, and his positive feelings about the potential of the Commission.

Sees Barry Shrage as the carrier of the view that the congregations are central to the delivery of services. (Perhaps MLM should meet with Shrage to discuss his views on this.

What could the Commission do for his outfit?

- \* In the in-service area we have no idea who the population is that we must in-service.

- \* We have no department of education at the seminary - to speak of.

- \* He has no staff for service and delivery

= the creation of an atmosphere in which people realise what should happen -- and then they may effectively happen. The system is there but has been used poorly, has probably not done the job, etc...

SF: Would you welcome if we were able to make it possible for the education players of the Movement to undertake minimal data gathering - done by outside source. Would that be useful and possible?

Usefulness easy to sell. But you should re-think if should be done by outside or inside - if you want to help develop in-house capacity.

\*\*\* Bob made the point that the Center movement represents no less an ideological point of view than the denominations. Thus the conflict. Thus also the problem with the commission having JESNA and JWB and not the denominations.

\*\*\* Bob - illustrates the lack of data and knowledge throughout the universe of Jewish Education in North America.

\*\*\* How far would the cooperation between denominations go?  
Discussion

\*\*\* The lay people will ask what the denominational educations are. Can they define the philosophy of their education?

Bob's response indicated more clarity - at least implicit - than anticipated.

In sum:

1. Importance of the conversation between the Commission and the movements.
2. We can help the movements deal with many of its issues - from basic data gathering and analysis to dealing with philosophic issues related to education.
3. We discussed what the useful level is at which the conversation with the denominations should take place. Is it sufficient at this time to carry it on with the Commissioners and the heads of the denominational Education Commissions

TO: Annette FROM: Genny DATE: 12-15  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION  
REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

## SUBJECT:

Hope you're home and feeling rested. It was good to see you in NY. Despite some frustrations, I think things went very well.

Here are some more copies of the inventory that I had packed away, as well as the checklist pages. They are very incomplete. Any additions/updates will be helpful.

I hope you survive "the visit." Happy New Year.

Genny

CFC

## Premier Industrial Foundation

4800 EUCLID AVENUE  
CLEVELAND, OHIO 44103

December 27, 1988

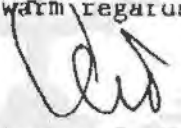
Dear Annette:

Thank you for the kindness you showed me last week. I really appreciate the time we spent together. Aaron and I also enjoyed our dinner with you and Shaul.

The trip was wonderful because it gave me an entirely new perspective on the contributions you and Seymour have made to Jewish education in Israel and abroad. Both of you are truly superstars!

Thanks again for your special hospitality that made my visit an enriching experience.

warm regards,

  
Arthur J. Naparstek,  
President

Mrs. Annette Hochstein  
Nativ Policy & Planning  
Consultants  
10 Yehoshafat Street  
Jerusalem, Israel 93152

68C



chart/3MN-W

MINA (MIG as example)

- selection of place*  
*of innovation*
- 1) Demonstration Center
    - a) Description
    - b) Outcomes
    - c) Governance (Role of community, educators, scholars, rabbis, etc.)
    - d) Funding
    - e) Staffing -- internal, external
  - 2) Best practice
    - a) Principle
    - b) Criteria
    - c) How to decide (visit)
  - 3) Vision
  - 4) Implementation Mechanism
    - a) What
    - b) When
    - c) How Many Centers
  - 5) Staffing for all of this (e.g., ISSA, Barry, Joe)

## ISSUES

- A. MICRO
  - 1) The concept (schools or XXXX)
  - 2) How to deal with unique or each community)
  - 3) Monitoring and evaluation
  - 4) Obstacles
- B. MACRO
  - 1) XXXX to guide & monitor on any of above issues, plus more basic issues, e.g.
  - 2) Theory of change
    - general ed.
    - related fields
  - 3) Continuity and Jewish education
  - 4) Evaluation
  - 5) Profession building

MINA CONTINUED (As XXXXX and unto itself, e.g. description, outcome)

PERSONNEL

I

- a) Description
  - 1) Staffing to learn & plan
  - 2) Staffing to implement
  - 3) Staffing to evaluate(Demonstration Center)

b) Best Practice

- 1) Where
- 2) Who (Jewish, general)

II ITSELF

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

Salary  
Status  
P.R.

Community

## I MINA MISCELLANEOUS

- 1) CAJE
- 2) Syme -- denominations
- 3) Foundations
- 4) Issues
- 5) Next meeting -- style
- 6) Other lay people (Chairs)
- 7) In Between -- Jan. 1st -- June 14th
- 8) Education of each commissioner
- 9) Selected commissioners
- 10) Interpretation (P.R.)
- 11) Written material
- 12) Listen to tapes

### I. PERSONAL

- 1) Bronfman
- 2) Crown
- 3) Corky Goodman
- 4) Hirschhorn
- 5) Arno
- 6) My campers.

Ginny's

12/21/88 DRAFT

MINUTES  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
DECEMBER 13, 1988  
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES  
NEW YORK CITY  
10:00 a.m. - 4:00 p.m.

Attendance

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:15. He welcomed the commissioners and announced the addition of three new commissioners: Ronald Appleby, Joseph Gruss, and Lionel Schipper.

Mr. Mandel reiterated the importance of commissioner involvement in the process so that the outcomes of the Commission's work reflect the views of commissioners. In its work the Commission is defining Jewish education in the broadest sense, to include both formal and informal education, and is looking at ways in which Jewish education can help to build a meaningful Jewish continuity.

Mr. Mandel reported that since the first meeting of the Commission on August 1, 1988, the Commission staff has been consulting with commissioners in an effort to narrow the Commission's focus. It is expected that the outcome of the Commission's work will be more than a report--will be a set of recommendations which, when implemented, will promote change. The Mandel family is committed to investing in Jewish education response to a set of priorities set by the Commission. It is hoped that other families, institutions, and communities will also respond to the Commission's recommendations by finding areas upon which to focus support

Q M

In preparation for this second meeting of the Commission, staff was assigned to develop an approach through which to look at the recommendations of commissioners made prior to and at the first Commission meeting, to assist the Commission in arriving at a consensus on an agenda. Through the involvement of commissioners, consultants, and staff, the background materials which were distributed prior to the meeting were prepared.

Mr. Mandel introduced Annette Hochstein, a Senior Policy Advisor to the Commission, to review the background materials and to discuss the method used in preparing them.

#### 11. Progress Report

##### A. Review of the Process

Mrs. Hochstein began by presenting an overview of the effort to narrow the focus of the Commission. Staff took the suggestions made by commissioners prior to and at the first Commission meeting and developed from these suggestions a list of options for further study. This process yielded a set of 26 distinct options for further study.

##### B. Developing an Inventory

Each option was reviewed in terms of the following categories:

1. Personnel (who delivers the service)



2. Clientele (to whom is the service addressed)
3. Settings (for what forms of education)
4. Curriculum and methods (content and message)
5. Community (institutional structures, financial and political support needed)

By using this inventory as a basis, the staff sought to develop a picture of each option which could be used in determining a direction for the Commission.

#### C. Criteria

A set of criteria was established for distinguishing among options in an effort to select some which would have high impact and could be accomplished in a reasonable period of time. The criteria include:

1. Feasibility - likelihood of achieving desired outcome and of implementation.
2. Benefits - such as the number of people affected.
3. Cost - the amount of money required.
4. Time - how long would it take to implement.
5. Importance - the degree to which the accomplishment of one option impacts on the potential to accomplish others.

In consultation with commissioners and other experts, staff prepared papers dealing with each option. In doing so, they discovered that there is very little data to support theories in the field of Jewish education. They also found that there are a number of options for which the resources exist to move ahead.

Following the analysis of each individual option, staff divided the options into two broad categories: programmatic options--those which look at Jewish education through a specific program, setting, or age group, and enabling options--those which provide the means or tools to accomplish the programmatic options. It was found that three enabling options emerged as central. These are:

1. Shortage of personnel.
2. Community--leadership and structure.
3. The generation of additional funding.

These three enabling options are interrelated and have impact on all of the programmatic options. Leadership, structure and the generation of funding are so closely linked that it is recommended they be considered together under the heading "community."

### III. Discussion

There followed a general discussion by Commission members. The following is a summary of that discussion.

It was suggested that the programmatic options are more helpful in narrowing the focus than are enabling options. On the other hand, experiments to change program frequently falter due to shortage of personnel or lack of community support. A focus on enabling options would provide the Commission with a means to approaching programmatic options in the future.

An argument was made for selecting one or two programmatic options, focusing on these in depth, and working toward significant impact in one small area. An advantage to a focus on one or more programmatic options would be the possibility of relatively quick, visible results. Others argued for a long-term approach in order to change enabling conditions and impact on a broad range of programs. A concentration on enabling options, while more enriching, might take longer to achieve.

A question was raised regarding the target population of the Commission's efforts. It would be possible to concentrate on improving the quality of Jewish education for those already committed to Judaism or to developing programs to attract those only peripherally committed. It would be useful to have data on these groups to help determine a direction.

Another commissioner identified three potential audiences for Jewish education: "survivalists, the unaffiliated, and the progeny of the affiliated." The progeny are our captive audience and we must ensure that we do not lose them to Judaism. A development of personnel might consider these three subgroups.

More personnel alone is not the answer to our dilemma. It is important to develop a means for training Jewish teachers, differentiated on the basis of the population with which they will work.



Several commissioners argued that the lack of data in the field of Jewish education is problematic. It was suggested that "meaningful research" be added to the list of programmatic options and that efforts be made through the Commission to begin to conduct such research. Others suggested that research and development cannot be a priority at this time. It is a long slow process and we are obligated to move ahead now to change Jewish education.

It was suggested that there are successful programs of Jewish education. It would be useful to study the field of Jewish education in North America, to provide an inventory of what is now happening, and to identify approaches which are successful. Another commissioner suggested that the Commission owes the American Jewish community a status report on Jewish education today and a convincing vision of where it might be in ten years. This vision should include a projection of cost to reach our suggested goals.

It would be valuable to have Jewish educators reflect on the strength and weaknesses of Jewish education. Perhaps a research institute for Jewish education would be a valuable contribution to the field.

It was suggested that the elementary and high school ages are critical to a meaningful Jewish continuity. Perhaps a look at personnel as it relates to these two areas would be helpful.

It was also suggested that we need an overarching view of Jewish education in North America. Twenty years ago its direction was influenced by cultural Zionism and Hebraism. Today we are floundering for the lack of a common vision. Developing the structure and leadership of the community could be significant in creating a meaningful vision of Jewish education which could tap youthful enthusiasm in attracting personnel. It might be useful to establish a task force on "visions and directions of Jewish education" which would take a transdenominational look at the field.

One commissioner likened the enabling options to the "infrastructure" of the Jewish education community and suggested that any look at programmatic options should be done in the context of this infrastructure.

We should develop criteria for professionalizing Jewish education as has been suggested for general education. This would include improved training, an opportunity for autonomy, a system of evaluation, and opportunities for professional growth. In addition, we must improve the prestige, salaries, and benefits to Jewish educators and help them to avoid burnout.

This Commission has the potential to have a dramatic impact on Jewish education. We can help to develop both a climate and a context within which to bring about change. Personnel and community are critical to this effort.

A study of the enabling options would allow the Commission to work on Jewish education without narrowing the focus too far and too fast. The Commission might work to develop models in two or three communities which could then be a starting point for more general change.

#### IV. Personnel

##### A. Presentation

Professor Seymour Fox, a Senior Policy Advisor to the Commission, provided an overview of the enabling option of personnel. He reported that no attempts have been made to approach the problems of personnel from all four <sup>important line</sup> ~~angles~~ identified by this study: recruitment, training, retention, and profession-building. The potential impact of altering these conditions can be great; ~~one principal or community center director can have an impact on a~~ large number of students.

~~At present, there is no clear plan for recruiting personnel to the~~ field of Jewish education.



Training institutions suffer from a lack of teachers and funding. There are not twenty full-time professors of Jewish education in North America today. A first step on the road to more effective personnel would be to train the teachers of teachers. Such an effort could begin with little delay ~~because models exist to do~~

so.

One key to improved retention would be to systematically increase salaries and benefits of those involved in Jewish education. In addition, a multi-directional ladder of advancement should be developed so that the most effective teachers have an opportunity to rise within the profession. Some might move into administrative positions but others would be encouraged to continue to teach while rising in the profession, possibly in the role of master teacher.

It is proposed that we devise a plan for developing improved personnel and establish four or five demonstration centers through which to implement this plan. ~~Each center might focus on a different aspect of personnel. When we have a better sense of what is effective, we could move to implement it in other areas.~~

B. Discussion

The following points were made by commissioners in the discussion which followed:

The empowerment of teachers relates to community leaders--rabbis, day school administrators, JCC directors. In order to empower teachers, we run the risk of cutting others out because "certain vested interests are not open to empowerment." An alternative might be to consider establishing a national organization of master teachers which would confer status and would bring recognized quality educators together to discuss common concerns.

We must remember that a large proportion of current Jewish educators are "avocational," not full-time professionals. This group may require different approaches of personnel development from that aimed at professional Jewish educators.

There is pressure within the community to change what is happening in the classroom. We should not lose sight of the need for better qualified, more effective senior personnel. There is the sense that a director, principal, or supervisor can have the most immediate impact on the educational system. There is a need for a formal, systematic method of training these senior personnel.

It was also suggested that the greatest challenge is to train good teachers and to keep them in the classroom. They need to be educated as Jews and they need salaries, benefits, and a quality of life which will keep them in the field. It is important that Jewish educators be trained to deal with people and issues of education in addition to being educated Jews.

In considering the issue of empowerment, we must look well beyond recruitment, salaries, and benefits. We might consider what draws people to Judaic studies in greater numbers than to Jewish education and attempt to duplicate these conditions.

Another suggestion was that we work to develop lead teachers who could help in curriculum development and who would be in a position to see and fill the gaps within an institution. A vehicle for training teachers might be to establish a lab school and to offer internships in that setting.

As we attempt to clarify what teachers and principals should know and do, we should anticipate a future when Jewish educators may require different sets of skills and qualities.

It was noted that recruitment and retention are closely related to community. The community can demonstrate that it values Jewish educators by offering competitive salaries and benefits.

Community leaders could demonstrate the value of Jewish education



by participating in seminars or forums designed to increase their own Jewish knowledge. By demonstrating support at this level, the status of the field could be raised.

The quality of teachers in the field is determined by leadership. We should focus on improving principals and directors.

There are existing structures within the field of Jewish education which merit support. We would do well to seek these out, critique them, recognize quality where it exists and reward that quality.

The Commission might take the role of an accrediting body in the field of Jewish education. It could help to establish contemporary philosophies of Jewish education and might take a critical look at curriculum, facilities, and the fiscal structure of individual institutions and programs.

Summer institutes of one to two weeks in duration might provide a means of bringing Jewish education or inspiration to the adult community. A full-time Judaic scholar in residence in a community might provide a series of lectures and other programs to serve the same purpose.

There are currently two quite separate fields of Jewish education: formal and informal. By removing the barriers between

these two fields we could encourage interaction and overlap. This might be accomplished through a national organization open to all Jewish educators.

CAJE is a national organization of approximately 4,000 Jewish educators. Its goal is to augment Jewish education, pre-school through college. This organization might serve as the professional body referred to above.

It was noted that Toronto has increased salaries of its Jewish teachers but that this, alone, has not been sufficient to improve recruitment or retention.

A shortage of teachers is not unique to the field of Jewish education. General education is also suffering from this problem. The status associated with the field of education appears to be a major stumbling block.

Perhaps we should explore the creation of a national system of benefits for Jewish educators similar to TIAA-CREF. Communities could buy into the system to provide a comprehensive program of health care and retirement benefits. There might be similar opportunities to augment salaries. Such an approach might be especially useful for small communities which do not have a base to increase salaries independently and which rely heavily on part-time teachers.



By paying a decent wage and providing adequate benefits, we can support the development of a core of Jewish educators. Federations should be encouraged to help fund such efforts.

There is a resident scholar at the JCC of the Palisades who works with top lay leadership in the community, teaching Jewish philosophy and values. He also uses texts to articulate values with staff and holds "fireside chats" in various neighborhoods to talk with the less affiliated. There is an increase in the level of Jewish knowledge among lay people who, as a result, feel involved and are supportive of the program. This is an individual whose full-time responsibility it is to serve this role. This might serve as a model for other communities.

A core of mentors might be established within a community. They can work with principals, teachers, parents, and family educators, helping to develop a climate and the expertise to enhance Jewish education.

There was general support among commissioners for focusing on personnel as an item for the Commission's agenda. The goal might be to make Jewish education a profession. The definition of an educator should include the youth leader, teacher, rabbi and principal.

It is important that all of these groups interact. By also looking at the option of community, we might serve to change the climate for Jewish education.

C. Community

Henry L. Zucker, a Senior Policy Advisor to the Commission, made a presentation on the community option. This option is based on the assumption that community leaders and structures can significantly impact on Jewish education and on the levels of financial support available to effect change. The financing of Jewish education is the responsibility of the community. Family foundations, Federation endowments, and community leaders could be tapped for additional support of Jewish education. It is important that a community evaluate and monitor Jewish education in order that the money is wisely spent. Community leadership, if committed to this endeavor, can have a significant impact on it.

In the discussion that followed it was suggested that Jewish schools should become involved in community education. At present, the two are very separate.

It would be helpful to establish ways of measuring the effectiveness of Jewish education. At present, with no agreed-upon set of criteria, the community has no objective way of assessing outcomes.

December 18, 1988

TOWARDS THE THIRD COMMISSION MEETING:

AGENDA FOR MEETING OF DECEMBER 19, 1988

MLM, AJN, SF, AH

STAFF TASKS

A. PRELIMINARY THINKING

1. DESCRIBE OUTCOMES
2. RESPOND TO COMMISSIONER'S COMMENTS

B. DECIDE ON DIRECTION AND CONTENT FOR THIRD MEETING:

1. MACRO ISSUES
2. MICRO ISSUES
3. PLAN THE NEXT SIX MONTHS

C. POSSIBLE PRODUCTS FOR THIRD COMMISSION MEETING:

1. PROGRESS REPORT ON PERSONNEL
  - a. DATA
  - b. ANALYSIS
  - c. RECOMMENDATIONS
  - d. METHOD OF REVIEW
2. PROGRESS REPORT ON THE COMMUNITY
  - a. DATA
  - b. ANALYSIS
  - c. RECOMMENDATIONS
  - d. METHOD OF REVIEW
3. VISION
  - a. OUTLINE
  - b. METHOD OF REVIEW
4. BEST PRACTICE:
  - a. ACTUAL PRESENTATION (SHOW AND TELL) AND/OR
  - b. PROGRESS REPORT (IF PROCESS UNDERTAKEN)
  - c. LINK TO PERSONNEL, COMMUNITY, PROGRAMMATIC OPTIONS
5. REPORT ON PROGRAMMATIC OPTIONS
  - a. DATA
  - b. ANALYSIS
  - c. RECOMMENDATIONS
  - d. MECHANISM

#### D. COMMISSIONERS - INTERACTIONS

1. IMMEDIATE DE-BRIEF
2. LETTER ON DIRECTION (FOR APPROVAL?)
3. MID-POINT CONTACT : INDIVIDUAL AND/OR GROUP - SUB-COMMITTEE, TASKFORCE
4. INTERVIEW TOWARDS THE THIRD COMMISSION MEETING
5. SEND LITERATURE
6. CORRESPONDANCE

#### E. PREPARE IMPLEMENTATION:

1. DEFINE THE FRAMEWORK(S)-(MECHANISM(S)) FOR IMPLEMENTATION -- THE COMMISSION AFTER ITS LIFE
2. TAKE FIRST STEPS TO IMPLEMENTATION (PLANNING; MATCHMAKING; MONITORING)
3. FUNDING

#### F. OTHER

1. CRITICAL OVERVIEW OF THE STATE OF JEWISH EDUCATION IN NORTH AMERICA
  - a. FIND A SWEDE (AN ISRAELI, SAYS ELI EVANS)
  - b. RESEARCH PROJECT AND PAPER
  - c. ELABORATION ON OPTIONS
2. COMPLETE THE OPTIONS PAPERS
  - a. HEBREW
  - b. INNOVATION
  - c. RESEARCH
  - d. AGES
  - e. NO TUITION
3. REWRITE AND EXPAND ALL OPTIONS (AS PART OF OVERVIEW OF THE FIELD)
4. DOCUMENTOR-HISTORIAN-MONITOR FOR THIS PROCESS

December 16, 1988

TOWARDS THE THIRD COMMISSION MEETING:

STAFF TASKS:

A. INTERNAL AND THINKING ASSIGNMENTS

1. DESCRIBE OUTCOMES
2. DEAL WITH ZUCKER'S DEMAND FOR REPORT OUTLINE
3. ANSWER EVERY COMMISSIONER'S REMARKS

B. DECIDE ON DIRECTION AND CONTENT FOR THIRD MEETING:  
THE NEXT SIX MONTHS

C. POSSIBLE PRODUCTS FOR THIRD COMMISSION MEETING:

1. PROGRESS REPORT ON PERSONNEL
  - \*DATA
  - \*ANALYSIS
  - \*(RECOMMENDATIONS)
2. PROGRESS REPORT ON THE COMMUNITY
  - \*DATA
  - \*ANALYSIS
  - \*(RECOMMENDATIONS)
3. REPORT ON PROGRAMMATIC OPTIONS
  - \*DATA
  - \*ANALYSIS
  - \*RECOMMENDATIONS
  - \*MECHANISM
4. VISION
  - \*PAPER
5. BEST PRACTICE:
  - \*ACTUAL PRESENTATION (SHOW) AND/OR
  - \*PROGRESS REPORT (IF PROCESS UNDERTAKEN)

D. COMMISSIONERS - INTERACTIONS

1. IMMEDIATE DE-BRIEF
2. MID-POINT CONTACT : INDIVIDUAL AND/OR GROUP - SUB-COMMITTEE, TASKFORCE
3. INTERVIEW TOWARDS THE THIRD COMMISSION MEETING
4. SEND LITERATURE
5. CORRESPONDANCE

E. PREPARE IMPLEMENTATION:

1. DEFINE THE FRAMEWORK(S)-MECHANISM(S) FOR IMPLEMENTATION -- THE COMMISSION AFTER ITS LIFE
2. TAKE FIRST STEPS TO IMPLEMENTATION (PLANNING; MATCHMAKING; MONITORING)

F. OTHER

1. CRITICAL OVERVIEW OF THE STATE OF JEWISH EDUCATION IN NORTH AMERICA
  - \* FIND A SWEDE (AN ISRAELI, SAYS ELI)
  - \* RESEARCH PROJECT AND PAPER
  - \* ELABORATION ON OPTIONS
2. COMPLETE THE OPTION PAPERS
  - \* HEBREW
  - \* INNOVATION
  - \* RESEARCH
  - \* AGES
  - \* NO TUITION
3. REWRITE AND EXPAND ALL OPTIONS (SAME AS 1)
4. DOCUMENTOR-HISTORIAN-MONITOR OF THIS PROCESS

this is the same list with preliminary details on what's involved incomplete!

FOR EACH OF THESE :  
BRIEF DESCRIPTION OF TASK, INCLUDING:  
CONTENT  
STAFFING  
TIME NEEDED  
PRIORITY

A. INTERNAL AND THINKING ASSIGNMENTS

1. DESCRIBE OUTCOMES .2DAYS
2. DEAL WITH ZUCKER'S DEMAND FOR REPORT OUTLINE .THINK
3. ANSWER EVERY COMMISSIONER'S REMARKS .LISTEN TO TAPES  
.ANALYZE  
.2-3 DAYS

- B. DECIDE ON DIRECTION AND CONTENT FOR THIRD MEETING:  
THE NEXT SIX MONTHS .THINK  
.AH PLAN -1D

C. POSSIBLE PRODUCTS FOR THIRD COMMISSION MEETING:

1. PROGRESS REPORT ON PERSONNEL .DECIDE ON CONTENT  
\*DATA - DEFINE PARAMETERS - IMMEDIATE .RESEARCH (NOW)  
OVERVIEW OF FIELD  
PRODUCE DATA WHERE NEEDED (EVALUATE TRAINING)  
NORMS AND STANDARDS?  
ECONOMICS - FINANCIAL PICTURE TODAY:  
- THE EDUCATORS  
- THE COMMUNITY  
- THE WHOLE SYSTEM  
FURTHER DATA ON TEACHERS ETC.. MAYBE SURVEY  
SEE DELLA-PERGOLA AND INDIVIDUAL STUDIES (ASK  
JESNA TO HELP LOCATE  
DIFFERENTIATION? SEE INVENTORY  
RECRUITMENT TODAY

\*ANALYSIS

\*(RECOMMENDATIONS)

2. PROGRESS REPORT ON THE COMMUNITY

\*DATA

- \*ANALYSIS -- STRUCTURES  
-- QUALITATIVE ASSESSMENT : J.ED ON THE COMMUNAL AGE  
LEADERS' INVOLVEMENT AND KNOWLEDGE  
-- FINANCIAL PICTURE (OVERLAP WITH TWO)

\*(RECOMMENDATIONS)

3. REPORT ON PROGRAMMATIC OPTIONS

- \*DATA
- \*ANALYSIS
- \*RECOMMENDATIONS - POLICY PAPER
- \*MECHANISM RESULTS FROM ABOVE

4. VISION

- \*PAPER SF

5. BEST PRACTICE:

- \*ACTUAL PRESENTATION (SHOW) AND/OR DECIDE WHICH
- \*PROGRESS REPORT (IF PROCESS UNDERTAKEN)

D. COMMISSIONERS - INTERACTIONS

1. IMMEDIATE DE-BRIEF -- DO AND FOLLOW-UP
2. MID-POINT CONTACT : INDIVIDUAL AND/OR GROUP - SUB-COMMITTEE, TASKFORCE -- DECIDE; ORGANIZE
3. INTERVIEW TOWARDS THE THIRD COMMISSION MEETING
4. SEND LITERATURE
5. CORRESPONDANCE

E. PREPARE IMPLEMENTATION:

1. DEFINE THE FRAMEWORK(S)-MECHANISM(S) FOR IMPLEMENTATION -- THE COMMISSION AFTER ITS LIFE
2. TAKE FIRST STEPS TO IMPLEMENTATION (PLANNING; MATCHMAKING; MONITORING)

F. OTHER

1. CRITICAL OVERVIEW OF THE STATE OF JEWISH EDUCATION IN NORTH AMERICA
  - \* FIND A SWEDE (AN ISRAELI, SAYS ELI)
  - \* RESEARCH PROJECT AND PAPER
  - \* ELABORATION ON OPTIONS
2. COMPLETE THE OPTION PAPERS
  - \* HEBREW
  - \* INNOVATION
  - \* RESEARCH
  - \* AGES
  - \* NO TUITION
3. REWRITE AND EXPAND ALL OPTIONS (SAME AS 1)
4. DOCUMENTOR-HISTORIAN-MONITOR OF THIS PROCESS

NOTE:

JO COULD COME TO ISRAEL TO WORK WITH US THE WEEK OF JANUARY 8. I STRONGLY FAVOR THIS.

.PA



14/12/88 6F

MLM

HERMANN - COMMUNITY - PERSONNEL : NOT MAJOR SUPPORT  
THEREFORE AFTER LUNCH OWNERSHIP OF COMMISSION BY COMMISSIONES -  
SUFFERED  
EXCELLENT COMMENTS THAT NEED DEALING  
NATIONAL/LOCAL EFFORTS - DISTINCTION NEEDS CLARIFYING  
LIPSETT' LABOR-CAPITAL INTENSIVE  
TARGET POPULATIONS

HANK

DISAGREES WITH ABOVE: AT END OF MEETING CONSENSUS

JON

CAME OUT VERY WELL - PREDOMINANT REACTION - AGREEMENT WITH  
FUNDAMENTALS - BUT CAUTION AS TO HOW SPECIFICS WILL BE  
INTRODUCED  
LEFT WITH MANDATE RE-PERSONNEL

HANK

WANTS OUTLINE OF REPORT  
THERE WAS DEMAND FOR STATE OF J.ED + VISION  
+ WHERE WE'LL BE IN TEN YEARS  
CASE STUDIES - [SOME ELABORATIONS]

MLM -

SPOKE WITH 15 COMMISSIONERS AT END. VERY POZ.  
ELI -- SOLDILY A MEMBER NOW. SAID HE WAS WORRIED OF TASKFORCES  
COZ HE DIDN'T BELIEVE WE HAD THE TASKFORCE CAPABILITY. NOW HE  
THINKS WE DO.

DAVID ARIEL

WE CULTIVATED TWO VERY HEALTHY TENSIONS:  
-- QUALITY OF STAFF-WORK - LEAD TO TRUST IN STAFF  
-- MAY LEAD TO INCLINATION TO DROP OUT OF ACTIVE OWNERSHIP BY  
COMMISSIONERS.

SUGGESTIONS OFFERED TO LOOK AT ENABLING OPTIONS KEEPING IN MIND  
WHAT PERSONNEL AREA - PRIORITIZE

MORE DATA  
RESEARCH IN VARIETIES OF WAYS

[MLM : WE NEED TO DETERMINE WHAT IS NEEDED AND WHAT THE FORMAT  
IS] -- NOT COMMON VOCABULARY.

JOE

POINTS OF RESISTANCE:  
-- YITS  
-- BRONFMAN AFTER LUNCH  
-- BALTIMORE-TORONTO (HIRSHHORN - WE HAVE NO

ACCOUNTABILITY/EVALUATION)

-- NO RESPONSE TO COMMUNITY

-- SHOULDN'T PUT PERSONNEL BEFORE COMMUNITY

MLM + GENERAL DISCUSSION RE-BRONFMAN

ELI GETTING MONEY FROM CROWN AND BRONFMAN

CARMI

-- COMMUNITY FOR J.ED. NOT YET UNDERSTOOD/ANALYSED

MLM

-- COMMISSIONERS GO TO PROGRAMMATICS COZ IT IS UNDERSTANDABLE

DISCUSSION -- LARGE MEASURE OF ACCEPTANCE OF COMMISSIONERS BY  
COMMISSIONERS

--- HOW DO WE DO THIS --- CAN WE ADVANCE STATE OF THE ART THROUGH  
COMMISSION. HOW DO WE CHANGE THE CLIMATE

STEVE HOFFMANN -- SKEPTICAL IF COMMUNITY CAN BE DEALT WITH BY  
THIS COMMISSION

ART ROTMAN --

CONTINUE INTERVIEWS  
& FOCUS GROUPS  
PEOPLE FEEL LISTENED TO

AFTERNOON - AFTER-LUNCH PROBLEM

- NEED MONITOR-HISTORIAN-EVALUATOR  
- CRB TALK -- HIS TANGIBLES.

CARMI : THE ROLES OF JWB; JESNA AND CJF

MLM - EXPANDS ON THE ROLES - RELATIVE TO PARTNERSHIP AND  
COMMUNITY ---

AH -- PLEA FOR NOT RUNNING WITH COMMUNITY WITHOUT PLANNING

HANK -- WONDERFUL DIATRIBE FOR COMMUNITY AND CHANGE

SF -- WE HAVE NOT ANSWERED THE QU'S - SERIOUS CHALLENGES. WE  
HAVE TO BE ABLE TO ANSWER THESE

MLM (INTERRUPTS) - LEAN FORWARD SEYMOUR...

MLM -- ARE YOU SAYING THTA WE NEED TO SPEND 3-4 MONTHS DEFINING  
- THINKING COMMUNITY AND PERSONNEL.

JON -- WE NEED PROCESS (MAYBE NOT PAPERS) -- BRING TOGETHER  
THINKING ABOUT HIS - RECOGNIZING THE PROBLEMS (HE DOES).  
IMPORTANT POINTS

HERMAN -- COMMUNITY PROCESS -- INTRODUCE O.D.

STEVE HOFFMANN - UNLESS INVOLVE IN PROCESS MUCH MORE - PLANNERS,  
FEDS ETC.. YOU CAN ONLY DO ACADEMIC PAPER.

CARMI -- DON'T DEAL IN ONE GLOBAL TRACK BUT MULTI-TRACK

DAVID -- DO PLAN BEFORE DEALING WITH THIS

STEVE HOFFMAN --

JESNA, JWB, CJF -- WANT A BIGGER ROLE

\*\*\*\*\*  
DECEMBER 14 -- 10:15 PM

MLM:

WHERE DO WE GO FROM HERE?

TASKFORCES?

SF IDEA:

SMALL GROUP - FOCUS GROUPS

IN THE CONTEXT OF THE COMMISSION PROGRAMMATICS MUST BE DEALT WITH  
MECHANISM FOR DEALING

PROGRAMMATIC CASE ILLUSTRATIONS FOR PERSONNEL AND THE COMMUNITY

JON - STRATEGY PAPERS --  
WHAT ARE THE ISSUES  
TAXONOMY OF RESPONSES

ART - CASE STUDIES

HANK -

JOE - PERSONNEL TASKFORCE  
- COMMUNITY - PROCESS OF ACTION  
- PROGRAMMATIC -

[UMBRELLA - MECHANISM -  
SOME LINKING-

BUT ALSO INDEPENDENT INTEREST - YET

DON'T WANT THEM TO LOOSE THE INTEREST IN  
COMMISSION  
WE DON'T WANT TO LOOSE THEIR  
RESOURCES ]

HERMAN STEIN:  
DON'T HAVE TO CONTROL EVERYTING?  
STRUCTURES WILL HAVE TO BE ADDRESSED  
CHANGE

STRUCTURE

PR

POST-MECHANISM

ETC...

LENGTHY DEBATES

I AM PARTICULARLY BAD TODAY -- TOO TENSE; TOO EMOTIONAL; TOO  
ANGRY AT HAVING TO HEAR UNINFORMED -NOT BILL-FOOTING - OPINION.  
NO ROOM/TIME FOR RELEASE OF TENSION AND PRESSURE. NOTHING IN  
SIGHT EITHER ON THAT FRONT - EXCEPT FOR AN AIRPLANE SEAT  
TONIGHT!

.PA

IDENTIFY THE PERSON WHO CAN DO THE JOB  
STRATEGIC PLANNING IN REGARD TO PREPARING MATCH  
DATA  
RESEARCH

Dec 13th

I.

## PRESENTATION

### II. INTRODUCTION

\*\*\* Mr Chairman, ladies and gentlemen,

\*\* In the next few minutes I will briefly deal with three topics:

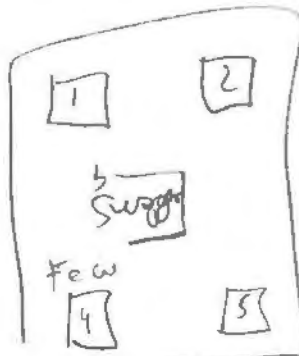
1. a review of how this Commission and its staff have worked - the process to date,
2. What may be the key challenge to the Commission at this point and suggestions as to how this challenge might be addressed
3. What emerges from the method and analysis as a basis for decision today.

#### A. THE PROCESS --

SLIDE 1

1. ASSUMPTION - MUTUAL RELATIONSHIP J.ED-- MEANINGFUL J. CONTINUITY
2. A COMMISSION COULD BE CONVENED THAT WOULD BE REPRESENTATIVE OF THE BEST COLLECTIVE WISDOM OF THE J. COMMUNITY IN N.A. COULD REPRESENT THE NEEDS, THE PROBLEMS AND THE OPPORTUNITIES RE- J.ED.  
richness of thinking etc...
3. WOULD COME UP WITH SUGGESTIONS FOR WHAT TO DO RE- J.ED IN ITS BROADEST INTERPRETATION AT THIS TIME (FORMAL, INFORMAL; CLASSROOM; CAMP; IEP; JCC'S)
4. AUG 1 - WEALTH OF SUGGESTIONS - IDEAS, PROGRAMS, PLANS
5. MANY MORE SUGGESTIONS THAN ANY ONE COMMISSION COULD EFFECTIVELY DEAL WITH

- How*
- B. THE CHALLENGE : TO NARROW THE FOCUS TO A SET OF MANAGEABLE OPTIONS  
TO IDENTIFY WHAT HAS THE POTENTIAL FOR MAKING A DIFFERENCE TO THE FIELD OF JEWISH



23 AM

<sup>HAVE</sup>  
EDUCATION - WHERE ON THE MAP OF J. ED. TO MAKE AN IMPACT

THE STAFF WAS INSTRUCTED TO DEVELOP METHODS AND MATERIALS THAT COULD HELP THE COMMISSION MEET THIS CHALLENGE- THEY ARE THE MATERIALS YOU HAVE IN FRONT OF YOU

THIS BRINGS US TO TODAY WHEN THE COMMISSION MAY WANT TO MAKE DECISIONS AS TO THE DIRECTIONS FOR ITS WORK.

[ RETURN POINTER TO SLIDE --- NARROWING THE FOCUS ]

## B. NARROWING THE FOCUS

SLIDE 2

THIS SLIDE OFFERS AN OVERVIEW OF THE WORK PROCESS. IT IS HERE THAT WE WOULD LIKE TO DISCUSS THE PRINCIPLES THAT HAVE GUIDED OUR WORK - IN TRYING TO HELP NARROW THE FOCUS - GO FROM THE WEALTH OF SUGGESTION - AUG. 1 - TO THE POSSIBLE CHOICE OF MORE LIMITED AREAS FOR STUDY AND ACTION.

*To DISCUSS*

I WILL BRIEFLY MENTION EACH STEP AND THEN GET BACK TO IT IN DETAIL.

THE MANY SUGGESTIONS WERE FORMULATED INTO A LIST OF OPTIONS. THESE WERE ANALYSED IN TWO STEPS:

FIRST TO FIND OUT WHAT IS INVOLVED IN AN OPTION - WHAT ARE THE ELEMENTS THAT HAVE TO BE CONSIDERED AND IN HOW MUCH DETAIL

NEXT TO ASSESS EACH IN ORDER TO IDENTIFY THE KIND OF IMPACT, THE NATURE OF THE CHANGE THIS OPTION MIGHT INTRODUCE IF UNDERTAKEN. MATTERS SUCH AS THE FEASIBILITY, THE TIMELINES, THE COST OF AN OPTION WERE CONSIDERED

*benefits*

*useful to*

WE HOPED THAT WITH THIS INFORMATION IN HAND THE COMMISSION WOULD BE ABLE TO CARRY ON AN INFORMED DISCUSSION LEADING TO DECISIONS CONCERNING THE AGENDA.

*the benefits would be*



C. COMMUNICATIONS

SLIDE 3

THE WORK: ONGOING COMMUNICATION BETWEEN THE  
COMMISSIONERS, THE STAFF AND OTHER EXPERTS.  
THROUGH LETTERS ETC...

D. NOW THE DETAIL - LEAVE THESE SLIDES ON AND RE-DO

*go over the paper  
in more detail*

1. OPTIONS

SLIDE 4

LET ME RETURN TO THE LIST OF OPTIONS -- IT IS OF  
COURSE THE SAME LIST AS THE ONE YOU HAVE IN YOUR  
MATERIALS.

THE SOURCE OF OPTIONS

YOU WILL REMEMBER THAT WE INDICATE  
REDUNDANCY.

EARLY CHILDHOOD AS EXAMPLE : WE ADOPTED THE VIEW  
THAT THESE ARE NOT REDUNDANT:  
CONSIDERING THE NEEDS OF A WHOLE AGE-GROUP FROM  
SCRATCH - AS IF NOTHING EXISTED  
VERSUS DEVELOPING, EXPANDING, IMPROVING  
INNOVATING IN WHAT PRESENTLY EXISTS.

(put this later)  
WE DIDN'T WANT TO LOOSE THE RICHNESS - SO WE  
KEPT ALL OPTIONS

2. INVENTORY

SLIDE 5

THE NEXT STEP DEALS WITH detailing  
OPTIONS - UNDERSTANDING ACCURATELY  
WHAT'S INVOLVED IN EACH OPTION

many EDUCATORS AGREE THAT WHEN TALKING ABOUT  
EDUCATION ELEMENTS FROM THESE FIVE CATEGORIES ARE  
ALWAYS INVOLVED:

*probably*

PERSONNEL - THE PEOPLE WHO DELIVER THE SERVICES -

CLIENTS - THE PEOPLE WHO RECEIVE THEM -

SETTINGS-FORMS - SCHOOLS-CAMPS-ISRAEL PROGRAMS

CURRICULUM - THE CONTENT and METHOD

COMMUNITY - THE ENVIRONMENT and climate in which  
education takes place - INCLUDING DECISION MAKERS,  
STRUCTURES, FUNDING.

IN ORDER TO UNDERSTAND THE OPTIONS THESE 5  
CATEGORIES WERE FURTHER BROKEN DOWN INTO THEIR  
ELEMENTS.

LET ME ILLUSTRATE - WITH TWO EXAMPLES:

THE MEDIA

~~PERSONNEL~~

WHEN WE TALK ABOUT THE MEDIA - LET'S SAY  
VIDEO - IT WILL MAKE A BIG DIFFERENCE WHETHER  
WE TALK ABOUT HOME CONSUMPTION - THAT IS SOMETHING  
SELF- DELIVERED - OR VIDEO IN AN INFORMAL SETTING -  
E.G. CAMP, JCC, YOUTH MOVEMENT MEETING  
VERY YOUNG CHILDREN, etc. *add elements*  
WHETHER THE VIDEO IS THERE TO ENRICH A LESSON OR  
TO CURRICULUM OR AS AN INDEPENDENT LESSON IN  
ITSELF  
COMMUNITY - CABLE TV, MEDIA CENTRE, FUNDING

WE DECIDED TO ~~THIS~~ EQUALLY FOR ALL OPTIONS.  
IN ORDER NOT TO FORECLOSE ANY POSSIBILITY  
FOR AS LONG AS POSSIBLE

\* THE INVENTORY - AS IT IS NOW, CAN HELP *(us)* SEE THE  
TOTAL PICTURE AS WELL AS DETAILS. WHENEVER THE  
COMMISSION DECIDES TO TAKE A CLOSE LOOK AT AN  
OPTION - THE 500 ELEMENTS ARE THERE TO BE USED  
IF APPROPRIATE LATER WE WILL BE HAPPY TO SHARE IT  
WITH YOU.

WE THEN MOVED ON TO THE NEXT - AND MOST  
CHALLENGING QUESTION:

### 3. CRITERIA - THE CHECKLIST

SLIDE 6

*more options were*  
AS ALREADY MENTIONED THE OPTIONS SUGGESTED OFFER  
MORE WORK THAN ANY ONE COMMISSION COULD UNDERTAKE  
- EVEN IN MANY YEARS OF WORK.

THE CHALLENGE WAS TO TRY AND SEE WHAT ARE THE  
BENEFITS AND PROBLEMS INVOLVED IN ANY ONE OPTION -  
OR IN ANY COMBINATION OF OPTIONS



COULD WE COME UP WITH SOME CRITERIA THAT WOULD  
HELP IDENTIFY THOSE OPTIONS THAT ARE LIKELY TO  
BE MEANINGFUL TO MANY OR ALL COMMISSIONERS  
AND  
THAT COULD MAKE A SIGNIFICANT DIFFERENCE TO  
JEWISH EDUCATION - NOT JUST SOME INCREMENTAL  
CHANGE  
AND  
THAT COULD BE IMPLEMENTED - THAT HAVE A  
GOOD CHANCE OF HAPPENING.

IT WAS DECIDED TO PUT TOGETHER A CHECKLIST  
- A LIST OF CRITERIA THAT WOULD HELP US  
DISCLOSE THE CURRENT KNOWLEDGE AND THUS ASSESS  
THE OPTIONS.

SOME OF THESE ARE OBVIOUS CATEGORIES:

FEASIBILITY - WHAT ARE THE CHANCES  
OF IMPLEMENTATIONS - DO WE HAVE  
THE HUMAN RESOURCES, THE KNOW-HOW  
THE FACILITIES, THE FUNDING

BENEFITS - HOW MANY PEOPLE WILL BE INVOLVED  
AND WILL THE QUALITY BE IMPROVED

COST - WHAT ARE THE PER-CAPITA COSTS, THE  
TOTAL COSTS, THE COSTS PER BENEFIT

TIME - WHAT OPTIONS CAN BE IMPLEMENTED RIGHT WAY  
AND WHICH ARE READY FOR STUDY AND EXPERIMENTATION  
HOW MUCH TIME TO IMPLEMENTATION?

HOWEVER IN OUR WORK - AND IN OUR CONSULTATIONS WE  
~~LOOKED FOR ONE ITEM - ONE CATEGORY THAT COULD HELP~~  
~~US LOOK AT OUR CHOICES IN TERMS OF WHAT IS LIKELY~~  
~~TO AFFECT THE WHOLE ENDEAVOUR -~~ *significant*  
~~WHAT IS LIKELY TO MAKE A PARTICULAR DIFFERENCE AT~~  
~~THIS TIME. THIS LED US TO DEFINE A CATEGORY THAT~~  
~~FOR LACK OF A BETTER NAME~~  
WE CALLED "IMPORTANCE"

WHAT WE HAVE IN MIND IS A DISTINCTION BETWEEN  
OPTIONS THAT ARE NECESSARY FOR THE IMPROVEMENT OF  
EDUCATION AND THOSE THAT ARE SUFFICIENT.

AN OPTION WOULD BE SUFFICIENT IF IT ALONE  
COULD SOLVE THE KEY PROBLEMS OF JEWISH  
EDUCATION. NEEDLESS TO SAY THERE IS NOT SUCH  
OPTIONS AT THIS TIME

BY NECESSARY WE MEAN THAT IT IS JUST NOT POSSIBLE  
TO ~~MAKE SIGNIFICANT STRIDES WITHOUT DEALING WITH~~  
~~THESE OPTIONS. THEY ARE LITERALLY NECESSARY FOR~~  
THE ENDEAVOUR *the conditions*

IN OTHER WORDS THIS CRITERION WOULD ALLOW US  
TO POINT OUT WHAT OPTION MIGHT BE MORE IMPORTANT  
TO THE IMPROVEMENT OF JEWISH EDUCATION  
AT THIS TIME *necessary*

THIS TURNED OUT TO BE THE MOST USEFUL CATEGORY.

EX *you will remember in our*

*we identified several*  
*at all*  
3. APPLYING CRITERIA -- THE KNOWLEDGE DILEMMA *right slide off*

WE THEN WENT ON TO LOOK AT EACH  
OPTION  
TO ASSESS EACH IN THE LIGHT OF THE CHECKLIST.

CREATE A KIND OF MATRIX - TO LOOK  
AT EACH OPTION IN LIGHT OF THE CRITERIA

THE OUTCOME IS OFFERED IN THE APPENDIX AS THE  
OPTIONS PAPERS:

THE QUESTION - YOU WILL REMEMBER IS TO OFFER  
TO THIS COMMISSION KNOWLEDGE FOR CHOOSING: AND

OUR DILEMMA WAS THAT IN ORDER TO DO THIS WELL -  
TO PUT OPTIONS VERSUS CRITERIA - A TEAM SHOULD  
REALLY SPEND THE YEAR ON EACH ONE. WE FOUND  
THE EFFORT OF DOING THIS AS WELL AS WE COULD  
- WITH A LOT OF HELP - IN A SHORT AMOUNT  
OF TIME VERY USEFUL. IT GIVES A PICTURE  
OF PROBLEMS AND OPPORTUNITIES.

THESE PAPERS ARE INCOMPLETE - WE RECEIVE  
CORRECTIONS ALL THE TIME,

BUT WORK ON THIS SHOWED US THE POWER OF THE  
CATEGORIES:

FOR EXAMPLE -- KNOWLEDGE  
KNOWLEDGE, IS AVAILABLE - AND WE HAVE FOUND  
THAT THERE ARE SIGNIFICANT CAPS. WE

ALSO CAME UP WITH SOME SURPRISES - HOW  
MUCH CAN BE DONE IN JEWISH EDUCATION  
AT THIS TIME -- SO MANY OF THESE OPTIONS COULD BE  
UNDERTAKEN.

4. AGGREGATE VIEW: PROGRAMMATIC OPTIONS

SLIDES 7-9

I'D LIKE TO GET BACK TO THE LIST OF OPTIONS NOW  
(SLIDE 4 AGAIN?)

FOLLOWING THE ANALYSIS OF INDIVIDUAL OPTIONS,  
IT WAS FOUND USEFUL TO TAKE AN OVERVIEW OF THEM IN THE  
IN THE AGGREGATE - COLLECTIVELY. WE THOUGHT  
THIS MIGHT BE USEFUL WHEN COMING TO IDENTIFY  
THE POSSIBLE CHOICES FOR ACTION.

WE FOUND IT USEFUL TO DIVIDE OPTIONS  
INTO TWO CATEGORIES:

PROGRAMMATIC - ENABLING |

DEFINE PROGRAMMATIC (

THE DILEMMA WITH THE PROGRAMMATIC  
THE ANALYSIS - THE CRITERIA DO NOT GIVE US  
GUIDANCE FOR CHOOSING BETWEEN THEM  
- AGE-GROUPS ; SETTINGS ETC...

CHOICE BETWEEN THESE SHOULD BE DONE ON  
THE BASIS OF PERSONAL VALUES

E.

ENABLING OPTIONS

NOT SO WITH ENABLING OPTIONS ;  
1ST - ALMOST ALL OPTIONS NEED THEM OR CAN  
BENEFIT FROM THEM.

WE FIND THAT THREE (|| SLIDE ||)  
EMERGE OR STAND OUT BECAUSE:

- NECESSARY; PRE-CONDITIONS

20; PERSONNEL 21; COMMUNITY 26; FUNDING

1. MOST OPTIONS REQUIRE *these together*

2. THEY ARE INTERRELATED

AFFECT THE FIELD ACROSS THE BOARD.

SLIDE

IV. CONCLUSION -- THIS THEN IS THE BRIEF  
OVERVIEW OF THE ANALYSIS OFFERED FOR DISCUSSION

E.C. WHAT'S INVOLVED IN "COMMUNITY" - CHANGING THE CLIMATE  
IN THE COMMUNITY  
SO THAT JEWISH EDUCATION RISES TO THE TOP OF  
THE AGENDA - DOING THIS BY VIRTUE OF ATTRACTING  
OUTSTANDING LEADERSHIP TO BE ACTIVE AND  
COMMITTED TO JEWISH EDUCATION. BRINGING ABOUT  
INCREASES IN THE FUNDING OF EDUCATION;  
MAKING SURE THAT THE ORGANIZATIONAL STRUCTURES  
OF EDUCATION IN THE COMMUNITY ARE ADEQUATE TO  
TASK AT HAND.

+ money  
+ personnel



December 9, 1988

Seymour and Annette:

Attached are highlights of yesterday's meeting. I hope they will be helpful to you in preparing the chairman's notes for MLM.

We have to leave our office by 9:00 Mon. AM. If at all possible, Art asks that you fax the chairman's notes to him by 1:00 p.m. on Sunday at the College of Jewish Studies, Fax # 216-464-5827. In order to be sure that we get the notes, please also fax them to Art at Premier. We ask that you call Art at home (261-371-5221) when you send the fax so that he knows to go to the College to pick it up.

We are set for our meeting on Mon. to begin at 12:30 in Conference Room G, UJA Federation, 130 East 59th Street. See you there.

Shabbat Shalom.

Ginny

980  
1000

7/C

## HIGHLIGHTS

### Commission on Jewish Education in North America Planning Group

Meeting of 12/8/88

Present: Arthur J. Naparstek (Chairman), Seymour Fox, Rachel Gubitz, Annette Hochstein, Morton L. Mandel (after 3:00), Joseph Reimer (until 3:00), Herman D. Stein, Henry L. Zucker, Virginia F. Levi (Sec'y)

#### I. Review of meetings with Commissioners

It was reported that face-to-face meetings or in-depth phone conversations will have been held with virtually all Commissioners prior to the 12/13 Commission meeting. Going into the meetings there was support for the concept of focussing on personnel. There was less certainty about community, primarily because the concept was less clear. Commissioners were generally convinced of the importance of the two options by the end. They remain interested in the programmatic options.

#### II. Issues to consider for the 12/13 meeting

The following issues and concerns were raised in relation to the 12/13 Commission meeting:

- We should remind Commissioners of the underlying goal to consider Jewish education in relation to Jewish continuity.

It may be necessary to discuss and clarify the concept of community and financing: "leadership, finance and structure."

- We don't want to appear to favor of reinforcing the status quo. We want to encourage experimentation, innovation and vision.
  - We want to keep sight of the programmatic options. We might want to look at them in relation to the enabling conditions, through a separate task force or by encouraging Commissioners to develop their "pet options" independently.
  - We must be prepared to keep the group together for the entire day or to break into two or three task forces if this is the wish of the Commissioners. Our preference is that two task forces meet for part of the afternoon, people to be randomly assigned, for the purpose of setting an agenda for further study in the future. We would determine "permanent" membership of task forces following this meeting, would staff them, and would ask them to meet between Commission meetings with as many members as could attend. We would also schedule task force meetings for the first portion of future Commission meeting days so that the entire group could meet prior to submission of a report.
- W

- An alternative to task forces, if Commissioners prefer not to have them at all, would be to have a full Commission meeting devoted to each of the two enabling conditions, possibly chaired by Commissioners, as listed above. There might be a planning committee assigned to each topic which would meet between Commission meetings.
- We should be careful about the use of "we" in the meeting.
- We may wish to "prime" people who are supportive of the approach we propose to share their thoughts.
- Reference should be made to the outcome being a report of the Commission rather than the MAF or any other group.

III. Agenda for 12/13 Commission meeting

Discussion yielded the following agenda for the meeting of 12/13:

A. Welcome and introduction - MLM (5-10 min.)

SF is preparing chairman's notes. This segment will include a review of work leading to this meeting, that a rich array of ideas has emerged, that in its limited time the Commission will have to choose to focus in ways that can lead to results and to setting an agenda for others in the future. This will lead into AH's presentation.

B. Progress Report - AH (20-30 min.)

AH will review the methods used to produce the background materials, explaining how we arrived at the 26+ options and giving the rationale for narrowing our scope preliminarily to the 2 enabling conditions. Her remarks will include a brief definition of personnel and community.

C. Synthesizing remarks [not on formal agenda] - MLM (5 min.)

Reference will be made to interviews with Commissioners and the fact that there is strong support for the approach being recommended.

D. Discussion

The remainder of the morning will be devoted to hearing the remarks of Commissioners. This is where we may wish to have some people "primed" to speak in favor of the proposed approach.

E. Lunch - any time after 12:30 that we're ready

If it appears that we may break into task forces after lunch, this time will be used to invite and brief chairs.

F. Continuation of Discussion

There is a second room available for our use in the afternoon, if we decide to break into task forces. There will also be a tape recorder available in that room. The decision to divide or not will be made by the chair at such time as seems appropriate. We may remain together all afternoon. It is hoped that, at the very least, the afternoon will lead to some consensus on an agenda for handling the enabling conditions prior to the next meeting.

G. Future Plans - MLM

In addition to a summary of the day's proceedings and where they direct us, the date of the next meeting - 6/14/88 - will be announced.

H. Concluding Comment - Rabbi Ismar Schorsch

IV. Next meeting

The planning group will meet on Monday, Dec. 12, 12:30 p.m. to 5:00 p.m. at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York - Conference Room G.



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

FACSIMILE TRANSMISSION

XX SENT  
DATE: 22/1

TO: Arthur Naparstek and Virginia Levi  
FROM: Annette Hochstein and Seymour Fox

FAX NUMBER: 001-216-391-8327

DATE: January 22, 1989

NO. OF PAGES: 7

---

Dear Art and Ginny,

We have finally revised the minutes. This version is a combination of the two drafts plus some of our own input.

Best Regards,

*Annette*

P.S. When re-typing, paragraph and section numbers should be inserted where appropriate. Also, the list of attendants & absentees should be inserted.

MINUTES  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA  
DECEMBER 13, 1988  
AT UJA/FEDERATION OF JEWISH PHILANTHROPIES  
NEW YORK CITY  
10:00 A.M. - 4:00 P.M.

Attendance

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:15. He welcomed the commissioners and announced the addition of three new commissioners: Ronald Appleby, Joseph Gruss, and Lionel Schipper.

Mr. Mandel reiterated the importance of commissioner involvement in the process so that the outcomes of the Commission's work reflect the views of commissioners. In its work the Commission is defining Jewish education in the broadest sense, to include both formal and informal education, and is looking at ways in which Jewish education can help to build a meaningful Jewish continuity.

Mr. Mandel reported that since the first meeting of the Commission on August 1, 1988, the Commission staff has been consulting with commissioners in an effort to narrow the Commission's focus. It is expected that the outcome of the Commission's work will be more than a report -- will be a set of recommendations which, when implemented, will promote change. The Mandel family is committed to investing in Jewish education in response to a set of priorities set by the Commission. It is hoped that other foundations, institutions, and communities will also respond to the Commission's recommendations by finding areas upon which to focus support.

Mr. Mandel reviewed several key points about the Commission process: It is a partnership between a private family foundation, JESNA, JWB, CJF and key lay and professional leaders of the Jewish community in North America. He reiterated his resolve that the Commission belongs to the commissioners.

The Chairman then reviewed developments since the first meeting of the Commission.

After the first meeting, the staff was charged with the responsibility to prepare methods and materials that would help the Commission narrow the focus of its work. The staff was instructed that in doing so it should respect the views of the individual commissioners, help define and coalesce the wishes of the Commission as a whole and keep the policy options open for the commissioners to decide.

Mr. Mandel then reviewed the agenda and the background materials prepared for the commissioners.

## II. Presentation by Annette Hochstein, Research Consultant to the Commission

Ms. Hochstein elaborated on the background materials and the enclosed executive summary. She emphasized the distinction between programmatic and enabling options. The enabling options emerged as pre-conditions for any across-the-board improvements in Jewish education.

What characterizes the enabling options is that almost all the other options need them or can benefit from them. Upon analysis, we find that three enabling options emerge as pre-conditions to any across-the-board improvements in Jewish education. We find that almost all the options require a heavy investment in personnel; that they all require additional community support; and that most need substantial additional funding. These options -- dealing with the shortage of qualified personnel, dealing with the community as a major agent for change, and generating additional funding -- are also inter-dependent. Dedicated and qualified personnel is likely to affect the attitude of community leaders. On the other hand, if the community ranks education high on its list of priorities, more outstanding personnel is likely to be attracted to the field.

The interrelationship of these options and the dependence of other options on them suggest that they may be the way to affect the field of Jewish education in a significant, across-the-board manner.

Following the presentation, discussion continued until lunch.

Support was generally expressed for first dealing with enabling options in view of the fact that all programmatic initiatives would also depend on the availability of personnel and community/funding/leadership. Some commissioners felt that the broad overarching concerns for personnel and community should be applied to specific programmatic areas. Those areas of greatest programmatic importance should help define which areas of personnel need the greatest attention. Several commissioners felt that some of the programmatic options are of immediacy and importance.

Regarding personnel, there was wide agreement that this topic needs to be dealt with immediately. Issues were raised, such as is there sufficient knowledge about what is required to train personnel in Jewish education? Some professions have approached the issue of training through demonstration projects, developing one institution well so that others would follow. There may also be effective models in place today which should be analyzed and replicated. Research on case studies of successes or failures in this area could inform the work on the enabling conditions.

Regarding community/leadership as a priority, the need for a Jewishly-educated lay leadership and the importance of the role of leaders in changing the climate for Jewish education were raised. Concern about the infrastructure and institutions providing Jewish education was raised. A suggestion was made to try and develop a unified vision uniting the different strains of Jewish life as an ingredient for change.

The issue of research and evaluation was discussed. A number of commissioners argued for the value of research. Others stated that research is not an immediate priority. A paper articulating a vision of the future of Jewish education was urged. Other models for the Commission work were mentioned. These included commissioning one or more experts from within or outside Jewish education to describe the state of Jewish education.

After lunch, Mr. Mandel summarized the discussion. He noted that there was agreement to first explore the preconditions/enabling conditions, although important suggestions were made to remain close to a programmatic focus.

He noted the importance of describing successful programs at the same time that we are examining Jewish education critically.

In response to a question, the Chairman indicated that every effort will be made to help commissioners pursue the areas of their own interest, within an overall plan for the improvement of Jewish education in North America.

Mr. Mandel then introduced Dr. Seymour Fox, Consultant to the Commission, to review the option paper on personnel.

Dr. Fox provided an overview of the enabling option of personnel. He reported that no attempts have been made to approach the problems of personnel from all four aspects that have been identified: recruitment, training, retention, and profession-building. The potential impact of responding to these elements simultaneously could be significant.

At present, there is no clear plan for recruiting personnel to the field of Jewish education. Training institutions suffer from a lack of teachers and funding. There are not twenty full-time professors of Jewish education in North America today. A first step on the road to more effective personnel would be to prepare the teachers of teachers. Such an effort could begin with little delay.

One key to improved retention would be to systematically increase salaries and benefits of those involved in Jewish education. In addition, a multi-directional ladder of advancement should be developed so that the most effective teachers have an opportunity to rise within the profession. Some might move into administrative positions but others would be encouraged to continue to teach while rising in the profession, possibly in the role of master teacher.

It is proposed that we devise a plan for developing improved personnel and establish several demonstration centers through which to implement this plan. When we have a better sense of what is effective, we could move to implement it in other areas.

### Discussion

In discussing the scope of the personnel crisis, several views were expressed: While some felt that top management (i.e., the school director) was the nerve center or critical area which should be addressed first, others felt that teachers were a higher priority. Others yet cautioned against an either/or approach in favor of finding the right persons for a variety of educational roles including professional and avocational teachers, family educators and others. The "lead-teacher" concept, recommended by the Carnegie Commission, might help alleviate the either/or dilemma. Innovative ideas such as laboratory schools, mentorships, peer coaching and field-based training were suggested. The problem of teacher shortages in smaller communities which do not have the resources of the larger communities should be considered.

The following issues concerning professionalization were discussed. The question of why the field of Judaic studies is attracting many more people than Jewish education was raised. Judaic scholars should be brought into the enterprise through summer institutes and resident scholar programs. Regarding salaries, some felt that higher salaries, benefits and possibilities for professional development were primary. Some, citing the experience of communities such as Toronto, indicated that higher salaries alone, without improved recruitment, are not sufficient. Others felt that salaries for teachers will never reach the levels of other professions. More full-time positions were recommended. On the other hand, better use of new technology was suggested to help make teachers more effective.

The suggestions of a national endowment fund for salary enhancement for teachers and a pension, or menu-based benefits program for Jewish educators, similar to programs for university faculty, were raised. It was also suggested that while empowerment of teachers could be achieved through the professionalization of the teaching field, this may cause a problem for some administrators.

A number of broad issues for the field were discussed. Training programs should also take into account new conceptions of roles for Jewish educators, including family education and the need for training in management and human resource development. Programs should consider the implications of eliminating the barriers between formal and informal education and between pre-school and elementary school. The role of Israel in training personnel was raised.

Mr. Mandel then introduced Mr. Henry Zucker, Consultant to the Mandel Associated Foundations, to discuss the issue of Community/Funding/Leadership.

Mr. Zucker noted that these related issues were synthesized in one option paper: "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 precondition or enabling option is significant in a number of areas: greater involvement of high level lay leadership is indispensable to change the climate in the Jewish community and indispensable to increase support for Jewish education. Because funding drives the system of Jewish education, innovation depends on a major increase in funding. Mr. Zucker referred to the growth of Jewish community endowment funds and family foundations as possible sources for new funding. He also noted that the structure and networks of Jewish educational institutions and agencies could be re-examined in light of the new situation. This reflects a desire throughout the Jewish community to do more in Jewish education and to get better value for the money spent.

### Discussion

In the discussion that followed, the issue of the community climate was considered from several points of view. Some felt people undertaking leadership positions should be encouraged to engage in Jewish learning. Examples of growth in Jewish leadership education were cited as support for the view that adult Jewish education is instrumental in improving community support for the enterprise. Jewish studies professors and Jewish educators were cited as resources in this area. Others felt that the dissonance between what parents believe and what the schools teach must be addressed. The lack of grand visions in the manner of Franz Rosenzweig and Martin Buber within Jewish education was raised. It was noted that while identity is an important goal, measurable and substantive learning should also be a prominent goal.

The issue of whether better funding is the primary impetus to progress was discussed. One commissioner related that the large expenditure of funds for Jewish education in Toronto was not sufficient to enable the community to reach its goals. Another commissioner questioned whether Toronto's experience is illustrative. He suggested that while Toronto invested more in Jewish education, it did not pay teachers as much as in general education. In addition, other factors or variables might have been at work.

Mr. Mandel thanked Dr. Fox, Dr. Zucker and the commissioners for their contributions.

He announced that the next meeting will be held June 14, 1989, at UJA/Federation in New York.

The Chairman made the following comments about procedure: The consensus which emerged throughout the meeting supports the approach of exploring the enabling options of Personnel and Community/funding/leadership. The Commission is committed to exploring the enabling options without predetermining the outcome. The suggestions of the commissioners will be solicited and will be carefully considered between meetings. There have been a variety of suggestions for shaping the next stage in the Commission's work including task forces or other forms of small working groups of commissioners and other individuals. At the same time, it is important to preserve the ability of the full Commission to reach its decisions. These issues will guide the work of the Commission in the next six months. The Commission staff will remain in close contact with the commissioners in formulating the next steps.

The meeting concluded with an inspirational D'var Torah delivered by a commissioner, Rabbi Ismar Schorsch, Chancellor of the Jewish Theological Seminary of America.

Mr. Mandel adjourned the meeting at 4:00 P.M.

NOT FINAL

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

SECOND MEETING - DECEMBER 13 1988

1. WELCOME AND INTRODUCTION --

10 MINUTES

A. THANK COMMISSIONERS FOR ATTENDING

B. WELCOME NEW COMMISSIONERS AND THOSE WHO HAVE NOT ATTENDED  
AUGUST 1 MEETING.

NEW COMMISSIONERS:

DID NOT ATTEND AUGUST 1:

APOLOGIES:

ESTHER LEAH RITZ - MINOR SURGERY

LESTER CROWN

C. I LOOK FORWARD WITH GREAT ANTICIPATION TO THIS - OUR SECOND  
MEETING. I KNOW WE ARE ALL PARTICIPATING IN THIS COMMISSION  
BECAUSE WE BELIEVE WE CAN INTRODUCE A NEW VIBRANCY INTO JEWISH  
EDUCATION. THAT WE CAN FIND THE WAYS AND MEANS FOR JEWISH  
EDUCATION TO HELP REVERSE THE TRENDLINES AND PLAY ITS ROLE IN  
BUILDING A MEANINGFUL JEWISH CONTINUITY.

26 BM



A COMMISSION THAT IS A PARTNERSHIP BETWEEN THE COMMUNAL AND PRIVATE SECTORS, A PARTNERSHIP BETWEEN THE MANDEL ASSOCIATED FOUNDATIONS, JESNA, JWB WITH THE COOPERATION OF CJF.

LET ME AGAIN EMPHASIZE THAT NOW THAT THIS COMMISSION HAS BEEN CONVENED, IT BELONGS TO ITS MEMBERS WHO WILL DIRECT AND GUIDE IT.

D. REVIEW OF DEVELOPMENTS SINCE LAST MEETING

a. GREAT DEAL OF COMMUNICATION - RICH IN CONTENT - IN ESSENCE THE MEETING HAS CONTINUED THROUGH THE MAIL, BY TELEPHONE.

b. ON AUGUST FIRST OUR AGENDA WAS BASED ON A FIRST ROUND OF INTERVIEWS WITH THE COMMISSIONERS.

BEFORE THE MEETING AND DURING THE MEETING THE COMMISSIONERS SUGGESTED MANY IMPORTANT IDEAS THAT COULD MAKE IT POSSIBLE FOR JEWISH EDUCATION TO MAKE ITS CONTRIBUTION TO A MEANINGFUL JEWISH CONTINUITY.

YOUR SUGGESTIONS VIEW JEWISH EDUCATION IN THE BROADEST POSSIBLE TERMS: FORMAL EDUCATION, INFORMAL EDUCATION, ALL AGE GROUPS, SETTINGS AND A RICH VARIETY OF METHODS.

BECAUSE WE WANT OUR COMMISSION TO RECOMMEND PRACTICAL POLICIES - POLICIES THAT CAN BE IMPLEMENTED AND THIS IMPLEMENTATION WILL REQUIRE THAT WE STIMULATE SIGNIFICANT NEW FINANCIAL COMMITMENTS FROM INDIVIDUALS, FOUNDATIONS, ORGANIZATIONS AND INSTITUTIONS, WE RECOGNIZED THAT WE HAD TO NARROW OUR FOCUS. WE CANNOT DO EVERYTHING.

IF WE WANT TO MAKE A DIFFERENCE WE HAVE TO CHOOSE A LIMITED NUMBER OF TOPICS TO CONCENTRATE OUR ENERGIES UPON. WE MAY SET THE AGENDA FOR THE COMING GENERATION. BUT I BELIEVE, AND MANY OF YOU HAVE ENCOURAGED ME IN THIS BELIEF, THAT WE MUST CHOOSE WHAT CAN MAKE A DIFFERENCE NOW AND LEAD TO THE KIND OF IMPACT THAT WILL GENERATE HOPE, ENERGY AND SIGNIFICANT ADDITIONAL FUNDING.

WE UNDERTOOK THIS ASSIGNMENT BY ASKING OUR STAFF TO DEVELOP AN APPROACH, A METHODOLOGY THAT WOULD:

- \* RESPECT THE PLURALISM OF THIS COMMISSION THAT IS ONE OF OUR MOST PRIZED POSSESSIONS.
- \* HELP US ARRIVE AT A CONSENSUS THAT WOULD KEEP US INVOLVED AND ENTHUSIASTIC
- \* KEEP OUR OPTIONS OPEN

I BELIEVE THAT IN UNDERTAKING THE ASSIGNMENT THE STAFF HAS RESPECTED THESE THREE POINTS.

I AM SUGGESTING THAT THE BACKGROUND MATERIALS THAT YOU HAVE RECEIVED PRIOR TO THIS MEETING SERVE AS THE BASIS FOR THE FIRST PART OF OUR DISCUSSION. LET ME THOUGH FIRST REVIEW THE MATERIALS IN FRONT OF YOU.

E. REVIEW THE BOOK

F. BEFORE I CALL ON ANNETTE HOCHSTEIN LET ME THANK YOU AGAIN FOR MAKING YOURSELVES AVAILABLE AS YOU HAVE FOR THE SECOND ROUND OF INTERVIEWS.

WE TRIED TO SEE AS MANY OF YOU AS POSSIBLE OR AT LEAST SPEAK TO YOU ON THE TELEPHONE. I KNOW THAT YOU WILL SEE THE EVIDENCE OF YOUR SUGGESTIONS AND RECOMMENDATIONS IN THE MATERIALS THAT YOU HAVE RECEIVED.

2. PROGRESS REPORT -- ANNETTE HOCHSTEIN 30 MINUTES

WHEN ANNETTE CONCLUDES YOU MAY WANT TO EMPHASIZE THE FOLLOWING:

A. IT IS CLEAR THAT THIS HAS BEEN AN EXCITING AND DIFFICULT CHALLENGE.

B. I UNDERSTAND THAT IN THE INTERVIEWS WE DISCOVERED THAT MANY OF THE COMMISSIONERS AGREE WITH THE ANALYSIS.

C. IT APPEARS THAT WE ARE DEVELOPING A CONSENSUS THAT - FOR OUR KIND OF COMMISSION -- AT THIS TIME THESE THREE OPTIONS - REALLY TWO SINCE WE HAVE COMBINED THE COMMUNITY OPTION WITH THE OPTION OF INCREASING FUNDING - ARE THE OVERRIDING OPTIONS, ARE THE WAY THAT WE MIGHT BE ABLE TO MAKE OUR GREATEST IMPACT.

D. THIS DOES NOT MEAN THAT WE WILL NOT BE ABLE TO CONSIDER PROGRAMMATIC OPTIONS. WE MAY NEED MORE TIME TO FIND A WAY TO TACKLE SOME OF THEM. I UNDERSTAND THE ANALYSIS TO SAY THAT WE ARE NOT ABLE TO DECIDE NOW. WITH ADDITIONAL TIME I BELIEVE WE CAN FIND A WAY FOR THIS COMMISSION TO DEVELOP AN APPROACH TO THE PROGRAMMATIC OPTIONS AND TO PERHAPS ENCOURAGE THOSE INDIVIDUALS OR INSTITUTIONS THAT ARE WILLING AND ABLE TO MOVE FORWARD IN ONE OR SEVERAL OF THE PROGRAMMATIC AREAS.

I DO BELIEVE THOUGH THAT IT IS IMPORTANT FOR US TO MAKE EVERY EFFORT TO DECIDE TODAY ON AN AGENDA, ON THE FIRST ITEMS THAT THIS COMMISSION WILL CONCENTRATE UPON.

### 3. DISCUSSION

UNTIL LUNCH (BETWEEN 12:30 AND 1:00) - AND POSSIBLY CONTINUATION AFTER LUNCH

[SOME SENSITIVE AREAS:

A. COMMENTS CRITICAL OF THE OPTIONS -

THE COMMISSIONERS SHOULD BE REMINDED OF THE COMMENT ON PAGE 7 THAT THIS COULD EASILY HAVE BEEN A MULTI-YEAR PROJECT -- THIS IS AN OVERVIEW, A FIRST DRAFT. IN FACT SOME OF THE DRAFTS OF THE OPTIONS HAVE NOT AS YET BEEN COMPLETED.

B. PROGRAMMATIC OPTIONS - THE FAVORITE OPTION OF A PARTICULAR COMMISSIONER DESERVES RESPECT - BUT CANNOT TAKE UP TOO MUCH OF OUR TIME.

C. IF QUESTIONS ARE ASKED SUCH AS: WHAT DO YOU MEAN BY PERSONNEL, THE COMMUNITY, OR EVEN A PROGRAMMATIC OPTION, THAT MIGHT BE THE PLACE TO REMIND THEM OF THE INVENTORY, P.4 - AND THAT THE INVENTORY (P.5) WILL ALLOW THE COMMISSIONERS TO CHOOSE THE APPROPRIATE ANGLE AND DEPTH FOR DEALING WITH ANY ONE OPTION. THE INVENTORY IS AVAILABLE ON SLIDES AND IN COPIES THAT CAN BE DISTRIBUTED.

IF IT IS NECESSARY TO DEAL WITH PERSONNEL THEN YOU MAY WANT TO REMIND THEM OF THE OPTION PAPER (PAGE 60) AND THAT IT INCLUDES: RECRUITMENT, TRAINING, RETENTION AND BUILDING OF THE PROFESSION.

IF IT IS NECESSARY TO ELABORATE ON THE COMMUNITY, REFER TO THE OPTION PAPER - PAGE 64 - WHICH INCLUDES : CHANGING THE CLIMATE; RECRUITING AND EDUCATING OUTSTANDING COMMUNITY LEADERS FOR JEWISH EDUCATION; GENERATING SIGNIFICANT ADDITIONAL FUNDING AND

THUS PLACING JEWISH EDUCATION AT THE VERY TOP OF THE AGENDA OF THE COMMUNITY; DEALING WITH THE APPROPRIATE STRUCTURES FOR THE ENLARGED ASSIGNMENT OF JEWISH EDUCATION IN THE COMMUNITY. ]

D. THE OPTIONS PAPERS WERE WRITTEN BY A TEAM OF EXPERTS LED BY DR JOSEPH REIMER, AND ON P.67 THE MORE THAN FORTY EXPERTS THAT HAVE EITHER WRITTEN, CONSULTED ON OR REVIEWED THE OPTIONS PAPERS ARE LISTED.

4. LUNCH

ONE HOUR -12:30 OR 1:00

5. CONTINUATION OF DISCUSSION

#### OUTCOMES

AT THE CONCLUSION OF THE DISCUSSION - EITHER IN THE MORNING OR AFTER LUNCH - WE HAVE TO ARRIVE AT AGREEMENT ON:

1. THE AGENDA OF THE COMMISSION - PERSONNEL AND COMMUNITY
2. A MECHANISM FOR WORKING ON THIS AGENDA -- TASKFORCES
3. TASKFORCES -- THERE ARE VARIOUS APPROACHES. THE COMMISSIONERS IN THE INTERVIEWS SEEM TO HAVE SUGGESTED:
  - a. CHAIRS AND CO-CHAIRS - WITH THE STAFF DOING INTENSIVE WORK.

b. MEETINGS ON THE MORNING OF THE COMMISSION MEETINGS (E.G. 9-11 A.M.)

c. A REPORT TO THE FULL COMMISSION AT EACH MEETING

(THERE MAY BE ROOM FOR SOME OF THE ACTIVELY INTERESTED COMMISSIONERS MEETING WITH THE CHAIRS BETWEEN MEETINGS)

#### TASKFORCE DISCUSSIONS:

IF THERE IS TIME AND IT IS APPROPRIATE TO DISCUSS THE TWO OPTIONS (PERSONNEL AND COMMUNITY), THERE ARE TWO POSSIBLE FORMATS:

A. TWO DISCUSSIONS WITH THE WHOLE COMMISSION

- PERSONNEL - ONE HOUR

- THE COMMUNITY - ONE HOUR

B. THE COMMISSION BREAKS UP INTO TWO GROUPS WITH CHAIRS AND STAFF:

- PERSONNEL (CHAIR ; STAFF FOX AND REIMER)

- COMMUNITY (CHAIR ; STAFF ZUCKER AND HOCHSTEIN)

MLM AND ART NAPARSTEK SHOULD FLOAT FROM GROUP TO GROUP.

FOR THIS FORMAT THE CHAIRS WOULD HAVE TO REPORT BACK TO THE FULL COMMISSION NO LATER THAN 3:15 PM.

IN BOTH CASES THE AGENDA MIGHT BE:

- a. REVIEW THE RELEVANT OPTION PAPER (PERSONNEL : PAGE 60; THE COMMUNITY PAGE 64)
- b. DISCUSS THE SCOPE OF THE ASSIGNMENT AND THE DIRECTIONS THAT SHOULD BE SELECTED
- c. DISCUSS THE KINDS OF DATA THAT SHOULD BE GATHERED
- d. NEXT STEPS
- e. TIMETABLE

6. FUTURE PLANS - MLM

YOU WILL WANT TO SUMMARIZE AND INDICATE THAT FOR THE TASKFORCES, CHAIRS WILL BE CHOSEN AND THE STAFF WILL PREPARE BACKGROUND MATERIALS, APPROPRIATE MEETING TIMES WILL BE DECIDED UPON.

7. NEXT MEETING - JUNE 14, 1989

8. CONCLUDING COMMENT - RABBI ISMAR SCHORSCH, CHANCELLOR AND PROFESSOR OF JEWISH HISTORY AT THE JEWISH THEOLOGICAL SEMINARY OF AMERICA.

art - on monday we will have to decide how to handle best practice and vision.



TO: See Distribution FROM: Arthur J. Naparstek DATE: 12/12/88  
NAME NAME  
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION

SUBJECT: Partnership Strategy

REPLYING TO  
YOUR MEMO OF: \_\_\_\_\_

At our meeting on November 28, we agreed that the partnership between JWB, JESNA and CJF will encompass the following:

a. Communications Strategy

JWB, JESNA and CJF will provide the Commission staff with a list of key associations in the field of Jewish education as well as meetings that must be covered during the life of the Commission. Rotman and Woocher will write a paper outlining a communications strategy with these organizations. The paper will identify national organizations, networks and meetings in which the Commission should be represented. What we are after is a road map that can lay out a twelve - eighteen month schedule of meetings and appearances for Commissioners and staff.

b. Programmatic Options

CJF and JESNA will provide a catalog of activities on programmatic options in North America. Individuals and organizations in various programmatic areas will be identified. Here, we will focus on innovative state of the art programs.

c. Content Papers

As the Commission develops and task forces emerge, JESNA and JWB will feed information into the process. This may take the form of content papers.

I hope this is consistent with your understanding of our discussion at the meeting.

Distribution:  
Art Rotman  
Carmie Schwartz  
John Woocher

70C



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

December 9, 1988

To: Art Rotman

From: Leonard Rubin

Re: Jewish Education in Informal Settings Organizations

1. B'nai Brith Youth Organization (BBYO)

Executive Director: Sid Clearfield

Location: 1640 Rhode Island Ave., N.W.  
Washington, DC 20036

Telephone: (202) 857-6585

Options:

- Meeting with Executive Director, National Staff, and/or Regional Directors.
- BBYO Board of Directors (Spring, 1990)  
Chairperson: Edward Yalowitz
- Executive Committee (April 1-2, 1989)
- BBYO Professional Staff (November, 1989)

2. The United Synagogue of America Department of Youth  
Activities (USY/Kadima)

Director: Rabbi Paul Friedman

Location: 155 Fifth Avenue  
New York, NY 10010

Telephone: (212) 857-6585

212C

## Options:

- Meeting with Director, National Staff, and/or regional directors.
- National Youth Commission (February 20, 1989)
- A select group of Rabbis and Commission members.

## 3. American Zionist Youth Foundation (AZYF)

Executive Director: Ruth Kastner

Youth and Hechalutz Representative: Avi Dickstein

Location: 515 Park Avenue  
New York, NY 10022

Telephone: (212) 751-6070

## Options:

- Meeting with Executive Director, Youth and Hechalutz Representative, Director Community Relations and Department Heads, i.e. Israel Programs, Special Projects, University Services.
- Meeting with Officers of the AZYF Board of Directors. Chairperson: Louis Levy
- Meeting with Community and Movement Shlichim

4. Union of American Hebrew Congregations Youth Services Department  
(NFTY, College Services, Camp Institutes, International Education Department)

Director: Rabbi Allan Smith

Location: 838 Fifth Avenue  
New York, NY 10021

Telephone: (212) 249-0100

## Options.

- Meeting with Director and National Staff of the four major departments - NFTY, College Services, Camp Institutes, International Education Department.
- UAHC Advisory Committee on Youth. Chairperson, Melvin Goldberger.  
Composed of three working committees:

High School - Geraldine Voit  
College - Jan Epstein  
Camp Institute - Harry Wood

Board Meeting (Spring, 1989 - NYC)  
Biennial (Fall, 1989 - New Orleans)

## 5. Association of Jewish Sponsored Camps

Executive Director: Asher Melzer

Location: 130 East 59th Street  
New York, NY 10022

Telephone: (212) 980-1000

Information: A network of New York based resident camps including those serving the Orthodox community.

## Options

- Meeting with Board of Directors which is comprised of professional representatives from each of the camps and UJA-Federation lay leaders.  
Chairperson: Barbara Spack
- Camp Professionals
- AJSC Officers

## 6. Coalition for the Advancement of Jewish Education (CAJE)

Executive Director: Eliot Spack

Location: 468 Park Ave. S.  
New York, NY 10016

Telephone: (212) 696 0742

## Options:

- Meeting with Board of Directors (March, 1989)  
Chairperson: Dr. Betsy Dolgrin Katz
- Officers (January, 1989)
- A select group of communal lay leaders that support and/or are members of CAJE.
- A "network" of professionals involved in a specific area of Jewish education which can take place in informal settings, i.e. Family educators, Adult Education, Early Childhood Educators.
- Speaking at the CAJE Conference (Seattle, 1989; Columbus, 1990) or one of the 5 to 8 Mini CAJE Conferences.

7. Union of Orthodox Jewish Congregations  
National Conference of Synagogue Youth (NCSY)

National Director: Rafi Butler

Location: 70 West 36th Street  
New York, NY 10018

Telephone: (212) 244-2011

## Options:

- National Executive Youth Commission  
Chairperson - Harvey Glitz. Meets monthly.
- National staff
- National staff and regional directors  
(August, 1989)

8. Camp Ramah

National Director: Burton Cohen

Location: 3080 Broadway  
New York, NY 10027

Telephone: (212) 678-8881

Information: Nine regional camps throughout North America

## Options:

- Meeting with National Directors and local camp directors.
- National Ramah Commission which is composed of representatives from the local Camp Committees; Meet twice a year - Spring and August.  
President: Irving Robbin

## 9. Hadassah Youth Commission - Hashachar, Young Judea Camps and Hamagshimin

Executive Director: Irving Waiden

President: Marlene Post

Location: 50 West 58th Street  
New York, NY 10019

Telephone: (212) 355-7900

Information: Hashachar is the youth movement which serves young people from 4th grade through high school. There are several regional junior camps and a national youth camp (Tel Yehuda) and Hamagshimin which service college students.

## Options.

- Meeting with Youth Commission. (April 3, 1989)
- Meeting with National Staff, selected regional directors and camp directors.

## 10. B'nai Brith Hillel Foundation

International Director: Richard Joel

Associate International Director: Rabbi William Rudolph

Location: 1640 Rhode Island Ave., N.W.  
Washington, D.C. 20036

Telephone: (202) 857-6561

## Options.

- Meeting with B'nai Brith and Local Executive Committee (March 11-13, 1989)  
Chairman: Edwin Shapiro
- Meeting with International Staff and selected Hillel Directors

- Meeting with Hillel Directors: National Staff Meeting - December 1989.  
Regional Staff Meetings - Spring 1989

ORGANIZATIONAL OUTREACH PLAN FOR  
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Organizations Operating in the "Formal" Sphere

I. Academic Institutions

1. Association of Institutions of Higher Learning for Jewish Education

Chairman: Dr. Alvin Mars

Director/Executive: None

Address: c/o University of Judaism  
15600 Mulholland Drive, Los Angeles, CA  
90024

Telephone: 213-476-9777

Meetings '89: Spring meeting of Association Board is  
planned for June (date to be determined)

Options: 1) have Commission staff meet with Board or  
representatives to solicit input  
2) request a paper from the Association regarding  
the personnel issue

2. Association for Jewish Studies

President: Robert Chazan

Executive Secretary: Charles Berlin

Address: c/o Robert Chazan  
Department of Judaic Studies  
New York University  
Washington Square, NY 10003

Options: 1) annual meeting is in December each year in  
Boston  
2) solicit data on the status of Judaic Studies  
on campus  
3) mailing to Association membership of an update  
on the Commission's work

1993M



## II. Central Agencies for Jewish Education

### 3. Bureau Directors Fellowship (BDF)

Chairperson: Gene Greenzweig

Director/Executive: None (staff work is provided by JESNA)

Address: Central Agency for Jewish Education  
4200 Biscayne Blvd., Miami, FL 33137

Telephone: 305-576-4030

Meetings '89: 1) Mid-Winter Institute, January 22-24, Palm Hotel, West Palm Beach, Florida  
2) Spring meeting in conjunction with Conference of Jewish Communal Service, June 4-7, Boca Raton, FL

Options: 1) Special meeting/briefing with directors attending the January BDF institute and/or June meeting  
2) Invitation to BDF to prepare comments on draft documents as these are developed by Commission and staff

## III. Denominational Educational Bodies

### 4. Department of Education and Commission on Jewish Education, United Synagogue of America (Conservative)

Co-chairs: Harry Katz; Dr. Miriam Klein Shapiro

Director: Rabbi Robert Abramson

Address: 155 Fifth Avenue, New York, NY 10010

Telephone: 212-533-7800

Meetings '89: None scheduled at this time

Options: 1) Convene a special meeting with chairs and directors of all of the denominational commissions, preferably with Mort and Art, to brief them on the Commission and invite feedback (potentially part of the group interview process discussed at the last policy advisors meeting)  
2) Mailing of a Commission newsletter to members of the denominational commissions

5. Department of Education and Commission on Jewish Education,  
Union of American Hebrew Congregations (Reform)

Co-chairs: Rabbi Murray Brackman, Steve Bragin

Director: Rabbi Howard Bogot

Address: 838 Fifth Avenue, New York, NY 10021

Telephone: 249-0100

Meetings: None scheduled at this time. Will send  
schedule when ready.

Options: SAME AS ABOVE

6. National Commission on Torah Education, Yeshiva University  
(Orthodox)

President: Irving I. Stone

Director: Dr. Mordecai Schneidman

Address: 500 West 185th Street, New York, NY 10033

Telephone: 212-960-5266

Meetings '89: None scheduled at this time.

Options: SAME AS ABOVE

7. Commission on Jewish Education of the Federation of  
Reconstructionist Congregations and Havurot and the  
Reconstructionist Rabbinical Association (Reconstructionist)

Chair: None

Director: Dr. Jeffrey Schein

Address: Reconstructionist Rabbinical College  
Church Road & Greenwood Avenue

Telephone: 215-576-0800

Meetings '89:

Options: SAME AS ABOVE

8. Torah Umesorah, National Society for Hebrew Day Schools (Orthodox)

President/Chair: Sheldon Beren

Director/Vice President: Rabbi Joshua Fishman

Address: 160 Broadway, New York, NY 10038

Telephone: 212-227-1000

Meetings: January 18-22, Mid-Winter Curriculum Conference  
Los Angeles; February 19-21, Mid-West Torah  
Teacher Retreat, Mishawaka, Indiana; April 2,  
Torah Chinuch Forum, Brooklyn, NY; May 17-21, 33rd  
Annual Torah Educators Convention, Bushkill, PA

Options: NEEDS TO BE DISCUSSED

#### IV. Jewish Educator Organizations

9. Coalition for the Advancement of Jewish Education (CAJE)

Chairperson: Dr. Betsy Katz

Executive Director: Dr. Eliot Spack

Address: 468 Park Avenue South, Suite 904, New York, NY 10016

Telephone: 212-696-0740

Meetings '89: 1) Board meeting, March 12-14, location  
T.B.A.  
2) Annual conference, August 11-17,  
University of Washington, Seattle, Washington

Options: 1) Invite CAJE to be represented on any task  
force on Personnel  
2) Interview CAJE members, especially teachers,  
as part of the process discussed by policy  
advisors  
3) Hold a session on the Commission and its work  
at the CAJE conference for all those interested  
4) Have Commission leadership meet with Board for  
briefing and feedback  
5) Invite Chair and Executive to meeting with  
representatives of all educator organizations for  
briefing and feedback  
6) Mailing of Commission newsletter and updates  
to all Board members

## 10. Jewish Educators Assembly (Conservative)

President: Rabbi Marvin D. Charry

Executive Director: Ben Margolis

Address: 15 East 26th Street, New York, NY 10010

Telephone: 212-532-4949

Meetings: Convention, March 5-8, Concord Hotel, Kiamesha Lake, NY

Options: 1) Invite Chair and Executive to meeting with representatives of all educator organizations for briefing and feedback  
2) Mailing of Commission newsletter and updates to all Board members

## 11. National Association of Temple Educators (Reform)

President: Dr. Zena Sulkes

Executive Secretary: Richard Morin

Address: 707 Summerly Drive, Nashville, TN 37209-4210

Telephone: 615-352-0322

Meetings: Annual Conference, December 24-28, Miami Hyatt  
Board meeting - April 5-7, Kutz Camp, Warwick, NY

Options: 1) Invite Chair and Executive to meeting with representatives of all educator organizations for briefing and feedback  
2) Mailing of Commission newsletter and updates to all Board members

## 12. Educators Council of America (Orthodox)

President: Rabbi Mordecai Besser

Director: Rabbi Mordecai Schnaidman

Address: 500 West 185th Street, New York, NY 10033

Telephone: 212-960-5266

Meetings: Executive Meeting/Mid Year Event, March 8 (location T.B.D.); Executive Board Meeting, May 3 (location T.B.D.); Executive Board Meeting, August 30 (location T.B.D.)

Options: 1) Invite Chair and Executive to meeting with representatives of all educator organizations for briefing and feedback  
2) Mailing of Commission newsletter and updates to all Board members

## 13. Council for Jewish Education

President: Dr. Bernard Ducoff

Executive Secretary: Philip Gorodetzer

Address: Board of Jewish Education, 426 West 58th Street  
New York, NY 10019

Telephone: 212-245-8200

Meetings: Conference of Jewish Communal Service, Annual Meeting, June 4-7, Boca Raton Hotel and Club, Boca Raton, FL

Options: 1) Invite Chair and Executive to meeting with representatives of all educator organizations for briefing and feedback  
2) Mailing of Commission newsletter and updates to all Board members

14. Conference of Jewish Educator Organizations (COJEO)

Chair: Dr. Hyman Campeas

Director/Executive: None

Address: Bureau of Jewish Education, 426 West 58th Street  
New York, NY 10019

Telephone: 212-245-8200

Meetings '89: Meetings of representatives of COJEO's 5  
constituent organizations of Jewish educators  
(CAJE, CJE, ECA, JEA, NATE) -- February 7,  
March 28, May 17, June 20(?)

Options: 1) Invite Chair to meeting with representatives  
of all educator organizations for briefing and  
feedback  
2) Mailing of Commission newsletter and updates  
to all Board members

ATW

To : Dr. Arthur Naparstek

From : Seymour Fox  
Annette Hochstein

Re: The Organizational outreach plan - your fax  
from Jan.3, 1989

Many thanks for sending the two papers. We have read them with interest and find that they cover usefully the major organizations. However we would like to share with you some thoughts concerning the options - the kinds of contacts suggested in each case.

1. It will probably be necessary to decide who are the "official" spokes-people for the Commission, as well as who, amongst these, are best suited to address which constituencies. We may want to discuss this at our coming meeting, as it has implications about the way we want the Commission to be presented and represented.

2. For the informal settings we assume that the relevant JWB leadership will also be briefed. (It is not listed).

3. For both formal and informal settings we suggest that no input, paper or data be requested from anyone before a research plan, coherent with the concept paper, is fully developed, and before researchers decide what data and sources of data are most relevant.

4. As a result, the following items should be deleted or changed:

- p.1: I.1. Options -item 1 instead of "solicit input" do  
"report on the work of the Commission"  
item 2 (request a paper...)- delete
- p.1: I. 2. Options - item 2 (solicit data...) - delete  
item 3 involves 1000 people and should  
probably not be done either.
- p.2: II.3. Options - item 1: who?  
item 2: (invitation to...comments)-  
delete
- p.2. III.4.Options - item 1: the idea is good - if workable.  
However MLM should not be  
involved. We should consider

who is the appropriate person.

p.3 all items as per II.4.

p.4 IV. 9.Options - item 1 should be deleted in order to allow for ad-hoc decisions as needed. The whole package (2 to 6) should be negotiated with Elliot Spack and worked out with him. He needs to be sounded out first. Let's remember that they really want to join the Commission.

5. The options suggested for all the informal setting seem to us too extensive given the respective roles of these organizations. We should select in each case the most relevant item from among the options and act on that.

Well, this is it for today. We are working on the concept paper and will be calling tomorrow as per your fax between 2:30 and 3:00 pm your time.

Best Regards!



Commission on Jewish Education in North America  
Planning Group  
December 8, 1988

AGENDA

1. Review meetings with Commissioners
2. Build agenda for the 12/13 Commission meeting.
3. Define appropriate roles and assignments for commissioners and staff on 12/13 (including spotters, seating arrangements).
4. Identify possible expected and unexpected issues that may arise at the 12/13 meeting, such as: strategy required in order to achieve a consensus for the design of the Commission; emergence of two groups to work with enabling conditions; means of dealing with programmatic options; action plan for the next six months.
5. Build an agenda for the 12/14 senior policy advisors' meeting, including follow up to the Commission meeting, next steps, proposed roles of staff.

27BM

COMMISSION  
ON JEWISH EDUCATION  
IN NORTH AMERICA

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

Commissioners

Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Conson  
Lester Crown  
David Dubin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gottschalk  
Arthur Green  
Irving Greenberg  
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. Lour  
Matthew J. M  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
Harrier L. Rosenthal  
Alvin I. Schiff  
Lionel H. Schipper  
Ismar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Sadore Twersky  
Bennett Yanowitz  
Israh Zeldin

Senior Policy Advisors

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

Director

Arthur J. Naporstek

Staff

Rachel M. Gubitz  
Virginia F. Levi  
Joseph Reimer

December 1, 1988

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

Dear Annette:

I look forward to seeing you on December 13th at the second meeting of the Commission on Jewish Education in North America and on December 14th to follow up. We are all very much encouraged by the time the commissioners have devoted to consulting with us in personal interviews, by telephone and in writing.

In order to proceed with our work, we agreed to prepare background materials that could help us take next steps. These materials are enclosed and include:

1. a two-page executive summary which presents an overview of the work that has been done;
2. the core document that describes and outlines the method and the approach that guided our work;
3. an appendix which presents a brief preliminary assessment of what is involved in undertaking the suggestions that were made by the commissioners.

At our second meeting, we will want to decide on a work plan. This is necessary so that we will be able to conclude our work sometime early in 1990 and fulfill our fourfold mission:

1. To review the field of Jewish education in the context of contemporary Jewish life.
2. To recommend practical policies that will give clear directions for Jewish education.

3. To develop plans and programs for the implementation of these policies.

... To stimulate significant financial commitments and encourage committed individuals and institutions in collaborative communal action.

As at our first meeting, we are pleased that we will be hosted by the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York, NY. Our meeting on December 13 will take place in Conference Room A at 10 a.m. On December 14 we will be meeting at the offices of JWB, 15 East 26th Street, 8 a.m. to 4 p.m.

Sincerely,



Arthur J. Naparstek  
Director

Enclosures