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6/89

1. (CC) GENERAL STATEMENT : BASED ON ITS FINDINGS CONCERNING JEWISH CONTINUITY, THE STATE OF THE FIELD, THE SHORTAGE OF QUALIFIED PERSONNEL FOR JEWISH EDUCATION, THE SHORTAGE OF RESOURCES - THE COMMISSION RECOMMENDS THAT THE NORTH AMERICAN COMMUNITY ADOPT A TEN-YEAR AGENDA FOR DEALING WITH THE IMPROVEMENT OF JEWISH EDUCATION IN THE COMMUNITY. THE COMMISSION RECOMMENDS POLICIES...AS WELL AS A PLAN FOR ACTION AND IMPLEMENTATION.

a. The Community : leadership, structure and finance

Based on the background papers by Zucker, Fox and Ackerman, as well as input from commissioners and other experts consulted, this section will include recommendations on the following topics:

2. THE ORGANISED JEWISH COMMUNITY SHOULD PUT JEWISH EDUCATION AT THE TOP OF ITS LIST OF PRIORITIES. NATIONAL ORGANIZATIONS AND LOCAL ORGANIZATIONS AND INSTITUTIONS SHOULD DEVISE MEANS TO ATTRACT TOP LEADERSHIP TO THE SUBJECT OF JEWISH EDUCATION AND TO MAKE THE NECESSARY RESOURCES AVAILABLE FOR JEWISH EDUCATION

IN PARTICULAR THE COMMISSION RECOMMENDS THAT:

- * (WHO IS THE CONVENER)
develop recommendation in light of the complex relationship of federations and other agencies on the topic of Jewish Education,
- * (THE NORTH AMERICAN SUPPORT SYSTEM)
- * (METHODS FOR RECRUITING LEADERSHIP)

ALSO:

Per -- NATIONAL POLICIES:

(cjf: the denominations: devise means for assisting the training institutions in their efforts)

-- LOCAL POLICIES:

(create local commissions for planning and development;
develop wall to wall coalitions of those involved in delivering services

b. Funding

INDICATE WHAT SHOULD BE DONE :
PERCENTAGES MENTIONED? ETC..

THE COMMISSION RECOMMENDS THAT ADEQUATE FUNDING FOR JEWISH EDUCATION BECOME A KEY PRIORITY FOR COMMUNAL AND PRIVATE SOURCES OF FUNDS. BUDGETS OF LOCAL FEDERATIONS, FEDERATION ENDOWMENTS, AS WELL AS PRIVATE FOUNDATIONS SHOULD ADOPT AN AGENDA FOR LOCAL DEVELOPMENT OF JEWISH EDUCATION AND FUND ITS IMPLEMENTATION ADEQUATELY, PLANNING A GRADUAL CHANGE IN RESOURCE ALLOCATION TO REFLECT THIS AGENDA.

Recommendations will depend partly on the outcomes of the meetings with the funders. At this time the following

- first funding - my foundation and other foundations
- second funding - cas is the local organised \$
- third - every other kind of player - e.g.: l.a.

- b. Personnel : Building a profession
- c. An agenda for the next decade: Programmatic options
- d. Implementation (community actions sites; IJE)
- e. Continuing the work of the Commission after the report: who and how. In particular facilitate the following:
 - *. Implementation of Continental elements (training, etc..)
 - *. Umbrella organization for Programmatic Options
 - *. Development of the North American Support system (possibly defer until 5th meeting)
 - *. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. Research, publications, etc...

B. Recommendations on Personnel

* In order to meet the acute shortage of qualified personnel we recommend addressing four elements simultaneously: recruitment; training; building the profession, retention.

a. Recruitment

1. EXPAND SIGNIFICANTLY THE POOL FROM WHICH CANDIDATES FOR TRAINING AND RETRAINING ARE SELECTED:

a. Identify hitherto untapped pools of potential candidates (e.g. Judaic studies majors, day school graduates, rabbis, career changers, general educators, etc.).

b. Identify and create the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training, adequate salary and benefits, possibilities of

advancement and growth, empowerment, etc.).

In order to do this:

**** commission a market study**
**** undertake a (joint) systematic national recruitment program - to be monitored for several years.**

b. Training

2. DEVELOP SIGNIFICANTLY THE QUANTITY AND QUALITY OF TRAINING OPPORTUNITIES - BOTH PRE-SERVICE AND ON-THE-JOB.

1. IMPROVE, INTENSIFY, DEEPEN EXISTING PROGRAMS

WORK TOGETHER
SPECIALIZATION

2. GENERAL EDUCATION PROGRAMS FOR JA PROGRAMS

3. JUDAICS DEPARTMENTS

4. NEW PROGRAMS

A. Develop "fast tracks" and on-the-job training programs for special populations. This should include new programs in existing training institutions or in general universities in North America and in Israel. A range of options may be developed from day-long programs to sabbatical years.

*Provide financial assistance to existing training programs for their expansion and improvement. This could include the endowment of professorships of Jewish education; the teaming of Israeli and Diaspora institutions; etc.

*Create new and/or specialized training programs - e.g.: create elite senior personnel programs in North America similar to those in Jerusalem

*Create a national consortium of training institutions and research centers.

* research

The lacunae: early childhood; informal educations;
In order to do this:

- a. Develop norms and standards for training
- b. Prepare a national training-development plan -- pre-service and on-the-job -- that will meet the shortage of qualified personnel within the next decade.

c. Building the profession

X. DEVELOP THE CONDITIONS THAT WILL
[ISA - knowledge and autonomy]

- * add all the elements we had:
networking
code of ethics
etc.

- *Develop a set of standards and norms to determine entry levels for positions in Jewish education.

- * Create a map of positions in the field with a ladder of advancement that is not only linear (e.g. specialists in bible, early childhood, special education, teacher trainers, curriculum developers, etc.).

- *Adapt promising ideas from general education, such as "lead teacher," to Jewish education.

d. Retention

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

4. Recommendations of an agenda for the next decade:
(Programmatic areas)

IN ADDITION TO THE AREAS OF PERSONNEL AND THE COMMUNITY - IDENTIFIED AS "ENABLING" DEVELOPMENT IN MOST OTHER AREAS, THE COMMISSION RECOMMENDS THAT THE NORTH AMERICAN COMMUNITY PUT ON ITS AGENDA FOR THE NEXT DECADE VIGOROUS INTERVENTION IN THE FOLLOWING AREAS:
[for each say max - see caje or alternatively)

A. EARLY CHILDHOOD PROGRAMS:

Significant opportunity has been created for development (brief statement of the reasons)

5. Recommendations for implementation:

IN ORDER TO ENSURE THE IMPLEMENTATION OF ITS RECOMMENDED AGENDA THE COMMISSION HAS DECIDED TO LAUNCH A MECHANISM FOR IMPLEMENTATION - TO ACT BOTH AS A SUCCESSOR MECHANISM FOR THE COMMISSION AND AS ITS MEANS FOR FACILITATING IMPLEMENTATION OF ITS RECOMMENDATIONS BY BOTH LOCAL AND NATIONAL AGENCIES.

emphasize the local; ultimate success local. catalyst new part of existing organization or new organization. someone to galvanize. leadership, ideas and funding need galvanizing.

This mechanism will undertake the following activities:

- a. Community action sites
- b. Continental elements (training, etc..)
- c. Umbrella for Programmatic Options
- d. The North American Support system
(possibly defer until 5th meeting)
- e. Monitoring and Accounting on Progress to the North American Jewish Community (Possibly through a yearly meeting of the Commission)
- f. facilitate the development of one or several centers for research and innovation in Jewish Education.

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

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

1. a review of progress by the IJE with particular reference to the work in the Community Action Sites, including the diffusion of findings and recommendations
2. a report on the work being done by the foundations on programmatic options

3. reports on the state of Jewish education (similar to the Brookings reports)
4. a focus on key agenda issues to be addressed by the community
5. suggestions for an R&D agenda

Environment

every player we care about will receive function and money (outright or help raise) on the conditions that they play by the agreed terms

Position Description

Director

IJE

A. J. [unclear]
Written March 1989

A. Position Summary

The director of the IJE is to give leadership in North America to the promotion of change and innovation in Jewish education. He or she will guide a management and planning process that is characterized by an approach which is proactive, engages in thoughtful and thorough analysis in the design and implementation of development strategies.

The director will offer the donors and the board a source of vision, a base of knowledge in Jewish education, and will network with and convene those from educational institutions, national organizations, foundations and experts from the educational, denominational, and federation communities in developing strategies of change in Jewish education throughout North America.

The director of IJE is responsible to the Board of Trustees for directing all activities of the organization in accordance with 11's mission statement. This includes managing day-to-day operations, hiring, developing and motivating staff and coordinating IJE internal and external efforts to enhance work on a cross national (USA and Canada) basis and with communities in the development and implementation of demonstration Centers.

Position Duties and Responsibilities

1. Work with members of the Board of Trustees to keep them informed, motivated and committed to 11.
2. Develop and implement strategies to involve lay leaderships in all aspects of the program.
3. Manage a strategic planning process that will lead to implementation initiatives consistent with the 11 overall strategy. Includes setting priorities for demonstrations in the areas of personnel and community, determining appropriate response to requests from demonstration sites for IJE support, staff assistance
: (and, where appropriate, leadership to undertake and complete initiatives.

4. Manage relationships with and serve as resource to national and local groups pursuing related efforts (Federations, Synagogues, Bureaus).
5. Develop a manage or working partnership among local and national funders to increase and optimize support and investment in demonstration center programming.
6. Stimulate the development of, provide counseling to, on where appropriate, oversee and manage common pools on projects which utilize philanthropic monies dedicated to demonstration initiatives.
7. Identify, solicit and work with other organizations to research and support policies and practices that will increase or improve funding for Jewish education on a national and local level.
8. Manage and give leadership to a staff competent in the technical aspects of ll's work (research, planning, analysis, evaluation, diffusion of innovation), to work with consultants, scholars and lay leaders throughout the world in bringing a team approach to bear in developing and implementing the demonstrations.

Attributes

1. Excellent communication.
2. Commitment to Jewish education as a means of further Jewish continuity.
3. Creative thinker (innovative; able to envision the future.
4. Hands on Manager (able to perform effectively with a small staff, capable of networking and motivating other people to accomplish tasks.
5. Low profile operations style - able and willing to work through others to accomplish objectives; willing to give credit to others (including other organizations) for significant accomplishments; patience with inevitable challenge of influencing others) effecting change without direct responsibility.

6. Initiative/high energy level - strong action orientation; able to provide continuity and energ. able to suggest new actions and/or programs.

*Memorandum***HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION**

3077 UNIVERSITY AVENUE, PHOENIX, ARIZONA 85027

TO: Annette Hochstein
FROM: Sara Lee

7/20/69

This is to explain the two documents being sent and to put them into context. They will be used in the 1-hour small group discussions. The questionnaire is designed to take no more than 5-7 minutes for the participants to complete. The primary purpose is to alert the participants thinking about the questions (see second document) which will be discussed in the small groups. Of course, the questionnaire can serve as a "quick and dirty" source of some important data. I remind you of that so that we do not expend a great deal of effort in creating either a polished or comprehensive survey. The questions in document 2 will be recorded by participant observers and discussed in the summary meeting which constitutes part 2 of the evening program. Please send me your reactions immediately, since all the material must be prepared.

Inadvertently, I stated in my letter to Mort that he had 30-40 minutes to speak. In reality, the entire session can only last 45 minutes, including the two responses. Accordingly, I suggest that Mort's speech be limited to 20 minutes. Thank you for your cooperation.

CAJE QUESTIONNAIRE

Haverim, because time is very short, you will have only five (5) minutes to fill out this very brief questionnaire. It will provide us with data necessary to process this evening's experience. It is important, because of our limited access to data processing, that in spite of some frustration, you follow directions carefully and provide only one answer to each question. Thank you very much.

1. Professional role: _____
2. How many years have you been in this professional role? _____
3. Please indicate the category below that best describes the highest level of professional education that you have completed in preparation for your professional role:
 - _____ none (informal study)
 - _____ non-degree training programs
 - _____ B.A./B.S. (in professional field)
 - _____ Teacher's Seminar
 - _____ M.A./M.S. (in professional field)
 - _____ Ordination as Rabbi; Investiture as Cantor
 - _____ Doctorate (in professional field)
4. Please indicate the category below which best describes your motivation for working in Jewish education.
(Please check the one which was most influential.)
 - _____ camp
 - _____ religious school
 - _____ day school
 - _____ community center
 - _____ Israel trip or program
 - _____ youth group
 - _____ I had a very negative experience as a client/student in Jewish education.
 - _____ I wanted to be like a Jewish educator who was significant in my life.
 - _____ I had an experience working in Jewish education which I found rewarding.
 - _____ Jewish education offered me the opportunity to earn money I needed.
 - _____ I was drafted to work in Jewish education.
 - _____ Working in Jewish education is a family tradition.

5. Please check the factor below which is most influential in your remaining in Jewish education.

_____ I find the work rewarding.

_____ I find being part of the community of educators rewarding.

_____ I find the learning I do through working in Jewish education rewarding.

_____ It provides me with important income.

_____ I accept it as a community responsibility.

_____ Given the need for Jewish educators, I would feel guilty leaving the field.

_____ I think that it is an important model for my children.

6. Please check the factor below which is the strongest factor influencing you to consider leaving Jewish education.

_____ There are no factors.

_____ Lack of sufficient income.

_____ The way my institution treats me.

_____ The way the community views the job I do.

_____ The way other Jewish professionals view the job I do.

_____ The way the clients/students/families value what I do.

_____ The job is overwhelming.

_____ The work I do doesn't make a difference.

_____ I do not feel equipped to do my job.

7. Five years from now, what do you think your Jewish educational role will be?

_____ the same kind of role

_____ a role with greater responsibility or scope

_____ a role with less responsibility or scope

_____ a role with very different responsibilities

_____ no role in Jewish education

8. My greatest reward from working in Jewish education is:

9. The greatest barrier to my effectiveness in Jewish education is:

10. The one thing which could most enhance my effectiveness in Jewish education would be:

INTERVIEW SCHEDULE FOR GROUP FACILITATORS:

Set Induction

1. What surprised you the most about your answers to the questions on the survey?

Recruitment

2. What will get more good people to do your job?

Retention

3. What will keep you doing your job? What do you think would keep others doing a similar job?
4. What would influence you to leave the field of Jewish education? What do you think would influence others to leave the field?

Education

5. What would help you to grow in the way you carry out your role in Jewish education?
6. What would most enrich you as a person engaged in Jewish education? _____

Synthesis

7. If you had an opportunity to make one recommendation about _____

budget/6mn-w

TO: Prof. Fox
FROM: Debbie
DATE: July 25, 1989
RE: Research Budget

I compared the budget you and Annette prepared with the list of papers to be commissioned in Annette's research design and found that the following papers were not figured into the budget:

1. The relationship of Jewish education to Jewish continuity
2. The finances of Jewish education
(This is listed on the budget sheet but no amount is assigned to it.)
3. The personnel shortage
(Is this included in the data gathering and analysis on the state of the field - part of Isa's total assignment?)
4. My question: What about the author/editor of the final report? If it is going to be someone from outside the Commission staff, won't he have to be paid? And what about the person who is asked to edit the revised option papers?

There are several papers listed as background papers (appendix of final report) that are not included in the budget, but they are the ones written/to be written by Commission staff:

The synagogue as a context for Jewish education
Best Practice and Vision
Community Action Site/IJE
Zucker's paper
Joel Fox's paper

FAX SENT: 31.7.89
DATE:

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: July 31, 1989

FROM: Debbie Meline

NO. PAGES: 1

FAX NUMBER: 216-361-9962

Hi Ginny!

Annette asks that you please
confirm her appointment with
Rabbi Yamm - as he requested -
on August 23rd at 1:30 p.m.

Thank you.

Debbie

4/7
FAX SENT
DATE: 7/24/89

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: Sara Lee

DATE: July 24, 1989

FROM: Seymour Fox

NO. PAGES: 2

FAX NUMBER: 001-213-747-6128

Dear Sara,

The fax arrived as Annette was leaving the country so we only had a few minutes to discuss it. Thank you for sending the questionnaire. We have some suggestions which you may consider useful.

1. Will "professional role" be clear to all of the participants?

2. Under questions 4, we think it might be useful to include a general category called "Other" at the bottom with room for the respondent to write in information.

E.G. _____ Working in Jewish education is a family tradition

_____ Other _____

The same for questions 5 and 6.

3. Would it be possible to include some questions about salary and benefits? It would be very important for the work of the Commission. If it is possible, one formulation might be:

"In order to plan, we need to know how important salary and benefits (pension, insurance, sabbaticals, etc.) are. If you had to negotiate for a new full-time position, how would you rate

a. salary: very important important unimportant
b. benefits: very important important unimportant

If you had to negotiate for a new part-time position, how would you rate

a. salary: very important important unimportant
b. benefits: very important important unimportant

"In order for a person like you to be attracted to a new position, what is the minimum salary required?"

<u>Salary</u>	<u>part-time position</u>	<u>full-time position</u>
\$10 - 15,000		
-----	-----	-----
\$15 - 25,000		
-----	-----	-----
\$25 - 35,000		
-----	-----	-----
\$35 - 45,000		
-----	-----	-----
\$45 - 55,000		
-----	-----	-----
Over \$55,000		
-----	-----	-----

I am sure that the questionnaire and the group discussions will yield important and rich information. During our next phone conversation I would like to discuss with you how we might benefit most from the group discussions.

The other items on the agenda for our phone call are:

1. An update on the possible project involving CAJE and the options papers
2. Times for meeting at CAJE for:
 - A. the research group
 - B. discussion of the CAJE proposal with Betsy Katz, Elliot Spack, etc.
 - C. Mr. Mandel's address

I will try calling you at home on Monday or Tuesday p.m. California time.

Best Regards,



FAX SENT

DATE: 26/7/89

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: Ginny Levi

DATE: July 26, 1989

FROM: Seymour Fox

NO. PAGES: 3

FAX NUMBER: 001-216-361-9962

Dear Ginny,

The people involved in our planned meeting on research at CAJE who might require housing are:

Seymour Fox
Annette Hochstein
Joe Reimer
Mark Gurvis
Michael Inbar (?)
Jack Beiler (?)
Aryeh Davidson (we don't know if he
made his own arrangements)

I assume that you are taking care of Mr. Mandel's arrangements.

Best Regards,



P.S. (?) means that we do not know if he will be attending CAJE.

TO: Morton L. Mandel, Chairman, David S. Ariel, Seymour Fox,
Mark Gurvis, Stephen H. Hoffman, Martin S. Kraar, Joseph
Reimer, Arthur Rotman, Carmi Schwartz, Herman D. Stein, Jonathan
Woocher, Henry L. Zucker

FROM: Virginia F. Levi *Sunny*

DATE: July 24, 1989

SUBJECT: JULY 30 SENIOR POLICY ADVISORS MEETING

This will confirm plans to hold the next meeting of the Senior Policy Advisors to the Commission on Jewish Education in North America at the Sheraton Hopkins Hotel, Hopkins Room, Lower Level, on Sunday, July 30, from 12 noon to 4:30 p.m. Lunch will be served at noon.

Attached for your review are materials which we plan to discuss at the meeting.

Seymour - you have these materials. Sunny

SF - I just had a call from Dr. Betsy Katz about a session for the Florence Melton mini-school at the GA. She can't do anything because Jon Woocher is away all week. She suggests that you talk with him directly. I believe Jon is in Israel this week and that he plans to call you. If not, he'll be here next Sun.

Cheers! Sunny

FAX SENT

DATE: 5/7/89

Nativ Policy and Planning Consultants
Jerusalem, Israel

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ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Anita Epstein
FROM: Debbie Meline

DATE: July 25, 1989
NO. PAGES: 1

FAX NUMBER: 212-750-5769

Hi Anita!

Just to reconfirm what we discussed on the phone earlier today —
The following people should be invited to the meeting about the research to be done for the Commission:

Alvin Schiff
Josh Elkin
Jack Beiter

Carol Ingall
Aryeh Davidson

Isa Aron — I spoke to

Joe Reimer } Prof. Fox will call
Sara Lee }

The meeting will be at the CATE conference in Seattle on Tues. Aug. 15th 10⁰⁰ a.m. — 2³⁰ p.m. As soon as we know where the meeting will take place we will let you know so that you can pass the information on to the others.

Thank you,
Debbie

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Ginny Levi

DATE: July 24, 1989

FROM: Debbie Meline

NO. PAGES: 4

FAX NUMBER: 001-216-361-9962

Dear Ginny,

We would like to make a few corrections on the fax that we sent to you yesterday (July 23rd):

1. Attached is a corrected version of the "enclosed are" sheet. You will notice that yesterday's package included a page called "Some Thoughts on the Agenda for July 30th" and not, as mistakenly listed "Some thoughts on the Fourth Meeting of the Commission". Please replace yesterday's first page with this one.

2. We are adding to the package a cover letter from Prof. Fox to Mr. Zucker about the two main documents. Prof. Fox thinks it would be useful to send this letter along with the Outline of the Final Report and the Research Design to the Senior Policy Advisors.

3. The first page of the Research Design has been slightly modified. (Points D and E under Roman Numeral I have been combined.) Attached is the corrected version of that page. Please replace yesterday's with the new one.

Thank you,



ginny217/7MN-W

To : Ginny Levi
From : Seymour Fox and Annette Hochstein
Date : 21st of July 1989

In response to your fax of this past Tuesday we would like to suggest the following points for the coming round of interviews with commissioners:

The purpose of the interview is threefold:

1. To debrief on the last meeting.
2. To begin the conversation on outcomes of the Commission's work.
3. To prepare the fourth Commission meeting.

With a small number of commissioners one may need to make up for a problematic small group meeting (some participants in group C).

1. Debrief:

- a. General feeling and thoughts about the meeting.
- b. Build on the sense of progress --from fairly abstract thinking to practical recommendations on community action sites. Emphasize that the Commission is moving towards recommendations for implementation.

2. Anticipated outcomes of the work of the Commission:

- a. Community action sites (introduce the notion of "who will do this" i.e. the need of a mechanism for implementation. (See documents in background materials of June 14.)
- b. A report that will include:
 - * a roadmap (broad directions for the next decade or two - including programmatic options.)
 - * concrete recommendations on personnel and community (e.g. strengthen training program; expanded role for the communal organizations; national recruitment effort etc...)

(See outline of final report and research design -- remember how tentative these are.)

c. A successor mechanism: this is a commission that will end its work with more than a report. (See IJE paper -- particularly the various functions.)

3. Prepare for the fourth meeting of the Commission (content to be decided upon at Senior Policy Analysts meeting on July 30th).

A handwritten signature in blue ink, appearing to read "Chetle Sg", is written over a faint, light blue watermark of the American flag. The signature is fluid and cursive, with the last letter of the last name being a large, stylized "g". The watermark consists of the stars and stripes of the US flag, with the word "AMERICAN" visible at the bottom.

July 23, 1989

Dear Hank,

We are enclosing a rough draft of our preliminary thinking concerning the final report, as well as a research design. These papers are interconnected and this should be kept in mind as they are read.

We are suggesting that the report be written by one author who can faithfully represent the thinking of the Commission. We feel that this is the best way to ensure that the report will be inspiring and coherent. The background papers would appear in the appendix and be referred to throughout the report. The Carnegie report followed a similar format.

We look forward to an important and interesting meeting on July 30th.

Sincerely,

A handwritten signature in dark ink, appearing to be 'S. J.' or similar, written in a cursive style.

P.S. The list of background papers in the appendix is a provisional list and not a final one. I am sure that we will eliminate some of the suggested papers.

July 23, 1989

The Commission on Jewish Education in North America

Draft Outline of the Final Report

The purpose of the report is five-fold:

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

The report could have the following chapters:

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

I. Executive Summary

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

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

II. Why the Commission: Background and Rationale

This section could describe the following:

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

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

III. The State of the Field of Jewish Education

This section may have two parts:

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

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

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

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

IV. Findings and Recommendations

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

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

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

A. The Community

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

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

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

a. Problems:

education is not a funding priority

not enough outstanding leaders for education

low status

present climate not encouraging

extreme fragmentation and de-centralization

lack of co-ordination

leading institutions and organizations do not attain their full stature

b. Opportunities:

education is increasingly on the agenda of Jewish organizations

local commissions

private foundations interested

3. *Recommendations*

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

a. Structure

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

b. Funding

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

c. Leadership and Climate

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

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

d. A timetable.

B. Personnel

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

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

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

e. An extended bibliography.

2. *Key findings* in the area of personnel

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

a. Problems

quantitative gap — shortage of personnel

qualitative gap — educators are often poorly trained and unqualified

no systematic approach to recruitment

few people being trained

training capacity is limited

shortage of training faculty

low status of Jewish educators

many characteristics of a profession are lacking

high attrition rate among Jewish educators

b. Opportunities

there are pools of potential educators who could be recruited

appropriate conditions could attract

talented candidates

training could be improved and expanded

faculty for training could be recruited

community action sites will help build the profession

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

3. *Recommendations*

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

a. Recruitment

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

b. Training

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

c. Building the profession

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

d. Retention

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

e. A timetable.

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

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

This section will present the case for:

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

D. A Roadmap for Jewish Education in North America

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

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

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

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

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

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

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

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

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

V. Summary and Conclusions

VI. Appendices

A. Background papers

[exact titles to be determined by authors]

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

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

B. List of commissioners and biographies

C. The work of the Commission: history and process

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

D. Credits and Acknowledgements

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

CONVERSATION WITH BETSY KATZ, PRESIDENT OF CAJE
AND ANNETTE HOCHSTEIN

Following our own discussion on CAJE's contribution to the Commission and the possibility of asking CAJE to undertake the elaboration, completion and written presentation of the options papers to the Commission, I discussed these issues with Betsy Katz today. This followed a preliminary conversation between her and Seymour earlier in the week.

Summary of my conversation with Betsy:

1. B.K. expressed great interest in CAJE undertaking this assignment. She hopes that it will be viewed as CAJE's contribution to the Commission's work and that it can be acknowledged as such.
2. We discussed in some detail what the work would involve:
 - a. CAJE would appoint a qualified person to be in charge of each topic.
 - b. That person would set up a small team, well-versed in the topic under consideration, to respond to the current option paper and elaborate upon it.
 - c. Within six months -- by January or February -- the team would produce a revised version of the option paper.
3. The Commission would offer organizational/logistical help, as well as professional assistance in the form of an editor and someone qualified to offer guidance if and when needed.
4. CAJE would appoint its own person to be responsible for this project.
5. Budget: Betsy asked whether the costs, particularly of travel for possible meetings of the teams, could be defrayed by the Commission. (In my previous conversation with him, Elliot Spack had raised the issue of payment for the work.)
6. We all recognize that it might be extremely difficult to launch this project at the upcoming CAJE conference. Betsy pointed out that in addition to the short amount of time available before the conference, there were other difficulties,

such as locating and appointing the appropriate people that could probably not be done by the time of the CAJE conference. CAJE usually asks for volunteers for assignments, but in this case they want to ensure that the people involved in the project are qualified for it.

7. We agreed that the most useful way to proceed would be to have a meeting at CAJE to discuss the project in detail. The following people would participate in the meeting: Betsy Katz, Elliot Spack, a person from CAJE who would be in charge of the project, Seymour Fox, Sara Lee, Annette Hochstein and Joe Reimer.

8. Seymour had mentioned the possibility of Barry Holtz serving as a professional resource. Betsy viewed this favorably. (Barry will not be able to attend the CAJE conference.)

9. Next Steps:

- a. I will call Sara Lee and relate this conversation to her.
- b. Betsy Katz will speak to Elliot Spack on Monday to discuss the whole project. I will call Elliot on Tuesday, following which we may set up the meeting.

July 20, 1989

The Commission on Jewish Education in North America

Towards a Final Report

Research Design

I. Introduction

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

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

II. Key Questions

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

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

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

1. **Why the Commission?**
2. **The State of the Field**
3. **The Community**
4. **The Relationship Between the Community and the Denominations**
5. **The Shortage of Qualified Personnel**
6. **Training Needs**
7. **Jewish Education as a Profession**
8. **Recruitment and Retention**
9. **The Cost of Change**
10. **Best Practice and Vision**
11. **A Roadmap for Programmatic Options**
12. **Community Action Sites and Mechanism for Implementation**

III. The Questions Detailed

1. WHY THE COMMISSION?

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

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

¹ Q = Question

1. A philosophical/sociological essay should be drafted on the topic of the relationship between Jewish education and meaningful Jewish continuity.
 2. Empirical studies should be undertaken or reported on if they exist, that prove the link between Jewish education and meaningful Jewish continuity.
- C. *Feasibility*: Given the paucity of data and the time constraints, it seems unfeasible to deal at this time in a profound and serious manner with the issue of Jewish education- Jewish continuity. As such the topic belongs in the longer term research agenda. However, in early August we will try to convince an outstanding philosopher to consider undertaking a preliminary essay on this topic.

D. *Recommendations*:

R1²

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

Q2

- A. *The Question*: What are the conditions that warrant the creation of a Commission and what makes *this* Commission timely?
- B. *Research needed*: *The question could be answered in the following way*:
1. A brief statement on public commissions as tools for change.
 2. A brief statement summarizing the current opportunities.
- C. *Feasibility*: Highly feasible.
- D. *Recommendations*:

R2

The rationale for the Commission should be adapted from existing documents of the Commission: the progress report of December 13, the design document and any other relevant document. The opportunities that make the Commission timely should be adapted from HLZ's paper on the community.

2 R = Recommendation

- R3** **The issue of the rationale for the Commission can be excerpted from the second and third reports to the Commission and the literature on commissions.**

2. THE STATE OF THE FIELD

- Q3** **A. *The Question:*** What is the scope of the problem? What, in the state of the field of Jewish education, requires change? What is the rationale for cutting into the problem through the community and personnel? What are the opportunities for improvement and change?
- B. *Research Needed:*** In this section a general statement (with data) should be offered to substantiate the notion that the field of Jewish education shows generally poor performance as regards: trends in participation; program quality; Jewish knowledge; affiliation; Etc.

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

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

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

- C. *Feasibility:*** It is possible to offer at this time a general summary picture—mostly quantitative—about the state of the field. We have a preliminary basis in the data report prepared for the first Commission meeting. However, there is very little as regards qualitative data. A literature review should be undertaken that would include studies such as Walter Ackerman's mini-assessment of Jewish education in North America, the New York BJE's study of the supplementary schools in New York, etc.

D. Recommendations:

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

3. THE COMMUNITY

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

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

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

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

- B. *Research needed:*** The following research could help identify possible points of intervention –

1. **Organizational/Institutional analysis:** Identify the major actors in the area of Jewish education (both local and national: federations, JESNA, congregations, denominations; JCC's; BJE's; Judaica departments at universities; Hadassah, etc.); who provides services, allocates resources, makes policy? Assess their relative importance, their relationships, the financial resources and patterns of resource

allocation. Point out conflicts and problems as well as trends and opportunities.

2. Resource analysis: commission a paper on the financing of Jewish education (communal, private, sources). Point out trends and major changes.
 3. Attitudes and opinions: commission a survey on the opinions and attitudes of the Jewish population concerning Jewish education – including questions such as how people perceive what exists, what was/is their own Jewish educational experience; how they perceive the needs, what programs and developments they would like. This survey should be done with three populations: communal leaders; educators; the Jewish population at large.
- C. *Feasibility*: Constraints of data and of time make these endeavours feasible in only a preliminary way at this time. The large scale studies belong in, the longer-term research agenda. For the purposes of the final report each of these areas should be dealt with to the extent possible.

D. *Recommendations*:

- R6** In addition to the available papers by H. L. Zucker and J. Fox we recommend to commission a paper on the organisational structures of Jewish education in North America. The paper should include a historical overview pointing to major changes and evolutions and a map of the current situation. (Walter Ackerman).
- R7** Consider whether it might be useful to commission a preliminary paper on the finances of Jewish Education. This might include a conceptual framework for dealing with the issue as well as an assessment of major sources of funding, communal priorities, etc. (Hank Levin).
- R8** Commission an attitudes and opinions survey of leadership only, to be carried out at the G.A. in November 1989. A questionnaire would be given to participants and could – if the survey is successful – yield important data on the leadership, their Jewish educational backgrounds, their opinions and suggestions on Jewish education, their view of the field, their assessment of quality, their assessment of needs. A side-benefit of this survey – which can be carried out in time for the final report – will be the fact that the Commission will

be visible and will seek active participation by many national and local leaders. (S.M. Cohen, E. Cohen).

4. THE RELATIONSHIP BETWEEN THE COMMUNITY AND THE DENOMINATIONS

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

D. *Recommendation:* In addition to the papers prepared for the questions on community the following would be useful:

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

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

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

5. THE SHORTAGE OF QUALIFIED PERSONNEL

Q6 A. *The Question:* What is the gap between personnel currently available for Jewish education in North America, in all its settings, and the needs for qualified personnel for Jewish education? What is the scope of the problem? This question is based on the assumption that there is a significant shortage of qualified personnel in North America. That

shortage exists in all areas of education and at all levels of personnel. It expresses itself in the difficulty to recruit, retain, train, offer satisfying jobs and work conditions. If this is indeed the case, what is the scope of the problem?

B. *Research needs:*

1. A paper outlining what is involved in dealing with personnel – the four elements and how they are inter-related. Why they should be dealt with simultaneously.
2. An analytic paper indicating the scope of needs versus the current situation in the following terms: measures of personnel shortage by categories; profile of educators – as a first step toward defining the qualitative gap; data on recruitment, training, retention, career ladders, etc.; data on needs – the shortage from the point of view of placement bureau's and employers. Positive trends: the beginning pool of qualified senior personnel. Signs of positive trends in enrolment in training programs, etc.

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

D. *Recommendations:*

R12

Gather available data from existing studies and through direct primary data collection, (e.g. a researcher could place phone calls to a number of school principals and get data on teachers). Use data from option papers and from various other commissioned papers, as well as from existing studies. (Isa Aron)

- R13** **Draft an analytic essay summarizing the data and offering an analysis of the personnel needs.**

6. **TRAINING NEEDS**

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

B. *Research needed:*

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

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

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

D. Recommendations:

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

7. JEWISH EDUCATION AS A PROFESSION?

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

B. Research needed:

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

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

D. Recommendations:

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

8. RECRUITMENT AND RETENTION

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

B. *Research Needed:*

1. Undertake a survey aimed at identifying and assessing the potential pools of candidates from among likely populations, e.g. Judaica majors and graduates, day school graduates, rabbis, people considering career changes, general educators who are Jewish, etc.
2. Identify the conditions under which potential candidates could be attracted to the field and could be retained for a significant period of time on the job, e.g. financial incentives during training? salaries and benefits? job development and possibility of advancement? better marketing and advertising of training and scholarship opportunities?
3. What are the methods of recruitment currently used by the training programs? What is the gap between methods used for recruitment for programs in Jewish education and methods used by others?

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

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

D. *Recommendation:*

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

9. **THE COST OF CHANGE**

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

10. **BEST PRACTICE AND VISION**

- Q10** A. *The Question:* What are the good programs in the field that could be used as cases from which to learn, to draw inspiration and encouragement and as examples to replicate?

What vision of Jewish education will inform and inspire the report and its recommendation.

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

Criteria for the selection of outstanding programs

Method for canvassing the field and identifying possible candidate programs

Selection of a method of evaluation—assessment—description

Assessment and description of the program

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

D. Recommendation:

- R21** We recommend that consultations be held with the researchers at their upcoming meeting and with consultants on methodology to define a method for offering best practice case studies to the Commission by the time of the final report. Such methods are feasible, even though they do not offer the comprehensiveness or the depth of insight that a complete project could offer.
- R22** S. Fox will take responsibility for the part on vision and will consult with experts and people in the field. The section on best practice and vision could appear as separate chapters or elements could be inserted wherever useful throughout the report.

11. A ROADMAP FOR PROGRAMMATIC OPTIONS

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

D. Recommendation:

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

12. COMMUNITY ACTION SITES AND A MECHANISM FOR IMPLEMENTATION

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

IV. Papers to be Commissioned

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

- R1** The relationship between Jewish education and Jewish Continuity. Author: possibly a major Jewish philosopher.
- R3** Descriptive essay on the state of the field. Includes collecting existing data and data from commissioned papers—such as that being prepared by J. Reimer. (Possibly Isa Aron)
- R6** The organisational structures of Jewish education in North America. (Walter Ackerman)
- R7** Possibly commission a preliminary paper on the finances of Jewish Education. (Hank Levin)
- R8** Attitudes, opinions and perceptions of needs of leadership to be carried out at the G.A. in November 1989. (S. M. Cohen, E. Cohen)
- R9** Case studies of those federations that are increasingly involved in Jewish education – as conveners and as funders/policy-setters. (J. Fox—expansion of his paper?)
- R10** Case studies of congregations as context for Jewish education with particular reference to the supplementary school. J. Reimer
- R12** The personnel shortage: Draft an analytic essay summarizing the data and offering an analysis of the personnel needs. (Isa Aron and research staff)
- R14** Prepare an inventory of current training opportunities in all settings. (A. Davidson)
- R15** Prepare a literature survey on current approaches to training and compare with existing practice in Jewish education. (A. Davidson)
- R16** Gather data concerning background and training history of current good educators (possibly I. Aron)
- R19** Commission a paper to review the literature on professions in general, and in general education. The paper should assess the performance of the field of Jewish education as regards the profession of Jewish educator. (I. Aron)
- R20** Recruitment and retention: summarize existing knowledge for the report.

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

Memorandum

Brandeis University

To: Annette Hochstein

Waltham
Massachusetts 02254

From: Joe Reimer

Date: July 19, 1989

Subject: CAJE

Dear Annette,

I am delighted to hear the research team is being assembled. Isa Aron has kept me closely informed on her communication with you-which sounds very positive.

I, unfortunately, will not be at CAJE. A long while ago I put aside two weeks in August for a family vacation on Cape Cod. Alan and Nadja Hoffman will be joining us. It is set for the same week as CAJE. I lose out-especially as it would be a treat to meet M. Inbar.

I do hope I will be an integral part of the emerging research team. I look forward to seeing the research plan as it is evolving. My own research is progressing nicely. I will prepare an interim report next week.

Do enjoy your own vacation and I look forward to seeing you later in August.

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman,
Virginia Levi, Morton L. Mandel, Joseph Reimer, Carmi Schwartz,
Herman D. Stein, Jonathan Woocher

FROM: Henry L. Zucker

DATE: July 18, 1989

HLZ

At the June 14th meeting of the Commission, we made important strides toward advancing the goal of the Commission to impact North American Jewish education positively and encourage constructive Jewish continuity. I appreciate your participation in the planning, execution, and follow up of this important meeting.

Enclosed are the minutes of both the Commission meeting and the meeting of senior policy advisors the following day. Cassette tapes of the Commission meeting are also available upon request from Ginny Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300).

The next meeting of the Commission has been set for Monday, October 23 from 10:00 a.m. to 4:00 p.m. at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar. In addition, please hold the evening of Sunday, October 22 and the morning of Tuesday, October 24 for meeting preparations and follow up.

I look forward with pleasure to seeing you then.

MINUTES
COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
JUNE 14, 1989
AT HEBREW UNION COLLEGE
NEW YORK CITY
9:30 a.m. - 4:00 p.m.

Attendance

Commissioners: Morton L. Mandel, Chairman, David Arnow, Mandell Berman, Jack Bieler, Charles Bronfman, John Colman, Maurice Corson, Joshua Elkin, Eli Evans, Alfred Gottschalk, Arthur Green, Robert Hiller, David Hirschhorn, Carol Ingall, Mark Lainer, Norman Lamm, Sara Lee, Seymour Martin Lipset, Haskel Lookstein, Matthew Maryles, Florence Melton, Donald Mintz, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Alvin Schiff, Ismar Schorsch, Daniel Shapiro, Peggy Tishman, Isadore Twersky, Bennett Yanowitz

Policy Advisors and Staff: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman, Virginia Levi, Arthur Naparstek, Joseph Reimer, Carmi Schwartz, Herman Stein, Jonathan Woocher, Henry L. Zucker

Guests: Norman Cohen, Felix Posen, Richard Scheuer, Paul Steinberg

Not Present: Mona Ackerman, Ronald Appleby, Lester Crown, David Dubin, Stuart Elzenstat, Irwin Field, Max Fisher, Irving Greenberg, Joseph Gruss, Ludwig Jesselson, Henry Koschitzky, Robert Loup, Lester Pollack, Lionel Schipper, Harold Schulweis, Isiah Zeldin

I. Introductory Remarks

Mr. Mandel called the meeting to order at 10:05 a.m. He welcomed the commissioners and introduced some guests: Richard Scheuer, Chairman of the Board of Hebrew Union College, Norman Cohen, Dean of the New York School of Hebrew Union College, Paul Steinberg, Vice President and Dean of the Faculty of Hebrew Union College, and Felix Posen, a leading business executive from England who is very active in the field of Jewish education.

Mr. Mandel stressed the importance of commissioner input and indicated that the agenda for the day was designed to elicit their input. He explained that a presentation on background materials would be followed by the division of participants into three discussion groups. It was hoped that by the end of the day commissioners would have provided a sense of direction in advancing the goals of the Commission.

It was noted that the formal life of the Commission, in its present form, is scheduled to conclude by June 1990. At that point, we hope to have a report that would help to set the agenda for Jewish education in North America for the next ten years. In addition to such an agenda, it is expected that the Commission will have put some form of mechanism in place to help serve as a catalyst for action.

Mr. Mandel noted that at the December 13, 1988 meeting there was agreement that there are two preconditions for across-the-board improvement in Jewish education: (1) a systematic attack on the improvement of personnel and (2) the establishment of a community environment in which key community leaders are supportive and adequate funds are available for Jewish education. Action on these preconditions is necessary if we are to impact program. We are seeking ways to test new ideas--to seek and identify best practices. Our ultimate findings must lead to action. We want to cause change to occur in North American Jewish education.

In considering ways to impact Jewish education, we seek to strengthen the roles of continental bodies with an interest in Jewish education and to provide them with the means to accomplish their missions effectively. Most important, we must involve the foundation community and the federation movement more fully.

II. Presentation by Annette Hochstein and Seymour Fox, Consultants to the Commission

A. Overview

Ms. Hochstein elaborated on the background materials distributed prior to the meeting. She noted that two major questions had emerged from the December 13 Commission meeting:

1. Do we know what can be done to bring about significant change?
Are there important ideas?
2. Do we have strategies to implement change?

She noted that the first meeting of the Commission (August 1, 1988) resulted in a series of suggestions--ideas of programs which, if improved, could impact favorably on the future of Jewish education. At its second meeting, the Commission focused on personnel and community as preconditions for change with the understanding that a continued interest in the identified programmatic options is important. The purpose of today's third Commission meeting is to establish strategies for impacting on the identified preconditions.

It was noted that there is a range of possible strategies for action. The Commission might proceed in any of the following ways:

1. Establish a comprehensive development plan.
2. Focus on selected elements of the preconditions.
3. Establish demonstration projects.
4. Some combination of the above.

Ms. Hochstein identified some of the characteristics necessary for any strategy:

1. Comprehensiveness

- a. Personnel has four components: recruitment, training, profession building, and retention. The criterion of comprehensiveness assumes that the four should be dealt with simultaneously. It is assumed that improvements in personnel would favorably impact on programs.
- b. Personnel and community are interrelated and must be addressed simultaneously. Community comprises leadership, structure, finance, and climate. The conditions for creating and maintaining good personnel must be created by the community and serious leaders will be attracted to Jewish education if strong personnel is available.

2. Across-the-Board Impact

The impact on personnel and community must take place across-the-board. This requires creating a means for the diffusion of innovation and change and a sustained effort carried out over a significant period of time.

3. Concreteness - Learning by Doing

Because most education occurs at the local level, it is suggested that any effort must have a significant local component. At the same time, certain aspects including training and funding require a continental or international approach. Therefore, our efforts must be a balance of the two.

We seek concrete results. It is proposed to try out real programs, learn by experience, make revisions and try again.

B. Recommendations for Action

It is suggested that the Commission adopt an approach to allow for ideas to be developed, tried and demonstrated. Community Action Sites are proposed--where ideas and programs that have succeeded (best practices) as well as new approaches could be undertaken in such a way as to be visible and to allow for the translation of visions into best practice.

Professor Fox described what might happen in a Community Action Site. In order to set implementation in motion, he proposes to work with local communities. Among the possibilities that could be considered is that an entire community might decide to become a Community Action Site--where personnel and community could be approached simultaneously.

A city might emerge as a Community Action Site in the following way: A local federation would convene the community players who would determine what must be done to help existing programs rise to their potential. If exciting ideas are offered, an effort would be made centrally to find funding. A major challenge would be to recruit and retain the personnel required to implement the plan. It was noted that the establishment of a Community Action Site should improve the chances of recruiting quality personnel because of the visibility of the project. Staff would be empowered to set policy and to innovate--a fact which might attract people from other fields. The pool of personnel might be supplemented by paraprofessionals--people with other career goals who might be willing to work within the field of Jewish education for a limited period of time. It is anticipated that national and regional training institutions would train personnel for Community Action Sites while, at the same time, developing a training program for personnel. Through the Community Action Sites we hope to answer the question of what works in Jewish education.

III. Discussion Groups

At the conclusion of the presentation of the progress report, commissioners met in discussion groups. At the conclusion of the discussion period, each group reported on the main points of discussion and agreement or divergence.

A. Group A - Charles R. Bronfman, Chair; Bennett Yanowitz, Co-Chair

Mr. Yanowitz reported that this group supports the concept of the Community Action Site. The group noted that the development of personnel and the means to building a profession are dependent upon the availability of quality training and of career ladders for professionals.

The group noted that there are models for Community Action Sites. Many communities have had successes, but these have been isolated and seldom reported in a way that these successes might be replicated. It was suggested that successful efforts be studied and publicized--it is not necessary to start from scratch.

It was suggested that we should define community carefully--is it a city, a group of organizations, or some other subset of the continent? In order to successfully build community, lay leaders must be included and should be involved as early as possible in the process. Further, existing institutions within the denominational communities play a vital role in Jewish education and should be tapped. In addition, there should be a mechanism for reporting outcomes to other communities.

Members of the group felt that we need a data base to support action. It is important to know what is currently working in Jewish education. The climate in the Jewish community is right for change in Jewish education; there is an openness to trying new approaches. Data will be important to support these efforts. While supportive of research, some members of the group felt that we cannot afford the time to conduct research before beginning to act. We must move to implementation as quickly as possible. Both the gathering of data and a process of evaluation based on high standards will be important components of the Community Action Site concept.

In discussing how to move from Commission to implementation, this group noted that the Commission itself is special and should be built upon. The Commission should oversee the ultimate outcome of

its recommendations in some manner. The outcome should be more than a program of Community Action Sites to guide the field of Jewish education toward innovative programs. We should consider how national and local agencies can work together to accomplish these goals. Use of existing resources is important.

The group endorsed the four elements identified as critical to personnel (recruitment, training, profession building and retention) and suggested adding curriculum as a fifth element. Building the profession by raising the esteem of professionals and their programs was emphasized.

The group suggested that there are two tasks to be accomplished before the next meeting of the Commission: 1) to begin to prepare an outline of the Commission's report, and 2) to develop detailed statements defining the Community Action Site concept and the means of implementation.

B. Group B - Esther Leah Ritz, Chair; Donald R. Mintz, Co-Chair

Ms. Ritz reported that this group agreed to the concept of the Community Action Site as a starting point to test programs that could be replicated elsewhere. The group proposed a means of inviting communities to become Community Action Sites. Criteria would include a willingness to look at new ideas, a comprehensive view of community, the involvement of coalition building within the community, a willingness to accept monitoring and evaluation, a willingness to provide some funds, and the support of local lay leadership. Community Action Sites should be established in a variety of communities of varying sizes and levels of sophistication. A means of training lay leadership at all levels for formal education should be a component of the Community Action Site.

The group suggested that the Commission design a continuing body to create a network among participating communities and between them and all other interested communities. This entity would be responsible for the collection and dissemination of information and for creating a linkage between local efforts and national agencies, including JWB, JESNA, CJF, training institutions, congregational and rabbinic bodies, voluntary organizations, and others.

It was noted that there is a need for substantial financing to support Community Action Sites. The Commission should make clear its goals for Community Action Sites and should take responsibility

for selecting the sites without encouraging communities to present unrealistic proposals. The major rabbinic seminaries should be offered matching grants to train teachers who would commit themselves to Jewish education for a period of service in exchange for that training.

The group reported two areas of disagreement: 1) whether the emphasis of the Community Action Site should be on innovative development of new programs or on programs in place and in need of support and, 2) whether the focus should be on denominational approaches, on non-denominational approaches, or on those which are cross-denominational or inter-denominational.

C. Group C - David Hirschhorn, Chair; Mandell L. Berman, Co-Chair

Mr. Hirschhorn reported agreement on the necessity for research on community needs. The group warned against spreading funding too thin. It suggested an emphasis on the importance of family education. There was general agreement with the concept of the Community Action Site, but the group questioned how it might most effectively be accomplished. It suggested the need for a new community alignment to bring about change. The group raised questions about the role of the denominations in this effort as well as the issue of community accountability versus community autonomy.

It was suggested that training, recruitment, and benefits might best be handled at the national level. It is important that the people training educators themselves be well qualified. It was suggested that JCC leaders be better trained in Judaic content.

The group also noted the need for an effective process of evaluation in assessing how money is being spent in support of Jewish education initiatives.

Some members of the group warned against building "another bureaucracy." It was also noted that the group discussed the advantages and disadvantages of ambitious undertakings with great potential for success or failure, versus more modest approaches to implementation.

D. General Discussion

1. Recruitment

It was suggested that a national recruitment program be developed for high school and college students. Through such

a program, students would be recruited and funded to spend three months studying advanced Jewish education in Israel with a resulting degree as "junior teacher." This work would be for college credit and participants would be required to teach for one year following their return.

2. Final Report

It was suggested that the final report of the Commission should reflect the quality of the Commission itself. It should provide a high level of information, ideas and aspirations that can have an impact on Jewish education for many years to come. It should seek to find national solutions to local problems. The report should include a vision of what Jewish education might be in the future. One commissioner suggested disseminating the report, in part, through the media. Another noted that the use of the media is complex and requires experts and cautioned moderation in the use of the media.

It was suggested that the Commission has an opportunity to (a) serve as a catalyst for positive movement in definitive areas, (b) suggest ways to implement, identify resources, and help to develop those resources, (c) develop a mechanism which can ultimately impact upon the diverse elements within local communities to affect the status, stature, and funding of Jewish education and, (d) create coalitions within the community, and between the community and enhanced national bodies, involving all aspects of the Jewish community in steps forward.

It was suggested that the contents of the final report will depend on the audience for which it is prepared. If for a broad audience, it will be necessary to provide substantially more background information than if it is aimed at an audience already familiar with Jewish education. In any case, it should include a section on the state of the field of Jewish education today, a vision of the field for the future, and a strategy for accomplishing that vision.

3. Financing

It was suggested that funders and federations be followed up to address matters of funding. It was also suggested that an effort be made to list efforts currently being funded in the area of Jewish education. The Commission might conduct a survey of what foundations are currently doing to fund Jewish education programs. A general overview of the current and future funding patterns might be useful.

4. Denominations

A commissioner suggested that the matter of involvement of denominations is not an issue because personnel and community are not ideological matters. Improvements in these enabling areas will prove helpful across-the-board.

5. The Catalyst

It was suggested that federations serve an important role as the local catalyst for change in Jewish education. Among their roles would be to train new leaders in Jewish education on a regular basis.

It was suggested that we capitalize through national visibility on the existence of the Commission to serve as a catalyst on the local level. It is important to maintain both a national initiative and local implementation.

6. Research

It was noted that the gathering of data on the current state of Jewish education and on approaches which are showing success in the field is important to any future implementation approach.

Finally, we are advised to "think tachlitically."

IV. Concluding Comments

The chairman thanked commissioners for their involvement in the day's proceedings and noted that Commission staff will take the recommendations submitted at this meeting and begin to develop a plan for the Commission's report and for its next steps.

V. D'Var Torah

The meeting concluded with an inspirational D'Var Torah delivered by Dr. Alfred Gottschalk, President of Hebrew Union College.

Mr. Mandel adjourned the meeting at 4:00 p.m.

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

DATE: June 15, 1989

DATE MINUTES ISSUED: July 7, 1989

PRESENT: Morton L. Mandel, Chairman, David S. Ariel, Seymour Fox,
Annette Hochstein, Stephen H. Hoffman, Arthur J.
Naparstek, Joseph Reimer, Carmi Schwartz, Herman D.
Stein, Jonathan Woocher, Henry L. Zucker, Virginia F.
Levi (Sec'y)

COPY TO: Arthur Rotman

I. Impressions of the June 14 Commission Meeting

Senior Policy Advisors were asked for their quick reactions to the Commission meeting of the previous day. There was general agreement that the meeting went very well and that the desired outcomes which were listed by Senior Policy Advisors on June 13 had been achieved. These include:

- A. Our approach to personnel and community should be better understood and supported, leading to a fuller development of the issues.
- B. Commissioners should feel more comfortable with the idea that by dealing with personnel and community we will impact their programmatic interests.
- C. We should raise the level of commissioner excitement toward prospects for Commission outcomes (stronger sense of ownership and involvement in decisions).
- D. Commissioners should feel we are reflecting their views in the background materials.
- E. We should establish greater clarity on the role of funders.
- F. We should determine how commissioners feel about the concept of Community Action Site ("CAS").
- G. We should get reactions to the concept of change through doing, reviewing, revising, redoing.
- H. There should be a wide expression of ideas without a feeling that decisions must be reached at the meeting.
- I. There should be a critique of the papers which had been prepared and an understanding that they will be rewritten to reflect the ideas expressed at the meeting.

Assignment

It was noted that a number of requests were made for specific action. Senior Policy Advisors were requested to list any such requests which they heard in their groups and submit them to VFL for follow up. In addition, AH will see that assignments are pulled out of the tapes and will get them to VFL for circulation among Senior Policy Advisors.

Assignment
Assignment

It was noted that expectations have indeed been raised, leaving an enormous challenge for the final report.

It was noted further that, while the Community Action Site is seen as a logical way to demonstrate a means to change, we must continue to show how the Community Action Site fits into a broader vision. We need a sense of strategic direction rather than a series of isolated experiments. An outline for the final report will help to put the Community Action Site in context.

Questions were raised about the future role of the Commission and about how to involve those commissioners who were not present. It was also noted that we should now pull together data which we have and determine what we still need to know.

Assignment

In identifying potential problems, it was suggested that we seek a way to encourage even better attendance at Commission meetings and that we identify those commissioners who wish to be more deeply involved and ask that they be involved in preparing reports in their areas of expertise. Commissioners so identified included Evans, Hiller, and Lipset.

II. Next Steps

It was noted that we have endorsement for dealing with Personnel and Community, for the Community Action Site concept, and for the continuing mechanism. We now need a means of determining how to move toward implementation. One possible approach is to hold a seminar to discuss these issues. Another is that we should now commission papers on these key issues.

We were reminded that commissioners seem to have agreed to the Community Action Site as one means of learning through action and that we, therefore, should not expect to have determined all the answers prior to the completion of a final report. The report must, therefore, be a combination of statements of what we know and a list of questions which we hope to answer. The report should include concrete recommendations, an agenda for Community Action Sites, and a description of a means for implementation--a catalyst for change.

It was noted that we must now design the mechanism for implementation, develop a research plan which will result in Community Action Sites and a final report as road map, and establish a plan of action. This is one possible work plan toward preparation for the fourth meeting of the Commission. In addition, we must begin to develop ways to involve

federations and must consider the role of the mechanism in strengthening the national bodies.

It was noted that there is an expectation that the Commission will complete its work by June, 1990. In order to accomplish that goal, it is necessary to begin now to prepare the components of a final report: state of the field, vision, statements on personnel and community, and an implementation plan. Another formulation of the final report proposes that it include a statement on where Jewish education is today, a report on action we propose at present, and a statement on what we still need to know about Jewish education and how we intend to arrive at answers--learning by doing.

It was suggested that by the next meeting of the Commission, we should be prepared to present a set of tentative recommendations to which commissioners would be asked to react. In addition to the components of the final report already proposed, we might add a section on historical context.

We received a mandate from the Commission to establish Community Action Sites, to determine a mechanism for implementing this approach, to gather data on the current state of Jewish education, and to begin work on a final report. By the next meeting of the Commission we should be prepared to spell out a next step--the IJE--so that if commissioners agree to the concept, we might begin to put it in place following that meeting. We should also be prepared to present an outline for a final report and a research status report. One suggestion was that we concentrate now on working out the details of the IJE so that the proposal can be submitted for critical review at the next meeting of the Commission while we begin work on the papers for the final report.

Assignment
Assignment

In preparation for commissioning papers for the final report, it was suggested that Senior Policy Advisors review the Reimer proposal distributed (but not discussed) at this meeting. In addition, Reimer will consult with various researchers to begin to explore available data, but will make no commitments regarding the commissioning of papers.

Next Commission Meeting

Assignment

Fox will recommend a date for the fourth Commission meeting by early July (October or November).

At the next Commission meeting, it is proposed that we anticipate some Commission outcomes: an outline of the final report, Community Action Sites, a continuing mechanism, and research. We will be prepared to present statements on vision, best practices, personnel and community (and possibly history as context). We may wish to divide the Commission into small groups to focus on these issues. A presentation on Community Action Sites will describe their operation and the process of planning and evaluation through an implementation mechanism.

III. Other Commission Issues

A. The Denominations

Assignment

We have not yet resolved how to interact with the bodies which represent the denominations. It was agreed that MLM with Woocher and/or Rotman will meet with Lamm, Schorsch, and Gottschalk for their input on this issue.

B. Funders

Assignment

It has been proposed that the commissioners who represent foundations be convened. (Prior discussions suggested follow-up with federations, as well.) This was discussed and it was agreed that, while it may seem premature to some, it is a way of keeping this group involved and should be pursued.

C. Key Commissioners

Assignment

It was suggested that, while we wish to involve all commissioners in the process, there are some whose involvement must be strongly encouraged. A group of commissioners was identified as critical to the process. A list of this group will be kept on file by VFL.

D. Next Meeting

The next meeting of the Senior Policy Advisors was tentatively scheduled to take place on Thursday, August 10, 10 a.m. to 4 p.m. at the offices of JWB in New York, subject to the availability of participants.



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

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

FUNCTION COMMISSION: SENIOR POLICY ADVISORS

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Virginia F. Levi DATE 7/7/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUPLICATE DATE	COMPLETED OR REMOVED DATE
1.	Extract assignments from meeting tapes.		AH	6/15/89	7/15/89	
2.	Identify commissioners who may have areas of special competence and recommend that SF ask their involvement in preparing or reacting to reports in their areas of expertise.		ALL	6/15/89	7/30/89	
3.	Consult with various researchers to begin to explore available data.		JR	6/15/89	7/30/89	
4.	Suggest a date for the fourth Commission meeting.		SF	6/15/89	7/1/89	Done
5.	Schedule meetings with Lamm, Schorsch, and Gottschalk to discuss approaches to the bodies representing denominations, with Rotman and/or Woocher.		MLM	6/15/89	9/1/89	
6.	Convene foundation and federation representatives, with HLZ.		MLM	6/15/89	10/1/89	
7.	Extract list of key commissioners and place on file.		VFL	6/15/89	6/30/89	Done



PREMIER INDUSTRIAL CORPORATION

REQUEST FOR TELEX/MAILGRAM/FAX

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

SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

7/18/89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 972 2 699 951NO. 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: SEYMOUR FOX

NAME ANNETTE HOCHSTEIN

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME VIRGINIA LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2460940007

TIME SENT:

MESSAGE:

2163619962

S+A- Attachments have been mailed to you.
 You've seen them in faxed form. I'm also
 attaching the letters that went to commissioners
 who did and did not attend the meetings.

I'd appreciate your advice on what should
 be covered in follow-up conversations from
 "counselors" to their "campers." Thanks. Ginny

345C

MEMO TO: David Ariel, Seymour Fox, Annette Hochstein, Stephen Hoffman,
Virginia Levi, Morton L. Mandel, Joseph Reimer, Carmi Schwartz,
Herman D. Stein, Jonathan Woocher

FROM: Henry L. Zucker

HLZ

DATE: July 18, 1989

At the June 14th meeting of the Commission, we made important strides toward advancing the goal of the Commission to impact North American Jewish education positively and encourage constructive Jewish continuity. I appreciate your participation in the planning, execution, and follow up of this important meeting.

Enclosed are the minutes of both the Commission meeting and the meeting of senior policy advisors the following day. Cassette tapes of the Commission meeting are also available upon request from Ginny Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300).

The next meeting of the Commission has been set for Monday, October 23 from 10:00 a.m. to 4:00 p.m. at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar. In addition, please hold the evening of Sunday, October 22 and the morning of Tuesday, October 24 for meeting preparations and follow up.

I look forward with pleasure to seeing you then.

346c

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

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

July 17, 1989

Commissioners

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

In Formation

Senior Policy Advisors

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

Director

Arthur J. Naparstek

Staff

Virginia E. Levi
Joseph Reimer

prefix first last
title OB
company OB
street
address

Dear sal :

At the June 14th meeting of the Commission, we made important strides toward advancing the goal of the Commission to impact North American Jewish education positively and encourage constructive Jewish continuity.

We appreciate your participation in the small group discussions. We believe those discussions will help lead us to concrete steps toward change. The Commission staff is working with the suggestions made at the meeting and hopes to move toward further clarification of the concept of community action sites. We will also seek to clarify the concept of mechanisms that could help local communities establish community action sites, and benefit from the expertise and contribution of national institutions and organizations.

Enclosed are the minutes of the June 14 meeting. Please feel free to communicate your impressions or comments to us. You may expect to hear from a member of the Commission staff in the weeks ahead as we seek your further thoughts on some of the items discussed at the meeting.

Arthur Naparstek, who has been serving as Commission Director during a one year leave from the Mandel School of Applied Social Sciences, Case Western Reserve University,

Page 2

returned to the University on July 1 in his capacity as professor of social work. He will continue there his career-long work in the areas of poverty and of neighborhood and community development, through the recently organized Center on Urban Poverty and Social Change. I am pleased to announce that Art will continue to serve as a consultant to the Foundation.

The next meeting of the Commission has been set for Monday, October 23 from 10:00 a.m. to 4:00 p.m. at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar. I look forward with pleasure to seeing you then.

Sincerely,

Morton L. Mandel
Chairman

Enclosure

34-1

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 Arrow
Mandel L. Berman
Jack Bieler
Charles R. Brounman
John C. Colovan
Maurice S. Corson
✓ Lester Crown
✓ David Dublin
✓ Stuart E. Fienstat
Joshua Elkin
Eli N. Evans
✓ S. Field
✓ A. M. Fisher
Alfred Gottschalk
Arthur Green
✓ Irving Greenberg
✓ Joseph S. Gross
Robert J. Heller
David Hirschhorn
Carol K. Ingall
✓ Ludwig Josselson
✓ Henry Koschitzky
Mark Lainer
Norman Lamm
Sam S. Lee
Seymour Martin Lipset
Haskel Lookstein
✓ Robert F. Loeb
Matthew J. Maryles
Florence Melton
Donald R. Mintz
✓ Lester Pollack
Charles Ratner
Esther Leah Ritz
✓ Elliot I. Rosenthal
✓ Alan I. Schiff
✓ Lionel H. Schipper
Isaac Schorsch
✓ Harold M. Schulweis
Daniel S. Shapiro
Margaret W. Tishman
Isadore Twersky
Bennett Yipowoz
✓ Sarah Zeldin

Information

Senior Policy Advisors

David S. Ariel
Seymour Fox
Amartya Hochstein
Stephen H. Hoffmann
Arthur J. Nijmstiek
Arthur Korman
Conrad Schwartz
Herman D. Simon
Jonathan Wachsler
Denny L. Zucker

Director

Arthur J. Nijmstiek

Staff

Virginia E. Levi
Joseph L. Hoffer

July 17, 1989

prefix first last
title OB
company OB
street
address

Dear sal :

I am sorry that you were unable to attend the June 14 meeting of the Commission on Jewish Education in North America. At that meeting we made important strides toward advancing the goal of the Commission to impact North American Jewish education positively and encourage constructive Jewish continuity. The Commission discussed the background materials which had been prepared for the meeting and endorsed the idea of dealing with the problem of personnel and community comprehensively. This means addressing recruitment, training, retention and profession-building simultaneously and dealing with personnel and the community as interrelated areas. The Commission further endorsed the suggestion to consider community action sites. A community action site could involve an entire community, a network of institutions or one major institution where ideas and programs that have succeeded, as well as new ideas and experimental programs, would be implemented.

We hope that by the next meeting we will move toward further clarification of the concept of community action sites. We will also seek to clarify the concept of mechanisms that could help local communities establish community action sites, and benefit from the expertise and contribution of national institutions and organizations.

Page 2

Enclosed are the minutes of the June 14 meeting which should, along with the background materials sent to you in early June, give you a sense of the direction in which the Commission is moving. Please feel free to communicate your comments and questions to us. You may expect to hear from a member of the Commission staff in the weeks ahead as we seek your thoughts on some of the items discussed at the meeting.

Cassette tapes of the meeting are available upon request from Virginia Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300).

Arthur Naparstek, who has been serving as Commission Director during a one year leave from the Mandel School of Applied Social Sciences, Case Western Reserve University, returned to the University on July 1 in his capacity as professor of social work. He will continue there his career-long work in the areas of poverty and of neighborhood and community development, through the recently organized Center on Urban Poverty and Social Change. I am pleased to announce that Art will continue to serve as a consultant to the Foundation.

The next meeting of the Commission has been set for Monday, October 23 from 10:00 a.m. to 4:00 p.m. at the UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York City. Please mark your calendar. I look forward with pleasure to seeing you then.

Sincerely,

Morton L. Mandel
Chairman

Enclosure

FAX SENT
DATE: 14/7/89

Dear Joe,

Your fax of July 10th arrived on Tuesday. I was lecturing to the JWB Fellows on Wednesday so this is my first opportunity to respond.

Thank you very much for your comments on our fax which I'll respond to shortly. I think it is important to emphasize what we said in our cover letter, that this is a very rough draft. I am sure that the final report will be very different than what the outline projects and that we are in for some healthy surprises as a result of the fourth and fifth meetings of the Commission. Furthermore, the purpose of the research is to answer some of the questions and to generate others. In fact, the only justification for writing anything about a final report now is to create a broad context for discussion and make sure that we are all in the same "migrash".

I will respond to the comments made by the group in a memo to Hank - which I am sure you will receive. As to your own comments, let me respond in order.

1. I welcome any suggestion that you may have about how to deal with the question of the relationship of Jewish education and Jewish continuity. It seems to me that it is either a major philosophical essay that someone should write - this essay could then be offered as a background paper and summarized in the Commission's report - or it is a formulation that argues that because no one has a better idea, education (broadly conceived) is the best we have to offer for Jewish continuity. I believe you agree with me that the empirical data is less than reliable. Unless you know of such an essay, or of someone who could produce it in the next six months, we are left with seems to be some version of what I am suggesting, that is, to simply assert it.

2. The question of whether or not to connect best practice and vision is something that I think is best left to the decisions that will be made as we proceed with our work and, as a result, decide on the final report. In that context, I am enclosing a part of a fax that I sent to Hank on the nature of the final report.

3. I'd like to think about this matter further, but it sounds good. I thought that Joel Fox-Hank Zucker were best equipped to deal with the local commissions and the role of federation as convener, etc.

4. I will be speaking to Sara Lee today and I will certainly ask for her input on the question of the review being carried out by the AIHLJE. I do not believe that Aryeh is "problematic" because the assignment he would be asked to undertake is an inventory of the training programs, their needs and their various models of training. We should, though, get anything we can from Egon Mayer, and Danny Pekarsky should be considered for an assignment if he is available.

5. Thank you for your caution about CAJE. Considering Barry for the role of editor seems appropriate to me because the editor should bring a certain degree of objectivity and probably should not be an insider. The only problem would be if he were personally or professionally unacceptable - which I certainly do not believe to be the case.

6. I am pleased that your research suggestion was well received and I think we should discuss it very soon so that all of our work - particularly the content - is coordinated. As to your administrative arrangements with the foundation, I believe you know that I am responsible for content and not for administration. As a friend, I took the initiative in suggesting that you receive additional salary and was supportive whenever you asked me to be supportive. I was also pleased to help when Art Naparstek asked for advice on how to create conditions that were most conducive to your research assignment at Brandeis. I am sure that Hank will be helpful and if there are specific problems, please let me know about them. I do not think it appropriate or useful for me to deal with broad administrative arrangements.

A handwritten signature, likely of the person who wrote the letter, consisting of a stylized 'J' or 'I' followed by a long, sweeping horizontal stroke.

Dear Hank and Ginny,

It was good speaking to you on the phone and I appreciate your immediate and thorough fax. Now that I have had the weekend to think, I feel better prepared to respond to the suggestions and decisions that were made on July 5th.

I believe that we all made a wise decision that the research to be done and the background papers to be written should emerge from the conception of the final report. That is, research should be commissioned which will illuminate and substantiate the policy issues raised and the recommendations that will be included in the final report. For example, it is important to conduct research on the state of training and on the status of the profession because we plan to make recommendations on how to improve the training capacity and how to enhance and promote the professionalization of Jewish education.

The approach of the Commission, the particular cut taken into any one of the issues to be addressed in the final report, will have to guide the researcher as he prepares a background paper. Thus, the author of the paper on the state of the field (a topic which involves numerous issues and could be approached from several different angles), will focus on the specific questions which directly relate to the Commission's concerns. Interestingly, when we met with the possible authors (Isa Aron, Walter Ackerman, Aryeh Davidson, Hannan Alexander, Joe Lukinsky and Jack Beiler) they raised this issue. Their view could be summarized in the following way:

The Commission has determined a series of issues to be dealt with. The staff should be able to list, in at least a preliminary way, some of the recommendations that are likely to emerge from the Commission's deliberations and appear in the final report. Please tell us what those issues are, and what the recommendations might be, and translate them into a series of questions that you need answered in order to proceed with integrity. We, the researchers, will then be able to respond to your approach and the questions which flow from it. We will be able to tell you whether we can undertake the assignment and how long it will take.

The preparation of the rough draft of the final report which we sent to you on July 3rd was, therefore, an important and useful exercise, as it forced us to do exactly what the researchers asked us to do. We are now correcting this rough draft and preparing the research design which will include the questions we believe should be answered in each paper.

As I reread the material we sent to you and your response, I realized that we left several matters unclear and they may have lead to some confusion. I refer particularly to the relationship of the background papers to the body of the final report. What we had in mind was a format similar to that of the Carnegie Report (I believe you have several copies in the office). In this report, the background papers (which they call commissioned papers) are listed on page 125 but do not even appear in the final report. Obviously, the report is based on the background papers, as well as on the various workshops listed on pages 127 - 129. It was our thought that the research we would commission, as well as the papers by Annette and Seymour, Hank, Joel Fox and Joe Reimer would appear in a thick appendix as background papers. In addition to the background papers, the appendix would include the list of commissioners and biographies, credits and acknowledgements (see page 10 of our July 3rd fax) and possibly a list of the consultations that we have had and will have before the Commission finishes its work.

It is our opinion that the Commission report, as we described it in pages 2 - 10 (which will develop into something quite different during the next few months), 'should be written by one author who can faithfully represent the thinking of the Commission. It will be difficult enough for one author to produce a coherent and inspiring report reflecting the will of the Commission. We think it would be impossible for the report to be inspiring, coherent and consistent if it were to be the work of several authors.

As we read the minutes of the July 5th meeting, it appears to us that you are thinking of a report that has an executive summary, then a section on findings and recommendations to be followed by individual chapters by various authors. We would like you to consider our suggestion and we would like to discuss it with you.

<input type="checkbox"/> TELETYPE	<input checked="" type="checkbox"/> URGENT - Time sensitive - must go at once
<input type="checkbox"/> MAILGRAM	<input type="checkbox"/> REGULAR - Send at time rates are most economical
<input checked="" type="checkbox"/> FAX NO. 011-972-2-699951	
NO. OF PGS 17 (INCL. COVER SHEET)	

TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO: A-Hochstein, S. Fox
 NAME
 COMPANY NATIV Policy
 STREET ADDRESS
 CITY, STATE, ZIP Jerusalem, Israel
 PHONE NUMBER

FROM: VIRGINIA LEVI
 NAME
 COMPANY PREMIER
 DEPARTMENT
 COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

S+A - Here are the minutes, in final form, of the 7/5 Steering Committee meeting, along with a set of updated assignments. I'd like to discuss my assignment # 2 with you.

Living

MINUTES: Commission Steering Committee

DATE OF MEETING: July 5, 1989

DATE MINUTES ISSUED: July 12, 1989

PRESENT: Morton L. Mandel, Chairman, Stephen H. Hoffman,
Joseph Reimer, Herman D. Stein, Henry L. Zucker,
Virginia F. Levi (Sec'y)

COPY TO: Seymour Fox, Annette Hochstein, Arthur J. Naparstek

- I. The minutes of June 6, 1989, were reviewed.
- II. All open assignments were reviewed.
 - A. It was agreed that the process of debriefing commissioners should occur by August 1. The debriefing of Daniel Shapiro was assigned to MLM.
 - B. VFL will send reminders of assignments on a weekly basis and will see that these are followed up with bi-weekly telephone calls to ensure that assignments are being carried out.
- III. Final Report

The proposed outline for a final report submitted by Seymour Fox and Annette Hochstein was reviewed in detail.

It was suggested that, in putting the report in context, we might comment on a commitment to Jewish education as a newly emerging unifying force. The Holocaust served this function for earlier generations, followed by the creation of the State of Israel. As we move further in time from those events, Jewish education must emerge as a means of unifying North American Jews for Jewish continuity.

The group responded favorably to the general structure and outline for the final report. Suggestions and comments related to specific aspects of the outline:

A. Community Structure

It was suggested that Joe Reimer be the author of this section, which would deal with a growing relationship between synagogues and federations. A rabbi might be asked to write a paper on the congregational perspective.

B. Community Funding

It was suggested that this section focus on the current funding situation, noting our awareness that suggested change will be costly. We are cautioned not to project specific costs or the specific sources of funds.

Recommendations about increased funding for Jewish education might be considered for a paper on implementation rather than community.

C. Personnel

1. Retention

It was noted that the outline lacks a heading for retention. It may be that the section on building the profession should incorporate retention. However, it was suggested that a separate section on retention be considered.

2. Building the Profession

It was suggested that there is not a single profession within Jewish education and that a review of this area be divided into two sections, one on formal education professionals and a second ~~every Jewish educator have an opportunity for growth and~~ ^{The overall goal is that} maturation in his or her particular profession.

It was suggested that Woocher and Rotman be asked to take the lead in writing or identifying authors and people to serve on a panel to review this section of the report.

IV. Future Meetings

The following meetings were tentatively scheduled, pending review with SF and AH (later, confirmed):

A. Commission Steering Committee

Wednesday, August 9, 3:00 - 6:00 p.m.
Tuesday, September 5, 1:30 - 5:00 p.m.
Thursday, October 5, 1:30 - 5:00 p.m.
Monday, November 6, 1:30 - 5:00 p.m.

These meetings are all scheduled to take place at Premier in Cleveland.

B. Senior Policy Advisors

Sunday, July 30, 1:00 - 5:00 p.m.
Thursday, August 24, 10:30 a.m. - 5:00 p.m.

Both meetings will be in Cleveland.

C. Fourth Commission Meeting

October 24 and October 26 are being held by the UJA/Federation while we check with critical commissioners and staff. (Later: October 24 was selected.)

V. Research Design

The proposed research design was accepted in principle with the caution that time may not permit all of the steps listed. It was noted that it is desirable that some of the papers be ready for review by commissioners at the October meeting while others could be presented in February.

The research design will be a primary agenda item for the July 30 meeting of the Senior Policy Advisors. By that time it is anticipated that SF and AH will have fleshed out the outline of the final report and identified potential authors and panels of experts.

The process for developing papers was suggested as follows:

1. Select author and panel of experts for each paper.
2. Author prepares a first draft for critique by the panel.
3. Author prepares a redraft for critique by Senior Policy Advisors.
4. A redraft is prepared for review by commissioners at the October or February meeting.

The research design includes three seminars for researchers and senior experts. It was felt that panels of experts could preclude the need for some of these seminars and help to move the process along more quickly.

It was suggested that the names of the members of the panel reviewing each topic be published in the final report to make clear the extent of review and support for each section.

VI. Commission Outreach

A. CAJE Presentation Plans

It was noted that Sara Lee will be asked to serve as the Commission's liaison with CAJE for the August 15 meeting and beyond.

Commission Steering Committee
July 5, 1989

Page 4

A proposal from Fox and Hochstein suggesting that workshops at CAJE be organized around option paper topics was received favorably. It was suggested that this proposal be presented to Sara Lee by HLZ and, if she agrees, that she be asked to discuss it with Elliot Spack. (Later: Seymour Fox suggests that Annette Hochstein make initial contact with Spack for a sense of his reaction to the concept. Still later: Sara Lee believes proposal is impractical, because program is already too full.)

It was also noted that SF had agreed to write a first draft of MLM's remarks to be made to the CAJE plenary session on August 15. The draft will then be reviewed by JR and S. Lee for their suggestions.

It was suggested that the Commission presentation at the CAJE meeting be publicized in some way by CAJE. HLZ will pursue this with Sara Lee.

B. November CA Meeting

HLZ will talk with Carmi Schwartz about a presentation on the Commission to take place during the CJF meeting scheduled for mid November in Cincinnati.

C. Presentation to Bureau Directors

VFL will call J. Woocher for feedback on his recent meeting with bureau directors and for his advice on who should make a presentation at their November meeting. The purpose of this presentation will be to report on the outcomes of the Commission's activities.

D. Articles for Publication

It was suggested that a summary of the topics and authors of papers for the final report be sent to the commissioners prior to the October Commission meeting. The same information could then be released to the Jewish media for publication immediately following the October meeting.

E. Outreach to JESNA and JWB

This is a topic to be considered in more detail in the future. It was suggested that MLM consider attending a JESNA Board meeting to discuss Commission-related matters.

VII. Hillel Representation

We have received a letter from Barry Schrage suggesting that Hillel be represented on the Commission. It was noted that both Corson and Lipset have also been encouraging more direct involvement of an organization representing the college age.

It was suggested that Hillel involvement is important, but that it might be best accomplished by appointing Richard Joel, Hillel International Director, to serve on the panel for the personnel paper.

It was also suggested that the denominations should be involved on panels.

HLZ and VFL will draft a response from MLM to Barry Schrage. It will be noted that we agree with the importance of college age representation and that we are considering ways to involve a Hillel representative in the research and writing process.

VIII. Good and Welfare

Questions were raised about the number of people we anticipate training for entry into the field of Jewish education. HDS will call Don Feldstein at the CJF Personnel Department to get details on the current needs in the area of personnel.

It was announced that the Jewish Community Federation has agreed to loan Mark Gurvis to us for up to 50 percent of his time to assist in the Commission management process.

- ☐ ASSIGNMENTS
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments

ORIGINATOR VFL DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Meet with Schorsch, Lamm and Gottschalk to develop a mechanism to involve the denominations, along with AR or JW.		MLM	3/30/89	9/1/89	
2.	Arrange for Premier's PR representative to work with Paula Berman Cohen in establishing contacts with the <u>New York Times</u> and the <u>Wall Street Journal</u> .		MLM	3/30/89	TBD	
3.	Consider calling Herschel Blumberg and Paul Berger to interest <u>Moment</u> in the Commission.		MLM	3/30/89	TBD	
4.	Contact assigned commissioners for follow up to June 14 meeting. Max Fisher Joseph Gruss Ludwig Jesselson Daniel Shapiro		MLM	6/15/89	8/1/89	
5.	Meet with Michael Albanese, HLZ and VFL to discuss developing monthly trend report and to discuss Commission budget.		MLM	4/4/89	TBD	
6.	Consider a trip to the west coast to meet with the local LA commission.		MLM	5/7/89	TBD	
7.	Convene foundation and federation representatives, with HLZ.		MLM	6/15/89	10/1/89	



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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Mandel Assignments - Page 2

ORIGINATOR VFL

DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
8.	Identify commissioners who may have areas of special competence and recommend that SF ask their involvement in preparing or reacting to reports in their areas of expertise.		MLM	6/15/89	7/30/89	
9.	Consider attending a JESNA Board meeting to discuss Commission.		MLM	7/5/89	TBD	
10.	Hold meeting with Twersky.		MLM	2/9/89	11/1/89	



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☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Naparstek Assignments

ORIGINATOR

VFL

DATE

7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. Mandell Berman Stuart Eizenstat Matthew Maryles Peggy Tishman Bennett Yanowitz Alvin Schiff Haskell Lookstein Ronald Appelby Henry Koschitzky Lionel Schipper Donald Mintz Charles Ratner		AJN	6/15/89	8/1/89	



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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Fox Assignments

ORIGINATOR

VFL

DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare proposal for implementation mechanism (IJE).	TP	SF	2/9/89	8/1/89	
2.	Prepare outline for a vision paper. (Part of IJE mission statement)	SP	SF	2/9/89	TBD	
3.	Contact assigned commissioners for follow up to June 14 meeting. Mona Ackerman David Arnow Charles Bronfman Lester Crown Alfred Gottschalk David Hirschhorn Seymour Martin Lipset Florence Melton Isadore Twersky Sara Lee Robert Loup		SF	6/15/89	8/1/89	
5.	Involve commissioners identified by staff in preparing or reacting to reports in their areas of expertise.		SF	6/15/89		
6.	Draft MLM's presentation to 8/15 CAJE group in consultation with S. Lee and JR.		SF	7/5/89	7/30/89	



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☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Hochstein Assignments

ORIGINATOR

VFL

DATE

7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. Morton Mandel Esther Leah Ritz Norman Lamm Ismar Schorsch (done)		AH	6/15/89	8/1/89	
2.	Extract assignments from meeting tapes.		AH	6/15/89	7/24/89	
3.	Identify commissioners who may have areas of special competence and recommend that SF ask their involvement in preparing or reacting to reports in their areas of expertise.		AH	6/15/89	7/30/89	



PREMIER INDUSTRIAL CORPORATION

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☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Zucker Assignments

ORIGINATOR VFL DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. John Colman Maurice Corson Eli Evans Robert Hiller		HLZ	6/15/89	8/1/89	
2.	Develop a plan for follow up to federation-related meetings at which Commission presentations occur.		HLZ	4/3/89	6/30/89	
3.	Work with C. Schwartz to ensure that Commission reports are on agendas of groups he convenes or reports to.		HLZ	5/7/89	ongoing	
4.	Coordinate development of a PR plan through 1990.		HLZ	7/5/89	ongoing	
5.	See that planning group considers holding periodic meetings of Commission after 6/90 to monitor IJE.		HLZ	5/7/89	TBD	
6.	Identify commissioners who may have areas of special competence and recommend that SF ask their involvement in preparing or reacting to reports in their areas of expertise.		HLZ	6/15/89	7/30/89	
7.	Contact Carmi Schwartz to discuss how Commission should be featured at GA.		HLZ	7/5/89	8/24/89	
8.	Work with S. Lee on encouraging CAJE to publicize Commission presentation to their group.		HLZ	7/5/89	8/15/89	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Reimer Assignments

ORIGINATOR VFL DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. Irwin Field Mark Lainer Arthur Green Jack Bieler Josh Elkin Carol Ingall Harold Schulweis Isaiah Zeldin		JR	6/15/89	8/1/89	
2.	Identify commissioners who may have areas of special competence and recommend that SF ask their involvement in preparing or reacting to reports in their areas of expertise.		JR	6/15/89	7/30/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 45
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Rotman Assignments

ORIGINATOR

VFL

DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Identify commissioners who may have areas of special competence and recommend that SF ask their involvement in preparing or reacting to reports in their areas of expertise.		AR	6/15/89	7/30/89	

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Woocher Assignments

ORIGINATOR VFL

DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact assigned commissioners for follow up to June 14 meeting. David Dubin Irving Greenberg Lester Pollack Harriet Rosenthal		JW	6/15/89	8/1/89	
2.	Identify commissioners who may have areas of special competence and recommend that SF ask their involvement in preparing or reacting to reports in their areas of expertise.		JW	6/15/89	7/30/89	

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Levi Assignments

ORIGINATOR VFL DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DATE DATE	COMPLETED OR REMOVED DATE
1.	Follow procedure for scheduling Commission meetings for 2/14/90 and 6/13/90.		VFL	5/7/89	8/15/89	
2.	Send reminders of assignments, including suggested topics for follow-up meetings with commissioners.		VFL	7/5/89	7/20/89	
3.	Call J. Woocher for feedback on recent meeting with bureau directors and advice on who should meet with bureau directors in November.		VFL	7/5/89	7/20/89	
4.	Draft MLM response to B. Schrage letter, with HLZ.		VFL	7/5/89	7/24/89	



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 83
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION Commission on Jewish Education in NA

SUBJECT/OBJECTIVE Stein Assignments

ORIGINATOR VFL

DATE 7/12/89

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Call Don Feldstein of CJF Personnel Department for details on current needs in area of personnel.		HDS	7/5/89	7/28/89	

FAX SENT

DATE:

13/7/89

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: Virginia Levi

DATE: July 13, 1989

FROM: Seymour Fox

NO. PAGES: 3

FAX NUMBER: 001-216-361-9962

Dear Ginny,

I have two suggestions for the letters to be sent to the commissioners following the meeting of June 14th.

In the letter to those who did attend, I would change the end of the second paragraph. Instead of "and hopes to move toward implementation," I would suggest "and hopes to move toward further clarification of the concept of community action site, as well as suggestions concerning the mechanisms that could help local communities establish community action sites. Such a mechanism would also enable the local community to fully benefit from the expertise and contribution of national institutions and organizations."

As for the letter to those who did not attend, I would suggest that the following sentences be added to the first paragraph. "The Commission discussed the background materials which had been prepared for the meeting and endorsed the idea of dealing with the problem of personnel and community comprehensively. This means addressing recruitment, training, retention and profession-building simultaneously and dealing with personnel and the community as inter-related areas. The Commission further endorsed the suggestion of establishing community action sites. A community action site could involve an entire community, a network of institutions or one major institution where ideas and programs that have succeeded, as well as new ideas and experimental programs, would be implemented. If successful, other communities might be inspired to apply the lessons learned in community action sites to their own communities

I would also suggest that a second paragraph be added, similar to that in the first letter. "We hope that by the next meeting we will move toward further clarification of the concept of community action sites, as well as suggestions concerning the mechanisms that could help local communities establish community action sites. Such a mechanism would also enable the local community to fully benefit from the expertise and contribution of national institutions and organizations."

Best Regards,

A handwritten signature, possibly of a woman, written in dark ink. It features a large, stylized initial 'J' or 'G' followed by a long, sweeping horizontal stroke that extends to the right.

P.S. Enclosed is our fax to Sara Lee.

1L phone/7mn-w

AGENDA FOR PHONE CALL WITH HANK AND GINNY
WEDNESDAY JULY 12TH 6 P.M.

FORMAT OF FINAL REPORT - BACKGROUND PAPERS AS APPENDIX

THEIR SUGGESTED PROCESS FOR PREPARATION OF PAPERS

FEES FOR AUTHORS

MEETING WITH AUTHORS AT CAJE?

BUDGET FOR TRAVEL, HOTELS

REPORT ON WRITERS

ACKERMAN
ARON
DAVIDSON

CAJE - SARA LEE

ANNETTE'S CONVERSATION WITH SPACK

JOE REIMER - ADMINISTRATIVE ARRANGEMENTS

OUR WORKLOAD VS. SCHEDULE OF MEETINGS

JULY 30TH - TODAY'S FAX

FAX SENT

DATE:

14/7/89

EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE

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: Linda and Steve Schaffzin

July 13, 1989

FROM: Debbie Meline

DATE:

FAX NUMBER: 001-215-642-8070

NO. PAGES:

Dear Linda and Steve,

When I returned to work on Sunday after my trip to the States (brother #2 got married), I found a big package of Footnotes material on my desk. Annette received it, read it and passed it on to me. She asked me to convey her congratulations on your very impressive work. I add my own.

Annette also asked me to thank you for the proposal you prepared regarding a Commission newsletter. She will bring it up for discussion at the next meeting of the Commission's ~~senior policy advisors~~ in August.

Correct me if I'm wrong, but I don't think I was ever reimbursed for that express package I sent to you (Teddy's picture, etc.). The cost was \$25.25.

Let me know if you need anything.

Happy Summer.

Debbie

Brandeis University
Waltham, Massachusetts 02254
Tel:(617)736-4728
Fax:(617)736-4724

TELEFACSIMILE COVER SHEET

Date: 7/11/89

Please deliver the following pages to:

Name: Annette Hochstein

Address: Nativ, 10 Yehoshafat St. Jerusalem
Israel

Fax: 972-2-699951

Tel: -2-669 662296

From: J. Reimer (Lynn 106)

Tel: X 2996

Comments: change to 4-45171

Number of pages, including this sheet 2

TO: Seymour Fox and Annette Hochstein
FROM: Joe Reimer
DATE: July 10, 1989
RE: Draft of outline for final report

Let me begin by saying how helpful it was to have your draft for last week's meeting in Cleveland. It gave us a clear focus for reaction. I assume Hank or Ginny has transmitted some of the group's reaction and I am now adding my own.

1. In relation to the first purpose of the report, disclosing the reason for establishing the commission, I wonder if the final report will only "assert" the relationship between Jewish education and continuity. As you know, my sense is that the relationship is complex and the clearer the final report can be on what education can contribute to continuity, the more informed the readers will be on what follows.
2. As to best practice and vision and their place in the report, I'd suggest not coupling the two. I believe "best practice" does work best interspersed throughout the report as examples of what has worked well in this or that area. But, if it is possible, one coherent vision statement would add much impact as we've discussed in the Carnegie report.
3. In relation to the area of community, I'd very much welcome a paper by Ackerman on the history of the organizational structure. Beyond the history, I think we need another two pieces. One I would do on the role of synagogues and their relationship to Federation and community. A second would be a follow-up to Joel Fox's paper: A closer, more detailed look at the local commissions with special attention to the role of federation as covenor, the coalitions built, the (new) leadership introduced, the sources of funding, the recommendations adapted and the follow-through or implementation effort. We still lack concrete information on the 11 local efforts. I'd still recommend Susan Shevitz for this piece.
4. In relation to training of personnel, I wondered if you knew that the Association of Institutes for Higher Learning in Jewish Education (seminaries, universities, colleges) is engaged in its own review of training programs. Sara Lee is an officer of this organization and some coordination between their efforts and ours may be wise.

While Aryeh Davidson is an excellent person, I wondered if for this assignment it would not be better to choose someone not affiliated with one of the training programs. Someone like Egon Mayer (who reviewed these programs while working for Wexner) or Danny Pekarsky might seem more objective.

I like the choice of Isa Aron for some of this work. She may have been talking on the phone and I would be delighted to see her seriously involved.

2. In relation to a CAJE contribution, while I too am encouraged by their cooperation in working with Sara Lee to build a very nice program around Mort's talk, I'd suggest caution in two ways. One, not to expect too much substance to come out of the conference itself since it tends to be a bit of a madhouse. Second, to encourage CAJE leaders to continue to define the contribution they can make to the commission's research. My sense is that the option papers may be too restrictive a format for their contribution. They seem to want to tell us more openly about the field or profession from their experiential base. I'd also not use Barry Holtz in this context because he may not be perceived as a CAJE insider.

P.S. Any reaction to my earlier fax
on extent of my wk for next
year would be helpful. J.R.

MEMO TO: Senior Policy Advisors
FROM: Morton L. Mandel *Mort*
DATE: July 11, 1989
SUBJECT: Commission on Jewish Education in North America

see memo
Attached is correspondence which I have received recently relating to Commission business and which I thought would be of interest to you. They include a letter of May 19 from Paul S. Berger, a letter of June 20 from Yitz Greenberg, and a memorandum of June 29 from David Ariel.

We now have scheduled two meetings of the senior policy advisors. We are planning to meet in Cleveland on Sunday, July 30, 1:00-5:00 p.m. at the Mandel JCC, Treuhart Conference Center, 26001 South Woodland Road, Beachwood and Thursday, August 24, 10:30 a.m. to 5:00 p.m., exact location to be announced. (The meeting originally scheduled for Thursday, August 10 has been cancelled.) An initial check of calendars suggests that everyone is available for these meetings. Please let Ginny Levi know if you are unable to attend either or both.

PARK AVENUE TOWER
65 EAST 65TH STREET
NEW YORK, NEW YORK 10022-3219
(212) 750-5050

PAUL S. BERGER
DIRECT LINE (202) 872-6784

WASHINGTON, D. C. 20036
(202) 872-6700
CABLE: "ARFOPD"
TELECOPIER (202) 872-6720
TELEX: 89-2733

1700 LINCOLN STREET
DENVER, COLORADO 80203
(303) 863-1000

May 19, 1989

Morton L. Mandel, Chairman
Commission on Jewish Education
In North America
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mort:

Thank you for your letter of May 4, 1989 reporting on the work of the Commission. I think you are engaged (once again) in a very important task. I have been involved in Jewish education in a heavy way since the middle 60's when we in Federation first got into the day school business. Our school that started with seven children is now a community school for 1,000 students. There are also a number of feeder schools. Running from kindergarten through twelfth grade it is recognized as one of the very best in the country.

As you may know, we also created a community summer camp and retreat center within the last two years as a further means of outreach for a meaningful Jewish education.

Our local Foundation for Jewish Studies, of which I am a director, has initiated a scholar-in-residence program for the community which has had great and continuing support. Among our scholars have been Dean Steinsaltz and currently Nahom Savna.

I look forward to hearing more about the Commission as you progress. And, of course, I wish you all the best in your important effort.

My very best regards.

Sincerely,



Paul S. Berger

PSB/cpw



26500 Shaker Boulevard Beachwood, Ohio 44122-7197 216-464-4050 Fax 216-464-5827

*Senior for
Adm*

MEMORANDUM

June 29, 1989

TO: Mort Mandel

FROM: David S. Ariel

RE: AIHLJE MEETING - JUNE 7, 1989 - CHICAGO, IL

I reported to the institutional representatives at the meeting of the Association of Institutions of Higher Learning in Jewish Education on June 7, 1989. The following institutions were represented by the heads of their Jewish education programs: Yeshiva University, Jewish Theological Seminary, Hebrew Union College, Boston Hebrew College, Spertus College of Judaica (Chicago), Cleveland College of Jewish Studies, Brandeis University and McGill

The purpose of the report was to bring them up to date on the work of the Commission and to solicit their advice on the ideas before it. My report presented the Commission's thoughts about the enabling and programmatic options along with the assumptions about how to achieve change through local and national strategies.

The response was both strongly supportive and desirous to participate in furthering the goals of the Commission. Whereas in my previous reports, there was some caution about where the Commission was heading, this meeting was very positive. The group supported the idea of developing a strategy for change in Jewish education based on a strong grounding in theories of strategic change and school improvement. They thought that such an analytic perspective is the best approach to long-term improvement in the field. They expressed support for the serious way the Commission is going about its work and are eager to do their part in the effort.

The Association has begun to explore how its institutions can change in order to meet the challenges which they face. The Association is interested in beginning its own strategic planning process for the network of training institutions. I think it is fair to say that the Association looks forward to playing a significant role in implementing the recommendations of the Commission and would welcome the opportunity of contributing further to the planning process.

I think that the Association remains a very critical group in the field. With Sara Lee as Chairman and the heads of the major educator training departments

and institutions as participants, we should look to involve this group even further. They are key thinkers and spokesmen for the field who can help the Commission in many ways.

The next meeting of the AIHLJE is October 29-30, 1989 in New York. We should consider having a further report at that time. A visit by you at some point might also be considered as a very effective means of building a bridge to this group.

I think we should give further thought to the strategic roles of these training institutions and to a mechanism for working with them towards the goal of making them more effective.

I will keep you informed about the next steps taken by the Association.

DSA/pae

cc: Ms. Ginny Levi
Mr. Henry Zucker
Mr. Joseph Reimer



PREMIER INDUSTRIAL CORPORATION

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TYPE (USING DOUBLE SPACES) OR PRINT CLEARLY

TO:

NAME SEYMOUR FOX

COMPANY NATIV

STREET ADDRESS

CITY, STATE, ZIP JERUSALEM

PHONE NUMBER

FROM:

NAME VIRGINIA LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2480040027

TIME SENT:

MESSAGE:

216 361 9962

S+A: Enclosed are drafts of letters to accompany minutes to commissioners who did and did not attend the 6/14 meeting. These have been approved by MLM + HLZ. I'd appreciate a quick reaction and any suggestions so these can be sent by Fri.

P.S. 10:00 Wed. a.m. looks Thanks, Ginny
your 101 is phone call.

7/10/89 DRAFT (Attendees)

To Commissioners who attended June 14 meeting

Dear

At the June 14th meeting of the Commission, we made important strides toward advancing the goal of the Commission to impact North American Jewish education positively and encourage constructive Jewish continuity.

We appreciate your participation in the small group discussions. We believe those discussions will help lead us to concrete steps toward change. The Commission staff is working with the suggestions made at the meeting and hopes to move toward implementation by the next meeting of the Commission.

Enclosed are the minutes of the June 14 meeting. Please feel free to communicate your impressions or comments to us. You may expect to hear from a member of the Commission staff in the weeks ahead as we seek your further thoughts on some of the items discussed at the meeting.

Arthur Naparstek, who has been serving as Commission Director during a one year leave from the Mandel School of Applied Social Sciences, Case Western Reserve University, returned to the University on July 1 in his capacity as professor of social work. He will continue there his career-long work in the areas of poverty and of neighborhood and community development, through the recently organized Center on Urban Poverty and Social Change. I am pleased to announce that Art will continue to serve as a consultant to the Foundation.

The next meeting of the Commission has been set for _____.

Please mark your calendar. I look forward with pleasure to seeing you then.

Sincerely,

Morton L. Mandel
Chairman

Enclosure

7/10/89 DRAFT (nonattendees)

To Commissioners who did not attend June 14 meeting

Dear

I am sorry that you were unable to attend the June 14 meeting of the Commission on Jewish Education in North America. At that meeting we made important strides toward advancing the goal of the Commission to impact North American Jewish education positively and encourage constructive Jewish continuity.

Enclosed are the minutes of the June 14 meeting which should, along with the background materials sent to you in early June, give you a sense of the direction in which the Commission is moving. Please feel free to communicate your comments and questions to us. You may expect to hear from a member of the Commission staff in the weeks ahead as we seek your thoughts on some of the items discussed at the meeting.

Cassette tapes of the meeting are available upon request from Virginia Levi (4500 Euclid Avenue, Cleveland, Ohio 44103, (216) 391-8300).

Arthur Naparstek, who has been serving as Commission Director during a one year leave from the Mandel School of Applied Social Sciences, Case Western Reserve University, returned to the University on July 1 in his capacity as professor of social work. He will continue there his career-long work in the areas of poverty and of neighborhood and community development, through the recently organized Center on Urban Poverty and Social Change. I am pleased to announce that Art will continue to serve as a consultant to the Foundation.

The next meeting of the Commission has been set for _____.

Please mark your calendar. I look forward with pleasure to seeing you
then.

Sincerely,

Morton L. Mandel
Chairman

Enclosure

AX SENT

DATE: 11/7/89

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: Hank Zucker and Virginia Levi

DATE: July 11, 1989

FROM: Seymour Fox

NO. PAGES: 6

FAX NUMBER: 216-361-9962

Dear Hank and Ginny,

It was good speaking to you on the phone and I appreciate your immediate and thorough fax. Now that I have had the weekend to think, I feel better prepared to respond to the suggestions and decisions that were made on July 5th.

I believe that we all made a wise decision that the research to be done and the background papers to be written should emerge from the conception of the final report. That is, research should be commissioned which will illuminate and substantiate the policy issues raised and the recommendations that will be included in the final report. For example, it is important to conduct research on the state of training and on the status of the profession because we plan to make recommendations on how to improve the training capacity and how to enhance and promote the professionalization of Jewish education.

The approach of the Commission, the particular cut taken into any one of the issues to be addressed in the final report, will have to guide the researcher as he prepares a background paper. Thus, the author of the paper on the state of the field (a topic which involves numerous issues and could be approached from several different angles), will focus on the specific questions which directly relate to the Commission's concerns. Interestingly, when we met with the possible authors (Isa Aron, Walter Ackerman, Aryeh Davidson, Hannan Alexander, Joe Lukinsky and Jack Beiler) they raised this issue. Their view could be summarized in the following way:

The Commission has determined a series of issues to be dealt with. The staff should be able to list, in at least a preliminary way, some of the recommendations that are likely to emerge from the Commission's deliberations and appear in the final report. Please tell us what those issues are, and what the recommendations might be, and translate them into a series of questions that you need answered in order to proceed with integrity. We, the researchers, will then be able to respond to your approach and the questions which flow from it. We will be able to tell you whether we can undertake the assignment and how long it will take.

The preparation of the rough draft of the final report which we sent to you on July 3rd was, therefore, an important and useful exercise, as it forced us to do exactly what the researchers asked us to do. We are now correcting this rough draft and preparing the research design which will include the questions we believe should be answered in each paper.

We agree with the process you suggested for the preparation of the papers (point 3 of the summary of July 6th telephone conversation) and will work out the exact manner of following those instructions with you in our next phone conversation. We would, however, like to be able to finalize arrangements with as many of the authors as possible before July 24th and make every attempt to meet with them individually and as a group when we are in the States. The CAJE meeting in Seattle could be a good place to meet with them as a group.

We are pleased with the news about Mark Gurvis and hope that you will consider him as a coordinator of much of the work that we will be generating and supervising.

As I reread the material we sent to you and your response, I realized that we left several matters unclear and they may have lead to some confusion. I refer particularly to the relationship of the background papers to the body of the final report. What we had in mind was a format similar to that of the Carnegie Report (I believe you have several copies in the office). In this report, the background papers (which they call commissioned papers) are listed on page 125 but do not even appear in the final report. Obviously, the report is based on the background papers, as well as on the various workshops listed on pages 127 - 129. It was our thought that the research we would commission, as well as the papers by Annette and Seymour, Hank, Joel Fox and Joe Reimer would appear in a thick appendix as background papers. In addition to the background papers, the appendix would include the list of commissioners and biographies, credits and acknowledgements (see page 10 of our July 3rd fax) and possibly a list of the consultations that we have had and will have before the Commission finishes its work.

It is our opinion that the Commission report, as we described it in pages 2 - 10 (which will develop into something quite different during the next few months), should be written by one author who can faithfully represent the thinking of the Commission. It will be difficult enough for one author to produce a coherent and inspiring report reflecting the will of the Commission. We think it would be impossible for the report to be inspiring, coherent and consistent if it were to be the work of several authors.

As we read the minutes of the July 5th meeting, it appears to us that you are thinking of a report that has an executive summary, then a section on findings and recommendations to be followed by individual chapters by various authors. We would like you to consider our suggestion and we would like to discuss it with you.

We are still thinking about an appropriate fee for the authors and hope to formulate a concrete suggestion soon.

We knew that this assignment was going to be challenging and complex, and our meeting with the researchers confirmed this. We must figure out, as much as possible and as soon as possible, what the substance of the report is going to be so that the researchers can begin their work. At the same time, we have to leave room for the input of the commissioners and the surprises that will emerge from the fourth and fifth meetings of the Commission.

We need all the time we have - and more - before our trip to the States to finish this assignment, plus others:

1. Draft MLM's address to the CAJE Conference
2. Develop a plan for the CAJE assignments on the options papers - if it appears to be feasible
3. Formulate first thoughts on the outcomes of the fourth meeting and preparations for it
4. Continue our individual assignments with commissioners.
5. Prepare for the consultations with experts - both here and in the U.S. - on the research design and the final report

I would like to discuss our workload in relation to the suggested meeting dates in the United States in our next phone conversation.

On a different note, thank you for speaking to Sara Lee. We received a good fax from her regarding CAJE, which we are enclosing. Annette will be speaking in a preliminary way with Elliot Spack today.

Is Wednesday 10:00 a.m. Cleveland time a good time to call you? Another possibility is 11:30 a.m. Thursday July 13th.

Warm Regards,

A handwritten signature in dark ink, appearing to be a stylized 'J' or 'K' followed by a flourish.

P.S. I had an excellent meeting with Charles Bronfman on Sunday.

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July 7, 1989

Professor Seymour Fox
The Melton Center for Jewish Education
in the Diaspora
Mount Scopus, Jerusalem 91905

Dear Seymour:

Today, I spoke with Hank Zucker and he suggested that I be in touch with you in regard to the CAJE evening with Mort Mandel. I hope that you have received a copy of the letter which I wrote to Mort after the meeting with the CAJE people. If not, I am sending a copy, since I will make reference to it. Hank told me that you will be preparing the background material for Mort's presentation, and I wanted to point to some of the thinking behind the plan for the evening.

In regard to points 1 and 2 of Part I, it is important that Mort will talk personally about what has brought him to this point in time and this Commission. The expectations for its achievements should give hope to the CAJE conference participants without raising their expectations too high. It will be helpful in regard to point 3 to retrace the thinking of the Commission to this point, including the process, as well as the product. Given the audience, you can readily understand why we think personnel as an issue needs to be emphasized. I think it will be important to share the many points of view on how we can get - and keep - Jewish educators, as well as how we can contribute to their professional growth.

Last, but not least, point 4 should convey to the group that the Commission hopes to learn a great deal from them about their perspectives on the issues that have been raised, particularly the personnel issue. It appears now that Josh Elkin and I will be the two other participants on the panel.

I think that Part II is self-explanatory, and we are hoping to prepare a very helpful questionnaire that will get people to share some important information about themselves, their motivations, their problems, and their needs as Jewish educators.

SENT BY AEROX TELESCOPIER 1020 1-10-70 110-1000 1 1410120- 016 2 02221115 4

Professor Seymour Fox
Page two
July 7, 1989

This questionnaire will not only introduce the questions listed under Part II, but will provide data that will be very useful to us after the program itself. If you have any questions about the background to Parts I and II, please feel free to be in touch with me.

I have been told that basically Mort is very comfortable with the program as outlined and that I am to meet with the CAJE people to work on the questionnaire and the format for the group discussions and the summary session. If there is any way in which I can be helpful to you as we approach this event, please contact me.

In closing, I believe that this will be an evening that will add to the thinking of the Commission as much as it will enrich the participants in the CAJE conference. I look forward to seeing you at the next meeting.

Sincerely,



Sara S. Lee, Director
Rhea Hirsch School of Education

SSL/rj

Attachment



PREMIER INDUSTRIAL CORPORATION

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COMPANY NATIV Policy & PLANNING Consult

STREET ADDRESS

CITY, STATE, ZIP Jerusalem, Israel

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FROM:

NAME VIRGINIA LEVI

COMPANY PREMIER

DEPARTMENT

COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

Seymour + Annette - The attached draft minutes of the 7/5 meeting have not been seen by anyone. Please treat them as a rough draft. I'm sending them to give you a sense of the meeting. I'll send the final version, eventually.

Drafts of letters to accompany minutes should be ready for your review Mon. or Tues.

cc: Morton L. Mandel
Henry L. Zucker

TO: Seymour Fox FROM: Virginia F. Levi DATE: 7/7/89
NAME NAME
DEPARTMENT/PLANT LOCATION DEPARTMENT/PLANT LOCATION
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: SUMMARY OF TELEPHONE CONVERSATION OF JULY 6, 1989

Following is a summary of the points discussed in our telephone conversation of 7/6/89.

1. In response to your fax suggesting a need for more communication with federation representatives, HLZ reported that he is bringing together a group of advisors, including Steve Hoffman, to develop a plan for ongoing communications with planners and funders.
2. We reported the following dates for upcoming meetings:
 - a. Senior Policy Advisors (in Cleveland)
Sunday, July 30 (1:00 - 5:00 p.m., Mandel JCC, 26001
S. Woodland Avenue, Beachwood)
Thursday, August 24 (10:30 a.m. - 5:00 p.m.)
 - b. Steering Committee
Wednesday, August 9 (3:00 - 6:00 p.m.)
Tuesday, September 5 (1:30 - 5:00 p.m.)
Thursday, October 5 (1:30 - 5:00 p.m.)
Monday, November 6 (1:30 - 5:00 p.m.)
 - c. Fourth Commission Meeting
We are checking Tuesday, October 24, and Thursday, October 26 with our group of critical participants.

3. July 30 Meeting

In preparation for the meeting of July 30, you agreed to redraft the outline of the final report including a careful definition of each paper to be assigned. You will fax this to us for review as soon as possible, but no later than July 24, along with a list of suggested writers and panels of experts. We will review this with MLM and provide you with reactions and feedback as soon as possible. Thereafter, you will begin to get commitments from writers.

You will think about a recommendation of how much money we should offer to writers and will relay your suggestion to HLZ during your next telephone conversation, who will discuss this with MLM.

You agree with the following process for the preparation of papers:

- a. Identify and engage a writer and panel of experts.
- b. Panel of experts to critique first draft.

INTERNET-CONFERENCE

Seymour Fox
Summary of Telephone Conversation of July 6, 1989

Page 2

- c. Writer to prepare second draft for Senior Policy Advisors (some to be ready for review by August 24).

~~You agree to complete, possibly with some help, your presentation~~
You agree that it may be possible for papers being prepared by yourself, HLZ, and JR to be ready for the Commission meeting in October. Most if not all of the others will probably require until February for completion.

4. CAJE Meeting

- a. We reported that Sara Lee will serve as MLM's liaison with CAJE.
- b. You agreed that you will prepare a first draft of MLM's presentation.
- c. We will review with Sara Lee your suggestion for consideration of option papers.
- d. You suggest that AH rather than S. Lee call Elliot Spack for his reaction to the proposal for CAJE to provide input on programmatic options. Annette will then notify HLZ of Spack's response. If Spack agrees, HLZ will then review the idea with Sara Lee.
- e. You suggest that most of the people we are likely to identify as writers will be at the CAJE meeting and that you would like to bring the writers together as a group for a first seminar at that time.

5. Outline of the Final Report

- a. We reported to you general agreement with the outline and some specific suggestions for revisions.
- b. You asked that I mail a copy of the outline to Jon Woocher, which I will do.

6. Letter to Commissioners

- a. I agreed to prepare a first draft of letters to commissioners (those who did and those who did not attend the third Commission meeting) to accompany the minutes of the meeting.
- b. I will fax this draft to you for your suggestions.

Draft - 7/7/89

MINUTES: Commission Steering Committee
DATE OF MEETING: July 5, 1989
DATE MINUTES ISSUED: XXXXX
PRESENT: Morton L. Mandel, Chairman, Stephen H. Hoffman,
Joseph Reimer, Herman D. Stein, Henry L. Zucker,
Virginia F. Levi (Sec'y)
COPY TO: Seymour Fox, Annette Hochstein, Arthur J. Naparstek

.....

I. The minutes of June 6, 1989, were reviewed.

II. All open assignments were reviewed.

- A. It was agreed that the process of debriefing commissioners should occur by August 1. The debriefing of Daniel Shapiro was assigned to MLM.
- B. HLZ will contact Carmi Schwartz to discuss how the Commission should be featured at the GA.
- C. VFL will send reminders of assignments on a weekly basis and will see that these are followed up with bi-weekly telephone calls to ensure that assignments are being carried out.

III. Final Report

The proposed outline for a final report submitted by Seymour Fox and Annette Hochstein was reviewed in detail.

Draft - 7/7/89 - Page 2

It was suggested that, in putting the report in context, we might comment on a commitment to Jewish education as a newly emerging unifying force. The Holocaust served this function for earlier generations, followed by the creation of the State of Israel. As we move further in time from those events, Jewish education must emerge as a means of unifying North American Jews for Jewish continuity.

The group responded favorably to the general structure and outline for the final report. Suggestions and comments related to specific aspects of the outline:

A. Community Structure

It was suggested that Joe Reimer be the author of this section, which would deal with a growing relationship between synagogues and federations. A rabbi might be asked to write a paper on the congregational perspective.

B. Community Funding

It was suggested that this section focus on the current funding situation, noting our awareness that suggested change will be costly. We are cautioned not to project either costs or the source of funds.

Draft - 7/7/89 - Page 3

Recommendations about increased funding for Jewish education belong in a paper on implementation rather than community.

It was suggested that the names of the members of the panels reviewing each topic be published in the final report to make clear the extent of review and support for each section.

C. Personnel

1. Retention

It was noted that the outline lacks a heading for retention. It may be that the section on building the profession should incorporate retention. However, it was suggested that a separate paper on retention be considered.

2. Building the Profession

It was suggested that there is not a single profession within Jewish education. It may therefore be difficult to write a single paper encompassing the entire field. It was suggested that this area be divided into two sections, one on classroom teachers--full-time and avocational--and a second on informal educators. The overall goal is that every Jewish educator have an opportunity for growth and maturation in his or her particular profession.

Draft - 7/7/89 - Page 4

It was suggested that Woocher and Rotman be asked to take the lead in writing or identifying authors and people to serve on a panel to review this section of the report.

IV. Future Meetings

The following meetings were tentatively scheduled, pending review with SF and AH:

A. Commission Steering Committee

Wednesday, August 9, 3:00 - 6:00 p.m.

Tuesday, September 5, 1:30 - 5:00 p.m.

Thursday, October 5, 1:30 - 5:00 p.m.

Monday, November 6, 1:30 - 5:00 p.m.

These meetings are all scheduled to take place at Premier in Cleveland.

B. Senior Policy Advisors

Sunday, July 30, 1:00 - 5:00 p.m.

Thursday, August 24, 10:30 a.m. - 5:00 p.m.

Both meetings will be in Cleveland.

Draft - 7/7/89 - Page 5

C. Fourth Commission Meeting

October 24 and October 26 are being held by the UJA/Federation while we check with critical commissioners and staff.

V. Research Design

The proposed research design was accepted in principle with the caution that time may not permit all of the steps listed. It was noted that it is desirable that some of the papers be ready for review by commissioners at the October meeting while others could be presented in February.

The research design will be a primary agenda item for the July 30 meeting of the Senior Policy Advisors. By that time it is anticipated that SF and AH will have fleshed out the outline of the final report and identified potential authors and panels of experts.

The process for developing papers was identified as follows:

1. Select author and panel of experts for each paper.
2. Author prepares a first draft for critique by the panel.
3. Author prepares a redraft for critique by Senior Policy Advisors.
4. A redraft is prepared for review by commissioners at the October or February meeting.

Draft - 7/7/89 - Page 6

The research design includes three seminars for researchers and senior experts. It was felt that panels of experts could preclude the need for some of these seminars and help to move the process along more quickly.

It was suggested that the names of the members of the panel reviewing each topic be published in the final report to make clear the extent of review and support for each section.

VI. Commission Outreach

A. CAJE Presentation Plans

It was noted that Sara Lee will be asked to serve as the Commission's liaison with CAJE for the August 15 meeting and beyond.

A proposal from Fox and Hochstein suggesting that workshops at CAJE be organized around option paper topics was received favorably. It was suggested that this proposal be presented to Sara Lee by HLZ and, if she agrees, that she be asked to discuss it with Elliot Spack. (Later: Seymour Fox suggests that Annette Hochstein make initial contact with Spack for a sense of his reaction to the concept.)

It was also noted that SF had agreed to write a first draft of MLM's remarks to be made to the CAJE plenary session on August 15. The draft will then be reviewed by JR and S. Lee for their suggestions.

Draft - 7/7/89 - Page 7

It was suggested that the Commission presentation at the CAJE meeting be publicized in some way by CAJE. HLZ will pursue this.

B. November CA Meeting

HLZ will talk with Garmi Schwartz about a presentation on the Commission to take place during the CJF meeting scheduled for mid November in Cincinnati.

C. Presentation to Bureau Directors

VFL will call J. Woocher for feedback on his recent meeting with bureau directors and for his advice on who should make a presentation at their November meeting. The purpose of this presentation will be to report on the outcomes of the October Commission meeting.

D. Articles for Publication

It was suggested that a summary of the topics and authors of papers for the final report be sent to the commissioners prior to the October Commission meeting. The same information could then be released to the Jewish media for publication immediately following the October meeting.

Draft - 7/7/89 - Page 8

E. Outreach to JESNA and JWB

This is a topic to be considered in more detail in the future. It was suggested that MLM consider attending a JESNA Board meeting to discuss Commission-related matters.

VII. Hillel Representation

We have received a letter from Barry Schrage that Hillel be represented on the Commission. It was noted that both Corson and Lipset have also been encouraging more direct involvement of an organization representing the college age.

It was suggested that Hillel involvement is important, but that it might be best accomplished by appointing Richard Joel, Hillel International Director, to serve on the panel for the personnel paper.

It was also suggested that the denominations should be involved on panels.

HLZ and VFL will draft a response from MLM to the suggestion of Barry Schrage. It will be noted that we agree with the importance of representation of this organization and that we are considering ways to involve a Hillel representative in the research and writing process.

Draft - 7/7/89 - Page 9

VIII. Good and Welfare

Questions were raised about the number of people we anticipate training for entry into the field of Jewish education. HDS will call Don Feldstein at the CJF Personnel Department to get details on the current needs in the area of personnel.

It was announced that the Jewish Community Federation has agreed to loan Mark Gurvis to HLZ for up to 50 percent of his time to assist in the Commission management process.

Seymour & Annette July 6th

Philadelphia is now in the middle of a major community-wide planning process, under Federation's auspices, dealing only with the subject of Personnel in Jewish education.

We are doing research, cataloging existing programs, identifying options, etc

We are very excited about the national effort and feel that a linkage with Philadelphia would be very desirable.

Richard Sipser

Seymour

254C

7/5/89



The Commission



JEWISH FEDERATION COUNCIL
OF GREATER LOS ANGELES

has the potential

6505 WILSHIRE BLVD., SUITE 907, LOS ANGELES, CA 90048

to be a critically

STEVEN HUBERMAN, PH.D.
EXECUTIVE DIRECTOR
FOR COMMUNITY SERVICES

important contribution to

Jewish life. Yasser Koach on the

Excellent leadership you have

given this effort.

As I said, I believe you are
operating on a "rational model,"
that probably is seriously flawed.

Power in the North American
Jewish polity is community, not
nationally based. Unless we get
ownership of the process and options
quickly, there may be trouble.

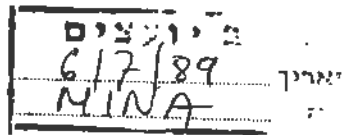
An illustration of this hazard
is the CJF Commission on Professional
Personnel. It consisted of great
leadership, great ideas, and
has not been embraced by many →

(213) 852-1234

Communities, such as my own.

The issue is not Public Relations,
it is collaborative decision-

making. This is critical because
ultimately we will need serious
local funding and enthusiastic
support.



1. I have some specific
suggestions on how to promote
more eventual acceptance of the
report.

2. Barbi Weinberg, my Chairman,
and I would love you to come
to L.A. We also hope Mort Mantel
will meet with our top leadership.
He is committed in principle

3. Please call on me if I can
help the Commission. Thanks

4. I'm meeting with
Allan Hoffman, Thursday, July 13, 1PM. (Lunch).
Sdave

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: Ginny Levi

DATE: July 6, 1989

FROM: Seymour Fox and Annette Hochstein

NO. PAGES: 9

FAX NUMBER: 216-361-9962

Dear Ginny,

Here are our largely minor comments on the minutes. Corrected pages are: p2, 3, 4, 5, 6, 7 (top), 8 (top), 12.

Best Regards

Have a nice Week-end

Annette

Page 2

Mr. Mandel stressed the importance of commissioner input and indicated that the agenda for the day was designed to elicit their input. He explained that a presentation on background materials would be followed by the division of participants into three discussion groups. It was hoped that by the end of the day commissioners would have provided a sense of direction in advancing the goals of the Commission.

It was noted that the formal life of the Commission, in its present form, is scheduled to conclude by (late Spring - early Summer) ~~June~~ 1990. At that point, we hope to have a report that would help to set the agenda for Jewish education in North America for the next ten years. In addition to such an agenda, it is expected that the Commission will have put some form of mechanism in place to help serve as a catalyst for action. ←

Mr. Mandel noted that at the December 13, 1988 meeting there was agreement that there are two preconditions for across-the-board improvement in Jewish education: (1) a systematic attack on the improvement of personnel and (2) the establishment of a community environment in which key community leaders are supportive and adequate funds are available for Jewish education. Action on these preconditions is necessary if we are to impact program. We are seeking ways to test new ideas--to seek and identify best practices. Our ultimate findings must lead to action. We want to cause change to occur in North American Jewish education.

Page 3

In considering ways to impact Jewish education, we seek to strengthen the roles of continental bodies with an interest in Jewish education and to provide them with the means to accomplish their missions effectively. Most important, we must involve the foundation community and the federation movement more fully.

II. Presentation by Annette Hochstein and Seymour Fox, Consultants to the Commission

A. Overview

Ms. Hochstein elaborated on the background materials distributed prior to the meeting. She noted that two major questions had emerged from the December 13 Commission meeting:

1. Do we know ^{what} ~~of anything~~ that can be done to bring about significant change? *Are there important ideas?*
2. Do we have strategies to implement change?

She noted that the first meeting of the Commission (August 1, 1988) resulted in a series of suggestions--ideas of programs which, if improved, could impact favorably on the future of Jewish education. At its second meeting, the Commission focused on personnel and community as preconditions for change with the understanding that a continued interest in the identified programmatic options is ^{important} ~~critical~~. The purpose of today's third Commission meeting is to establish strategies for impacting on the identified preconditions.

Page 4

It was noted that there is a range of possible strategies for action. ~~Some ideas could be interpreted as expanding upon current best practice while others would be to implement new ideas.~~ The Commission might proceed in any of the following ways:

1. Establish a comprehensive development plan.
2. Focus on selected elements of the preconditions.
3. Establish demonstration projects.
4. Some combination of the above, ~~implemented in a single geographic area.~~

(some of the characteristics necessary for any strategy:)
Ms. Hochstein identified ~~three criteria for change:~~

1. Comprehensiveness

- a. Personnel has four components: recruitment, training, profession building, and retention. The criterion of comprehensiveness assumes that the four should be dealt with simultaneously. It is assumed that improvements in personnel would favorably impact on programs.
- b. Personnel and community are interrelated and must be addressed simultaneously. Community comprises leadership, structure, ~~functioning~~ finance, and climate. The conditions for creating and maintaining good personnel must be created by the community and serious leaders will be attracted to Jewish education if strong personnel is available.

2. Across-the-Board Impact

The impact on personnel and community must take place across-the-board. This requires ^{creating} ~~the~~ means for the diffusion of innovation and change and a sustained effort carried out over a significant period of time.

3. Competence - Learning by Doing

We seek concrete results. It is proposed to try out real programs, learn by experience, make revisions and try again.

Because most ~~Jewish~~ education occurs at the local level, it is suggested that any effort must have a significant local component. At the same time, certain aspects including training and funding require a continental or international approach. Therefore, our efforts must be a balance of the two.

B. Recommendations for Action

It is suggested that the Commission adopt an approach to allow ^{for important ideas to be developed} ~~for~~ ^{tries and demonstrates} ~~demonstration~~. Community Action Sites are proposed--where ideas and programs that have succeeded (best practices) as well as new approaches could be undertaken in such a way as to be visible and to allow for the translation of visions into best practice.

Page 6

Professor Fox described what might happen in a Community Action

Site. ~~He noted that in education a vision or idea becomes~~ ←

~~operative when it is implemented.~~ In order to set implementation ←

in motion, he proposes to work with local communities. Among the possibilities that could be considered is that an entire community might decide to become a Community Action Site - where personnel and community could be approached simultaneously. A city might emerge as a Community Action Site in the following

way: A local federation would convene the community players who would determine what must be done to help existing programs rise to their potential. If exciting ideas are offered, an effort would be made centrally to find funding. A major challenge would be to recruit and retain the personnel required to implement the plan.

It was noted that the establishment of a Community Action Site should improve the chances of recruiting quality personnel because of the visibility of the project. Staff would be empowered to set policy and to innovate--a fact which might attract people from other fields. The pool of personnel might be supplemented by paraprofessionals--people with other career goals who might be willing to work within the field of Jewish education for a limited period of time. It is anticipated that national and regional training institutions would train personnel for Community Action Sites while, at the same time, developing a training program for personnel. ~~through the community~~ ?
the question of what works in Jewish education.

III. Discussion Groups

At the conclusion of the presentation of the progress report, commissioners met in discussion groups. ~~Each participant was given a discussion guide to serve as a basis for discussion.~~ At the conclusion of the discussion period, each group reported on the main points of discussion and agreement or divergence.

C. Group C - David Hirschhorn, Chair; Mandell L. Berman, Co-Chair

Mr. Hirschhorn reported agreement on the necessity for research on community needs. The group warned against spreading funding too thin. It suggested an emphasis on the importance of family education. There was general agreement with the concept of the Community Action Site, but the group questioned how it might most effectively be accomplished. It suggested the need for a new community alignment to bring about change. The group raised questions about the role of the denominations in this effort as well as the issue of community accountability versus community autonomy.

check
against
tape-
particular
re-
agreement
on
Community
Action
sites.

D. General Discussion

1. Recruitment

It was suggested that a national recruitment program be developed for high school and college students. Through ~~this~~ *such a* program, students would be recruited and funded to spend three months studying advanced Jewish education in Israel with a resulting degree as "junior teacher." This work would be for college credit and participants would be required to teach for one year following their return.

2. Final Report

It was suggested that the final report of the Commission should reflect the quality of the Commission itself. It should provide a high level of information, ideas and aspirations that can have an impact on Jewish education for many years to come. ~~It should seek to find national solutions to local problems.~~ ←

The report should include a vision of what Jewish education might be in the future. One commissioner suggested disseminating the report, in part, through the media. Another noted that the use of the media is complex and requires experts and cautioned moderation in the use of the media.

PROF. S. FOX

6/8/89

DEAR SEYMOUR,

A BRIEF FOLLOW-UP ON OUR CONVERSATION
FOR WHEN YOU GET TO SCHEDULING:

IN ORDER FOR US TO DO GOOD TANDEM
WORK AND FOR US TO COMPLETION YOU EFFICIENTLY
WE WILL NEED SOME TIME TO TALK
BEFORE MEETINGS. A SCHEDULE THAT
HAS MCM-1 WEEKLY - ARROW IN THE FIRST
24 HOURS WILL MAKE THAT VERY HARD.
SO PLEASE TAKE THAT INTO ACCOUNT FOR
SCHEDULING ?

HEY WIPAC FOR A LIGHTER WEEK - THE
SPEECH IS REALLY GOOD.

BEST REGARDS,

L

END

July 5, 1989

TB

CJF PLANNER'S MISSION

Meiersdorf Faculty Club and Pedagogic Centre of Melton Centre
Hebrew University

Chairman: Joel Fox

AGENDA

1. Mr. Phil Wasserstrom, CJF Committee on Jewish Continuity
2. Prof. Seymour Fox, North American Commission on Jewish Education
"The Commission, its Planning and its Implications"
3. Dr. Jonathan Woocher, JESNA
"Israel and North American Jewish Education"
4. Ms. Annette Hochstein, Nativ Consultants
"The Israel Experience Project
From Research to Planning to Experimentation"
5. Alan Hoffmann, Director, Melton Centre for Jewish Education in the Diaspora
Hebrew University
"Recent Developments in Israel-Diaspora Education"
6. Small Groups:
 1. The Jerusalem Fellows
Dr. Zev Mankovitz
 2. Senior Educators
Dr. Howie Dietcher
 3. Institute for Jewish Professionals
Barbara Spectre
 4. Melitz (Jewish Zionist Institute)
Ilan Ezrachi
 5. JWB Professional Growth
Dr. Barry Chazan



PREMIER INDUSTRIAL CORPORATION

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SPECIFY HOW TO SEND MESSAGE

DATE REQUESTED

7-3-89

☐ TELEX NO.☐ MAILGRAM☒ FAX NO. 011-972-2-6992NO. 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:

NAME Annette Hochstein
 COMPANY NATU Policy & Planning Consultants
 STREET ADDRESS _____
 CITY, STATE, ZIP Jerusalem, Israel
 PHONE NUMBER _____

FROM:

NAME VIRGINIA LEVI
 COMPANY PREMIER
 DEPARTMENT _____
 COST CENTER 090

TELEX NO.: 6873015 PREMI UW

FAX NO.: 2163918327

TIME SENT:

MESSAGE:

The materials I sent to Professor David Cohn, Michigan State University, E. Lansing, MI came back marked Addressee Unknown. Can you provide with a better address?

MLM faxed the 7/5 agenda to SF earlier today.

I'm impressed with all that you've accomplished since your return to Israel. The fax had arrived when you called and someone, thinking she was being helpful, had taken it to deliver to us later.

** TOTAL PAGE.01 **

Agenda
Commission Steering Committee
July 5, 1989

	<u>Tab</u>	<u>Assignment</u>
I. Review Steering Committee minutes of June 6, 1989	1	VFL
II. Review all open assignments	2	VFL
III. Update on steps toward final report	Handout	IR
A. Content		
B. Identification of authors		
C. Process for implementation		
IV. Follow-up contact with commissioners	3	VFL
A. Mail minutes and cover letters (announce date for Commission meeting #4)		
B. Phone calls following receipt of minutes		
C. Review assignment of commissioners to staff		
D. Identify commissioners to be seen personally by MLM		
V. Scheduling of meetings	3	HLZ
A. Fourth Commission meeting		
1. Wed., Oct. 4		
2. Tues., Wed., or Thurs., Oct. 24-26		
3. Mon., Nov. 13 (Would require Sun. prep meeting and Tues. AM follow-up with quick departure for some to GA in Cincinnati. Consider pre GA meetings, including bureau directors.)		
B. Future meetings of Senior Policy Advisors		
1. Thurs., Aug. 10, 10:00 - 4:00 (tentative)		
C. Future meetings of Steering Committee		
1. Thurs., Aug. 3, 1:30 - 5:00 (cancel Aug. 8)		
2. Tues., Sept. 5, 1:30 - 5:00		
3. October and beyond		

	<u>Tab</u>	<u>Assignment</u>
VI. Commission outreach	8	HLZ
A. Update on CAJE presentation plans		
B. Consider presence at November GA meeting		
C. Consider presentation to Bureau Directors' pre-GA meeting		
D. Articles for several publications		
E. Outreach to Federation: Jewish education planning committees, Federation planning directors, Federation executive directors and presidents, CJF		
F. Outreach to JESNA and JWB		
VII. Consider adding a representative of Hillel to the Commission		HLZ

FAX SENT ~~7/3/89~~
DATE: ~~7/3/89~~

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: Henry L. Zucker

From: Seymour Fox and Annette Hochstein

Date: July 3, 1989

Pages:

Dear Hank,

As promised we tried to draft an outline of the final report in time for the steering group meeting of July 5th. Please see it as a very rough draft - a way to share thinking and receive input.

The number and quality of background papers will depend on the research design - about which we are enclosing a memo. It includes a progress report on the commissioning of background papers. Joe Reimer's paper on the congregation and the denominations is a basic paper and will cut across several areas. It relates to the community, to personnel and to the supplementary school and day school. The background papers will of course impact the recommendations that can be made.

It will take us another few weeks to complete the research design itself.

In addition to the report outline and the research design, we are including a response - with suggestions - to Sara Lee's report on CAJE, as well as a summary of the interview with Schorsch.

We understand this package will be distributed to all the participants in the meeting.

Best Regards,

Seymour Fox
Annette Hochstein

P.S. Seymour is seeing Bronfman on Sunday and will send a report on that meeting as well as the one with Bob Loup.

We look forward¹ to receiving the agenda for the meeting. It will enhance our phone conversation tomorrow.

July 3, 1989

THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA
OUTLINE OF FINAL REPORT

The purpose of the report is five-fold:

- a. to disclose the reason for establishing the commission -- the problem with Jewish Education-Jewish Continuity.
- b. to offer concrete recommendations for action in the areas of personnel and the community
- c. to offer an agenda, a roadmap for Jewish Education - including the programmatic areas
- d. to make the case for implementation: community action sites and a mechanism.
- e. to inspire and offer hope for the future

The report will have the following chapters:

- I. EXECUTIVE SUMMARY
- II. WHY THE COMMISSION: BACKGROUND AND RATIONALE
- III. THE STATE OF THE FIELD
- IV. THE WORK OF THE COMMISSION: PROCESS
- V. FINDINGS AND RECOMMENDATIONS
- VI. SUMMARY AND CONCLUSIONS
- VII. APPENDICES

STRUCTURE AND OUTLINE

.I. EXECUTIVE SUMMARY

Key findings and recommendations

- A. The Community
- B. Personnel
- C. Implementation (Community Action Site -- Mechanism)
- D. Roadmap -- general recommendations - including the

programmatics.

- E. Continuing the work of the Commission after the report: Who and how.

II. WHY THE COMMISSION: BACKGROUND AND RATIONALE

- A. Why this Commission
- B. Revised and abbreviated design document
Including:
 - history of the Commission
 - the particular moment in North America

III. THE STATE OF THE FIELD

This section could include the following:

- A. a broad description of the field of Jewish Education in North America
- B. a broad statement of the problems and the trends
- C. the opportunities emerging today

1. The content of this section depends on the work that will be done by the various researchers and authors of papers. It will include minimally elaborations on the quantitative data presented at the first Commission meeting (number of students in the various educational settings; data on educators; on training etc...). The relationship of Jewish education to Jewish continuity will be asserted. Examples of best practice and of vision will point to opportunities. They may be introduced throughout the report or may be included in a separate section.

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

2. We will be in a better position to offer concrete suggestions for this section after our paper on the research design is completed (within the next two weeks) and when we have received approval to negotiate with researchers - and can thus know who can do what by when.

IV. THE WORK OF THE COMMISSION: PROCESS

- A. The Commission's M.O.: the commissioners own the

commission; extensive consultations and communications between commissioners and staff; staff work; experts.

- B. The five meetings: main points from each meeting, main steps in the thinking from the first meeting to the fifth.

V. FINDINGS AND RECOMMENDATIONS

- A. The Community
- B. Personnel
- C. Implementation (Community Action Site -- Mechanism)
- D. Roadmap -- general recommendations - including the programmatics.
- E. Continuing the work of the Commission after the report: Who and how.

(if best practice and vision will be separate chapters instead of being included throughout the report, this will change the organization of the report).

A. The Community

* Background data for the section on Community will include: the two papers presented at the June meeting and additional papers to be commissioned now:

A history of the organizational structure of Jewish Education in North America - including an analysis of these structures today: who educates, who funds, who sets policy; what is the relative importance/strength/power of the various actors. Perhaps also :what is the potential and what are organizational/institutional stumbling blocks.

(meeting with Walter Ackerman Tuesday to discuss this idea.)

1. Key findings - some possible examples:

- problems:
 - not a funding priority
 - not enough outstanding leaders
 - low status
 - present climate not encouraging
 - extreme fragmentation and de-centralization
 - lack of co-ordination
- opportunities:
 - the local commissions
 - increasingly on the agenda of Jewish organizations
 - private foundations involved
 - etc.
 - (see HLZ'spaper)

2. Recommendations

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

a. **Structure:** the organised community should take on the role of major convener for efforts to improve Jewish education. (do we suggest the federations? cite examples?) We must offer the rationale for the recommendation of the organised Jewish community assuming leadership in an area hitherto dominated by the denominations. Define the respective roles: federation as convener, catalyst, co-ordinator of funding efforts; the importance of overcoming the fragmentation; the denominations and other relevant groups must be involved as key deliverers of services. Unique opportunity to build new co-operative relationship between the denominations and the organised Jewish community.

b. **Funding**

1. We will soon have to decide how the issue of the economics of Jewish education should be addressed. This can range from offering ballpark figures about the current expenditures for Jewish Education to ballpark figures about the cost of reform, to the impact of tuition on participation.

2. Recommendations will depend on the outcomes of the meetings with the funders. They may include recommendations about ways to increase funding for Jewish Education.

c. **Climate**

d. **Leadership**

i. This is an example where best practice and vision would be introduced -- should we decide to include them throughout the report rather than in a separate section.

For example the history and outcomes of the Cleveland Commission and of other Commission ; testimony by leading foundations etc...

ii. The approach to these elements - particularly

funding -- the contribution of foundations,

individuals and local federations could be handled in this section.

iii. This assignment could be undertaken by Hank Zucker and Joel Fox on the Community side with Joe Reimer contributing the perspective on the denominations.

B. Personnel

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

Each element will be based on the background papers that will be prepared.

1. Recruitment

a. Findings:

What is currently being done to recruit promising candidates to the field. How this is being done. What seems to be effective (e.g. what is the impact of fellowships). What are the main problems.

What are pools of potential candidates that should be addressed? (e.g. Judaic studies majors; women in the rabbinate; rabbinical students; Jewish educators in the general system?)

* We will strive to have as many issues as possible dealt with in the background papers. Specific recommendations will of course depend on the available knowledge.

b. Recommendations on recruitment could relate to the following issues:

* Recruitment of special populations - and development of fast training tracks for some.

* Short term recruitment plan of high-school graduates for all existing training programs

* A market study to identify additional pools of

candidates. The outcomes would be monitored for several years.

** Jack Ukeles might be a possible candidate for this assignment

2. Training

a. The background papers on training could include the following:

* an inventory and assessment of existing training opportunities

* a review of major current schools of thought and experiments in the area of the training of educators - formal and informal.

** Dr Aryeh Davidson of the JTSA is a possible candidate for the above studies.

* a needs analysis : how much training of what kind is needed (formal and informal); profile of today's teachers and informal educators, their educational background etc..

** Dr Isa Aron of HUC (Los Angeles) is a possible candidate for this study.

b. Findings

Findings will depend on the studies undertaken, However even the data available thus far allows to identify the paucity of training opportunities and the small number of students; the lack of available faculty; problems of content in the training programs, jobs available and appropriate candidates

c. Recommendations on training might include matters such as:

* on-the-job training program for personnel. This might include training in North America in existing training institutions and in general universities. It might include short courses in Israel. A range of options may be developed from day-long programs to sabbatical years.

* financial assistance to existing training programs - for their expansion and improvement

- * a national faculty recruitment and development plan that would include the endowment of professorships of Jewish Education; the teaming of Israeli and Diaspora Institutions; etc..

- *the creation of new programs - perhaps the development of of an open university type program, the development of training programs at general universities that have strong judaica departments.

- * The development of specialized training programs: each institution might develop a specific area of specialization

- * Minimal standards of training will be developed.

- * The research capacity for Jewish Education will have to be developed. It might be included in this section - as it is related to training. It might also be included in the general recommendations.

- *Examples of vision could include matters such as MLM's idea to create a number of senior personnel training programs in the US on the model of the Jerusalem Fellows and Senior Educators programs - and his suggestion to create a number of centers such as the Melton center in different parts of North America.

3. Building the Profession

The transformation of Jewish Education into a profession that may attract and retain talented professionals is one of the key elements in any plan for a long term change.

- * Many elements are involved. They include the status of the profession; ladders of advancement; salaries and benefits; the empowerment of educators; the development of networks of collegiality; the development of an agreed upon body of knowledge; a code of professional ethics; etc. The Community Action Sites will be our laboratory to see how the profession can be built on the local scene - in the reality.

Background papers will need to be prepared on as many of these elements as possible.

- ** Isa Aron is a candidate for a review of the literature on profession and an

assessment of how Jewish Education is performing.

A paper will be commissioned on salaries and benefits: the current situation.

The research design will indicate what other papers are required.

C. Implementation (Community Action Site M- mechanism)

The case will be made here for the development of Community Action Sites and for setting up - as soon as the commission completes its work - a mechanism for implementation (what we have called the "IJE" or the "ii"). This mechanism is likely to relate to much more than the Community Action Sites.

* SF and AH have prepared various drafts towards this. Some were discussed at the planning group meetings since February. A new draft will be prepared for discussion, incorporating what has been learned over the past six months.

D. A Roadmap for Jewish Education in North America: General Recommendations - Including the Programmatic Areas.

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

If a way can be found to develop the options papers (see memo on CAJE) then this can be well documented and contain a good deal of substance.

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

In addition to the mechanism for implementation (perhaps overlapping with it) there will be recommendations dealing with a successor mechanism to monitor progress, ensure accountability and report to the community. The recommendations might include:

* The Commission continues to exist, meets once a year and receives an annual report from the IJE. This report could :

- review progress in the IJE
- report on the state of Jewish Education (like the various Brookings reports)
- focus interest on key agenda issues to be addressed by the community.
- set the research agenda

VI. SUMMARY AND CONCLUSIONS

VII. APPENDICES

1. Background papers
2. List of Commissioners and biographies
3. Credits and Acknowledgements

RESEARCH DESIGN

1. PROCESS

In order to provide the data and knowledge needed for the completion of the work of the Commission in the Spring of 1990 (final Report and mechanism for implementation) - as well as to set the basis for a subsequent research agenda - we suggest the following steps:

- a. Define the questions to be addressed and on the basis of these prepare the research agenda.
(S.F. and A.H. in consultation with experts and researchers - late June and July 1989).
- b. Identify possible researchers for the various pieces, talk with them, ask to prepare outline of paper, including schedule. Planning group must approve the projects and allow negotiations with researchers.
(S.F. and A.H. late June to August 1989)
- c. Hold a seminar of the various researchers and senior experts to discuss the research questions and the proposals.
(S.F./A.H. late August/early September 1989)
- d. Work on 4-6 papers begins
(Researchers - around September 1, 1989)
- e. Interim reports to Commission - plenary or small groups
(researchers - October/November 1989)
- f. Seminar of researchers to discuss progress and additional needs. (October/November 1989)
- g. First draft of papers - for discussion
(December-January 1989)
- h. Seminar of researchers and senior experts to discuss papers and incorporation in analysis for the report.
(February 1989)
- i. Final draft of papers
(March 1989)

2. PROGRESS TO DATE

Since our return we were able to progress on this topic thanks to the fact that the Melton Center held a conference that brought many researchers in Jewish Education to Jerusalem. We held a consultation with the following people:

Isa Aron, Joseph Lukinsky, Jack Bieler, Aryeh Davidson, Hanan Alexander. At this meeting we were able to present our thoughts

on the data needs and to ascertain what is available. Participants showed much interest in the work of the Commission and a desire to be involved.

In subsequent individual meetings with some of the participants we were able to begin the discussion on specific contributions they may make - and to set the base for possible proposals on 2-3 papers (Building the profession; training programs; profile of educators). At the same time we have discussed with Joe the paper he may want to write.

We will discuss with you on the telephone how to start the actual work as soon as possible.

July 3, 1989

CAJE -- OPTION PAPERS

Upon reading Sarah Lee's wonderful report on the planning meeting with CAJE we would like

1. to endorse the proposed plan for the 15th of August
2. to suggest the following additional idea:

In order to further engage CAJE and give educators ownership in the work of the Commission we suggest asking their active involvement in the preparation of expanded options papers for the final report - as follows:

a. at the CAJE conference workshops should be set up by topic of option paper. Educators whose field of practice, interest or research is that of the option should be invited to participate in the workshop. Thus a workshop should be convened on the media, another on early childhood, yet another on supplementary schools, on college students, etc...

b. The existing option paper should be presented, critiqued and expanded upon. A CAJE member (staff or participant) should be appointed to draft an expanded version with the help of the workshop members.

c. A Commissioner, Senior Policy Advisor or staff member should staff each workshop to give information and guidance as needed. However the paper should be a product of CAJE - representing the collective wisdom of its members.

d. We will appoint a researcher (a person such as Barry Holtz) to be in charge of the project, co-ordinate it and insure its editorial policy and quality.

e. The new option papers will be appended to the Commission report and sent to all CAJE members as their contribution to the work of the Commission.

TO: Annette
FROM: Debbie
RE: Notes from my trip

Meeting with Leora Isaacs - JESNA - June 20

The following communities are doing/have done studies of their educators:

Miami

L.A. - data is in; analysis not yet complete. (Isa Aron)

Philadelphia - raw data available; final report not yet ready

Boston - I spoke with Judy Israel who referred me to Steve Cherbin who will be taking over all personnel-related issues when she goes on maternity leave. Steve was on vacation but Judy will ask him to be in touch with me.

Baltimore - a small study was done

Cleveland - they have a little data; not a full report

Syracuse - they have a little data

HUC (L.A.) did a follow-up study on their graduates which we can get from Sara Lee.

A report was done on Reform Day School principals which we can get through Irwin Shlochter at Rodef Shalom in Manhattan. (He's the head of the Organization of Reform Day School Principals.)

A report was done on Solomon Schechter Principals which we can get from Bob Abramson.

Paul Flexner at JESNA is responsible for collecting the educators studies.

Several communities (BJEs and Federations) have commissioned JESNA to do community studies - mainly qualitative assessments, but some have quantitative data like the Buffalo study. The person in charge of these is David Shlucker. He was unavailable, but Leora said she would speak to him.

A data bank of educators is being compiled. Paul Flexner will do initial analysis of it (preliminary data will be pulled out) by the end of the summer. The data will be disseminated through the Trends newsletter (which comes out twice a year).

Leora: "The data bank is incomplete and there is little hope of ever completing it. It is difficult to get cooperation, even to get local listings."

An intern working with Leora is putting together an inventory of current research in Jewish education. So far, most of it is more theoretical/philosophical than empirical. Some evaluative studies have been done. I brought back Susan Shevitz's evaluation of the Israel Incentive Savings Program. If we want Bernie Reisman's evaluation of the implementation of the JWB

Maximizing report we can get it through JWB (Jane Berman).

In June 1989 there was a conference on Research in Jewish Education. 45 people attended and are supposedly sending in abstracts of the research they are doing. Leora promised to send a copy of the final inventory.

I brought back a copy of the bibliography of the Himmelfarb document which lists numerous research projects.