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TELEPHONE CALL WITH DAVID FINN

28 JULY, 1990 - 3:30PM

1. We are continuing the job of tightening up and focusing the report chapter by chapter.

2. What does that mean? In Chapter 3 we begin by saying that a lot is going on, we are telling what is not working and leave open for Chapter 4 how to address this.

3. Chapter 4 offers the strategy.

4. Chapter 5: We are suggesting a much stronger focus on concrete doings and outcomes of the plan:

1. Start with what we want to achieve.
a decent profession
a concerned community
children who learn

2. Describe what will be done to build the profession -
concretely:
Training programs
In-service training
Salaries etc.

Do same for community.

5. This is too vast and too complex to be addressed at once, therefore local as well as continental

6. Lead communities

7. Continental strategies.

8. Who will do this?

As next point we left programmatic and research out of Chapter 4. This is an oversight. They belong in Chapter 5 too.

FAX SENT

DATE: 24/5/90

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצים למדיניות ותכנון
ירושלים

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

URGENT!

TO: DAVID FINN

DATE:

FROM: SEYMOUR FOX

NO. PAGES:

FAX NUMBER:

FIRST AMERICAN INSTALLMENT
ARCHIVES

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[Handwritten signature]

Chapter 5: An Action Plan

WITH CORRECTIONS -- May 20, 1990 13:23 PM

The Commission concluded its deliberations with the formulation of a concrete plan of action. The plan included the following components:

I.. Establishing "The Council for New Initiatives in Jewish Education"

The Commission recognized that a new entity would have to be created to assume responsibility for the follow-up and implementation of its plan. An organization that would build upon the momentum created by the Commission, that could maintain the dialogue between Foundations and Lead Communities, between National institutions and local initiatives, between creative teachers and interested scholars.

There are no precise parallels that the Commission had in mind when conceiving of the idea of the Council, but there were parallels that were useful when thinking through its functions and roles. These parallels ranged from the Manhattan Project, which brought together the leading scientific minds in the world to achieve a breakthrough in splitting the atom, to the Radiation Laboratory of MIT, which pioneered the development of radar, to NASA, which has been responsible for America's space program. The American

Assembly at Columbia University,, founded by President Eisenhower as a center for the development of new thinking in key segments of American life,, is another useful model.

The difference between the Council and these other enterprises is that the Council is designed to be a small but significant undertaking that will identify the talents and resources that need to be brought together and will ask them to undertake specific assignments that fit into the overall plan.. It will generate new initiatives to be carried out by existing institutions.. It will bring together the talents and resources necessary to develop these initiatives.

There was considerable discussion whether the role envisioned could not be undertaken by existing organizations,, for the commissioners were determined to avoid establishing an unnecessary bureaucracy to accomplish their purpose.

So? as: It was decided that no existing org could do what the council would have to do, (AT) but the council would be able to do it.

In establishing the Council the Commissioners knew that they would be supported and helped by those organizations that are playing a leading role in Jewish education in North America today.

ecvii, ^
existing
of
follows:*

JESNA, which had made tremendous strides since its creation in 1981, would need to intensify its work with communities around the country in the on-going effort

to place Jewish education higher on the agenda of the Jewish Community. It will be called upon to gather significant data about Jewish education and to continue to offer its expertise in consultations..

As work progresses it will need to play a major role in diffusing the lessons learned through the initiatives encouraged by the Council..

It was also agreed that the JCC Association would have to intensify the vital role it has played in the development of informal settings for Jewish education. As it would continue to serve the needs of individual Jewish Community Centers,, to offer a broad range of direct and indirect services,, the JCC Association will integrate new educational developments that may arise out of the Commission's plan into the arena of informal education.

CJF, the umbrella organization for Jewish federations in North America will be turned to, to intensify the recruitment of and communications with community leaders, encourage the development of supporting structures such as local commissions on Jewish education, and encourage a significant increase in the allocation for Jewish education throughout North America.

As the Commission developed its plan it learned to appreciate the centrality of those who deliver the

services of Jewish education: the denominations, their schools, their training institutions and commissions on Jewish education, the bureaus of Jewish education, the front line educators and their professional organizations such as CAJE. The Council will need to learn how to facilitate their contribution to the implementation of the Commission's plan.

With the help of these institutions, the Council could become, a driving force for innovation and change and serve as a catalyst to help bring about the necessary transformation of Jewish education in North America.

It was decided that the Council would be located in New York City, as an independent entity with its own Board of Trustees. Its charter will call for a Board of 20 to be chosen by the sponsors of the North American Commission on Jewish Education (the Mandel Associated Foundations, JCC Association, JESNA, and CJE), together with the six Foundations that have agreed to provide initial funding. Trustees will include principals of foundations that have committed major funds, as well as educators, scholars and community leaders.

The first director of the Council will be Stephen H. Hoffman, an outstanding professional who has for some years been Executive Director of the Jewish Community Federation of Cleveland. The initial annual operating

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following
page,
define role
and then add
"the first will be"

In addition to these specialists, consultants will also be used, and work will be farmed out to existing institutions.

The Director of the ^{Council} Center will present to the Board of Trustees by January 1, 1991 a five-year plan of action, with a timetable and budget. At the end of each subsequent year, the Council will issue an annual report that will be distributed to all segments of the Jewish community concerned with Jewish education and Jewish continuity.

The Commission's recommendations and plans require that the Council work simultaneously on the local and national scene. On the local scene through Lead Communities; for the national scene it will develop strategic plans to develop the profession of Jewish education and involve more community leaders in the Jewish educational enterprise.

II. The Establishment of Lead Communities

The basic concept of the Lead Communities was refined as the Commission progressed with its work.

A Lead Community ^{is} ~~could be~~ a place -- a whole community -- that will engage in the process of re-designing and improving the delivery of Jewish education. The focus will be on dealing with the shortage of qualified

— 3
inspiration

personnel and on recruiting communal support,, with the goal of effecting and inspiring change in the various programmatic areas of Jewish education,, through a wide array of intensive programs..

Initially,, three to five Lead Communities will be chosen in North America..

The selection process of these Lead Communities will be worked out by the staff of the Council and approved by the Board..A number of cities have already expressed their interest in being considered,, including Baltimore,, Denver,, Los Angeles,, Philadelphia,, Cincinnati,, Cleveland,, Detroit,, Chicago,, Toronto,, and New York.. These and possibly other cities will be considered by the Council.. The goal will be to choose those that provide the strongest prospects for success and will be able to serve as models for other communities in the future.. With this in mind, the following criteria for selection are being considered:

- o It will be important to choose communities in various geographic locations..
- o They should be of different sizes.
- o Some should be relatively new communities and others well-established..
- o There may be sociological differences and communities may have different levels of Jewish

involvement. The object therefore will not be simply to select communities that are most eager to participate in the program or even offer the greatest promise of leadership and financial support,, but rather those that will provide the most significant lessons for a broad national program to be undertaken in the future.

To make this determination,, the staff will have to produce an analysis of the structure of the different communities that have offered to participate in the program,, and then make suggestions as to how best to select the three to five sites that will provide the most fruitful settings as well as the most representative spread. The staff will also make on-site visits to those communities most likely to be selected.

When the recommendations are acted upon by the Board,, a public announcement will be made so that the Jewish community as a whole will know which cities will be selected as Lead Communities.. Commissioners have suggested that for each Lead Community,, the following conditions should be met:

tense

- * There must be credible demonstration that the leadership of the Community is willing to undertake a significant program of change in Jewish education.

- * A large percentage (possibly 75%) of all the educational institutions and settings for education in the community must agree to join the endeavor.
- * The leaders of the Community must agree to participate in orientation, education and training programs.
- * The key professionals in communal and educational institutions will establish on-the-job education and training for all professionals in the community.
- o The community must undertake to raise sufficient funds for the program. This does not mean that only wealthy communities will be eligible; what is required is a significant increase in allocation and not an absolute sum of money.

Among the first steps to be taken in each Lead Community will be to create a local planning committee consisting of the leaders of the organized Jewish community, the Rabbis and the educators in all the institutions involved in Jewish education. The Council

will help each local committee recruit a staff of professionals to work on the program. It will be the staff's responsibility to prepare a written report on the state of Jewish education in its community.. This report will form the basis for the preparation of a plan of action, including recommendations and new programs.. The Council sees as its mission to offer whatever assistance is needed in this process.

Once this report is completed, the local staff will work with the national Council to determine the steps to be taken to implement the action plan.

Though detailed plans will have to be prepared ^{individually for each} for Lead Communities, the following could serve as examples of what might be done:

Every member of the educational institutions in Lead Communities will join in an ongoing collective effort of study and self improvement.

1. Training programs will be established for principals and teachers involving weekends, summer programs and vacation programs with experts and scholars from the denominations and universities, both in the U.S. and in Israel.

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1. Training programs will be established for principals and teachers involving weekends, summer programs and vacation programs with experts and scholars from the denominations and universities, both in the U.S. and in Israel.

2. On-the-job training programs will be developed for all educators - both formal and informal.
3. Each local school,, community center,, camp,, youth program,, etc., will adopt elements from the inventory of best practices maintained at the Council.. This will lead to an immediate expansion and the enhancement of their current educational program.

After deciding what form of best practice they want to adopt,, the community will develop the appropriate training program so that this practice can be introduced into the relevant insitutions.. An important function of the local planning group and national Council will be to monitor and evaluate these innovations,, and to study their effect.

Cultivating new sources of personnel will be a major area of activity. Some of it will be planned and implemented at the national level. However, each Lead Community will be a testing-ground for the recruitment of new and talented people into the system.

The injection of new personnel into a Community will ^{be} made ^{serve} for several purposes: to introduce new programs; to offer new services such as family education; to fill needs such as early childhood education; to provide

experts in the Bible, Jewish history, etc.; and to fill existing but vacant positions.

These new positions are going to be filled in innovative and creative ways, so that new sources of personnel are ^{utilized} developed. The Council will establish a Fellowship program and an Educational Corp to enlist the services of young talented Jews who might not otherwise consider the field of Jewish education as a career choice.

1. Fellows of the Council - There is a reservoir of young Jews who are outstanding people in general education as well as in other fields ((philosophy, psychology, etc.)) who would welcome the opportunity to make contributions to Jewish life in a Lead Community. The Council and the local planning committee will recruit at least two such individuals per Lead Community as Fellows, for a period of three years. These fellows will bring the best of general education into Jewish education, serving as teacher-trainers, and working in monitoring and evaluation.
2. Jewish Education Corps= Another source of talent for the system could be outstanding college students who have good Jewish backgrounds (such as graduates of day schools, of Hebrew speaking camps and students

specializing in Judaica at colleges and Universities). These students might not be planning a career in Jewish education, but they are deeply committed to Judaism and have the potential to be good educators. The Council will attract these people through a program modelled after the concept of the Peace Corps. Multi-year agreements will be made in which they will commit themselves to devote eight hours a week for four years to Jewish education in a Lead Community and to be trained for the assignment. During this time they will continue with their general studies at the University. In exchange for their teaching services, the Lead Community will offer appropriate remuneration: tuition for four years.

3. Fast-Track Programs - Efforts will be made to build Fast Track training programs for young men and women majoring in Judaica at colleges and universities. It is currently estimated that there are hundreds of potential candidates. These people now have few job opportunities and might well be excited about opportunities in Lead Communities.

4. Another source of new personnel could be people who are looking to make a career change. Many such individuals are currently in the general education system. Often they are in their thirties or forties and are looking for new challenges.

If each Lead Community succeeds in recruiting 20 people from these various sources,, it could have a tremendous impact on the quality of Jewish education. These newly recruited educators will choose to participate in this endeavor because they believe that they will be making a difference. They will be highly motivated, and their enthusiasm is likely to be transmitted to their students..

All the Lead Communities will work together in an Association of Lead Communities,, similar to the Association of Effective Schools.. It will be the responsibility of the Council to make sure that the local committees and professional staffs meet together and network..

Lead Communities will also serve as pilot programs for national efforts in the areas of recruitment, salary and benefits,, of ladders of advancement and generally of building the profession..

For example,, a program will be developed to allow senior teachers in Lead Communities to be given a prominent role in determining policy and in deciding which best practices to adopt,, thereby playing a more important role in the education process. The issue of empowerment may be one of the most significant keys for attracting a

high caliber ~~of~~ educator,, and while the Council will develop ways to give teachers nationally a greater voice ^{Un} and creative input,, this will be applied early on and experimentally in Lead Communities..

In this process,, a new ladder of advancement for teachers will be established. Lead Communities ^{educators} will be creating new positions and roles ^{Talented teachers will be able to take advantage from} for teacher to assistant principal and then to principal,, as is currently the case,, a good teacher will be able to specialize and play a leading role in his or her field of expertise throughout the community.. For example,, a teacher who became a Bible specialist might become a leading figure in this field for an entire Lead Community..

* * *

The Commission's recommendations and action plan will necessitate that the Council develop a strategic plan for its implementation throughout North America.. Among the ideas and suggestions that the Council will be considering for building blocks personnel are:

1. A national recruitment plan will be prepared to bring new people into the field of Jewish education.

For the first time a systematic approach to recruitment will be undertaken,, bringing marketing thought to bear on Jewish education.. A market study will be undertaken

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FACSIMILE TRANSMISSION

TO

DAVID F. M.

DATE:

FROM:

URGENT

NO. PAGES:

FAX NUMBER:

TITLE: EV INSTALLMENT

PAGES 17-22

Nativ Policy and Planning Consultants
Jerusalem, Israel

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FACSIMILE TRANSMISSION

TO: ~~Dr.~~ Mevlatam, David Finn

DATE: 22/11/90

FROM: A Hochstein

NO. PAGES: 1

FAX NUMBER:

Could you please fax again
pages 2 and 8 of your chapter 4 -
our copy is not clear.

Thanks & Best
Amir

FAX SENT - W

date:

Nativ Policy and Planning Consultants
Jerusalem, Israel

•. עתיד-יועצים למדיניות ומסכנות
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FACSIMILE TRANSMISSION

TO: David Finn

DATE: 22 May, 1990

FROM:

A. Hachit

NO. PAGES: 7

FAX NUMBER: 001-212-715 1662

Dear David,

The following pages are not in the edited version and
we wanted to be sure you received them.

Regards,

A. Hachit

FAX SENT

DATE: 20/5/00

Nativ Policy and Planning Consultants
Jerusalem, Israel

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ירושלים

Tel.: 972-2-662 296; 699 9511

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FACSIMILE TRANSMISSION

TO: David Fimm and Dena Merriam

DATE: June 20, 1990

FROM: Seymour Fox and Annette Hochstein

NO. PAGES: 8

FAX NUMBER: 972-2-353 13011

Dear David,

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COOK FORTUALLY TO DISCUSSING THIS QUINTH YOU
AT 12:30 (PM) JED) A y:

SK

Chapter 5: An Action Plan

WITH CORRECTIONS -- May 20, 1990 13:23 PM

The Commission concluded its deliberations with the formulation of a concrete plan of action. The plan included the ~~is Chapter 5 implementation of the action plan~~ following components:

I. Establishing "The Council for New Initiatives in Jewish Education"

The Commission recognized that a new entity would have to be created to assume responsibility for the follow-up and implementation of its plan. An organization that would build upon the momentum created by the Commission, that could maintain the dialogue between Foundations and Lead Communities, between National institutions and local initiatives, between creative teachers and interested scholars.

There are no precise parallels that the Commission had in mind when conceiving of the idea of the Council, but there were parallels that were useful when thinking through its functions and roles. These parallels ranged from the Manhattan Project, which brought together the leading scientific minds in the world to achieve a breakthrough in splitting the atom, to the Radiation Laboratory of MIT, which pioneered the development of radar, to NASA, which has been

responsible for America's space program. The American Assembly at Columbia University,, founded by President Eisenhower as a center for the development of new thinking in key segments of American life,, is another useful model.

The difference between the ^{Council}~~Center~~ and these other enterprises is that the ^{fi/UNH-}~~Center~~ is designed to be a small but significant undertaking that will identify the talents and resources that need to be brought together and will ask them to undertake specific assignments that fit into the overall plan.. It will generate new initiatives to be carried out by existing institutions.. It will bring together the talents and resources necessary to develop these initiatives..

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JESNA,, which had made tremendous strides since its creation in 1981,, would need to intensify its work with

communities around the country in the on-going effort to place Jewish education higher on the agenda of the Jewish Community. It will be called upon to gather significant data about Jewish education and to continue to offer its expertise in consultations.

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appreciate the centrality of those who deliver the services of Jewish education: the denominations, their schools, their training institutions and commissions on Jewish education, the bureaus of Jewish education, the ^{501(c)(3) educational} ~~key~~ professional organizations such as CAJE. The Council will need to learn how to facilitate their contribution to the implementation of the Commission's plan.

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City, as an independent entity with its own Board of Trustees. Its charter will call for a Board of 20, to be chosen by the sponsors of the North American Commission on Jewish Education ((the Mandel Associated Foundations, JCC Association, JESNA, and CJF), together with the six Foundations that have agreed to provide initial funding. Trustees will include principals of foundations that have committed major funds, as well as educators, scholars and community leaders.

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In addition to these specialists,, consultants will also be used,, and work will be farmed out to existing institutions..

The Director of the Center will present to the Board of Trustees by January 1, 1991 a five-year plan of action,, with a timetable and budget.. At the end of each subsequent year,, the Council will issue an annual report that will be distributed to all segments of the Jewish community concerned with Jewish education and Jewish continuity..

Among the functions of the Council will be:

- o To initiate and facilitate the establishment of Lead Communities
- o To bring about the preparation of strategic plans for the development of training programs,, for a national recruitment program,, and for the improvement of salaries and other benefits o To encourage funding and support for these initiatives
- o To offer assistance as requested for the planning and development of a research capability in North America
- o To offer assistance as requested for the planning and development of programmatic areas
- o to undertake the above will require the development of an inventory of best practices in the field of Jewish education;
- o To initiate the evaluation and monitoring of programs on a continuing basis..

The Council will give periodic progress reports to its board and help Lead Communities establish an effective monitoring and evaluating unit/system..

II.. The Continuing Role of the Commission on Jewish Education in North America --

DATE: 17/5/90

DATE: 17/5/90

Nativ Policy and Planning Consultants
Jerusalem, Israel

מחלקת מדיניות ומתכנון
ירושלים

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FACSIMILE TRANSMISSION

TO: David Finn & Dena Merriam

DATE: May 17, 1990

FROM: Annette Hochstein

NO. PAGES: 8

FAX NUMBER: (212) 715-1662

Dear David and Dear Dena,

David, welcome back. We hope that you had a fruitful and nice trip. We have spent the week working with Mort Mandel, who is visiting, and trying to put together materials that will hopefully be useful for the writing of chapters 4 and 5.

We are attaching our comments as well as a copy of Dena's version of chapter 5 with changes/additions.

As you can see we are now suggesting a somewhat different approach to these two chapters: we are suggesting that chapter four tell the story NOT of the Commission's work or mode of operation, but rather of the content of its work and decisions. Seymour dictated the body of the chapter (attached). We suggest the chapter conclude with a summary of the plan (Documents of February 14 and of October 23) and of the recommendations (Document of February 14 pages 4 and 5). This then will lead to the fifth chapter which/that (help! where's Safire....) becomes the implementation plan illustrated, or a program for implementation. Please let us know if this makes sense, is sufficient, needs further clarification. We will call you tomorrow (Friday) to find out.

We had planned a long call on Sunday. If you agree with this, please let us know when is a good time.

Best Regards and Wishes for a fruitful and inspired/inspiring week-end,

5/

GENERAL COMMENT FOR CHAPTER FIVE

The draft of this chapter is incomplete in that it covers only some of the topics that need to be included. We have tried below to make it more comprehensive. However some of these omissions, are of particular significance.

One is the treatment of the building block "community", which is treated in the text too thinly as compared to the building block "personnel". The other is the fact that implementation cannot take place at the level of lead communities only. Both community and personnel must take place BOTH and often SIMULTANEOUSLY at the level of lead communities and at the general ((continental)) level.

As we see it the chapter needs to include two parallel development thrusts within each of the main building blocks:

1. The building block in the lead communities
2. The building blocks on their own -- or at the national//continental level.

Thus when we speak about recruitment, or about training -- or about salaries and advancement -- part of the work will be done in Lead Communities. Another part will take place at the National level. When training programs are invited to train the teachers of lead communities -- this is but one aspect of their development. The other is that they will grow from graduating one hundred people per year to graduating four hundred, that these graduates will fan out throughout the USA and Canada, etc...

The single most important element for the training programs -- without which the training programs won't be able to assist lead communities -- is that they need to build faculty and must offer scholarships -- fellowships to their students. (Note: the Wexner Foundation has undertaken a program to give fellowships to elite students and to help training institutions re-think their programs.) A much more massive effort is needed to quadruple the faculty and students of the training programs. Fellowships are needed for all or most students/training programs.

The same is true for recruitment : We will need to recruit for both the Lead Communities and in order to demonstrate that systematic recruitment can improve the personnel situation throughout the Continent, etc.

As for the building block "community," let us look at funding: the commission is raising funds for programs throughout the country, as well as for lead communities. Or leadership: community leaders will be recruited, trained and involved for national institutions as well as for lead communities.

Funding is needed nationally but lead communities will also have to raise significant sums of money for increased salaries locally etc.

More generally, we suggest elaborating on the building block "community."

We do a fair job dealing with this in terms of the Lead Communities. We must add elements for the national level and Non Lead Communities. The idea is that we have to capture and recruit as many Mandels, Bronfmans, Twerskys and Lipsets as possible, and replicate this locally, all the way to the grassroots.

Mandel put it the following way here yesterday: "if the Jewish population is largely concentrated in thirty communities and there are ten key leaders in each community, in 1980, 25 of these leaders thought Jewish education was the burning issue, 100 thought it was an important issue, and the rest didn't spend much time thinking about it. In 1990, 100 community leaders think this a burning issue; 100 think it is an important issue, and 100 don't give it too much attention. The challenge is that by the year 2000, 250 of these community leaders see Jewish education as the burning issue and 50 think it is important. When this happens there will be:

-- money available to undertake all the wonderful things we have been talking about

-- many good people / ^{quite outstanding} personnel will be drawn to the field because the community will be announcing in the most dramatic of terms that this is what is needed to ^{improve} the Jewish future. Ch 1 (1)

the two building blocks cannot be separated. Outstanding personnel will enthruse these outstanding community leaders. ^{they will be able to recruit, attract, and retain the right people}

It is clear to VVXA that

Chapter five -- specific comments

Page numbers refer to Dena's version

Page 1.

Should this chapter begin with the Center? If this chapter is primarily about implementation (~~which we are now suggesting~~) we can be comfortable with that. However if this chapter has to include the plan, recommendations, etc. We should not begin with the Center.

Twersky suggested using the idea of a "Council" instead of a Center. We like the idea.

Are we condescending to JESNA when saying that the Commission is the one that will bring about fundamental change (pp 1 - 2).

Pp. 1-2: the definition of the roles of JESNA and the JCC Association is mentioned here -- and again at the end of the document (pp. 19-20). We need to watch duplications, while watching also the need to refer to them adequately.

JCC Association should be treated the same way as JESNA -- see attached page.

Page 2: the parallels for the Center (~~Manhattan Project~~ etc.)

While we believe that JESNA and JCCA are well treated - and can be relaxed by the above page, we think that the parallels chosen will frighten Yeshiva, the Seminary and HUC and will make them feel that all creativity will be at the Center. Would it be possible to have our cake and eat it - namely to describe the Center as a place that will bring together the creative minds from existing institutions, will take ideas from exciting and innovative Jewish or general educational projects wherever they be, and will be more like NASA (which we believe coordinates the work by universities, by contractors, by governmental agencies, etc.) than the Radiation Lab.

P .9, paragraph 3:

"Once they have..." . We believe that at this point a significant transition is missing -- namely what the work of these local staffs or Centers in Lead Communities is about. It is parallel to the role of the national Center, and requires, (following initial description of the state of affairs), the preparation of a plan and strategies for implementation. On the content side they will -- just like the national center -- keep the top leadership involved, undertake the planning -- particularly in the areas of the building blocks (personnel and community). Thus they will have to figure out how to meet the needs for personnel in all institutions and programs of the community. How many of the existing personnel are good and worth investing in. They will have to bring in X number of new people

to fill needs. For example specialists in early childhood education, in the teaching of Hebrew, in special education. They will have to negotiate with the national institutions and organizations for training and inservice training. Similarly they will develop a plan for the recruitment, training and involvement of outstanding leaders.

They will also search out what you have called "model programs" (p. 9) -- or what we call examples of best practice. This will be an ongoing process of the national Center with the Lead Communities. An example can be found in the work of the "effective schools" movement of Ted Sizer at Brown. Schools share with each other -- through the Center at Brown university -- what seems to be effective and to work (you mention this later in the text).

P. 10 following item 6.

Since no one will have agreed in advance to the particular suggestions on these pages, one way to deal with this is to write "some of the suggestions that have been made are..." This is particularly relevant for items such as the creation of an educator corps. Here you might say "It is being suggested that an education corps be created..."

P. 13.

Dena quite correctly mentions that profession building is not picked up -- nor is recruitment of candidates for training or for jobs.

These two topics are dealt with on pages 13 and 14 of the February 14 document but here are some further thoughts:

Recruitment

There is a need to undertake a national recruitment effort to bring new people to Jewish education. Such an effort -- while linked to the effort to improve the status and conditions under which educators study and work -- needs to be systematically addressed. The National Center and the Lead Communities will work together at it, and responsibility might be given to another Foundation or institution. For example, the Wexner Foundation has indicated that they might be interested in funding a systematic approach to recruitment.

What will be done?

For the first time a systematic approach to recruitment will be undertaken, bringing marketing thought to bear on Jewish education. Some form of market study will be undertaken to identify the relevant market segments -- who is a likely candidate for a profession in Jewish education.

The Center will find out the scope of recruitment involved. We believe that at the onset what is needed is to double - and then triple the number of people in all training programs. Moreover each Lead Community is likely to need 10 to 50 qualified applicants for jobs.

First the needs will be established. Then a study will be made to determine ((perhaps through focus groups)) what it would take to attract new people to the profession and what kind of people could be attracted.

Following this a recruitment plan will be prepared. Institutions of Higher Jewish learning may be asked to be involved in pilot efforts. Recruitment will then be launched for the lead communities -- they will also serve as pilot programs for this recruitment nationally.

Profession building

This involves many elements -- from salaries and benefits, to training, to status and more.

1. Salary -- a study will be made to decide the level of salary necessary to attract and retain people in the field. As we have mentioned in chapter three salaries are terrible.

Fringe benefits and pension plans will be introduced. They are scarce today.

2. Empowerment

In the lead communities teachers will be given a leading role in determining policy and their ideas and decision will make a difference. They will participate in the planning committee; they will be involved in monitoring and evaluation; they will be involved in deciding what best practices to introduce; they will be given roles in the administration of their institutions. This is in direct contrast with present practice and is considered ((in general education)) to be one of the more important issues in the recruitment and retention of talented people.

Networking, journals and conferences will be a key assignment of the national Center and will be nurtured in each lead community and between Lead Communities, as a first step in introducing this throughout the country. The Center will stimulate this activity and will involve training institutions, universities, CAJE, JESNA, the JCC Association and other research and professional associations.

These will make it possible for educators to discuss and diffuse what is learned in the lead communities, and to bring it to the attention of the larger Jewish community.

Because the lead communities will be creating new positions and new roles for Jewish educators (e.g. Early childhood, bible studies, special education; etc.) a different ladder of advancement will be introduced. Rather than being able to move up only from being a teacher to being an assistant principal to being a principal, which is often inappropriate (e.g. a good teacher may not be a good principal) a good teacher will be able to specialize and play a leading role in his/her field of expertise throughout the community. Thus two teachers might become the leaders in early childhood, two teachers might be the leaders in bible studies; two teachers may be the leaders in adult education for that community, etc.

After profession building it will be necessary insert the section about training. (See above, "general comments".)

Page 14 of Dena version -- page 12 of first version: though monitoring and evaluation was mentioned above, we suggested to reintroduce the original ideas.

General Comment: A section on research has to be re-introduced. Please see pages 25 and 26 of the document of February 14. The general idea is that the Center will facilitate the development - - hopefully by one or more foundations -- of research centers for Jewish education at institutions of higher Jewish learning, universities and organisations.

(JCC Association)

The Jewish Community Center Association of North America (~~JCCA formerly JWB~~) is the leadership body for the North American network of JCC's and Y's; JCCA serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences and by identifying and projecting movement-wide directions, issues and priorities.

INSERT ~~B~~

The Jewish Education Service of North America (JESNA) is the organized community's planning, service and coordinating agency for Jewish education. It works directly with local federations, the agencies and institutions created and supported by federations, and other independent education institutions to deliver educational services.

Annette --

I've reworked this chapter, but in doing so I see that it really needs several more days of going over with David. I have yet to review the Decade of Renewal to make sure all of your ideas are covered.

In reading this over, I wonder if we have enough in there about profession building. We made such a point in chapter 3 about the lack of professionalism, but we only mention salaries and benefits briefly. Maybe we should have a whole subsection on building a profession of educators. It would come after the paragraph on Fellows and the Education Corp.

Let me know your thoughts. I will plan to speak with you Monday between 12:00 and 1:00 and by that time I will have some of David's reactions.

Chapter 3: The Final Plan

The Commission ended its deliberations with the formulation of a concrete plan of action. The plan included the following components:

1. The creation of The Center for New Initiatives in Jewish Education

The Commissioners were wary of creating a new organization that would do little more than expand the bureaucracy in the field. There was considerable discussion whether the role envisioned by the Commission for this new organization could not be undertaken by existing organizations.

It was clear to all that JESNA had made tremendous strides since its creation in 1981 and that its role would be increasingly important in the years ahead. It will be of crucial importance for JESNA to continue working with all the communities around the country in an on-going effort to place Jewish education higher on the agenda of the Jewish Community, to be a spokesperson in National Forums about the role of Jewish education, to gather data about Jewish education around the country, and as time goes on to play a major role in the diffusion of the lessons learned through the work of

the Center, The JCCA (JWB) must continue to play a similar role in the realm of informal education.

With these national organizations performing an increasingly important role, the Center will function as a driving force for innovation and change, and as a catalyst to bring about the necessary transformation of Jewish education in North America.

There are no precise parallels that the Commission had in mind when conceiving of the idea of the Center, but there were parallels that were useful when thinking through its functions and role. These parallels ranged from the Manhattan Project, which brought together the leading scientific minds in the world to achieve a breakthrough in splitting the atom, to the Radiation Laboratory of MIT, which pioneered the development of radar to NASA, which has been responsible for America's space program. The American Assembly at Columbia University, founded by President Eisenhower as a center for the development of new thinking in key segments of American life, is another useful model.

The difference between the Center and these other enterprises is that the Center is designed to be a small but significant undertaking that will generate new initiatives to be carried out by existing organizations. It will bring together the

talents and resources necessary to develop these initiatives.

The Center will be located in New York City and will be an independent entity with its own Board of Trustees. Its charter will call for a Board of 20 Trustees, who will be chosen by the sponsors of the North American Commission (the Mandel Associated Foundations, JWB, JESNA, and CJF) and the six Foundations that have agreed to provide initial funding. The Board will involve the principals of foundations that have committed major funds, as well as important scholars and community leaders.

The first director of the Center will be Steven Hoffman, an outstanding professional in the Jewish field who has for some years been the executive vice-president of the Cleveland Federation (get exact name). It is anticipated that the initial operating budget of the Center will be about one million dollars to cover the cost of staff and facilities to carry out its work. In addition, the Foundations have made available 25 million dollars to be used over the next five years to implement the Commission's plan.

The Center's staff will consist of specialists in the following fields:

1. A creative educator with experience in the field who

will be able to identify the most outstanding examples of Jewish education in various areas and who can tap the resources of other educators..

2. A community action specialist.
3. A researcher who will be responsible for monitoring and evaluating the enactment of the Commission's plan.
4. A staff person who will be a liaison with Foundations as well as other individuals and institutions interested in working with the Center..
5. A staff planner who will be in charge of strategic planning for the development of the Commission's program and who will work with the planning group in each Lead Community..

In addition to these specialists, consultants will also be used, and some work may be farmed out to existing institutions..

The Director of the Center will present to the Board of Trustees by January 1, 1991 a detailed, five-year plan of action, with a timetable and budget. At the end of each year, the Center will issue an annual report that will be distributed to all segments of the Jewish community concerned

with Jewish education and Jewish continuity.

Among the functions of the Center will be:

- o The development of an inventory of best practices in the field of Jewish education

- o The development of an inventory of resources from national institutions and Israel from which Lead Communities can draw

- o Evaluation and monitoring of programs on a continuing basis to reduce the feedback loop in education. It will help finetune the system, so corrections will be made as they go.

The Center will give reports to its board and help Lead Communities establish an effective monitoring and evaluating unit.

2. The Continuing Role of the Commission on Jewish Education in North America

It was agreed that the Commission would continue its existence as a representative body of the North American Jewish community to receive reports from and respond to the center as progress is made over the next five years..

It will plan to meet once a year in order to assess the progress made in the implementation of its plan and discuss the state of the field.

Its continuing role will demonstrate the determination of the leadership of all facets of the Jewish community to achieve a fundamental change in Jewish education through the course of this new undertaking.

31. The Establishment of Lead Communities

The basic concept of the Lead Communities has been refined in this final plan, including how they will be selected and what their role will be.

Initially, three to five Lead Communities will be chosen in North America to focus on the building blocks of Jewish education through a wide array of intensive programs.

The final selection process for these Lead Communities will be worked out by the staff of the Center and approved by the Board. The target date for making this decision is March 1, 1991. Already there is a long list of cities that have requested to be candidates, including Baltimore, Denver, Los Angeles, Philadelphia, Cincinnati, Cleveland, Detroit, Chica-

go, Toronto, and New York. Any one of these cities could qualify as Lead Communities. However, the goal of the Center will be to choose those that provide the strongest prospects for success and will be able to serve as models for other communities in the future. With this in mind, the criteria for selection will be as follows:

It will be important to choose communities in various geographic locations. They should be of different sizes. Some should be relatively new communities and others well-established. There may be sociological differences and they may have different levels of Jewish involvement. The object therefore will not be simply to select communities that are most eager to participate in the program or even offer the greatest promise of leadership and financial support, but rather those that will provide the most significant lessons for a broad national program to be undertaken in the future.

To make this determination, the staff will have to produce an analysis of the structure of the different communities that have offered to participate in the program, and then make a judgment as to how best to select the three to five sites that will provide the most fruitful settings as well as the most representative spread. The staff will also make on-site visits to those communities most likely to be selected.

Interviews will be held with local rabbis, chairman of school boards, principals, teachers, and lay leaders. On the basis of these interviews, a final recommendation will be made to the Board. When the recommendations are acted upon, a public announcement will be made so that the Jewish community as a whole will know which cities will be selected as Lead Communities. For each Lead Community, the following conditions must be met:

- * There must be credible demonstration that the leadership of the Community is willing to undertake a significant program of change in Jewish education.

- * A large percentage (possibly 75%) of all the educational institutions and settings for education in the community must agree to join the endeavor.

- * The leadership must agree to participate in orientation, education and training.

- * The key professionals in communal and educational institutions must agree to participate in orientation, education and training.

- * The community must demonstrate the leadership and willingness to raise sufficient funds for the program.

This criterion must be implemented so as not to apply only to wealthy communities; what is required is a significant increase in allocation and not an absolute sum of money.

The first step taken in each Lead Community will be to create a local planning committee consisting of the rabbis, educators, leaders of the organized Jewish community and the leaders in all the organizations interested in Jewish education. The initial step of the committee will be to prepare a written report on the state of Jewish education in their community. Under the guidance of the Center, they will hire a professional staff, who will conduct the study.

Once they have a description of the current state of Jewish education, the staff will work with the Center to identify model programs (from various parts of the country) that they want to introduce to their community.

Implementation of these programs will involve a number of

steps:

1. Identifying talented young people for full time training at an institutional level (e.g. summer programs, etc.)
2. Training programs will be established for principals, teachers, and the school board involving weekends, summer programs and vacation programs with experts and scholars from the denominational headquarters and universities, etc. both

educators

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They might include -
1. Identifying talented young people for full time training at an institutional level (e.g. summer programs, etc.)
2. Training programs will be established for principals, teachers, and the school board involving weekends, summer programs and vacation programs with experts and scholars from the denominational headquarters and universities, etc. both
Regular on the job training for everyone worth investing in.
E.g. every Monday afternoon
aSO
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here and in Israel.

Each local school and community center (and other forms) will decide to adopt one or another element from the repertoire of best practices.

Every member of the educational institutions will join in an ongoing collective effort of study and self improvement.

An injection of new personnel into the system will be made for several purposes: to establish new positions that are essential, such as in special education (for the emotionally disturbed, learning disabled, and the gifted); to fill the needs of early childhood education; to provide experts in the Bible, Jewish history, etc.; and to fill existing but vacant positions.

These new positions are going to be filled in innovative and creative ways, so that new sources of personnel are created. The Center will establish a Fellowship program and an Educational Corp. to enlist the services of young talented Jews who might not otherwise consider the field of Jewish education as a career choice.

1. Fellows of the Center -- There is a reservoir of young Jews who are outstanding people in general education as well

they want to adopt
in training school
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it into the
relevant
institutions
This introduces
one of the
important
functions of
the local and
National
Center -
Namely the
monitoring & and evaluation of innovation and the
study of their impact (see pp 18-24 / Feb 14 doc)
and 27-32

as in other fields (philosophy, psychology, etc.) who would welcome the opportunity to make contributions to Judaism in a Lead Community. The Center will recruit at least two such individuals per Lead Community as Fellows, for a period of three years. These Fellows will bring the best of general education into Jewish education, serving as teacher trainers, and working in monitoring and evaluation.

2. Jewish Education Corp ■ Another superb source of new blood for the system are outstanding college students who have good Jewish backgrounds (such as those who attended Camp Ramah, graduates of day schools, students specializing in Judaica at the University). These students might not be planning a career in Jewish education, but they are deeply committed to Judaism and have the potential to be good educators. The Center will attract these people through a program built on the concept of the Peace Corps. Multi-year agreements will be made in which they will commit themselves to devote eight hours a week for four years to Jewish education in a Lead Community and to be trained for the assignment. During this time they will continue their general studies at the University. In exchange for their teaching services, the Lead Community will pay their tuition for four years.

3. Another source of new talent will be outstanding teachers presently working in other communities who are eager to participate in a new initiative in Jewish education.

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last

4. A fourth source of new personnel will be people who are looking to make a career change. Many such individuals are currently ^{Lea.} entering the general education system. Often they are in their thirties or forties and are looking for new challenges, or they are dissatisfied with their current occupation and want to make a more serious contribution to society. They will be trained by the Fellows and the universities to be inducted into the field of Jewish education. ✓

5. Efforts will be made to build fast track programs for people specializing in Judaica at colleges ^{universities etc estimated at hundreds} (currently about ^{potential candidates} 1000-students). These people now have few job opportunities.

6. A sixth potential source for new personnel is individuals in public education with strong Jewish backgrounds.

If each Lead Community recruits 20 people from these various sources, it will have a tremendous impact on the quality of Jewish education. These new teachers will be choosing to participate in this new endeavor, because they believe they will make a difference. They will be highly motivated, and their enthusiasm will be transmitted to their students. In addition, they will be involved in their own process of learning and growing. All teachers and principals in Lead Communities will set aside one afternoon per week for study ✓

and self-improvement. This will create an on-going commitment to further their own knowledge, and it will aid in building a sense of professionalism among Jewish educators..

All the Lead Communities will work together in an Association of Lead Communities, similar to the Association of Effective Schools established by Ed Sizer (formerly Dean at Harvard, now at Brown University). It will be the responsibility of the Center to make sure that the local committees will meet together and network.

Lead Communities -- Working with National Institutions

The Lead Communities will work with national institutions in a number of ways.

Each of the institutions of higher learning will be invited by the Center to participate in ^{the planning process} ~~brainstorming~~ for the creation of programs in Lead Community. A type of exchange program ^{could} will be developed. For example, in exchange for assuming responsibility for educating teachers of a Lead Community, an institute would be given two endowed professorships. It also would be paid for its services.

^{It are likely} The institutes will be eager to participate, because they will be given assistance in building up their education depart-

ments and they will be giving an important service to their constituencies. Their theoretical work will be highly enriched by the practical experience of the Lead Communities. (see Document Feb. 14, pg. 11 - 14 and other reports, section on personnel).

Funding Approaches by the Center

Director of the Center and/or Director of Funding will be responsible for securing funds for the Commission's plan.

Funds will be used for Lead Communities on a matching basis. The Center will allocate specific amounts of money for programs as seed money on the condition that this money will be matched on a set percentage basis by the local communities. For example, the Center will provide a certain amount for the Educational Corps, the Fellowship Program, etc., and the community will match that money, applying it to these or other programs.

The same approach will be taken with Institutions of higher learning, with national organizations and other cooperating institutions, such as universities, etc. All of these national organizations will provide resources for the Lead Community programs, and the Center will provide seed money for those new functions and resources. Again this will be done on a matching basis, with the idea that the organiza-

tions and institutions will raise monies from their own constituencies to help pay for these new functions..

Financing of Activities in Specific Programmatic Areas

All the functions of the Center mentioned above are aimed at establishing the building blocks of Jewish education, namely building local community support and establishing a teaching profession. These efforts will be concentrated in the Lead Communities.

These building blocks form the basis for activities in specific programmatic areas of Jewish education. Incorporated into the Center's program with Lead Communities will be new initiatives in key program areas. These new initiatives will

be financed by different foundations that have decided to specialize in those areas, and by institutions that will want

to take leadership and specialize in these areas.

This aspect of the program has already been worked out with some of the sponsoring foundations. Thus, for instance, the Charles Bronfman Foundation will assume responsibility to programs relating to the Israel experience; the Riklis Foundation will assume responsibility for programs in early childhood education; the Blaustein Foundation will be responsible for financing research; the Wexner Foundation will assume respon-

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Community

already taking leadership

the area of training educators, ✓
 ability for working with the institutions of higher Jewish
 learning; the ~~Gross Foundation~~ ^{the (named) sponsor 'A by the Com} for focus its resources on ^{family} ~~family~~ ✓
 best practices (like the MacArthur Foundation); and the
 Mandel Associated Foundations
 Other foundations will assume responsibility for the arts, ^{the media} ✓
 adult education, the college age, etc. ^{leadership in the city}

The Center will function as a broker between these founda-
 tions and ^{at first} the Lead Communities, ^{along to ensure} making sure that the funds
 are used to the best advantage in each of these Lead Communi-
 ties in the specific program areas. ✓

Distribution of Program

Although the main focus of the Center will be to work with
 the Lead Communities over the next years, another focus will
 be to set up a process whereby other communities around the
 country will be able to learn, adapt and replicate the ideas,
 findings and results of the Lead Communities.

In this area, the work of the national organizations --
 especially JESNA and JWB ^{celebrates} -- will be critical, since they will
 be the means by which this process will take place. It will
 be the responsibility of the Center to develop procedures
 that will accomplish this purpose -- i.e. through periodic
 published reports that could be distributed by JESNA and JWB;
 through seminars and speeches; through publicity in the ✓

Jewish and general media; and eventually through training programs for community leaders around the country. The national organizations will also organize on-site visits to observe what is taking place in the Lead Communities.

As the Lead Community Program gets under way, additional Lead Communities may well be brought into the program. At the end of the first five years, it is expected that the initial Lead Communities will have matured to the point where they will have developed a momentum of their own towards a continually improving educational system. By that time, another three Lead Communities -- or possibly even more depending on how the program is progressing -- may be added to the plan. These new Communities will be able to move forward at a more rapid pace because of the lessons learned in the first Communities.

The process of adding new communities should be a continuing one, so that in time there should be a growing network of communities in ^{Center} America that will be active participants in the program. It also may be possible to establish a new category of Lead Communities that will function as associates or satellites of the original communities. These will not require the same kind of intensive effort that will be necessary in the founding communities. This will enable the Center to provide a degree of support that will help build

✓

~~the entire effort~~ into a nation-wide program.

Thus, the Commissioners envision this plan as one that will have a ripple effect and eventually touch all members of the Jewish community..

The Role of the Educators

The federations will be involved in the Commission's program, because CJP will be a partner and a member of the Board of the Center. *It is likely that* The federation will be the convener of the planning group in each community. *Lead* The address for the Center in a potential Lead Community *is likely to* will be the federation. The local planning group will probably be housed at the federation. The federation will be a key disseminator of the results of the work of the Lead Communities by suggesting that the policies that flow from what we learn in our Lead Communities be adopted by local federations all over America. It will aid in the development of policies such as: salaries and fringe benefits; standards for employment; percentage of Federation allocation to be spent on Jewish education; and local support for national institutions (e.g. support for the budget of the institutions of higher Jewish Learning).

JWB ACC Education

should be added to

The JWB will assume responsibility for the dissemination of what we learn in Lead Communities through all the various elements of informal education, starting with:

1. JCCs
2. Camping
3. Youth movements
4. the Israel experience, etc...

The JWB will distill the results of what was learned and invite educators and board members from local community centers, camps, *to* make on-site visits to the Lead Communities and take from them what is appropriate for their community. It would sponsor conferences, seminars and publications that would discuss and disseminate what has been learned in Lead Communities.

JESNA

JESNA will undertake all the above assignments for formal education -- schools (supplementary and day), bureaus, and adult education. They will run conferences, seminars, etc. in local communities to disseminate what has been learned in the area of formal education in Lead Communities.

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22/5/90

Nativ Policy and Planning Consultants
Jerusalem, Israel

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FACSIMILE TRANSMISSION

TO:

DATE:

FROM: David Finn and Dena Merriam

May 22, 1990

FAX NUMBER: Seymour Fox, Annette Hochstein
THOUR FAX, Annette Hochstein

NO. PAGES:

8

Dear David,

Here is today's first installment. It begins immediately following the text you sent us last night ((your page 14)). It requires your poetry -- what you sent us last night does the job.

As we see it, what is required to complete the chapter is a section on programmatics, research and diffusion. We hope you will receive it after lunch today. We very much need the completed chapter at the end of your day today. We will finish chapter four by tomorrow a.m. your time.

We think this chapter (5) should be called something like "the implementation of the plan" while chapter four is likely to be "the Commission's plan". We still need a brilliant title for the whole report.

J. Annette

III. National Strategies

The Commission's recommendations will necessitate that the Council develop a strategic plan for implementation throughout North America. The plan will deal systematically with the building blocks of community and personnel, will develop alternative approaches for programmatic areas and will initiate the establishment of a research capability for North America. Many promising ideas and suggestions have already been offered for consideration. Some of those include:

1. Personnel

A national recruitment plan will be prepared to attract new people into the field of Jewish education.

The time has come to launch a systematic approach to recruitment, bringing marketing thought to bear on Jewish education. The market study will need to identify who are likely candidates for the profession of Jewish education -- what are the relevant market segments, at what ages or stages should candidates be approached and under what conditions can they be successfully recruited. There are those who suggest that we should invest effort in recruiting:

Talented high school students;

College students on campuses with serious Judaica departments;

Students while they participate in Israel Experience programs;

Professionals at mid-career to be retrained for Jewish education.

When it has been decided to concentrate on a market segment the following programs might be undertaken:

For each appropriate market segment, an intensive outreach program will be developed. Recruiters will work on college campuses, in Israel Experience programs, in camps, and in high-schools to locate candidates for the field. They will invite the candidates to participate in special programs possibly at the campuses of institutions of higher Jewish learning both in North America and Israel. Summer seminars will be offered at the Judaica departments of universities to introduce them to exciting conceptions of Judaism and Jewish education.

A major foundation has already decided to invest in the recruitment effort.

2. Training -- the Education of Educators

The number of students graduating from quality training programs must be multiplied immediately. The Council will encourage the development of plans to increase the number of

students graduating annually, from 100 to 400 graduates per year.

Funding will be secured to make the following possible:

- * The full time Jewish education faculty for training programs will be increased from fifteen to sixty. Candidates for these positions will be recruited from outstanding practitioners in the field, academics at universities in the areas of general education, Judaica, the social sciences, and the humanities.

- * Fellowships must be made available for all qualified students. Encouraging first steps have been undertaken by the Wexner Foundation to attract outstanding candidates to training programs.

- * New training programs will be established to prepare informal educators, early childhood educators, specialists for the teaching of Hebrew, the Bible, adult education and other areas.

- * Innovative programs will be established including: Training programs for the leadership of Jewish education similar to those in Israel such as the Jerusalem Fellows and the Senior Educators.

- * Fast track programs will be established for majors in Judaica programs to retool for senior positions in Jewish education.

* The plan will include a dramatically expanded program of on-the-job training or in-service education for large numbers of front line educators.

3. The Emerging Profession of Jewish Education

The success of the effort to recruit, train and retain candidates for Jewish education cannot be separated from the requirement to develop the profession and the empowerment of its members.

The Council's plan will include a re-consideration of:

a. Salaries and benefits: An economic task force will be established to deal with the issues of financing Jewish education in North America. The task force will suggest standards for salaries and benefits for Jewish educators. Strategies for implementing these standards and for funding them will be developed, initially in Lead Communities and then gradually spread throughout the continent.

b. Career development: A career development program will be created to enable professional growth and advancement. A wide array of in-service training programs, seminars, conferences and opportunities for collegial networking will be developed throughout North America. To make this effective, map of available positions to meet the new needs will have to be created. Much will be learned from the experience of lead communities, where alternative ladders of advancement will be developed.

e. ~~Empowerment~~: No less important than salaries on career development is the empowerment of the members of a profession. The empowerment of Jewish educators will necessitate granting them a major role in setting educational policy and determining content in their classrooms, JCCs, schools and communities.

The Community

The Council will build on the developing momentum to secure a leading place for Jewish education on the agenda of the organized Jewish community. The North American Commission on Jewish education, the local commissions on Jewish education/Jewish continuity have accelerated this process. The climate in the Jewish community as related to Jewish education will improve when hundreds of the top leaders are informed, concerned and involved in the enterprise of Jewish education.

Morton Mandel put it the following way: "if the Jewish population is largely concentrated in thirty communities and there were ten key leaders in each community, in 1980, 25 of these leaders thought Jewish education was the burning issue, 100 thought it was an important issue, and the rest didn't spend much time thinking about it. In 1990, 100 community leaders think this a burning issue; 100 think it is an important issue, and 100 don't give it too much attention. The challenge is that by the year 2000, 250 of these community leaders see Jewish education as the burning

issue and 50 think it is important. When this happens there will be:

-- money available to undertake all the wonderful things we have been talking about

-- outstanding personnel will be drawn to the field because the community will be announcing in the most dramatic of terms that this is what is needed to improve the Jewish future.

The two building blocks are inseparable. Qualified personnel will enthuse these outstanding community leaders and they will be able to recruit, attract, and retain the right people.

Funding the Plan

The Council is able to immediately launch the action plan because of the generosity of six family foundations:

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This represents the first effort of the Council to involve the Jewish family foundations in the implementation of the Commission's plan. The director of the Council and its board will sustain this effort by recruiting additional family foundations to support specific elements of the action plan.

The director, the staff and his board will turn to federation endowment funds and encourage them to play a major role in supplying the near term financing ((and some of the long-term financing)) of the Commission's plan. They will also encourage special communal fundraising efforts for these purposes. The initial funding from these sources will make it possible for the local federations throughout North America to prepare themselves to meet the basic longer-term funding needs of Jewish education.

The Council will make every effort to match the agenda of family foundations with the needs of the training institutions,, the innovations being introduced in lead communities and creative programmatic suggestions throughout North America.

Structure

The Council will examine how a structure can be developed that reflects the newly emerging relationship among federations,, bureaus of Jewish education,, the denominations,, JCCs,, communal schools and congregations.. In lead communities,, the concept of committees on Jewish education/Jewish continuity will be further developed and studied,, as will the role of federations in the planning,, budgeting and financing of Jewish education.

On the continental level,, the relationship between the major forces in Jewish education,, the denominations,, JCCA, JESNA and CJF will require careful study and analysis.

Top community leadership must be recruited to lead the educational effort on the local and national level as well as in individual institutions. They will make it possible to change the priorities of the Jewish community and to provide the appropriate support for Jewish education.

TELEPHONE CALL WITH DAVID FINN

28 JULY, 1990 - 3:130PM

1. We are continuing the job of tightening up and focusing the report chapter by chapter.

2. What does that mean? In Chapter 3 we begin by saying that a lot is going on, we are telling what is not working and leave open for Chapter 4 how to address this.

3. Chapter 4 offers the strategy.

4. Chapter 5s We are suggesting a much stronger focus on concrete doings and outcomes of the plans.

1. Start with what we want to achieve,
a decent profession
a concerned community
children who learn

2. Describe what will be done to build the profession -
concretely:
Training programs
In-service training
Salaries etc.

Do same for community.

5. This is too vast and too complex to be addressed at once, therefore local as well as continental.

6. Lead communities.

7. Continental strategies.

8. Who will do this?

As next point we left programmatic and research out of Chapter 4. This is an oversight. They belong in Chapter 7 too.

AGENDA -- TELECONFERENCE -- FINN, FOX, HOCHSTEIN, MERRIAM

SUNDAY,, JULY 8

1. The task ahead: Writing chapter 11.
2. Writing chapter 6.
3. Incorporating remarks, corrections and additions.
4. Re-writing whatever needs rewriting, e.g. chapter 3.
5. What is the difference in cost between hardcover and paperback document?
6. We should discuss the format, the content and the graphics ((from Carnegie to A Nation at Risk)).
7. Do we still want a "quote" per commissioner? And do we want to use the names? Is that very important?
8. Eli Evans' message and other programatics.
9. I think we can end the chapter 2 question; it is not that complex.
10. Refelice Nelson's report 'eAuction' educ r3 k>ircum n,n. J
11. Missa with work on references



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TIME SENT.

MESSAGE:

Please note correction in my letter to David Finn of June 28. The year
 of the Jewish immigration from Unsleben to the U.S. should be 1839.

** TOTAL PAGE.01 **

**4500 Purlid Avenue
Cleveland, Ohio 44103
216/291-8300**

uk Onviti
(inm 1' 1. cyi
ph RbiftKJ

cc: Morton L. Mandel
Raymond Fox
Annelle Hollinsworth
Heidi Gutterman
Virginia V. Vain

THE CLEVELAND JEWISH ARCHIVES: A PROFILE

JUN 27 1980

One of the special archival programs of the Western Reserve Historical Society Library is the Cleveland Jewish Archives. Its purpose is to collect, catalogue and make available for research, materials that relate to the history of the Jewish community of Greater Cleveland. In addition, the archives develops exhibitions, creates publications, and organizes educational programs.

The Cleveland Jewish Archives holds approximately two hundred manuscript collections consisting of the papers of individuals and families as well as the records of businesses, synagogues, and educational, political, social, charitable, and welfare organizations. In addition, the archives has considerable numbers of photographs, films, and audio and video tapes, as well as the most complete holdings available of Jewish newspapers published in Cleveland (in both English and Yiddish) since the 1880s.

The Library also maintains a large volume of material useful for genealogical research. A four-page bibliography of "Jewish Genealogical Sources at the Western Reserve Historical Society Library" and a three-page article, "Sources for Jewish Genealogy in the WRHS Manuscripts Collections," provide an overview to these materials. An index to marriage and death notices in the Jewish Review and Observer is in preparation. The Library also holds all available United States Federal population census schedules from 1790 to 1900, as well as the 1910 schedules for Ohio, Illinois, Indiana, Kentucky, Michigan, New Jersey, New York, and West Virginia. Guides to genealogical collections in Israel, as well as publications of genealogical and historical societies throughout the United States, are also available.

Researchers working within the topic of Jewish history will be greatly aided by A Guide to Jewish History Sources in the History Library of the Western Reserve Historical Society, 82 pp. (1983). The Guide can be purchased from the Society's Publications Department for \$5.00, plus \$2.00 postage and handling.

The Cleveland Jewish Archives was formally established in 1976, with two equal grants provided by foundations representing the families of Rabbi Moses J. Gries and Mr. Leonard Reiner. In 1979, these foundations provided funds to allow the continuation of the archives for an additional year and to publish a guide to its collections.

In planning and funding the archives, the support and cooperation of the Jewish Community Federation established a permanent endowment fund through the initiative of David N. Myers, trustee of the Historical Society and past president of the Federation. Donors to the fund are the David and Ines Myers Fund, the Treu-Mart Fund, the Reiner, Miller, Shefran Foundation, the Lucille and Robert H. Gries Charitable Fund, and the Endowment Fund of the Jewish Community Federation. The income from this archives fund was made available in 1984. Until that time, a two and three-quarter year grant from the Cleveland Foundation and its Edith Anisfeld-Wolf Fund underwrote the cost of the archives.

* * * * *

The Western Reserve Historical Society Library
10826 East Boulevard, Cleveland, Ohio 44106
Hours: Tuesday through Saturday, 9:00 a.m. - 5:00 p.m.
Phone: (316) 721-8722

1839

(12) Hirsch, Dinkel, widower, Schenle, Harum, Jakob, sons; Schenle, Sara, Guirfman, daughter.

$$M_{\text{off}} - M_{\text{in}} \left(\frac{1}{\alpha} - \frac{1}{\beta} \right) = \frac{1}{\beta}$$

..... ~~Abraham, Kassel~~ wife;
Abraham, Kassel, Lieberman, Isack,
sons; Golda, Pruna, Rosa, daughters

(14) Mirsch Klein; Rifkele, wife
Abraham, Juedle, Abriele, Falk,
sons; Reichele, Golda, daughters

(15) Baruch Lustig; Namal, wife; Loeb,
Kallmann, Nayan, Elsig, sons; Mirkan,
Eala, Lea, Sara, daughters

(16) Sander Eala; Tana, wife; Joseel,
Solomon, sons; Zand, Juettie,
Marion, daughters.

(17) Abraham Engel; Kianle, wife
Isack, son; Rosa, Miriam,
daughters

(18) Nathan Apfel; Guedale, wife;
Seligmann, Alon, Feibel, sons;
Rachal, daughter

(19) Samuel Bach; Haffel, wife; Harna,
daughter; Nayan; Simchal, sons

(20) Marnie Donnerstag; Rifka, wife
Seligmann, Alon, sons; Guedel, Pradel,
Geller, Esther, Voegel, daughters

(21) Samuel Sachsenheimer; Berle, wife
Rosa, Zand, Hanna, Guedel, Brinle,
daughters

(22) Moses Gaertner; Reckle, wife; Berle,
Pamle, Eva, daughters

(23) David Gaertner; Sara, wife; Abraham,
Moses, sons; Berle, Voegel, Guedel,
daughters

(24) Abraham Kuhl; Madedel, wife; Golde,
Eala, Zand, daughters; Hayum,
Gabriel, sons

(25) Moses Tuch; Zipar, wife; Pradel,
Jockevatt, Berle, daughters; Jakob,
Simchal, Hayum, sons

(26) Asser Loeb Alsbacher, Barnes
Berle, wife; Jetta, Hanna, Sara,
daughters; David, Isack, sons

(27) Paul Rose; Jendel, wife; Mariane,
daughter; Meinmann, son; Reichele,
sister; Joseph Seelman of Neuhaus,
apprentice

(28) Paul Lamy; Schule, wife; Huncle,
daughter; Isarias, son; Loeb Lamy,
brother

= 41

(29) Minnie, widow of Loeb Rosenberg
Marnie, Levi, Chaska, sons; Dunle,
daughter

(30) Joseph Mittel; Hanna, wife

(31) Kail, widow of Simon Mittel
Simchal, Nathan, Isack, sons

(32) Wichele, widow of Loeb Rosenbaum
Ratle, son; Bacher, daughter
Work friends of Massbach, apprentices

(33) Bacher, widow of Heidenbach
Friedenbach; Schule, (and) Minnie,
daughter

(34) Bacherle, widow of Simon Tuch
Seligman and Nathan are in America

(35) Madel, widow of Rabbi Isack Alsbacher
Jachet, Jittet, daughters; Pradel
Dienstag, sister

(36) Hitzel, widow of Moses Langer/Langer
Minnie, daughter

(37) Sara, widow of Abraham Mitter
Samuel, Feibel, sons; Voegel, Perl,
daughters

(38) Jittie, widow of Kallmann Sommer
Baruch, Schule, sons; Bess, daughter;
Gella, daughter of Bess

(39) Fleischhauer's children
Mandel, Ruben, Mosche, Pradel

(40) CHAYEN, Seligmann Lubliner, single
Sara Lubliner, niece

(41) Teacher = Lazarus Kohn, single
Rifkele Kohn, sister

(42) 1. Simon Kuhl, single
2. Joseph Kuhl, M
3. Michael Gaertner, "
4. Hayum Gaertner, "
5. Rifkele Lilienfeld, "
6. Idel Gottgetreu, "
7. Jetta Gottgetreu, "
8. Miriam Gottgetreu, "

(43) Israel Frey, saddlemaker from
Bichenhausen; Sara, wife; Berle,
David, sons; Pradel, daughter

(44) Baruch Lustig, the younger from
Schweinsbaupten; Debora, wife; Mosche,
son; Miriam, daughter

(45) The company of the emigrants:

1. Moses Alsbacher
2. Jetta, wife
3. Jittie, daughter
4. Simon Hopfermann
5. Sara, wife
6. Beckle, son
7. Voegel, daughter
8. Zand, "
9. Meyer, children of Thormann
10. Simle, " " "
11. Reule, " " "

N.B. Samson Thormann is already in
America

(46) 12. Moses Rosenbaum
13. Hanna Rosenbaum
14. Ruben Pierschauer
15. Sara Lubliner
16. Beharle Dinkel
17. Reichele Klein
18. Brezale Balb and child

All from here

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

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AX SENT

ATE

TO: Mrs. Dena Merriam

DATE: July 18, 1990

FROM: Amotz Hershkovitz

NO. PAGES: 2

FAX NUMBER: (212) 715-1507

Dear Dena and David,

As promised in our phone conversation yesterday, we will try to summarize -- very briefly -- the remarks and suggestions concerning the overall format of the report. We are also sending the one page summary of Chapter 2. We agreed that the 4 of us would re-read before tomorrow's telecon the Carnegie Report (the one with the blue cover: A Nation Prepared -- Teachers for the 21st Century). Several people thought it might provide a very good model.

The general point made comes as no surprise to any of us: the report needs tightening up. More specifically, we are told that the problem and the solution are not made sufficiently clear. Irrespective of the format, the message at the present time appears not to come across strongly enough.

Two approaches were suggested as regards format:

1. a. Short executive summary (2-5 pages, including recommendations).
- b. More detailed summary including the problem, the issues, the recommendations and the plan. The first 33 elements would be very brief, the plan more detailed. The total could have anywhere from 10 to 40 pages.
2. a. Very brief executive summary (1-3 pages).
- b. Summary of the report (10 pages).
- c. The chapters.

Both versions would probably call for appendices.

There were various views as to the place of recommendations: do you start with them and work back? Or, do you begin with the problem and lead up to them?

On the whole, while people were very complimentary about the report -- they thought we should do further work on organizing it.

Will talk to you tomorrow, 9:00 A.M. New York time ==
Best regards

CHAPTER 2

The Jews in North America live in an open society which presents an unprecedented range of opportunities and choices. There are so many philosophies and ideologies competing for attention that the pursuit of Judaism increasingly involves a conscious choice. If Jewish education is to be insured, it must be able to raise to this challenge. If Jewish education doesn't become emotionally, intellectually and spiritually compelling, it will become increasingly difficult to pass on to future generations a strong identity with and commitment to Judaism.

The underlying assumption that guided the Commission was that the North American Jewish community had the will and capacity to mobilize itself for education as it had in the past for the building of the State of Israel, the rescue of Jews in distress, and the fight against discrimination. This would require that all sectors of North American Jewry join forces, pool their energies and resources, and launch an unprecedented undertaking to enlarge the scope, raise the standards and improve the quality of Jewish education. To accomplish this, the Commission would have to analyze the current shortcomings of Jewish education, develop a concrete plan of action with specific goals, and establish a mechanism to oversee the enactment of that plan.

RESEARCH & FORECASTS
RESEARCH AND COMMUNICATIONS CONSULTING

IMPORTANT NOTICE

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TO: Annette Hochstein DATE: 2 July 26

FROM: Dania McKeen

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Annette # Mike is a draft of the executive
Summary. A draft of Chapt. 6 will follow
tomorrow -

Dane

Education must replace what Jews once received from their grandparents and great grandparents, every aspect of whose lives was touched by Judaism. This is an enormous responsibility, one that will involve a rethinking of the entire system of Jewish education. The inability to meet this challenge could have an immeasurable impact on the future vitality of the entire American Jewish community.

It was in this environment of deep concern that the Commission on Jewish Education in North America was created with the purpose of analyzing the needs and weaknesses of the current system of Jewish education, and developing a plan to redress those weaknesses.

During its deliberations, the Commission relied on several sources for its information about the current state of Jewish education:

- o Existing research in the field;
- o Papers commissioned by the Commission from experts on a variety of educational issues;
- o Testimony of educators, rabbis, and lay leaders.

As a result of its analyses, the Commission concluded that significant improvements could be made in the field of Jewish education only if 1) Jewish communities around the country would establish Jewish education as a top priority in regard both to leadership concern and funding, and 2) the quality of teaching personnel would be greatly improved. These two "building blocks" became the foundation of the Commission's plan.

The essential components of its plan are:

- o The creation of a Council for Initiatives in Jewish Education, to conduct much-needed research on Jewish education and create a clearinghouse for best educational practices;
- o The development of programs to involve key community leaders in Jewish education and to increase funding for education;
- o The development of national programs to create a genuine

profession of Jewish education by raising the standards of Jewish educators, attracting highly qualified people into the field, and raising incomes and benefits to professional levels;

- o The establishment of Lead Communities to show what can be done if communities make a strong commitment to Jewish education.

The Commission was confident that by focusing the energies and resources of the Jewish community on the critical importance of education in the decades ahead, unprecedented results could be achieved.

A joint effort on the part of major foundations, community leaders, educators and parents, under the guidance of the newly formed Council, could radically transform the quality of Jewish education over the next generation, and thereby meet the responsibility of offering our children and grandchildren the opportunity to know and enjoy Jewish life.

Chapter 6: Expanding Horizons for Jewish Education

We are living in an era when the processes of information dissemination, attitude formation and idea generation are undergoing an extraordinary revolution. How an awareness of Jewish identity and response to Jewish values may be established in the minds of future generations will undoubtedly be affected by this entirely new aspect of our lives.

Periodically, when the content on Jewish education was discussed at the Commission's meetings, it was this societal change that was on the minds of Commissioners rather than the subjects that would be taught in classrooms. The latter would vary according to denomination or school of religious thought; but the former would be the concern of all.

Three examples of how the new communications environment will require significant rethinking of educational processes illustrate how the Council on Initiatives for Jewish Education can function in this respect.

The first has to do with the tremendous impact of the telecommunications revolution on the lives of people of all ages in North America. This has already altered basic patterns of thought and behavior in our media saturated society.

The second has to do with the tremendous impact of air travel, making all parts of the world accessible to enormous numbers of people. This has made visits to Israel by Jews and non-Jews of all ages a reality on a scale never even imagined when the State of Israel was created. The opportunity for young persons to experience at first-hand the exhilaration of being in the Jewish homeland can create powerful and unforgettable emotional and intellectual attachments.

The third has to do with the cultural phenomenon of our era in which Jewish writers, musicians, and artists have emerged in unprecedented numbers and prominence. This has taken place at a time when there has been a fascination with Jewish subjects in all the arts, making the entertainment and cultural media major sources of input about Jewish heritage.

The Commission recognized the unparalleled importance of these informal means of communicating Jewish ideas, and urged the Council to give a high priority to initiatives that would maximize their impact. Some observations about these three examples reflect the Commission's emphasis on their importance.

In regard to telecommunications, it is clear that we have only begun to tap the potential for transmitting Jewish culture through the medium of television and video. The huge success of "Heritage: Civilization and the Jews," broadcast on public television,

confirms that there is a large market for programs on Jewish history and culture,, among both Jews and non-Jews,. This record breaking series reached over 51 million viewers,, according to Neilsen ratings,, and it sparked a strong interest among the young. Within two weeks after "Heritage" was announced,, WNET-Channel 13 in New York City received 2,500 resumes,, mostly from young people,, wanting to work on the series. The program became a best selling book,, led to a number of guides on Jewish history and entered the curriculum of more than 200 colleges,, where courses were created around the series.

The demand for ethnic stations on cable television has already begun to bear fruit with the creation of the Black Entertainment Television Network and the Spanish International Network. In Los Angeles we see the beginnings of a Jewish channel with the creation of the Jewish Television Network, which is already producing programs drawing on the talents of the entertainment industry.. In the future one can envision a place on the cable dial for programs of Jewish music, dance and drama, children's shows such as Rehov Sunsum (the Israeli version of Sesame Street), interviews with Jewish writers, artists and political figures,, and live news from Israel on a daily basis.

Over the past decade, Children's Television Workshop has turned television into a potent educational tool for children in North America. A similar type of Jewish programming for children could

help create in young Jews the emotional bonding with Judaism that will remain throughout their life. Rehov Sumsum alone has enormous potential for teaching Hebrew and familiarizing children with Israeli culture and Jewish traditions. Programs have already been developed for this series, and they include animation introducing the Hebrew alphabet and film shot in Israel highlighting the many cultures that exist there side by side, from desert life to Jerusalem streets. Rehov Sumsum could reach millions of young children in their own homes where they could experience Jewish life within the context of their family.

Jewish cable stations could also provide in-depth coverage of Israeli cultural events, such as the opening of archaeological exhibits. These events currently receive little or no coverage in the U.S., and they provide vast educational opportunities. In fact, television shows such as these will give North American Jews something of what has been lost with the disappearance of the old Jewish neighborhoods. A new "electronic village" will be created, helping to form a stronger identity with many aspects of Jewish life. Jews of all ages will be able to tap into their Jewish heritage daily. Key to the success of this type of educational experience will be the development of stimulating high quality programs. The Council for Initiatives in Jewish Education will be able to monitor developments in this area through its work with the foundations that have chosen the media as their area of focus.

Developments in related fields will also help enlarge the scope of Jewish education in the near future. The integration of computer programming into the arena of Jewish education is another way to reach the young. The Institute for Computers in Jewish Life in Chicago is already beginning to develop software for home computers. Judaism will be added to the existing field of information to which people have access through their computers.

An innovative program using the latest videodisc technology is in the process of being developed by the YIVO Institute for Jewish Research in New York. YIVO has an enormous body of audiovisual material on Jewish life in prewar Eastern Europe, including more than 100,000 photographs, 4,000 slides, 1,200 records of Jewish music, 600 hours of field recordings on tape and eight hours of silent film. The Institute has produced a fully-programmed disc, which is a virtual "visual encyclopedia" of prewar Eastern European Jewish life. This disc will make available to people from all over the world material that previously was accessible only to scholars and special groups who were already deeply involved in Jewish education. It will also bring this material to life in a way that could not be done through traditional teaching methods.

Another new type of educational experience is being developed by the Jewish Museum in New York through the creation of an advanced multi-media exhibition tracing 4,000 years of Jewish history. This

will include a variety of experimental concepts: for example, visitors will be able to walk into the middle of sound stages, video displays and models recreating places and moments in history. They might visit Jerusalem during the time of the Second Temple, or Toledo, Spain, during the Golden Era. The museum will employ state-of-the-art video and audio technologies to recreate events and personalities, giving people life-like experiences of Jewish history and culture.

These are just a few examples of the new dimension the electronic media will bring to the educational process. The implications are great and far reaching both for formal and informal educational settings. These new types of programming will certainly extend the educational reach beyond the school years, commonly considered the prime target for education. They will also become important instruments in the growing field of family education, enabling families to learn about and experience together their Jewish heritage.

[Add more on Israel experience and cultural experience]

FAXSEN:1

DATE: 26/7.

מחלקת - יועצים לנאמנות והכלכלה
ירושלים

Nativ Policy and Planning Consultants
Jerusalem, Israel

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO:

Rosie Lue

DATE:

26/7/90

FROM:

Annette Hochstein

NO. PAGES:

8

FAX NUMBER:

011 - 715-1662

Dear Rosie,

The attached document
is for David & Deena

Best Regards

Annette

Nativ Policy and Planning Consultants
Jerusalem, Israel

נתיב-יועצנים למדיניות ותכנון
ירושלים

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FACSIMILE TRANSMISSION

TO: DAVID FRIEDMAN & DENA MERKHAM

DATE: 26/7/90

FROM: SEYMOUR FOX & ANNETTE HROCHSTEIN

NO. PAGES: 1

FAX NUMBER: 2012-2-7155 1662

Re: Chapter 3

Dear David & Dena,

We attach our attempt at redrafting Chapter 3. The logic of the document is changed now. Rather than describe the field, it takes the view that there is a lot of things happening in the field of Jewish education, that the field is vast and complex, yet that it is not working.

As you will see, the document is not complete. There may be repetitions and the list of problems may be too long. We hope that despite these limits, it is useful.

We look forward to talking to you about this very soon.

By Annette

July 26, 1990

CHAPTER 5: JEWISH EDUCATION -- WHERE IT STANDS TODAY

Overview

The field of Jewish education is vast and complex.. Hundreds of thousands of American Jews - young and old - participate in its formal and informal activities.. It is estimated that over 80% of American Jews participate in some Jewish Educational program at some time in their life.. Several thousand institutions offer a wide variety of programs (see table 1) Thousands of educators - some estimates say 30,000 - staff these activities.. Each religious denomination, as well as communal and ideological groups have developed their own educational institutions.. The Conservative, the Orthodox, the Reform, the ultra-Orthodox, have developed day-schools, Yeshivot, supplementary schools, synagogue-based programs of study and informal activities, camps, educational visits to Israel, early childhood programs, adult and family programs and more. Community Centers, programs at Colleges and Universities, retreat centers, exist throughout the Continent. Different local conditions, community size, relative affluence, varieties of leadership involvement, different organizational settings - these and other have contributed to the diversity and richness of the field.

Table 1 offers a brief overview of the major settings of Jewish education..

1. Day schools ((600-800 schools, approximately 115,000 participants: 12% of all Jewish school-age children in the U.S.; 29% of those in Canada)).

The day school is an all day educational institution teaching both general and Jewish subjects.. Day-school enrolment rose from 60,000 in 1962 to 110,000 in 1982, a rise of 80% ((see figure 2)).

2. The supplementary school ((1600-1800 schools, about 280,000 participants:

The supplementary school ((including Sunday schools) is the most extensive form of formal Jewish education in the United States. It meets 1-3 times a week after public school hours and/or Sunday mornings for instruction on Jewish subjects.. Although at one time served over 500,000 children, it is estimated that today only about 300,000 -- 30% of all children -- are enrolled in these schools. ((see figure 2))

3. Jewish community centers ((220 centers and branches, close to 1 million members, many more occasional participants in activities))

I N C O M P L E T T E E

Yet despite the extensive range of activities, the hard work of many dedicated and talented people, despite many creative and successful programs, Jewish education is not meeting the challenge. There is widespread perception of an often uninspiring, uninspired and demoralized field. It appears that exposure to Jewish educational programs leaves many North American Jews indifferent to Judaism and unable or uninterested ((unwilling)) to take an active part in Jewish communal living.

The data made available to the Commission reveals major problem areas — many of which recur across-the board:

- * Less than half of Jewish children currently attend any type of Jewish school.

- * It is estimated that only 11 in 100 Jewish adults are involved in any type of Jewish learning.

- * Only about 11 in 33 Jews have ever visited Israel.

- # Although close to 80% of the population participate in formal programs at some time in their lives, this participation is often short-lived, sporadic and limited to pre-bar or bat mitzvah age ((12 or 13 years old)).

- * It is estimated that no more than 22% of college students avail themselves of Jewish education services.

- # In the supplementary school there are practically no full-time jobs.

- # Part-time positions are often filled by teachers who are poorly trained or not trained at all.

- # Average salaries in Jewish schools are significantly lower than those in public schools, e.g., full-time day school teachers

earn an average annual salary of \$19,000 versus \$30,000 for elementary school teachers in public schools.. Early childhood teachers in Jewish setting earn an average of \$9,000 per year versus \$25,000 for a kindergarten teacher in public schools..

* There are few significant on-the-job training programs available..

* There are insufficient training opportunities to provide the necessary staff for the field ((101 graduates from all training programs in 1989)).

* There is a dearth of curricular and educational materials for early childhood programs..

* Early childhood educators are often poorly trained in terms of their Jewish background..

* Many communities are undertaking family education programs. However they must do so without the benefit of a body of knowledge, curricular materials or experts in family education. As a result many of these programs are single events with little or no continuity

* Tuition costs for day schools are prohibitive, even for many middle class families..

* Very few teachers receive benefits. For example, in Los Angeles only 20% of the teachers receive health benefits..

* Teacher turnover rate is high, often exceeding 20% annually.

* There is almost no pre-service training opportunity in Jewish education for informal educators..

* There are very few training programs for early childhood educators..

* Extra-curricular Jewish programs on college campuses are often under-financed and unable to offer competitive salaries for well-trained, qualified personnel.

* Many communities leaders are often uninformed about the facts and issues of Jewish Education and have therefore little involvement with policy setting and resource allocations..

* * *

The above examples illustrate some of the problems facing the field of Jewish education. Several key issues emerges

1. Only a fraction of American Jews currently participate in any Jewish education activity. For many, Jewish education is a short-lived and uninspiring, unconvincing experience that has no lasting impact.

2. The personnel for Jewish education are often poorly trained, poorly paid, unqualified for their jobs. Training programs graduate insignificant numbers of educators compared to the needs, the openings in the field.

Under these conditions, it should come as no surprise that programs cannot meet the needs of a sophisticated, educated, challenging community.

3. There is a shortage of materials for the curriculum of formal and informal programs.

Though Jewish education employs many of the methods used in general education, it lags behind significantly in the use of the media and educational technology.

4. Present funding for Jewish education is insufficient. The combined resources provided by tuition payments, institutional

fundraising, congregations and federations provide far less than is needed to effect major improvement.

5. Jewish education is not seen by many lay leaders as a top communal priority.

6. Jewish education is dealt with by many agencies -- Communal denominational and other -- with little common planning and coordination among them.



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

TO: David Finn and Dena Merriam

FROM: Fox and Weichstein

DATE: July 30, 1990

PAGES: 3

Dear Dena and David,

It was good talking to David yesterday. We are sending today our suggestion for an introduction to the chapter on the plan (our old chapter 3 -- now chapter 4). However before writing about that chapter we would like to briefly recapitulate the logic of the paper -- as we understand it at this point:

Chapter 1: The broad statement of the problem (old chapter 2 up to the story of the Commission)

Chapter 2: (old chapter 3) Jewish education -- where it is at: A lot is happening, this is an extensive field, however it is not working. The thrust of the chapter is changed from an overview of the field to a statement about the problems.

Chapter 3: (old chapter 4) -- the strategy: given the problems facing Jewish education -- what should be done: the building blocks; local and continental interventions, etc... The narrative on the Commission is now deleted. As indicated in our conversation, we omitted by mistake from our outline the topics of research and of programmatic options.

Chapter 4: (old chapter 5) -- A blueprint for the future we suggest at the end of the text, so that the plan read very concrete. In addition the Council should perhaps be somewhat de-emphasized. An easy way of doing this is to place it as the last element instead of the first.

The attached introductory two pages offer a brief overview of the plan. However, we may have a problem: we begin the introduction by speaking of "persons and of the community". In the body of the chapter these two elements are presented as two separate sections on Local Community and Continental Strategies. So we will have to solve this.

We look forward to reading you and speaking with you tomorrow.

Best Regards

July 30, 1990

CHAPTER 5

The Commission recommends a plan that will infuse Jewish education with a new vitality, by recruiting many more talented, dedicated and well trained educators.

The plan requires that educators be sustained by a Jewish community that acknowledges that Jewish education is the most dependable means for ensuring Jewish continuity.

The Commission recommends that the following elements of the plan be undertaken simultaneously and immediately:

1. Building the profession of Jewish education

Undertake broad scale efforts to improve Jewish education in North America. These efforts will focus specifically on recruitment, training, determination of salaries and benefits, career track development and teacher empowerment. The aim is to attract and retain many more talented people to Jewish education as a life-long profession.

2. Mobilising the Jewish Community for Jewish education

Secure a leading place for Jewish education on the agenda of the organized Jewish community through the recruitment of top community leaders to the cause of Jewish education, the provision of adequate long term financial support and the development of appropriate organizational structures. Together these will result in a climate conducive to the advancement of Jewish education.

The plan will be undertaken simultaneously on the local and continental levels

3. Local - Establish immediately three to five Lead Communities that will engage in the process of re-designing the programs of Jewish education. The focus will be on seeking and preparing qualified personnel and on securing substantial communal support. Lead communities will become the testing places for "best practices" -- successful, exemplary or excellent programs in all fields of Jewish education.

4. Continental - Develop a strategy consisting of a number of major initiatives:

a. Undertake the steps necessary to recruit large numbers of candidates to the profession

b. Enlarge and intensify training programs so that they will graduate large numbers of qualified educators.

c. Establish a research capability in North America to develop the knowledge base that is indispensable for informed decisions and improvement.

d. Encourage the creation of innovative and effective programs in the various areas of education such as early childhood programs, schooling, informal programs, Israel programs, the media and technology.

5. Diffuse these policies and innovations across North America, through the central institutions and organizations dealing with Jewish education (JESNA, JCC Association, CJF, the denominations and their institutions of Higher Jewish Learning)

6. Secure both short and long term funding to support this plan. Private foundations and philanthropically oriented families as well as Federations of Jewish Philanthropies will be recruited to join this effort.

7. Establish the "Council for initiatives in Jewish education" -- to assume responsibility for the implementation and follow up of all aspects of the plan.

The Commission has secured initial funding to undertake this plan and has already established the Council for initiatives in Jewish education to implement it.

* * * * *

1. Building the Profession

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO:

Rosie Lue

FROM:

Andrew Hochstein

DATE:

27/7/90

NO. PAGES:

4

FAX NUMBER:

Dear Rosie,

AMERICAN JEWISH
ARCHIVES

It is important that this
fax get to David & Dena
for the Week-end

Thanks

Andrew

FAX SENT

DATE:

27/7/90

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

TO: David Finn and Dena Merriam

FROM: Seymour Fox and Annette Hochstein

DATE: July 27, 1990

PAGES:

Dear David and Dena,

Re: Chapter 4

The following is our suggested outline for chapter 4.

1. Given the situation - the problems - described in chapter 3, what does one do?
2. Obviously there are too many issues to be dealt with by this Commission
3. the list of 223 options
4. The questions becomes: how do you narrow the focus and decide on what to concentrate?
5. The method developed to narrow the focus -- leading to the concept of building blocks (See December 13, 1988 background documents)
6. A short description of Personnel and Community
7. The strategy : how do we improve the situation in Personnel and Community?
8. The Recommendations could be introduced here either as they are or in abbreviated format - the way Carnegie handles its recommendations in its executive summary.

The content of the chapter should remain essentially unchanged. Two themes should be omitted: a. the history/chronology of the Commission. b. the narrative - telling how decision were taken. The focus now is on the decisions themselves rather than on decisionmaking processes.

The exciting ideas - the plan and its content are the assignment for chapter 5.

Best Regards,

1 GteifexrT

CHAPTER 4

^a suggest 64. Any consideration of the issues presented in chapter 3 3
long series of subjects/topics/areas that need to be dealt with/improved. In fact, after being presented with the facts and figures of Jewish education the Commission considered a list of 23 possible areas of intervention each of which could provide a focus for the Commission's work.

These areas included:

(List of options - June 12 document, page 42/3)

Intervention in any one of these areas could make an important contribution to Jewish education. The question then becomes:

How do you narrow the focus? How do you choose first area/s of intervention where the Commission could begin the work and be likely to have the greatest and across-the-board impact on the field of Jewish education? What criteria could be developed to help determine in what area/s intervention should begin.

The method developed involved two steps:

1. All the above options were subjected to a checklist that required disclosing/describing the current knowledge in each of the areas: how important undertaking this would be to the field; what its impact could be; how much it would cost; how fast it could be implemented.

2. At the same time the following questions were asked about each option: is it a pre-condition for any improvement in the field? Is it an indispensable step, necessary for any significant improvement to take place in Jewish education? In other words: are there any options, any areas that must be dealt with first for improvement to occur in all areas?

The analysis of all 23 suggestions by these criteria resulted for each of the two categories (1 & 2) - in the recognition that there are as it were "building blocks" for all of Jewish education. That improving the personnel for Jewish education, and the community, its leadership, funding and the priorities it sets, is necessary for any attempt at across-the-board improvement.

Indeed, there is no suggestion of an intervention or area of Jewish education (e.g. early childhood education, the media) that does not suffer from a serious shortage of dedicated, well-trained personnel. All areas suffer from a lack of adequate resources and from a lack of the kind of community support that would make the necessary means available for development.

Adapt the description of personnel and the Community from pp.44-45 of the June 12 report.

What is the strategy for addressing personnel and the community?

In order for change to occur, it is necessary to deal with personnel and the community in a comprehensive and interrelated manner. For personnel this involves dealing simultaneously with recruitment, training, retention, status and salary -- in other words building a profession of Jewish education. For Community this means recruiting many outstanding community leaders, changing funding priorities in the Community so that adequate resources are made available ((e.g. changing the climate in the community)).

These two building-blocks are interrelated.

A two-pronged approach must be developed: it will involve both local and continental action.

Local because you cannot start at once and across the board - and because you need to learn how to improve matters in practice e.g. build prototypes which would be real-life demonstrations of what effective Jewish education is. Thus the concept of Lead Communities was developed. Lead Communities will demonstrate what could happen if sufficient numbers of outstanding personnel were recruited and trained; if their efforts were supported by the community and its leadership; and if the necessary funds were secured to maintain such an effort over a multi-year period.

Continental - for the following reasons:

1. Certain functions are and will continue to be continental e.g. training and recruitment
2. National institutions ((The training institutions)) and organisations ((JESNA; the denominations; the JCC Association)) will have to serve lead communities
3. National organisations and institutions will carry out the diffusion of innovation across the continent
4. The ultimate purpose is to bring about across the board improvement.

This then is the rationale for the plan.

The next question to be addressed is Who will do this?. The answer is a new entity -- the Council for initiatives in Jewish education. ((Description either here briefly or left entirely to chapter five)).

Recommendations.

t 6
X Y

THE REPORT OF THE COMMISSION ON JEWISH EDUCATION

CHAPTER 1: FACING THE CRISIS

The Crucial Importance of Jewish Education in Contemporary Life

There is a deep and wide-spread concern in the Jewish community today that the commitment to basic Jewish values, ideals and behavior may be diminishing at an alarming rate. Today, a substantial number of Jews no longer seem to believe that Judaism has a role to play in their search for personal fulfillment and communality. This has grave implications not only for the richness of Jewish life but for the very continuity of the Jewish people.

Throughout history Jews have faced dangers from without with courage and steadfastness; now a new kind of commitment is required. The Jews in North America live in an open society that presents an unprecedented range of opportunities and choices. This extraordinary environment confronts us with what is proving to be an historic dilemma; while we cherish our freedom as individuals to explore new horizons, we recognize that this very freedom poses a dramatic challenge to the future of the Jewish way of life. The Jewish community must meet that challenge by forging new paths of education for a generation of young people who are not sure of their roots in the past or of their future identity.

In our uniquely pluralistic society, where there are so many philosophies and ideologies competing for attention, and where the pursuit of Judaism increasingly involves a conscious choice, the burden of prepa-

ration for such a decision resides with education. Jewish education must be compelling, emotionally, intellectually and spiritually, so that Jews, young and old, will say to themselves: "I have decided to remain engaged, to continue to investigate and grapple with these ideas and to choose an appropriate Jewish way of life." Jewish education must be sustained, expanded, and vastly improved if it is to achieve this objective. It must become an experience that inspires greater numbers of Jews to learn, feel and act in a way that reflects a deep understanding of Jewish values.

The difficulties facing Jewish education bear some resemblance to the problems of education in general in the U.S. Well known reports have documented the serious lack of teaching talent and a slackening of academic standards, as well as other problems facing the educational system. A severe lack of funds, resources, status and vision is causing the system to strain and crack. Jewish education is equally impoverished in regard to these basic requirements.

In North America today, Jewish education is often limited in scope: at times it is confined simply to facts about Jewish history and holidays and some study of the Hebrew language. Many additional elements that should be central to the mission of Jewish education -- such as the teaching of Jewish values and ideals, the feeling of affinity with the State of Israel and with Jews throughout the world, the meaning of prayer, the relationship with God and community -- are often lacking. It is imperative that at this moment in history Jewish education again

become a transformative rather than merely an informative experience. Without this change in the educational experience, it will be increasingly difficult to pass on to future generations a strong identity with and commitment to Judaism.

The core of Jewish education must be character education. Its goal must be no less than shaping the inner lives of people. It must find a way to transmit the essence of what Jewish life is all about, so that future generations of Jews will be impelled to search for meaning through their own rich traditions and institutions. Judaism must present itself as a living entity and give the Jews of today the resources to find answers to the fundamental questions of life as readily as it did for their ancestors through the centuries. Otherwise it could eventually be overtaken in the minds of many young people by other systems of thought that they feel are more meaningful for the modern world.

This dangerous state of affairs is in no small measure the result of the historical, social, and cultural factors that have affected Jewish communal priorities. Attitudes towards Jewish education were affected by many prevalent concerns -- a major one being the ongoing debate between proponents for full integration into American society and proponents for maintaining a strong Jewish identity and commitment to the Jewish way of life. There has also been widespread ambivalence as to how Jewish education should reflect prevailing attitudes towards the separation of church and state. Over the years, the involvement of the Federations of Jewish Philanthropies and their

leaders with Jewish education has often reflected these tensions. At the beginning of the federation movement, the chief emphasis was on financial support for the indigent newcomers and on their Americanization. While some federations did support Jewish education from the outset, in many cases it was left to those people who cared passionately for Jewish education as a special interest. While many outstanding schools, community centers, and summer camps were established by committed leaders and parents, overall the field met with limited support by the leaders of the community.

In the 20s and 30s, the situation began to improve, but federations tended to give community support priority to the health and social service fields, and to dealing with problems of anti-Semitism. Interestingly, in the 30s, the rationale most often given for supporting Jewish education was the need to instill pride in the Jews in the face of anti-Semitism. During the immediate post-War period, the highest community priority was the lifesaving work of Jewish relief, rehabilitation and reconstruction, and the upbuilding of Israel.

In the 50s and 60s, Jewish education became a higher priority and received increased support from federations and from the religious denominations. A more marked shift in attitudes took place following the Six-Day War. Today federation leaders attach a higher priority to Jewish education. With historic changes once more affecting the world at large and the Jewish people in particular (i.e. the end of communist regimes in Eastern Europe, the ensuing relaxation of

emigration quotas, and the resurgence of anti-Semitism in these countries), a new challenge has emerged for American Jews. Currently, the Jewish community is focusing on the urgent need to rescue and resettle Soviet Jewry. For federations this has emerged as the concern overshadowing all others.

In the face of such life-and-death issues, the needs of education seem to be less urgent, less insistent, more diffused; a problem that can be dealt with at some point in the future when more pressing problems have been solved. This is an illusion. We may continue to live with emergencies indefinitely, and we can no longer postpone addressing the needs of Jewish education lest we face an irreversible decline in the vitality of the Jewish people.

An obvious symptom of the inadequacy of Jewish education is the rise in intermarriage and the consequent turning away from Jewish traditions in the search for fulfillment and meaning in life. According to a recent Gallup (Israel) Poll of American Jews, carried out in December 1989, the number of intermarriages has sharply increased in the past couple of decades, growing from 16% of Jews between the ages of 40 and 59, to 28% of Jews under the age of 40. These figures are consistent with studies of individual communities in North America undertaken in recent years. Today, nearly one out of every three married Jews under the age of 40 is married to a non-Jew.

Another symptom of the problem is that while a large majority of

Jewish children have at one time or another received some form of Jewish education, it has often been so sporadic that it has had little impact on their lives. A recent study found that over half of Jewish school age children in the United States are not currently enrolled in any kind of Jewish schooling. Inevitably, children with little or now Jewish schooling will grow up with a relatively weak identification with and understanding of Judaism, and have difficulty passing on to their children an appreciation of the beauty and richness of Jewish life.

This weakening commitment to Jewish life, which can already be seen in the lives of the current generation of young adult Jews, may become even more apparent among their children and grandchildren. This painful prospect, which community leaders can foresee in their own families as well as in the community at large, has brought to a head concern about the quality and mission of Jewish education.

In the past the Jewish family and the Jewish community had certain bonds that gave it remarkable inner strength. Jews grew up in Jewish families and Jewish neighborhoods with a strong Jewish ambiance. They were constantly surrounded by the symbols and customs of Jewish life. They came into contact with their cultural and spiritual heritage in a variety of institutions and settings. Thus young people received a strong sense of Jewish identity through experiences in their everyday life. Today these neighborhoods and the way of life they represented have all but disappeared, as has the lifestyle that brought

ongoing contact and interrelationship with grandparents and extended family members. Ways must be found to respond to these new circumstances.

It was to meet this challenge that the idea of creating the Commission on Jewish Education in North America was born.

The underlying assumption that guided the Commission was that the North American Jewish community had the will and capacity to mobilize itself for education as it had in the past for the building of the State of Israel, the rescue of Jews in distress, and the fight against discrimination. This would require that all sectors of North American Jewry join forces, pool their energies and resources, and launch an unprecedented undertaking to enlarge the scope, raise the standards and improve the quality of Jewish education. To accomplish this, the Commission would have to analyze the current shortcomings of Jewish education, develop a concrete plan of action with specific goals, and establish a mechanism to oversee the enactment of that plan.

CHAPTER 2: JEWISH EDUCATION -- ITS SCOPE AND ITS PROBLEMS

The Complexity of the Field

Jewish education today encompasses a broad range of learning experiences for children and adults in both formal and informal settings.

Formal Jewish education takes place in the approximately 2200 to 2600 day and supplementary schools throughout North America, in which about 400,000 students in grades K through 12^w are enrolled. Each religious denomination - the ultra-orthodox, the orthodox, the conservative, the reconstructionist, and the reform - has its own synagogue-based programs of study. These schools are one of two types; the day-school, which is an all-day educational institution teaching both general and Jewish subjects; and the supplementary school, which meets one to three times a week after public school hours and/or on Sunday mornings for instruction on Jewish subjects.

Informal Jewish education takes place in many settings outside the classroom, through Jewish Community Centers, summer camps, study programs in Israel, college programs, cultural activities, etc. Some of these programs are organized by the religious denominations, others are part of local federation programs, Israel government educational activities, or are

conducted by separate organizations, such as Hillel.

There are 220 Jewish community centers and branches, with an estimated 1 million members. Many more people are occasional participants in group activities of these centers.

An overview of the various components within Jewish educational can found in the following chart.

TABLE 1

TYPE OF EDUCATIONAL SETTING	NUMBER	APPROXIMATE NUMBER OF STUDENTS	% OF ALL JEWISH SCHOOL AGE CHILDREN
Day School	600-800	115,00	12% in U.S. 29% in Canada
Supplementary School	1600-1800	280,000	30%
Jewish Community Centers	220	1,000 000	A
Camping		205,000	
Youth Movements		75,000	
Education Visits to Israel		25,000	

The inadequacies of Jewish education in the present environment cut across this vast array of formal and informal activities. It is clear that existing programs have the potential to reach a large majority of the Jewish population in North America. They are failing to achieve their potential because of major shortcomings within the overall system.

The Imperative to Develop a Profession of Jewish Education

Jewish education as it stands today does not have the resources to make the kind of difference in the lives of many young Jews that would assure a genuine commitment to Jewish values. The shortcomings of Jewish education are not unlike those of general education, which faces a serious challenge in a era of rapidly changing social conditions.

Poor pay and falling standards for teachers, plus the poor academic performance of students are just a few of the many problems that haunt both the general and Jewish educational systems. Data reviewed by the Commission reveals that the inability to attract and retain high quality teaching personnel is particularly acute in Jewish education. Unless radical changes are made, Jewish education will not draw to it individuals seeking to build a serious and rewarding career.

It is estimated that there are some 30,000 teaching and 3000 administrative positions for Jewish education in North America. Yet only one hundred students graduated in 1989 from all Jewish education training programs and only 144 individuals are currently enrolled full-time in bachelor's and master's degree programs. The vast majority of the available teaching positions will be filled by individuals who have not been

trained as Jewish educators.

Most of those who enter the field of Jewish education do so with far less preparation than their counterparts in the public education system. Thus, while over half of public school teachers hold a Masters Degree, this is true of only a handful of teachers in Jewish day schools. It is estimated that nearly one out of every five (17%) teachers in day schools does not have a college degree, and fewer than half of the teachers in the supplementary schools have had a high school Jewish education. Informal educators are trained in various disciplines but receive almost no pre-service training in Jewish education.

One reason for the difficulty in attracting serious professional to the field is the part-time nature of many of the teaching positions. Of the total number of Jewish school teachers, it is estimated that only about 15% to 20% hold full-time positions. Isa Aron and Bruce Phillips have reported in "Findings of the Los Angeles BJE Teachers Census" that only 23% of all the teachers in Los Angeles teach more than 20 hours per week, while 54% teach under 10 hours. Seventy-one percent of the teachers have other occupations - of these, some are homemakers who enjoy teaching a few hours a week in supplementary schools; others are full-time students. Some hold other part-time or even full-time employ-

field needs. Schools are forced to look elsewhere for their vacant teaching positions. It is estimated there may be as many as 3,000 openings the day school starts.

Teaching faculty at the training institutes are also in short supply. This year, all training programs together have only 18 full-time faculty who specialize in Jewish education. It is obvious that so small a faculty cannot possibly undertake the multiple assignments that the training institutions must fill. Poor preparation among students entering these institutes is another serious problem affecting the quality of Jewish education. Today students often enter training programs with insufficient knowledge of Judaica and with little interest in achieving teacher certification.

Jewish education will not improve until the area of teacher development is addressed. The problem of inadequately qualified teachers will continue until there is a major effort to develop Jewish education as a serious profession.

It is clear that many of the 30,000 teachers who presently hold positions in Jewish schools do not provide positive role models for outstanding college age students who might otherwise be attracted to careers in Jewish education. Moreover, throughout the United States, (supplementary) Jewish education experiences a high rate of teacher turnover. According to

the Jewish Community Federation of Cleveland's Report on Jewish Continuity, in 1986 there was an annual teacher turnover rate in Cleveland schools of approximately 20%, and other communities around the country have a similar pattern.

Another problem is that often the best teachers in the schools find themselves promoted to the role of school principals. The ladder of advancement in Jewish education is essentially linear - from teacher to assistant principal to principal. There is almost no opportunity for advancement that would enable talented teachers to assume leadership roles in crucial areas of education * such as specialists in the teaching of Hebrew, the Bible, Jewish history, early childhood, family education and special education. This lack of specialization is yet another deterrant for many individuals who might otherwise enter the field: it limits both the professional and intellectual growth of teachers.

As one considers these problems, it becomes obvious that the salaries, training, working conditions and status of Jewish educators have an important bearing on the problems of recruitment and retention of qualified personnel for the field of Jewish education. For Jewish education to become an attractive profession, it will have to develop clearly defined standards, appropriate terms of employment, a high level of training and a network of collegial support.

Declining Interest Among Children and Adults

The issue of teaching personnel is only one of the major difficulties facing Jewish education today. Lack of interest among children and lack of support in the home environment are other hurdles that must be overcome if Jewish schools are to continue as an important instrument for transmitting Judaism.

There are close to one million Jewish children of school age in North America. Most of these children, perhaps as many as 80%, have attended some form of Jewish schooling at least one time in their lives. However, for many, attendance is often short-lived and sporadic. Close to 600,000 children currently do not receive any form of Jewish schooling. Only some 400,000 in the U.S. (about 40% of all Jewish children), and 32,000 in Canada (about 55%) are currently enrolled in any Jewish school. The problem is more pronounced with children over Bar or Bat Mitzvah age (13 or 12) when attendance drops by more than 60%.

(Figure 1 and 2)

Over a twenty year period, from 1962 to 1982, total enrollment in Jewish schools in the U.S. dropped from approximately 600,000 to approximately 400,000, an overall decline of nearly 35%. It is estimated that about half of this decline reflects negative demographic trends (i.e. the end of the baby boom), the other half a lessening interest in Jewish schooling. It is interesting to note that the most extensive form of Jewish education in the U.S., the supplementary school, declined by about 50%, from 540,000 to 280,000, while day school enrollment rose from 60,000 to 110,000, a rise of 80%. (Figure 3)

Loss of enrollment may be partially attributed to poor public perception of the the quality of supplementary schools. There is a widespread feeling among American Jews that supplementary school education is not succeeding and that there has been a significant decline in their role and quality over the past several decades. As one Commissioner put it, "as long as Sunday school is something you have to live through rather than enjoy, it cannot be valuable. So many Jewish Americans have had an impoverished Sunday school experience as their only Jewish education."

Part of the difficulty in enlisting support for the supplementary school is the discrepancy between what takes place in the school setting and the environment at home. If there is no support for Jewish rituals and traditions in the home

environment, it is difficult, almost impossible, to convey to children their value and beauty.

A recently released study, conducted by Schoem and based on direct observation of supplementary schools, reveals a direct connection between a child's home life and the effectiveness of their Jewish education. Schoem writes:

The thesis of this paper is that the explanation for failure of students in the Jewish school lay in their parents' and their own perception that there was no compelling reward to be expected from their education... The 12-year-olds who complained that 'Hebrew school doesn't matter' were speaking truthfully about the attitudes and behaviors they saw valued at home and in the community. For them, going to Harvard 'counted' studying a portion of the Torah did not (1982, p.318).

Statistics show that interest in Jewish learning continues to drop as Jews enter adulthood. Among college age students, no more than an estimated 25% avail themselves of Jewish education services. And only 1 in ten Jews continues to be involved in any type of Jewish learning as adults.

Jewish education, if it is to be successful, must begin to address some of the wider issues that have caused this falling away on the part of so many Jewish families today. In response to this problem, some communities have already begun adopting family education programs. However, they must do so

Curriculum Deficiencies

Jewish education has not taken advantage of the technological advances that are today providing new forms and methods of transmitting knowledge. These need to be tapped, teachers need to be trained in the use of the latest technology, and appropriate curricula need to be developed.

A key to redressing many of the problems facing Jewish education lay in the development of active support among community leaders:

11

Nativ Policy and Planning Consultants " •
Jerusalem, Israel

נתחב-יועצים לעמידניות ומסבנות
ירושלים

Tel.: 972-2-662 296; 699 9511

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: J&SCL -for

DATE: 31/7/90

FROM: y+JU? Bernson

NO. PAGES: 1

FAX NUMBER: 912 -7, 5 -jt 62

Dear Rosie,

We only received the first 20 pages
of Yehor Gredy's fax (we received up to Page 11
of Chapter 3). 600-601 10/1/90 JTX-AW* 5V the rest
pSLjZc-A.

Many thanks,

Jill

Nativ Policy and Planning Consultants
Jerusalem, Israel

נהלית-יועצים למדיניות ותכנון
ירושלים <

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: ROSIE LOE

DATE: 8/1/79

FROM: JILL BERINSON

NO. PAGES: 1

FAX NUMBER: 212-715 1162

DEAR ROSIE;

ANNETTE + SEYMOUR

DAVID AT 9AM TODAY NEW YORK

TIME -

MANY THANKS

Jill



RUDNER-FINN

MARKETING COMMUNICATIONS

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLE

TO: Annette Hochstein

DATE: 7/23/90

FROM: Rosie Lue

NUMBER OF PAGES INCLUDING THIS PAGE: _____

IF YOU DO NOT RECEIVE PROPERLY, PLEASE CALL THE SENDER AT (212) _____

Dear Annette:

David is back at home today (Monday). He would like
for you and Seymour Fox to call him at home tomorrow
(Tuesday) at 9 AM New York time at ~~212~~ (914-6338462)

Rosie

FAX NUMBER: (212) 715-1662



RUDER* FINN

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLE

TO: Seymour Fox / Annette Hochstein

DATE: July 20# 9900

FROM: Dena Marriam

NUMBER OF PAGES INCLUDING THIS PAGE: 1

IF YOU DO NOT RECIEVE PROPERLY, PLEASE CALL THE SENDER AT (212) 603-6306

Dear Seymour and Annette:

Unfortunately David had to go back into the hospital last night, and may not be out until early next week - he developed an infection.

We will phone you as soon as he gets home. However, it now seems out of the question to go to Israel in the next few weeks.

We will discuss strategies when David is back home.

Love,

Dena

FAX NUMBER: (212) 715-1662



RUDER-FINN

MARKETING COMMUNICATIONS

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLE

TO: Angelle Hobbs/K. Fox

DATE: 2/16

FROM: Rosie Lee

NUMBER OF PAGES INCLUDING THIS PAGE: _____

IF YOU DO NOT RECEIVE PROPERLY, PLEASE CALL THE SENDER AT (212) _____

Dear Angelle:

David had to change his schedule
so he will come in to the office
at 1 p.m. tomorrow. He would like
to have the conference call at 2 p.m.
on Tuesday with you and Seymour Fox.
Please confirm if this is ok.

FAX NUMBER: (212) 715-1002

Thanks

Rosie

FAX SENT

DATE:

11/7

Nativ Policy and Planning Consultants
Jerusalem, Israel

מחלקת מדיניות ותכנון
ירושלים

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

Fax: 972-2-699 951

FACSIMILE TRANSMISSION

TO: Gummy Levi
FROM: Jill Berens

DATE: 11/7/90

NO. PAGES: 1

FAX NUMBER: 361-9962

Dear Gummy,

Could you please forward a copy
of the Reiner papers on family education
to David Fein.

Many thanks,

Jill



RUDER FINN

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLE

To: Seymour Fox / Annette Hochstein

DATE: 7/11/90

FROM: David Finn

NUMBER OF PAGES INCLUDING THIS PAGE: 3

IF YOU DO NOT RECEIVE PROPERLY, PLEASE CALL THE SENDER AT (212) 593-6300

I thought you would be interested in seeing the enclosed two articles which have some bearing on our report.
It looks as if our ideas are very timely!

David

FAX NUMBER: (212) 715-1662

Peace Corps Principle Recruits Young Teachers

Continued From Page A1

to confound skeptics and create teach for America so quickly.

"She wandered in one day and announced she was going to organize a teachers corps, would do it in a year and raise several million dollars," said Marvin Bressler, chairman of Princeton's sociology department, who was Ms. Kopp's thesis adviser. "I said, 'Union, kid, this is obviously deranged.' But she has a kind of really compelling gentle stubbornness."

Ms. Kopp also has a shrewd understanding of how to present herself and her ideas to business and education leaders. In Teach for America's cluttered offices on the 33d floor of the Mr. Fraw-Mall Building in New York City, hand-scribbled posters cover the walls, and much of the youthful staff favors jeans or casual shirts. Ms. Kopp, who will turn 23 at the end of June, wears a corporate-looking blouse, strand of pearls, skirt and pumps.

An Appeal to 30 Executives

Equally professional was the booklet she drew up to promote Teach for America for corporations. In clear prose, using short paragraphs and plenty of boldface headings, Ms. Kopp outlined her ideas.

Right after she finished her senior thesis last spring, Ms. Kopp sent her booklet to 30 chief executives of America's leading corporations. One landed on the desk of Rex Adams, who as vice president of administration at the Mobil Corporation, also oversees the Mobil Foundation.

"We use hundreds of these things a month," Mr. Adams said. "Because it was rather well written, I took the trouble to read it. It was rather persuasively done and very concrete. Here was a young person, a good idea, a focus on specifics and a more substantive package than one usually sees. I thought: 'It's this good? She probably could be helped if a nice gentleman of my age could explain to her she's about to enter a piranha tank.'"

But like Professor Bressler before him, Mr. Adams found that Ms. Kopp already had answers to the problems he wanted to warn her about. She left his office with his request for a budget outline, and not long after, said Mobil gave her the seed money she needed to start setting up Teach for America.

Links With Business Executives

Not many people just out of college would know how to reach out to business leaders, present a proposal clearly or understand the steps necessary to make it a reality. But Ms. Kopp had four years of training at Princeton through her work with the Foundation for Student Communication, a Princeton student organization that builds links with business executives, publishes one of the largest student-run magazines in the country and holds an annual conference between students and business leaders.

She came to Princeton from Dallas, where she grew up, attended public schools and watched her parents run a business publishing guidebooks — an experience she said did not influence her to gravitate toward business. But on the advice of her mother she wandered into the career organization's open house and within a month found herself editing a large part of the student magazine.

When Mr. Kopp joined the student

organization in her freshman year it had a budget of \$300,000. By her senior year, when she was president, she was managing a \$1.5 million budget and had that dozens of chief executives around the country.

"Everything I do is based on that experience," she said. "It taught me a lot about how to negotiate and how to manage people. I realized there's an incredible amount of money in the world and people who are looking for good things to support, and if you can just get in the door you can have a good chance of making it fly."

Her Greatest Selling Point

Although her student work taught her a degree of professionalism, Ms. Kopp dismisses any suggestion that smooth packaging alone is what sold

Self-confidence and pragmatism turn an idea into reality.

companies on Teach for America. "I think what sells this to people is the fact that it's so simple and obvious," she said. "It's a young, energetic, imaginative organization. There is spirit behind it, as well as practicality."

Indeed, her complete faith in the power of her idea appears to be Ms. Kopp's greatest selling point. "She's not charismatic particularly, not a rabble-rouser or oratorical," Professor Bressler said.

In conversation Ms. Kopp is contained and reflective, articulate but

not bubbly. But she leaves a listener in no doubt of her determination or conviction.

Her presentation also impressed officials from the Union Carbide Corporation, who offered her free office space for the summer. With a rent-free office, Ms. Kopp asked Mobil for \$20,000. Then, with little more than her pocket in hand, she set about building credibility by lining up prominent executives, politicians and educators to serve on her board of directors and advisers.

Big Names on the Mainland

By the end of the summer she had met two critical requirements for further fund-raising — incorporating as a nonprofit group and adding the heads of some major companies like the Xerox Corporation, Union Carbide and American Cyanamid to her board. She also hunted education conferences for advice on how to train new teachers, and talked to school district officials to make sure at least some of them would hire recent college graduates without teaching certificates.

With big names on her mainboard and confidence that school officials would hire the people she proposed to send them, Ms. Kopp was able to secure larger grants. As more companies gave money, she returned to those who had earlier rejected her because of her lack of a track record.

And she showed up again at Mobil, quietly informing Mr. Adams that she had organized a corporate sponsors' group but that Mobil's \$20,000 in seed money was short of the minimum donation of \$100,000. Mobil stepped up.

Now her sponsors' category includes Merck, Union Carbide, Chrysler, Morgan Stanley, as well as the Starr Foundation and the Louis Calder Foundation.

The new money enabled her to hire employees — there are now 22 — who

are paid an average of \$20,000 a year. She and her rapidly growing staff of recent college graduates are already taking a team of recruits, who would visit college campuses to round up applicants. They also worked to establish the training institute, which is to begin next week.

Student Teaching for Recruits

That involved enlisting faculty members to teach, drawing up a curriculum and negotiating with the University of Southern California for space and the Los Angeles public schools, which now run year-round to allow for certain students to teach (for elementary and secondary schools) in the summer.

Although she has raised over \$1 million, she envisions needing at least twice that to fully fund the project, including costs for recruiting, training and maintaining fiscal support offices in each district. Atlanta's one potential sponsor, Ross Perot, has offered a challenge grant of \$500,000 if she can raise enough to meet those costs.

Still, Ms. Kopp is not suffering sleepless nights. "If anything is going to stop this, it is not going to be money," she said. "We keep getting grants from places I'd never even heard of, and we have lots of things in the works from companies and foundations."

Teach for America did not even begin recruiting its future teachers until the end of February, after spending several weeks drawing up detailed applications and designing a rigorous interview that included a sort of audition, where candidates were asked to teach something to other applicants.

Many donors told Ms. Kopp they were worried that students from the nation's best colleges would not consider teaching, because they would have so many more lucrative opportunities. Typically, she was not worried at all.

Princeton Student's Brainstorm: A Peace Corps to Train Teachers

By HUBAN CHIRA

It was at yet another conference bemoaning the state of American education that 21-year-old Wendy Kopp, bored and restless, decided that the solution was right in front of her.

The answer was a Peace Corps for teachers, drawing in the very people who sat near her — bright, driven and idealistic students from the nation's leading colleges.

Ms. Kopp, a student at Princeton University, did not believe in waiting time. In little more than a year, she turned her brainstorm into a senior thesis, distilled that thesis into a proposal, persuaded major corporations to donate more than \$1 million, recruited students and talked schools into hiring them as full-fledged teachers.

Training Institute Planned

NOW her teachers' corps, called Teach for America, is off and running. After a rigorous competition, 200 recent college graduates were picked out of a field of 2,500 applicants. During Ms. Kopp's theory that making the corps selective would enhance its appeal to college students.

This winter they will enter a summer training institute to prepare them to teach this fall at the rural or inner-city public school systems in different parts of the country. They have signed on for two years, in exchange, they can defer the repayments on their Federal college loans.

Ms. Kopp knows how the Teach for



Wendy Kopp

recruits of America's public schools, but Ms. Kopp is unconcerned by the prospect of failure.

"Usually, I don't worry all that much," she said. "I really have this attitude that things will all work out. All those little obstacles that people think will stop everything — you can get around anything."

That self-confidence, combined with

J 1990

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More Alternative Paths Lead to Teaching Jobs

WASHINGTON, June 19 (AP) — The number of states with alternative routes for certifying teachers is growing, but few states focus on recruiting older, educated adults with experience in other fields, according to a study released today by the National Center for Education Information.

"Very few states in this nation have actually designed a certification path specifically to meet the demand created by the new and growing market of adults who already have at least a bachelor's degree and want to teach," said Emily Peistritzer, the director of the center.

Most alternative teacher certification programs, which are for people who have not completed a customary college teacher education program, are tied to teacher shortages. As a result, the number of such programs varies greatly from state to state.

12,000 Certified Since '85

Connecticut, New Jersey, Texas, Arizona and Arkansas were rated best at opening their schools to such would-be teachers, because jobs are available to people who have a bachelor's degree in any subject.

Arizona accepts such teachers only at the secondary school level, and many states use them only when there are teacher shortages.

About a million new teachers have been hired in the United

States in the last five years, but only about 12,000 have been certified through alternative teacher certification programs since 1985.

The center, a private education research organization, conducted the study from December 1989 to May 1990. Thirty-three states reported that they were providing alternative routes to the state-approved college teacher education program for certifying teachers, up from 23 less than two years ago. Only 8 states had alternative programs in 1983.

Variety of Requirements

About a third of the states say they used alternative routes only if a traditionally certified teacher cannot be found, the study said.

There is wide variation in alternative routes, the study found. It said most states required a bachelor's degree, a college grade average of a least O+, passage of a basic skills test and sometimes a specialty area test.

The study said Connecticut, New Jersey and Texas had the best state-designed alternative programs, available in all fields at all grade levels. Arizona, Idaho, Louisiana, Ohio and Virginia offer programs only at the secondary level. States with alternative programs only in areas of teacher shortages are Alabama, Arkansas, California, Georgia, Maine, New York, Oregon and South Carolina.

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IMPORTANT NOTICE

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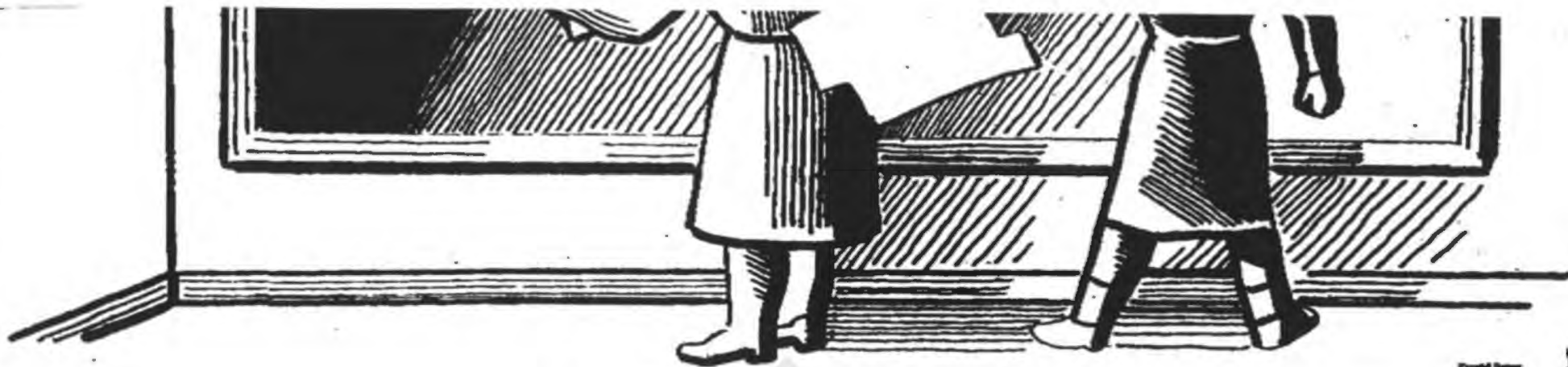
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R&F FAX NUMBER - (212) 715-1507

OR IF BUSY TRY - (212) 593-6397

TELEX - RCA 236132 (FURI UR) - INTERNATIONAL

Annette = We is the article *Wujid* spoke of.
My fax number is listed above. Speak
with you soon.
Dena



The Youthful Arrogance of 'Teach for America'

By Marcella Spruce

ROCKLAND, Me. In 1986, when I decided to teach high school in a Maine fishing village, I was exactly the kind of recruit that the much-publicized Teach for America program is seeking now: a magna cum laude graduate of a prestigious private college with a weary, unimpressed master's degree in a demanding program. I wasn't sure what I wanted, and teaching seemed easy enough, so I tried it. It turned out to be, in the words of the Peace Corps

gled unheralded for years. No mention is made of the teachers with whom the college graduates will work — and from whom they may learn.

I learned quickly just how good many of these people are, even in mediocre schools. Teach for America seems to assume that these professionals are irrelevant. Business and education leaders have been consulted but not, apparently, teachers themselves. I think that's a mistake, and the place where the Peace Corps analogy falls apart.

The original Peace Corps notion was to spread technical knowledge to places where it was unavailable — to build fisheries, say, in Zaire. In this country, however the expertise to improve schools is already present in the teachers.

Teach for America is not so much a Peace Corps as a kind of junior year abroad: a proletarian experience as a schoolteacher, before moving on to a real job. This type of service hardly addresses the reasons that public schools can't keep teachers.

Exposing future taxpayers to the poor working conditions in most schools is probably a good public relations idea. But I doubt it will rebuild a core of skilled and humane instructors to save the nation's beleaguered schools.

I confess that I am dismayed by what I perceive as a kind of underlying arrogance in Teach for America. The idea of breezing in from Princeton or Bowdoin to save kids from the

incompetents leaves a bad taste in my mouth. Perhaps that's not the intention; however, it appears that way. A recruit, for example, quoted in an editorial in *The New York Times*, says, "There are a lot of talented high school students who get written off."

Written off, presumably, by those lazy, deadbeat teachers. Let me tell you, sweetie, the bitter reality of public school teaching: Some kids get lost, and it breaks your heart. When you are there, you will have so many needy kids clamoring for your time that you will do what the rest of us do: engage in educational triage. You save the kids you can, and you mourn the ones you can't.

Teaching, for the good professionals who do it, is not about writing kids off; it's about giving them a lifeline and hoping they grab for it. The Teach for America participants will meet a lot of teachers who lack elite degrees and fancy theories, but most of them will have room for the dreams of one more child.

The Teach for America volunteers will, I assume, have to cope with the same supply shortages and idiotic schedules that regular teachers face. The first year I taught, I was given a few desk supplies and told that was all my predecessor had ordered; therefore, that was all I could have. Everything else had to be bought out of my \$15,000 salary.

These are the day-to-day drains on teachers — not only must you weigh whether to report Billy to the school

nurse as a suspected child-abuse victim, but you must also try to photocopy enough tests (which you wrote and prepared at home the night before) and eat lunch in 15 minutes. I can't see how all the enthusiasm and calculus instilled by Brandeis or Princeton is going to make these new teachers any more able to cope with

They assume they can stride in and rescue schools.

the demands than are their more experienced colleagues.

Furthermore, Teach for America is costing a fair amount of money. I was intrigued to read that its founder, Wendy Kopp, has staff members who make more than \$25,000. After three years of teaching (on the master's scale, plus a stipend as *educational adviser*), I had not yet approached \$18,000. The top salaries for teachers in my district, certified professionals with 27 and 36 years' experience, were a *little* over \$30,000.

True, there are districts where the money is better; there are as many where it is worse. Does Ms. Kopp — or anyone — really believe that the problem of underfunding schools is going to be addressed by a short-term infusion of young people willing to be poor for a couple of years?

I left teaching because I got tired of being poor so that people who are unwilling to pay enough taxes to give me the salary they would expect for themselves could have a good education for their children. And yet, I am sad about my decision.

On my bookshelf, I have a bouquet of dried roses — a gift from my freshmen when I left. I treasure them, but the price of that gift is an empty savings account. I had to choose, as these Teach for America volunteers will have to choose, between being a teacher and a productive taxpayer.

I am sorry to leave teaching. I would have been proud to look back over a lifetime of teaching and learning from kids. Perhaps some of these Teach for America volunteers will find a vocation in teaching. Perhaps some of them will even be able to change the system. All of them *must* come away with a better understanding of the dilemma of teaching.

Most of all, I hope that they approach their new schools with respect, not only for the students, who will make it all worthwhile, but also for their new colleagues, many of whom have already given their lives to America's kids.

VOICES OF THE
NEW GENERATION

ad, "the toughest job I ever loved." So why does the Teach for America concept of a Peace Corps for public schools make me queasy?

In large part, I object to Teach for America's emphasis on the recent graduates who will participate and what they will give. There's an implication that college students can go in, Indiana Jones-fashion, and rescue our failing schools.

Little thought is given to mobilizing the existing troops, who have strug-

Marcella Spruce, a graduate of Bowdoin College, earned a master's in education from Bowdoin. She is now a third-grade teacher.



Send
WV -
RUDER • FINN

June 20, 1990

Ms. Annette Hochstein
Nativ Policy & Planning Consultants
10, Yehoshafat St.
Jerusalem 93152 Israel

Dear Annette:

Gus Vaxevaneris has told me that his charges for the overheads would be \$1,350. How shall we handle this? Send you an invoice? Send one to Hank Zucker?

Let me know.

Regards,

David Finn

DF:rl
Encl

FAX SENT

DATE 4/9/90

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Jerusalem, Israel

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FACSIMILE TRANSMISSION

TO: "David Finn

DATE: July 4, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 212-715-1662

Dear David:

The bill for the overhead slides for the Commission on Jewish Education in North America should be sent directly to Henry L. Zucker in Cleveland (FAX #216-361-9962)..

Thank you.

Sincerely,

(jU sU ih Z

Annette Hochstein



RUDER-FINN

June 20,, 1990

Mr. Seymour Fox
Ms. Annette Hochstein
Nativ Policy & Planning Consultants
110, Yehoshafat St.
Jerusalem 93152 Israel

Dear Annette and Seymour::

Enclosed are copies of materials Eli Evans gave me.. I think there are good ideas here which we ought to make use of in our final draft..

Regards,

David Finn

DF:rl

Encl

cc: Dena Merriam

June 28

Dear Seymour and Annette,

I just came back from visiting David at the hospital. The operation was a success, and he is fine -- although quite uncomfortable at the moment. I think he will be in the hospital until early next week. Meanwhile, I have been reading the material that has been sent to me -- the book by Alvin I. Schiff, the transcript of the last meeting, etc. As soon as David is home, we will talk with you and see where to go from here.

Love,

Dena

FAX SENT
FAX SENT

DATE: 25/6/90
ATO:

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Jerusalem, Israel

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FACSIMILE TRANSMISSION

TO: David Finn

DATE: 25 June, 1990

FROM: Annette Hochstein & Seymour Fox

NO. PAGES: 1

FAXNUMBER: 001-212-715 1662

Dear David,

Our best wishes for a speedy recovery.. We need you well
and happy. We'll discuss your letter as soon as your
hospital stay is over..

Take good care..

Best regards,,

7
7/6




RUDER FINN

MARKETING COMMUNICATIONS

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLE

TO: Annelle Hooks/Seymour Fox

DATE: 8/11

FROM: David Finn

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FACSIMILE TRANSMISSION

TO: Dena Merriam, Dawid Finn

DATE: June 1, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAXNUMBER: 212-715-1662

Dear Dena and David,

I am scheduled to land Monday at 6AM and would love to meet with you from 10-12 as you suggested to discuss the Commission meeting, the presentation, etc. In addition, the Tuesday times are fine for Seymour and me.

Very best regards,

FR
CLM



Please deliver the following materials immediately

[illegible]

OU
FAX 772 242 999 \$=1/

Annette and Seymour

Here is our draft of the
amendment. We hope it is

helpful. Look forward to
your call at 12 noon New York
time on Tuesday - 5/29

David

Our FAX didn't work last night DU/*

Sorry about the delay. >^aJT !tE> djJ^L^ t

EXECUTIVE SUMMARY

The Commission on Jewish Education in North America was formed out of a deep and growing concern over the rise in the number of Jews who are turning away from the traditions and ideals fundamental to Judaism. More and more leaders from all sectors of the North American Jewish community are expressing the belief that a strong and vital Jewish educational system is the primary vehicle by which Jews will continue to develop, as have their ancestors, a lifelong commitment to Judaism.

The little research that has been done regarding Jewish education and Jewish identity reveals a serious weakening of ties to Judaism among many North American Jews. Today, 28% of Jews under the age of 40 are married to non Jews, and only a quarter of their children identify themselves as Jews. In addition, fewer than half of Jewish children are currently enrolled in any type of Jewish schooling. The supplementary school, the core institution in Jewish education, is perceived by an overwhelming majority of Jews as a failure -- unable, for the most part, to inspire children to form serious commitments to a Jewish way of life.

The Commission on Jewish Education in North America was

called together by Morton Mandel to examine the problems that plague the system of Jewish education and to develop a comprehensive plan that would, over time, radically transform it. From its inception, the goal of the Commission was to create a plan of action that would have a widespread impact. In order to be successful, the Commission would have to include representatives from all sectors of the Jewish community. And great care was taken to select, as commissioners members of the private and public sectors, all four religious denominations, and a broad spectrum of academics, educators, community leaders, and rabbis.

Each of the commissioners understood the extent of the problems facing Jewish education. Their initial task was to review available research and pinpoint the specific areas that most desperately needed attention. Early on, the commissioners came to the conclusion that no dramatic change could be brought about without first addressing the two fundamental building blocks of Jewish education: personnel -- the establishment of a profession of Jewish educators; and the community -- the commitment of community leaders to make Jewish education a high priority by providing the necessary support and funding. Thus these two issues evolved as the centerpiece of the Commission's plan."

During its in-depth analysis of the state of Jewish education,

the Commission examined all facets of the current system — teacher training, programs at the institutes of higher Jewish learning, formal programs of Jewish education (day and supplementary schools), and all types of informal educational settings. It concluded that far more research was needed for educational leaders to gain an accurate appraisal of how the system is functioning. Thus the development of a research facility became one of the main objectives.

As recommendations for change began to emerge, it became clear to the commissioners that at the onset they would not have the resources to implement all phases of their plan on a national level. They therefore developed the concept of "Lead Communities," or communities in which innovation and funding would be concentrated. These communities would recruit the best personnel and import the highest quality educational programs available anywhere. They would become the testing ground for the whole Jewish community, and their successes would subsequently be disseminated through^{out} North America.

The plan that the Commission developed contained many components. It would function on a national level — with specific recommendations for increasing the number and quality of teaching personnel, for improving training programs, for raising teacher's salaries and benefits, and for building

more community support. It would also function, in a highly focused manner, on a local level in a small number of Lead Communities, where there would be a far greater ability to experiment and explore. It is here that real transformation would take place, of a nature that will awaken in Jews a love for and loyalty to their Jewish heritage.

Since the goal of the Commission was to create a plan that would be proactive rather than merely theoretical, it decided to create an entity that would oversee and continue its work. Thus the Council for New Initiatives in Jewish education was established. The Council will have a number of specific functions and will begin its activities the day the Commission finalizes its report. The Council will maintain the momentum created by the Commission and will be responsible for reporting annually to the Jewish community on progress that has been made:

Many innovative programs will be explored by the Council, including, the development of a Jewish Educational Camp, consisting of young college students who will dedicate a specific number of hours a week to teaching in Lead Communities. Another project under consideration is the creation of a fellowship program, Fellows of the Council, consisting of outstanding educators who will be sent to Lead Communities to train teachers. The Council will also work with institutions

of higher Jewish learning to quadruple their educational facilities and student bodies.

The coordinating organization in the Lead Communities, and for other aspects of the Council's plan, will be the Council of Jewish Federations, JFSNA and the JCC Association will work as partners with the Council in carrying out various aspects of the new program through their resources and facilities.

Crucial to the success of the proactive program adopted by the Commission is the financial support of six private foundations dedicated to Jewish education. Each of these foundations committed themselves to a contribution of \$5 million over a period of five years to cover the initial cost of the Council itself and its preliminary activities. Grants will be made on a matching basis by the foundations to Lead Communities and to institutions of higher Jewish learning, as well as other organizations involved in the process.

Also crucial to the success of the recommended program is the commitment of the Jewish community to rally to the cause of Jewish education -- as it has in the past for Jews in distress, for the State of Israel, and for the fight against anti-semitism.

The plan developed by the Commission has many concrete elements that are aimed at reexamining the building blocks of Jewish education as well as at eventually developing a whole series of programmatic activities that will in time transform Jewish education. In presenting its report, the Commission issued a clarion call to arouse the Jewish community to the crisis facing Jewish education and the need to apply its fullest resources to making a substantial change by the end of the century.

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DATE:

29/5/90

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DATE: 29 May, 1990

FROM: Annette Hochstein

NO. PAGES: 1

FAX NUMBER: 001-212-715 1662

Dear David,

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send it again.

Regards.,

pp Annette

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DATE: ...

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FACSIMILE TRANSMISSION

TO: David Flinn & Dena Merriam

DATE: May 25, 1990

FROM: Seymour Fox & Annette Hochstein

NO. PAGES: 52

FAX NUMBER: (212) 715-1662

Dear David and Dena,

We are enormously grateful for your product and above all for your effort and concern.

This short note is not the way to express our thanks, we will be doing a good deal of more work to try and we will then find the way to express ourselves better. We enclose our corruption of your work. We are not too uncomfortable because we will have an opportunity to change and make corrections next week and to do the real job after the meeting on June 12th.

We need an Executive Summary and if we can receive it on Monday that will make all the difference.

By the way, what is your suggestions for the name of the report?

Best regards and Shabbat Shalom,

Seymour Fox and Annette Hochstein

Seymour Fox & Annette Hochstein

CHAPTER 4

Coming to Grips With the Problem: The Commission Develops Its Plan

The Commission faced several major challenges in determining how to come to grips with the problems facing Jewish education.

First, the Commission consisted of individuals of very different backgrounds: outstanding community leaders who had succeeded in the world of industry and business; men of affairs who were serving the Jewish community with great distinction; leaders of institutions of higher Jewish learning; world renowned scholars, creative educators and distinguished rabbis.

It was inevitable that these commissioners would bring to the table diverse and sometimes conflicting approaches to analyzing the nature of the task. This was an advantage in that it brought together the different perspectives that would be needed to develop a realistic and comprehensive solution. But it posed a potential problem in the search for common ground for discussion.

In view of this, the setting of the agenda for each of the Commission's sessions and the orchestration of the discussions themselves so that they would be

constructive and result-oriented required a great deal of advanced planning.

Secondly, the problem was so vast that it was unclear how the Commission should focus its work so that it would achieve the greatest impact. There were no clear-cut guidelines as to how to establish priorities among the multitude of issues that needed to be addressed.

To meet these challenges, a method of operation was decided upon that was to characterize the work of the Commission throughout. Before its first meeting on August 1, 1988, and from then on, before and after each of the six Commission meetings, a procedure for maintaining personal contact between the staff and each of the commissioners through interviews was agreed upon. In this way, every meeting of the Commission was a culmination of dialogue among professionals and the Commissioners, and all the Commissioners provided input into the process.

It became evident in interviewing the commissioners before the first meeting that they would suggest a large number of areas and problems in Jewish education that were in need of improvement (e.g. the supplementary school, programs for the college age, early childhood

programs). In fact, at the first meeting the following 23 options were suggested by the Commissioners as areas that should be the focus of the Commission's work:

THE OPTIONS

1. To focus efforts on the early childhood age group.
2. To focus efforts on the elementary school age group.
3. To focus efforts on the high school age group.
4. To focus efforts on the college age group.
5. To focus efforts on young adults.
6. To focus efforts on the family.
7. To focus efforts on adults.
8. To focus efforts on the retired and the elderly.
9. To develop and improve the supplementary school.
10. To develop and improve the day school.
11. To develop informal education.
12. To develop Israel Experience programs.
13. To develop integrated programs of formal and informal education.
14. To focus efforts on the widespread acquisition of the Hebrew language, with special initial emphasis on the leadership of the Jewish community.
15. To develop curriculum and methods.
16. To enhance the use of the media and technology (computers, videos, etc.) for Jewish education.
17. To deal with the shortage of qualified personnel for Jewish education.
18. To deal with the Community - its leadership and its structures - as major agents for change in any area.

19. To reduce or eliminate tuition.
20. To improve the physical plant (buildings, laboratories,, gymnasias).
21. To create a knowledge base for Jewish education (research of various kinds: evaluations and impact studies; assessment of needs; client surveys; etc.).
22. To encourage innovation in Jewish education.
23. To generate significant additional funding for Jewish education.

It was obvious to all that the Commissioners suggested more ideas than any one Commission could undertake. In fact,, each of the areas suggested could warrant a commission of its own. Together they could easily form the agenda for Jewish education in North America for several decades. At the end of the Commission's first meeting,, the staff was given the assignment of developing methods that would help the Commission narrow its focus so that it could agree upon an agenda for study and action.

In the personal interviews that preceded the second meeting of the Commission, the staff learned that there were compelling reasons to undertake many of the ideas suggested: all of the population groups were important; all of the settings of education were important. It became obvious that a deeper analysis of the problem would have to be made if the Commissioners were to be able to decide on the indispensable first steps. Indeed,

at the **second meeting on December 13, 1988** it became clear that some needs had to be addressed that were pre-conditions to any across-the-board improvements in Jewish education. There are "building blocks" upon which the entire Jewish educational system rests. They are:

- * ~~Personnel for Jewish education; and~~
- * ~~The community -- its leadership, funding and structures.~~

It was clear that there was a shortage of talented, dedicated, trained educators for every single area of Jewish education. This was true for all age groups, for all types of schools, all types of educational settings, JCCs, trips to Israel, the preparation of curricular materials, and the training of educators.

It was also clear that if the Commission was to make a difference, the community's attitude towards Jewish education would have to change. A new environment for Jewish education would be created if outstanding community leaders were to grant Jewish education the highest priority on the local and national scenes. Only then would the funds necessary for a program of change be obtained.

Recognizing **personnel and community** as the building blocks upon which all else rests the Commission, at its **second meeting**, agreed on its agenda. It was going to

devote its efforts to developing a comprehensive plan to recruit, train and retain large numbers of dedicated, talented educators for the field of Jewish education. It was going to develop a plan to involve a large number of outstanding community leaders for the work in Jewish education. They, in turn, in their local communities, and on the national scene would be able to take the steps that would raise Jewish education to the very top of the agenda of the North American Jewish community and consequently begin the process of creating a new environment, a new ambience for Jewish education.

The Commissioners determined that personnel and the community were interrelated. Outstanding community leaders would only be recruited to the cause of Jewish education if they believed it would be possible to recruit talented and dedicated educational personnel. At the same time, outstanding educators would not be attracted to the cause of Jewish education unless they felt that the Jewish community would give them the necessary resources to make a difference. They must believe that the community is embarking on a new era in Jewish education in which there will be reasonable salaries, a secure career line, and an opportunity to have an impact on the quality of the curriculum and methods of education.

These two building blocks would be essential in order to build a genuine profession of Jewish education. When such a profession is established, and there is an infusion of dedicated and qualified personnel to the field, parents would recognize that Jewish education can make a decisive contribution to the lives of their children and the lifestyles of their families. This would establish a groundswell of support that would enable community leaders to achieve the level of funding and to generate the energy necessary for a renewed system of education to flourish.

Though the Commission agreed on its agenda at this second meeting, a significant number of Commissioners were reluctant to omit the programmatic areas from the agenda.

One Commissioner asked "how is it possible for this Commission to ignore the revolution that the developments in the area of the media have made available for Jewish education? Is it conceivable that a plan for Jewish education could be developed at the close of the 20th century that would not take advantage of the contributions of television, video cassettes, computers and the museum?"

Another Commissioner reminded us that so much of our experience and research indicate that unless we encourage the family to adopt a more vigorous role in Jewish education,, the formal and informal settings for Jewish education are not likely to have a significant impact on children..

Though the Commission agreed that the first items on its agenda would indeed be the building blocks, it also agreed to address some of the important programmatic ideas at some later date..

At the conclusion of the second meeting of the Commission the staff was instructed to prepare the outline of a plan of action. Commissioners urged that the plan be comprehensive. There had been notable attempts in the past to deal with the problem of personnel by raising salaries or by concentrating on the development of a specialized area of training. But these efforts had not met with major success. It was the Commission's assumption that unless the problem was dealt with comprehensively, this Commission would not make any substantial difference.

In interviewing commissioners before the third meeting and consulting with other experts, the staff was reminded time and again that bringing about change in

the area of personnel and the community is vast and complex and would be difficult to address at once and across-the-board throughout North America. How would it be possible to achieve concrete results within a foreseeable period of time. Retraining many of the 30,000 teachers to meet the standards contemplated by the Commission would take years, perhaps even decades, to accomplish. In addition, finding the personnel for new programs in informal educational settings, for study trips to Israel and for the effective use of the media, would require a long-range effort. The Commission was searching for a way to begin.

With this in mind, it was decided to begin by demonstrating in a small group of communities what could happen if sufficient numbers of outstanding personnel were recruited and trained; if their efforts were supported by the community and its leadership; and if the necessary funds were secured to maintain such an effort over a five-year period. These sites were to be called "Lead Communities."

Fundamental to the success of the Lead Communities would be the determination of the community itself to become a model for the rest of the country. This must be a "bottom-up" rather than a "top-down" effort if it is to succeed. It should be understood that the Lead

Communities would have to provide a living demonstration of how the new ideas that grow out of the Commission's plan can be implemented.

Basic to the idea of Lead Community is the assumption that significant questions concerning innovation and implementation can only be resolved in real life situations. Lead Communities would provide the laboratories in which to discover the policies and practices that work best. The lessons learned could then be replicated elsewhere.

Lead Communities would become the testing places for "best practices" -- exemplary or excellent programs -- in all fields of Jewish education. We would learn of these best practices through the combined efforts of the key continental educational institutions and organizations, and above all, the creative front-line educators who have developed innovative, successful programs in their classrooms, community centers, summer camps, adult education programs and trips to Israel. As ideas are tested, they would be carefully monitored and subjected to critical analysis. A combination of openness and creativity with continuing monitoring and clear-cut accountability would be vital to the success of the Lead Community program. Although the primary focus of each Lead Community would be local, the

transformations that would take place would have an effect on national institutions that are playing a key role in Jewish education. Thus,, the institutions of higher Jewish learning would need to expand their education faculties to train additional personnel for the Lead Communities and to offer on-the-job training for the personnel that is presently working in existing institutions.

At its third meeting on June 14th, 1989 the Commission adopted the strategy of implementing its ideas through the establishment of several Lead Communities. Because the concept of Lead Community requires local initiative and involvement as well as the expertise of national institutions and organizations,, the staff was requested to develop the elements of a national or continental strategy necessary for the implementation of the Commission's plan.

Substantial time was devoted at this third Commission meeting to the importance of educational research,, of monitoring and evaluation,, of learning about the impact of various programs. Commissioners thought it would be inappropriate, possibly even wasteful,, to undertake significant new initiatives without carefully monitoring and supervising their introduction into Lead Communities.

As the meeting was about to conclude, commissioners raised the crucial issue of who was going to implement this ambitious plan - who would do the work? The staff was asked to prepare materials that would deal with the following questions:

- 1) who would assume responsibility for continuing the work of the Commission when it issued its report and recommendations;
- 2) who would be responsible for the implementation of the plan that was emerging;
- 3) who would initiate the establishment of Lead Communities;
- 4) how would the necessary research, the evaluation and monitoring be introduced into the plan that the Commission was preparing?

In the interviews that followed the third meeting, the staff was referred to successful programs in the field, and found that there were many excellent ideas that could be incorporated into the work of the Lead Communities. They also learned that several of the prominent family foundations had undertaken pioneering work in programmatic areas.

The dichotomy, the tension between the concept of the "building blocks" and that of programmatic areas

diminished as it became clear that personnel would always have to be recruited and trained for specific programs and for specific ages or settings (e.g. teachers for early childhood, for the supplementary school, for the day school, counsellors for the community center)..

Responding to the issues of implementation, Commissioners recommended that a mechanism, an entity, be established to carry out the work. This entity would be responsible for initiating the establishment of the Lead Communities; it would begin a dialogue between the work of the family foundations and the work undertaken in Lead Communities, between the foundations and national institutions such as the training institutions. It would initiate the establishment of the research facilities that the commissioners requested, and it would carry on the work of the Commission when it completed its report.

At the fourth meeting of the Commission, which took place on October 23, 1989, the idea of creating a new entity, later to be named the "Council for New Initiatives in Jewish Education," was agreed upon. The Council would be responsible for the implementation of the Commission's decisions.

The staff was asked to bring together the various elements that had been discussed in the first four meetings of the Commission and in the many interviews that had taken place between these meetings with commissioners and other experts.

At the fifth meeting of the commission it became clear that a concrete plan for change had emerged from the Commission's work and that implementation could begin immediately.

The plan deals with personnel and the community, with the programmatic areas and with research. In addition, by the time the Commission issues its report in the Fall of 1990, the following initial steps will have been taken:

1. **Funding:** Substantial funds will be available to launch the plan. This is now being arranged through the generosity of family foundations..

2. **Implementation:** The Council for New Initiatives in Jewish Education will be established -- to be a facilitating mechanism for the implementation of the Commission's recommendations.

3. **Lead Communities:** First steps to establish several Lead Communities will be taken. They will be places where Jewish education at its best will be developed, demonstrated and tested.

However,, for significant across-the-board change to take place,, a long-term effort is required. The lessons learned in Lead Communities will need to be applied in many communities,, gradually changing standards of Jewish education throughout North America. The available pool of qualified personnel will be increased. The profession of Jewish education will be developed as the number of qualified educators increases,, as training programs are developed and as job opportunities,, terms and conditions for employment are improved. Gradually,, major program areas will be addressed. A research capability will be developed.

The Continuing Role of the Commission on Jewish Education in North America

It was agreed that with the issuing of this report the Commission will be reconstituted as a representative body of the North American Jewish community concerned with Jewish education.

It will plan to meet once a year in order to assess the progress being made in the implementation of its plan. Its continuing role will demonstrate the determination of the leadership of all facets of the Jewish community to achieve a fundamental change in Jewish education through the course of this new undertaking.

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While avoiding rhetoric and simplistic formulations, while rejecting excessively heroic propositions, we may agree on a description of common aspirations and expectations. Our goal should be to make it possible for every Jewish child to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, to the power and profundity of Jewish faith. As a slogan we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'arets!'" 'Am ha'arets, usually understood as an ignorant, an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.

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Jewish continuity or survival- as a people- is not a problem and need not be a source of anxiety or perplexity. The reason for this apparent serenity is not insensitivity or whistfulness, but unshakable conviction, unwavering faith, and a special historical consciousness nurtured by the record and realities of the Jewish past. Hackneyed epithets- or stereotyped laments and litanies- should not be allowed to obscure the uniqueness and quintessence of our truly unparalleled history. The question that generates so much apprehensiveness and persistent restlessness is how many of our children and grandchildren, friends and neighbors, nephews, nieces, and cousins will be privileged to participate in this ongoing, confident, creative Jewish community? Every individual is of concern to us; no effort should be spared to enlarge the group of survivors."

CHAPTER X

RECOMMENDATIONS

OF THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

The Commission on Jewish Education in North America decided to undertake a ten-year plan for change in Jewish education. Implementation of the first phase of the plan will begin immediately.

The Commission calls on the North American Jewish community, on its leadership and institutions, to adopt this plan and provide the necessary resources to assure its success.

1. The Commission recommends the establishment of The Council for New Initiatives in Jewish Education to implement the Commission's decisions and recommendations. It will be a driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

* The Council will initiate a cooperative effort among individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Central communal organizations -- CUF, JCC Association and JESNA -- will be full partners in the work. Federations will be invited to play a central role and the religious denominations will be fully

involved.

* The Council will be charged with gaining acceptance for the action plan decided upon by the Commission and bringing about implementation of the Commission's recommendations. It will be devoted to initiating and promoting innovation in Jewish education. As such, it should be a center guided by vision and creative thinking. It will be a driving force for systemic change.

* It will help to design and revise development strategies in concert with other persons, communities and institutions. It will be a catalyst for development efforts in Jewish education. It will work with and through existing institutions and organizations and help them rise to their full potential.

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about

improvements.. The Commission recommends a number of sources for additional funding to support improvements in Jewish education,, including federations and private foundations..

In order for this to happen::

* The Commission encourages the establishment of additional local committees or commissions on Jewish education,, the purpose of which would be to bring together communal and congregational leadership in wall-to-wall coalitions to improve the communities' formal and informal Jewish education programs..

* The Commission also encourages each community to include top community leadership in their local Jewish education planning committee and in the management of the schools,, the Jewish Community Centers and local Jewish education programs..

* The Commission recommends that federations provide greater sums for Jewish education,, both in their annual allocations and by special grants from endowment funds and/or special fundraising efforts on behalf of Jewish education..

* Private foundations and philanthropically-oriented families will be urged to set aside substantial sums of money for Jewish education for the next five to ten years.. In this connection the Commission urges that private foundations establish a fund to finance the Council, and subsidies for Lead Communities and other projects..

3. The Commission recommends that a plan be launched to build the profession of Jewish education in North America.. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession; increases in salaries and benefits; and improvements in the status of Jewish education as a profession..

To accomplish this,, the North American Jewish community will be encouraged to undertake a program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. Increasing and improving training opportunities will require investing significant funds to expand

existing training programs and develop new programs in training institutions and general universities in North America and in Israel..

4. The Commission recommends the establishment of several Lead Communities, where excellence in Jewish education can be demonstrated for others to see, learn from and, where appropriate replicate. Lead Communities will be initiated by local communities that will work in partnership with the Council. The Council will help distill the lessons learned from the Lead Communities and diffuse the results to the rest of North America..

5. The Commission identified several programmatic areas, each of which offer promising opportunities for new initiatives. The Council will encourage the development of these areas in Lead Communities and will act as a broker between Foundations and institutions that wish to specialize in a programmatic area. The Council will assist in the provision of research, planning and monitoring for these efforts.

The Commission has identified the following programmatic areas, each of which offers promising opportunities for intervention.

Target populations: Early childhood, the child, the adolescent the college-age youth,, the adult,, the family,, the retired and elderly,, the new immigrant.

Settings and frameworks: Early childhood education and child care,, the supplementary school ((elementary and high school)), the day school ((elementary and high school)),, the synagogue,, the Jewish community center,, camping,, the Israel Experience

Content, Resources and Methods: Curriculum,, Hebrew language education,, the arts,, the media and new technologies

6. The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education,, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations,, and at specialized research facilities that may need to be established.

Chapter 5:

A Blueprint for the Future

To fulfill its mission of issuing a report and implementing its plan and to mobilize community support for its recommendations, the Commission designed a To fulfill its mission of issuing a report and blueprint for the future.

implementing its plan and to mobilize community support for its recommendations, the Commission designed a Its elements are: blueprint for the future.

I. Establishing The Council for New Initiatives in

Jewish Education

Its elements are:

II. Establishing Lead Communities

I. Establishing The Council for New Initiatives in

III. Developing National Strategies for Personnel and Jewish Education

the Community

II. Establishing Lead Communities

IV. Developing Programmatic areas

III. Developing National Strategies for Personnel and

V. Establishing a Research Capability the Community

VI. Spreading the Word -- The Diffusion of

IV. Developing Programmatic areas Innovation

V. Establishing a Research Capability

VI. Spreading the Word - The Diffusion of

Innovation

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I. Establishing The Council for New Initiatives in
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Jewish Education

I. Establishing The Council for New Initiatives in

The Commission recognized that a new entity would have Jewish Education

to be created to assume responsibility for the follow-

The Commission recognized that a new entity would have

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to be created to assume responsibility for the follow-

up and implementation of its plan.

Commissioners expressed different views of this entity. One Commissioner said "The most practical thing we could do would be to build some kind of an Institute where the best minds in the Jewish world,, and the best minds of Jews who are involved in Jewish education - social scientists,, humanists,, etc. - would sit together and deliberate on the values that we want Jewish children and their parents to internalize."

Another Commissioner described it thus: "the Council should be the conscience of American Jewry in the Jewish education field. For example,, it should make a periodic report on the state of Jewish Education in North America. It should have a high-powered research function to evaluate programs.. It should be able to offer authoritative information to American Jewish leadership on Jewish education proposals and undertakings."

There are no precise parallels that the Commission had in mind when conceiving of the idea of the Council,, but there were parallels that were useful when thinking through its functions and roles. These parallels ranged from the Manhattan Project,, which brought together the leading scientific minds in the world to achieve a breakthrough in splitting the atom,, to the Radiation Laboratory of MIT,, which pioneered the development of

radar, to NASA, which has been responsible for America's space program. The American Assembly at Columbia University, founded by President Eisenhower as a center for the development of new thinking in key segments of American life, is another useful model.

The difference between the Council and these other enterprises is that the Council is designed to be a significant but small undertaking. It will have the responsibility to generate new initiatives to be carried out by existing organizations. It will bring together all the necessary talents and resources to make sure the plan of action is being carried out, but it will turn to existing institutions to undertake specific assignments as part of the overall plan.

There was considerable discussion whether the role envisioned could not be undertaken by existing organizations, for the commissioners were determined to avoid establishing an unnecessary bureaucracy to accomplish their purpose. However it was decided that the prospects for success would be strengthened by the creation of a new entity which had this program as its sole responsibility.

In establishing the Council, the commissioners knew that they would be supported and helped by those organizations that are playing a leading role in Jewish

education in North America today. JESNA, which had made tremendous strides since its creation in 1981 would be called upon to intensify its work with communities around the country in the on-going effort to place Jewish education higher on the agenda of the Jewish Community. It will continue to gather significant data about Jewish education and continue to offer its expertise in consultations. As work progresses it will need to play a major role in diffusing the lessons learned through the initiatives of the Council.

It was also agreed that the JCC Association would have to intensify the vital role it has played in the development of informal settings for Jewish education. Since it serves the needs of individual Jewish Community Centers, and offers a broad range of direct and indirect services, the JCC Association will be able to integrate new educational developments that may arise out of the Commission's plan into the arena of informal education.

CJF, the umbrella organization for Jewish federations in North America, will be asked to intensify the recruitment of and communications with community leaders, encourage the development of supporting structures (such as local commissions on Jewish education), and encourage a significant increase in the allocation for Jewish education throughout North America.

The Commission developed its plan,, fully appreciating the centrality of those who deliver the services of Jewish education:: the denominations,, their schools,, their training institutions and commissions on Jewish education,, and above all,, the front line educators and their professional organizations.. One of the functions of the Council will be to learn how their contributions can aid in the implementation of the Commission's plan.. With the help of these institutions,, the Council could become a driving force for innovation and change,, serving as a catalyst to help bring about the necessary transformation of Jewish education in North America..

It was decided that the Council would be located in New York City,, as an independent entity with its own Board of Trustees.. Its charter will call for a Board of Trustees,, to be chosen by the sponsors of the North American Commission on Jewish Education ((the Mandel Associated Foundations,, JCC Association,, JESNA,, and CJF)) ,, together with the Foundations that have agreed to provide initial funding.. Trustees will include principals of foundations that have committed major funds as well as educators,, scholars and community leaders..

The first director of the Council will be Stephen H. Hoffman, an outstanding professional who has for some years been Executive Director of the Jewish Community Federation of Cleveland. The initial annual operating budget of the Council will cover the cost of staff and facilities to carry out its work. The supporting Foundations have made available an additional (\$20) million to be used over the next five years to implement the Commission's plan.

The Council's staff may consist of specialists in the following fields:

1. A creative educator with experience in the field who will be able to play a central role in educational planning.
2. A researcher who will help gather and analyze the necessary data and help establish procedures for monitoring and evaluating the implementation.
3. A staff person who will be a liaison with Foundations as well as other individuals and institutions interested in working with the Council.
4. A staff planner who will be in charge of strategic planning for the development of the Commission's program and will work with each Lead Community.

In addition to these specialists, consultants will also be used, and work will be commissioned from existing institutions.

The Director of the Council will present to the Board of Trustees by January 1, 1991 a five-year schedule of activities with a timetable and budget. At the end of each subsequent year, the Council will issue an annual report that will be distributed to all segments of the Jewish community concerned with Jewish education and Jewish continuity.

The Commission's recommendations and plans require that the Council work simultaneously on the local and national scene. On the local scene it will work through Lead Communities. On the national level it will develop strategic plans to advance the profession of Jewish education and to involve more community leaders in the enterprise of Jewish education.

II. Establishing Lead Communities

A Lead Community will be a place -- a whole community -- that will engage in the process of re-designing and improving the delivery of Jewish education. The focus will be on the shortage of qualified personnel and on recruiting communal support -- with the goal of effecting and inspiring change in the various

programmatic areas of Jewish education, through a wide array of intensive programs. Initially, three to five Lead Communities will be chosen in North America.

The selection process of these Lead Communities will be proposed by the staff of the Council and decided upon by the Board. A number of cities have already expressed their interest. These and possibly other cities will be considered by the Council. The goal will be to choose those that provide the strongest prospects for success and will be able to serve as models for other communities in the future. With this in mind, the following criteria for selection are being considered:

- o It will be important to choose communities in various geographic locations.
- o They should be of different sizes.
- o Some should be relatively new communities and others well-established.
- o There may be other differences including level of Jewish involvement. The object therefore will not be simply to select communities that are most eager to participate in the program or even offer the greatest promise of leadership and financial support, but rather those that will provide the most significant lessons for a broad national program to be undertaken in the future.

To make this determination, the staff will have to produce an analysis of the structure of the different communities that have offered to participate in the program, and then make suggestions as to how best to select the three to five sites that will provide the most fruitful settings,, as well as the most representative spread. The staff will also make on-site visits to those communities most likely to be selected.

When the recommendations are acted upon by the Board, a public announcement will be made so that the Jewish community as a whole will know which cities will be selected as Lead Communities.. Commissioners have suggested that for each Lead Community,, the following conditions should be met:

- * There must be credible demonstration that the leadership of the Community is willing to undertake a significant program of change in Jewish education.
- * A large percentage ((possibly 75%)) of all the educational institutions and settings in the community must agree to join the endeavor.
- * The leaders of the Community must agree to participate in orientation and training programs.

- * The key professionals in communal and educational institutions will establish on-the-job education and training for all professionals in the community..
- * The community must undertake to raise sufficient funds for the program. This does not mean that only wealthy communities will be eligible;; what is required is a significant increase in allocation and not an absolute sum of money..

Among the first steps to be taken in each Lead Community will be the creation of a local planning committee consisting of the leaders of the organized Jewish community, the rabbis, the educators and lay leaders in all the organizations involved in Jewish education. The Council will help each local committee recruit a staff of professionals to work on the program. It will be the staff's responsibility to prepare a written report on the state of Jewish education in its community.. This report will form the basis for the preparation of a plan of action, including recommendations for new programs. The Council will offer whatever assistance is needed in this process.

Once this report is completed, the local staff will work with the national Council to determine the steps to be

taken to implement the action plan.. Though detailed plans will have to be prepared for Lead Communities,, the following could serve as examples of what might be done::

- * Every member of the educational institutions in Lead Communities will join in an ongoing collective effort of study and self improvement..
- o ~~On-the-job~~ training programs will be developed for all educators - both formal and informall,.
- o Training programs will be established for principals and teachers, involving weekends,, summers and vacation periods with experts and scholars from the denominations and institutions of higher learning,, both in the U.S. and in Israel..
- * Each local school,, community center, camp, youth program,, etc.. will consider adopting elements from the inventory of best practices maintained at the Council. This will lead to the immediate expansion and enhancement of their current educational program..

After deciding what form of best practice they want to adopt,, the community will develop the appropriate training program so that this practice can be introduced into the relevant institutions.. An important function of the local planning group and national Council will be to monitor and evaluate these innovations,, and to study

their effect.

- * Cultivating new sources of personnel will be a major area of activity. Some of it will be planned and implemented at the national level. However,, each Lead Community will be a testing-ground for the recruitment of new and talented people into the system.

The injection of new personnel into a Community will be made for several purposes; to introduce new programs; to offer new services, such as family education; to provide experts in areas such as the Bible and Jewish history,, and to fill existing but vacant positions..

These new positions are going to be filled in innovative and creative ways, so that new sources of personnel are developed. For example, it has been suggested that the Council establish a Fellowship program and an Education Corps to enlist the services of young talented Jews who might not otherwise consider the field of Jewish education as a career choice.

- o Fellows of the Council -- There is a reservoir of young Jews who are outstanding people in general education as well as in other fields (philosophy,, psychology, etc.) who would welcome the opportunity to make contributions to Jewish life, in a Lead

Community.. The Council and the local planning committee will recruit at least two such individuals per Lead Community as Fellows,, for a period of three years.. These fellows will bring the best of general education into Jewish education,, serving as educator of educators,, and work in monitoring and evaluation..

- o The Jewish Education Corps.. Another source of talent for the system could be outstanding college students who have good Jewish backgrounds ((such as graduates of day schools,, of Hebrew speaking camps and students specializing in Judaica at colleges and Universities)). These students might not be planning a career in Jewish education,, but many are deeply committed to Judaism and have the potential to be good educators.. The Council will attract these people through a program modelled after the concept of the Peace Corps.. Multi-year agreements will be made in which they will commit themselves to devote eight hours a week for four years to Jewish education in a Lead Community and to be trained for the assignment. During this time they will continue with their general studies at the University. In exchange for their teaching services, the Lead Community will offer appropriate remuneration.

- o Fast-Track Programs. Efforts will be made to build fast-track programs for young men and women majoring in Judaica at colleges and universities. It is currently estimated that there are hundreds of potential candidates. These people now have few job opportunities, and might well be excited about working in Lead Communities.
- o Career Changers. Another source of new personnel could be people who are looking to make a career change. Many such individuals are currently in the general education system. Often they are in their thirties or forties and are looking for new challenges.

If each Lead Community succeeds in recruiting twenty people from these various sources, it could have a tremendous impact on the quality of Jewish education. These newly recruited educators will choose to participate in this endeavor because they believe that they will be making a difference. They will be highly motivated, and their enthusiasm will be transmitted to their students.

* All the Lead Communities will work together in an Association of Lead Communities, similar to the Association of Effective Schools. It will be the responsibility of the Council to make sure that the

local committees and professional staffs meet together and network..

* Lead Communities will also serve as pilot programs for national efforts in the areas of recruitment,, the improvement of salaries and benefits,, the development of ladders of advancement and generally of building the profession..

For example,, a program will be developed to allow senior educators in Lead Communities to be given a prominent role in determining policy and in deciding which best practices to adopt,, thereby playing a more important role in the education process.. The issue of empowerment may be one of the most significant keys for attracting a high caliber of educator and,, while the Council will develop ways to give teachers nationally a greater voice and creative input,, this will be applied early on and experimentally in Lead Communities.. One commissioner suggested:: "a society of master teachers should be created,, not only to recognize excellence,, but to allow these individual to make recommendations,, develop innovations and serve as models.. Regular meetings of such a group would provide encouragement to the members themselves..

In this process,, a new ladder of advancement for teachers will be established.. Lead Communities will be creating new positions and alternative career paths..

Advancement will not only be linear from teacher to assistant principal to principal.. A talented teacher will be able to specialize and play a leading role in his or her field of expertise throughout the community.. For example, a teacher who became a Bible specialist might become a leading figure in this field for an entire community..

III. Developing National Strategies for Personnel and the Community

In addition to the work with Lead Communities the Commission's recommendations necessitate that the Council develop a national strategy consisting of a number of major initiatives. A detailed plan for the national strategy will be presented to the Board of the Council by March 1, 1991. It will include personnel and the community, but there will also be programmatic components and the establishment of a research capability.

A. Personnel

A broad scale effort will be undertaken to introduce changes in the personnel structure of Jewish education in North America. These efforts will be related to profession building and will focus specifically in the

areas of recruitment,, training,, determination of salaries and benefits,, career track development,, and teacher empowerment..

1. Recruitment

A major marketing study will be conducted to identify those segments of the population that are potential candidates for Jewish education careers,, and what motivations or incentives would most likely attract them to the field. Thus,, for instance,, that while salary levels are important,, there is some evidence that empowerment ((the opportunity to make a difference in the lives of students and parents)) may be the primary factor..

Among the issues the marketing study will explore is what the key target groups for recruitment are -- i.e. graduates of day schools,, students participating in Hebrew speaking camps,, college students on campuses with serious Judaica departments,, students participating in Israel Experience programs and professionals at mid-career who are looking to make career changes.. Following the market study,, which should be completed by the summer of 1991,, a several-pronged communications effort will be developed to create a sense of excitement and anticipation among those who might consider a career in Jewish education. This may involve,, for instance,, visits

to the major colleges and universities that have large Jewish populations by educational consultants and talented recruiters. A key resource for these visits will be individuals in Lead Communities who are actually working on innovative programs. They could visit nearby colleges and universities to convey to students the exciting changes that are taking place in their communities.

In addition, public relations efforts will be undertaken to focus attention on the Council's work and the progress in Lead Communities. This special emphasis on the media will reach those key target groups who should be encouraged to enter the field of Jewish education. Also, a series of promotional materials (a newsletter, brochures, videos, etc.) may be produced to maintain a constant flow of information.

While it is clear that there will be career opportunities in Lead Communities for a number of candidates, the recruitment efforts will extend nationally, to fill vacant positions and to attract students to the training programs.

2. Training — the Education of Educators

The number of students graduating from training programs must be substantially increased. The immediate target will be to increase the number of graduates from the current level of 100 annually to 400.

To accomplish this, the Council will first work with the institutions of higher Jewish learning to expand the full time Jewish education faculty from 15 to 60. This will involve the endowment of fellowships for the training of new faculty. Likely candidates for these faculty positions are outstanding practitioners in the field, scholars from Yeshivot,, academics from universities in the areas of general education,, Judaica,, the social sciences and the humanities..

With the faculty in place to handle a quadrupled student body, plans will be designed to both recruit students and, to provide an extensive program of support through grants and fellowships. Encouraging first steps in this regard have already been taken by the Wexner Foundation to attract outstanding candidates to training programs.

New programs to prepare students for different educational roles (e.g., early childhood, special education, informal education, family education) will be established at institutions of higher Jewish learning and universities.

The Council will encourage the development of innovative leadership programs where candidates for key roles in Jewish education can be provided with special educational experiences.

3. Salaries and Benefits

It is clear that salaries and benefits for educational personnel must be substantially increased. The Lead Communities will provide a model as to how the desired salary level can be obtained. Salary levels and benefits are a function of both the budgets available for schools and other educational environments, and a determination of what should be fair and equitable remuneration for valued professional services. To achieve appropriate levels, a determination will be made as to what proper remuneration should be, and funds will have to be raised to cover the additional cost.

On a national level, a parallel effort, albeit more slow moving, will be encouraged by the Council, working through local federations. One of the most direct ways in which community leaders can demonstrate their belief that a higher priority should be given to Jewish education will be to provide the necessary additional funds. The role of federation allocations for this purpose will be carefully considered. The Lead Communities will provide standards as to what these salaries and benefits should be, and since these will be widely publicized throughout the Jewish community, local federations can seek to emulate the levels that are being set.

The Council will establish an economic task force to study this topic,, and to offer guidelines.. The task force may issue reports periodically to keep the community as a whole informed about the progress being made in regard to salary and benefits,, not only in Lead communities,, but throughout North America..

4. Empowerment

The empowerment of teaching personnel has to do with creating new functions for teachers,, which will encourage greater input on the curriculum, teaching methods,, administration and the educational philosophy of the schools in which they work. This too represents a reorientation of educational thinking,, and in order to prepare the foundation for this approach,, the Council will encourage schools to develop incentives for teachers who show special promise in this respect.. This may involve awards or bonuses,, or increases in title and stature for teachers who show initiative in regard to the educational direction of their schools.. The Crown Family Foundation has taken leadership in this area by establishing the award,, for educators who have demonstrated creative leadership by developing outstanding projects and programs..

Educational administrators will be encouraged to welcome these new initiatives.. The Council will seek to work with various organizations to project messages to

administrators about this concept,, urging them to encourage their faculties to exercise greater influence and power over the character and nature of their schools..

B. The Community

The work of the Commission is itself evidence of the growing concern on the part of the Jewish community for the quality and effectiveness of Jewish education.. The Council will work to maintain this momentum,, in order to secure a leading place for Jewish education on the agenda of the organized Jewish community..

The goal is clear,, as one Commissioner observed:: a majority of the estimated 300 community leaders of the approximately 30 communities in which the North American Jewish population is concentrated must rally to the cause of Jewish education.. "The chances are," he said,, "that in 1980,, only 25 of these leaders thought Jewish education was the burning issue,, 100 thought it was important,, and the rest didn't spend much time thinking about it. In 1990,, it may well be that there are 100 community leaders who think that education is a burning issue; 100 who think it is important,, and 100 don't give it too much attention. The challenge is that by the year 2000,, 250 of these community leaders should see Jewish

education as the burning issue and 50,, should think it is important. "When this is achieved," the Commissioner said, "money will be available to finance the massive program envisioned by the Commission."

Although the bulk of the necessary funds will come from local communities,, the Council will be able to launch the program immediately through the generosity of six family foundations::

- 1.
- 2.
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The director of the Council and its Board will sustain this effort by recruiting additional family foundations to support specific elements of the action plan. A major new resource for funding may well be found in the federation endowment funds,, currently estimated at,, at least \$2 billion. These funds are not for the most part being utilized for educational purposes,, but they could be,, as part of the Commission's effort. Also,, the Council will work with CJF to encourage federations in developing new fundraising initiatives for specific aspects of this educational plan.

The possibility of developing new structures that will enable the various elements concerned with Jewish education to work more effectively together will be explored. This process will include the federations,, bureaus of Jewish education,, the denominations,, JCCs,, communal schools and congregations.. The relationship among these groups and national organizations ((the JCC Association,, JESNA and CJF)) will have to be carefully worked out. It is likely that the federations will be the center of the new local alliance and will play a key role in planning,, budgeting and financing Jewish education.. This new structure will in effect mirror the planning committees in the Lead Communities..

IV. Developing Programmatic areas

The major thrust of the work of the Council will be related to the building blocks of Jewish education -- establishing a teaching profession and building local community support. However,, there is a strong interrelationship between these building blocks and programmatic areas. Teachers are trained for particular age groups -- early childhood,, elementary school,, high-school. Educators work in particular settings: summer camps,, trips to Israel,, JCCs,, a classroom where Bible or Hebrew is taught. Educational personnel is always involved in programmatic areas.

The creation of innovative and effective programs in the various areas of education will be crucial for the success of the Commission's educational plan. Therefore, the Council and its staff, as part of their long range strategy, will develop an inventory of successful programs in the various programmatic areas. This inventory will be offered to the planning committees of the Lead Communities, who will choose among them, adapting and modifying the programs for their local settings. The Council will also advise regional and national organizations and local communities on how they might benefit from these programs.

The Council will build upon the work already undertaken in programmatic areas by several of the family Foundations: the Charles R. Bronfman Foundation (CRB) for programs relating to the Israel experience; the Crown Family Foundation which encourages outstanding educators to further develop best practices; the work of the Wexner Foundation in the area of the training of educators; the work of the Revson Foundation which is expanding its efforts in the area of the media and other means of communication; the work of the Melton Foundation in the area of adult education; the Blaustein Foundation in the area of research; the Riklis Foundation in early childhood education; and the work of the Mandel Associated Foundations which supports the

processes likely to lead to systemic change in Jewish education

The Council will function as a broker between these foundations and Lead Communities,, between Foundations and creative educators in the field,, and between institutions which want to develop specialization in programmatic areas and potential funders..

IV. Establishing a Research Capability

The Council will facilitate the establishment of a research capability in North America. This will enable the development of the theoretical and practical knowledge base that is indispensable for change and improvement. It will require the creation of settings, where scholars and practitioners can think together systematically about the goals,, the content and the methods of Jewish education. It will also include procedures for the evaluation of each component of the Commission's plan as well as gathering new information concerning the state of Jewish education generally..

This research will be carried out by professional research organizations by departments at universities and by individuals. The results will be disseminated

throughout the Jewish community,, for use in short-term and long-term planning. Data on Lead Communities will be gathered and analyzed to ensure that their individual programs are educationally sound and are meeting with success..

This endeavour will also encourage innovative research projects that will test out new approaches to Jewish education.. These will involve frameworks in which data can be collected and analyzed on key educational issues,, ranging from the effectiveness of the supplementary school to the impact of camping,, to alternative methods for the teaching of Hebrew as well as other subjects in the curriculum,, to the assessment of educational methods in various settings..

A forum will be create to bring together individuals from various institutions dealing with research in Jewish education and to encourage them to create a national research agenda..

VI.. Spreading the Word — The Diffusion of Innovation

Although the main thrust of the Council will be to work with Lead Communities and to develop national strategies over the next several years,, another focus of attention will be to set up a process whereby other communities

around the country will be able to learn,, adapt and replicate the ideas,, findings and results of the Lead Communities.. In this phase of the Council's work,, national organizations -- especially JESNA, JCC Association,, CJF and the denominations -- will play a critical role,, since they will be the means by which this process can be effected..

The Council will encourage these organizations to develop procedures that will accomplish this objective through such means as published reports,, seminars,, publicity in the Jewish and general media,, and eventually through training programs for communities around the country. The national organizations will also arrange for on-site visits by community leaders and educators to observe what is taking place in the Lead Communities..

As Lead Community programs begin to bear fruit,, a plan will be developed by the Council to initiate new Lead Community programs.. At the end of the first five years,, it is expected that the initial Lead Communities will have matured to the point where they will have developed a momentum of their own towards a continually improving educational system. By that time,, another three or four lead communities may be added to the plan. These communities will be able to move forward at a more rapid pace because of the lessons learned in the first

communities..

The process of adding new communities should be a continuing one, so that in time there will be a growing network of communities in North America that will be active participants in the program. It also may be possible to establish a new category of Lead Communities that will function as associates or satellites of the original communities. These will not require the same kind of intensive effort that will be necessary in the founding communities, and they will help the Council provide the level of support necessary for building the entire effort into a nationwide program. The program will thus have a ripple effect, and as time goes, on be extended to an increasing number of communities throughout North America.

FAX 011 972 2699931

To Seymour Fox and Annette Hochstein

The following ¹³~~20~~ pages are a draft of the second chapter. It needs a lot more work as you can see from the questions we ask, but we think it's getting there. We hope you agree.

We received your last FAXs and are starting to work on the third chapter. When you arrive on Wednesday, we should go over all the questions in Chapter 2 and once we have the answers, we will be able to produce a final draft very quickly. You should be able to distribute Chapters 1 and 2 by Friday. Then we can concentrate on Chapter 3 which we ought to be able to finish in time for your May 3 meeting.

We already have questions on Chapter 3 for you to answer, and perhaps the best way for us to work on that while you are here is to spend two or three hours (or however long it takes) each day to go over the questions we have, then work by ourselves to write up drafts. The following day we can go over those drafts and get answers to additional questions, etc. We may also be able to do some writing together, with you providing the content and we composing the sentences. We'll have to experiment and see what works best.

This is being faxed from Kathy's house. If it doesn't come through clearly call me at home on Sunday. I'll be home all day.

ALL the best


David Finn

CHAPTER 2: JEWISH EDUCATION - WHERE IT STANDS TODAY

In order to understand the context in which the Commission conducted its work, it is important to examine how Jewish education in North America has evolved. During the initial meetings of the Commission, members were provided with a series of 10 research papers that revealed important data concerning the current state of Jewish education. These papers gave an overview of Jewish education today and represented the most extensive research and that has ever been done in the field. They were:

The Relationship Between Jewish Education and Jewish Continuity (I. Scheffler, Harvard University; S. Fox, The Hebrew University)

The Evolution of Jewish Education in North America (W. Ackerman, Ben Gurion University)

Community Organization For Jewish Education in North America: Leadership, Function and Structure (H.L. Zucker, Director, Commission on Jewish Education in North America)

Federated Jewish Community Planning for Jewish Education: Identity and Continuity (J. Fox, Jewish Community Federation of Cleveland)

The Synagogue as a Context for Jewish Education (J. Reimer, Brandeis University)

The Expansion of Jewish Education in North America: A Research Study (A. Davidson, Jewish Theological Seminary of America)

Towards the Professionalization of Jewish Teaching (I. Aron, Hebrew Union College, Los Angeles)

Studies of Personnel in Jewish Education: A Summary Report (I. Aron and D. Markovic, Hebrew Union College, Los Angeles)

Informal Education in North America (J. Reimer, Brandeis University)

A Poll of the Jewish Population of the U.S.A. (Gallup, Israel December 1969)

On the basis of these reports, it was possible to gain a perspective on the evolution of Jewish education in North America, beginning with individual neighborhood schools established independently in new communities, to the creation of various bureaus and committees in the effort to develop a national system of Jewish education. These reports helped to define the problems and explain why, despite the progress made in recent years, the Jewish community has yet to develop a means of achieving its long-term educational objectives.

Early Attempts to Standardize Jewish Education

The development of Jewish education in America during the past century, was characterized by a series of tentative efforts to bring some degree of uniformity to a highly individualistic patterns of schooling. In the early stages each school functioned as a world unto itself, free to choose its own teachers and develop its own curriculum. Then in 1909, a first halting step towards standardization was taken when the Central Board of Jewish Education was established in New York with the hope of developing a uniform curriculum for Jewish schools in the city. However, the Board had only a narrow base of public support and limited resources. The following year the Bureau of Jewish Education of the Kehillah of New York City was created, eclipsing the work of the Central Board. The Bureau of Jewish Education was the first official communal office of Jewish education in North America.

Under the leadership of Dr. Samson Benderly, the Bureau established the principle of general community support for Jewish education. Benderly believed

individual efforts of neighborhood groups. Some preliminary efforts were made to develop standardization for New York schools in regard to curriculum development, teacher training and licensing, text book production, the establishment of activities for youth organizations, and the development of extra-curricular activities. While the Bureau made some worthwhile contributions in these areas, it fell far short of creating a genuine system of Jewish education for the New York community.

It was not until 1935, nearly two decades later, that a new, more effective entity was created, the Jewish Education Committee. This new committee was formed under the direction of Dr. _____ Berkson [what was Dr. Dukhkin's role?], and it essentially consisted of a merger of the Bureau of Jewish Education with the Lay Association of Jewish Education [when was this formed and what was its function?]. Some leaders, including Dr. Berkson, felt the primary function of the new Committee should be research and experimentation through model schools, a somewhat revolutionary idea, that had never before been proposed to the Jewish community. Others believed that the Committee's primary role should be to provide service to existing schools and to help each one improve its performance within the context of its own religious orientation. This "unity in diversity" approach was finally adopted and it became the central tenet of the Committee.

In the years that followed, pluralism continued to be the main characteristic of Jewish education. The Committee provided some guidance and materials [is this an adequate description of its role?], but each school was free to establish its own educational policy. Periodically, voices were raised asking when

Jewish education would reflect "the best conceptions of the best educators," but clearly no mechanisms existed by which such an aspiration could be realized.

~~(Add)~~ anything happen in intervening years that should be mentioned?

A new initiative to centralize Jewish education was made in 1981 when the Jewish Education Service of North America (JESNA) was established. It was created as "the organized Jewish community's continental planning, coordinating and service agency for Jewish education." While this was an ambitious undertaking, JESNA was conceived as a service organization to help make new resources available to existing schools rather than to bring about a transformation of the entire system of Jewish education. During the 1980s, JESNA developed relationships with 30 central agencies for Jewish education (what are these agencies?) and 200 local federations. By the end of the decade it was providing support services directly to approximately 3000 Jewish schools around the country.

Among the services which JESNA provides today are the dissemination of information about educational programs, the recruitment of teachers, the organization of regional and national conferences for professional educators and lay leaders, the development of cooperative programs with Israeli educational agencies, and the operation of a visiting teachers program that places Israeli teachers in schools throughout North America. JESNA also acts as an advocacy for Jewish education in federation circles. It is funded by allocations from local federations and private contributions.

Changing Function of Teaching Institutes

Despite these notable efforts, little progress was made during these years towards establishing a unified system of Jewish education and creating a genuine profession of Jewish educators. In order to understand why this is so, it is important to trace the history of the teaching institutes that have been training teachers for Jewish schools.

Historically, from the 1870s onwards, Jewish education centered largely around the growing immigrant Jewish populations in key urban areas. Teacher training institutions were established to prepare a generation of Hebrew teachers for those communities. Between 1897 and 1954, 11 such institutions were established. [should we name some of them?] In the 1930s and 1940s, Leo Horer [who was he?] examined the curricula of eight Hebrew teachers colleges and found that in addition to emphasizing the study of classical Jewish texts and the study of Hebrew, they each had assumed functions beyond their basic mission of training Hebrew teachers. They were actively encouraging students to pursue a full course of study in secular colleges. This could prepare students for professional careers other than Hebrew school teaching, but the result was that only a small percent of the annual need for new teachers was being met by these training institutions.

In the years that followed, these teacher training institutions continued to expand their course offerings. Several established joint degree programs with

secular colleges and universities, and many new programs were created in Judaic studies, Jewish communal service, and adult education. By 1981, all but one of the 11 accredited institutions had removed the word "Teacher" from their names, and only 20% of the courses still used Hebrew as the language of instruction. Thus the Hebrew teachers colleges, originally established for the sole purpose of preparing Hebrew teachers, had expanded their role in the Jewish community to encompass a much broader mission.

Today, there are 14 Jewish institutions of higher learning offering programs that prepare students for specialized careers in the Jewish community (were there 11 in 1981 and now 14?). They include independent community colleges established by the Jewish community, denominational schools established by religious movements, and university-based programs established by the community or individuals. These institutions offer training programs for rabbis, Jewish communal service workers, cantors, and Jewish educators. In addition, they offer academic degree programs in Judaica, adult education, Jewish studies programs for motivated adolescents, and special projects, such as museum programs. Although these institutions now benefit a large segment of the Jewish population, the broadening of their curricula has actually resulted in a diminution of attention paid to the needs of primary and secondary Jewish schools. The institutes no longer consider their primary objective to be the training of Jewish educators. They have not developed a vision of what Jewish education in the modern world should be, or how to approach the religious dimension of Jewish education today. With the exception of the denominational schools, there is also some ambivalence about identifying Jewish education training programs as religious education.

Another major cause for concern has been the diminishing standards within the institutes regarding admission criteria, including Judaica background and Hebrew language proficiency. Most of these institutes have been seeking to increase their enrollments by reaching out to a hitherto untapped reservoir of potential students, many of whom lack the kind of background in Jewish education that would qualify them for careers in Jewish education.

In addition to the problem of recruiting qualified students, teaching institutes are faced with the difficulty of finding qualified faculty. The number of faculty members holding full-time positions in Jewish education is astonishingly small. There are currently 18 full-time faculty serving in departments of schools of Jewish education; [its not clear what these schools are] Only six of these people, however, have full-time teaching responsibilities. [what about the other 12 full time teachers? - clarify] Another 22 faculty teach on a part-time basis, and an additional 44 are brought in on an adjunct basis. The academic training of the full-time faculty varies greatly. Eleven of the 18 people hold doctorates in education or related fields, such as psychology or counseling. The others hold doctorates in Judaica or the Humanities.

Lack of Professionalism - Part of Problem

There are some 30,000 teaching and 3,000 administrative positions in the field, yet only 146 individuals are currently enrolled in the bachelor's and master's degree programs in Jewish education in the United States. Little

reliable data currently exists on the background and training of the vast number of teachers who are employed in Jewish day schools. Some are individuals who supplement income from other jobs by doing some teaching during the summer. Others are individuals with some religious upbringing who enjoy the opportunity to participate in limited educational activities. No systematic research to determine how many there are in each of these or other categories. What is known from surveys of local Jewish education bureaus is that in some areas of North America, as much as 15% of the supplementary school teaching positions are unfilled as of the first day of school.

During the past two decades, there has been a steady decline in the number of college age students ^{SA} ~~entering to enter~~ in Jewish education at the undergraduate level. Currently there are 358 students enrolled in degree or teacher certification programs, primarily for ~~subsequent to Jewish education~~ ^{which} statistic is correct, see page 18 of Davidson Report.)

A majority of those who enter the field do so with far less preparation than their counterparts in the public educational system. Thus, while over half of public school teachers hold a Masters degree, this is true of only a handful of teachers in Jewish day schools. It is estimated that nearly one out of every five (17%) teachers in day schools do not have a college degree, and less than half of the teachers in the supplementary schools have had a high school Jewish education.

Only a small percentage of teachers in Jewish schools meet the standards of the National Board of License. [need background on the Board] The standards of

Local BJE's [what is this?] are considerably lower and require a minimum of training in Judaica and education.

Profiles of the 356 [?] students at Hebrew teaching institutes indicate that the problem of inadequately qualified teachers, even among those specifically trained for careers in the Jewish community, is likely to continue unless there is a major effort to develop Jewish education as a serious profession. Students today are entering institutes with insufficient knowledge about Judaica, and with more interest in pursuing an M.A. degree than achieving teacher certification.

It is clear that the 30,000 teachers who presently hold positions in Jewish schools do not provide role models for outstanding college age students who might otherwise be attracted to careers in Jewish education. Indeed, throughout the United States, supplementary Jewish education experiences a high rate of teacher turnover. According to the Jewish Community Federation of Cleveland's Report on Jewish Continuity, in 1983, there was an annual teacher turnover rate in Cleveland schools of approximately 20%. The rate rose to 22.3% for the school year 1987-1988. This nationwide trend has been attributed to low salaries, poor benefits, low status, and the lack of opportunity for professional advancement.

According to the "1988 Teachers Salary Update," supplementary school teachers, carrying a 12-hour work load per week, earn an average annual salary of \$9,000. Full time day school teachers, carrying a 30-hour work load per week, earn an average annual salary of \$19,000. These figures are low compared with

the average public school teacher's salary of \$28,031 ((according to the latest NSA figures)), which in itself is recognized as woefully inadequate.

Some communities have made efforts to raise teachers salaries, but there has been no comprehensive plan to solve this problem.

The situation is particularly bleak in regard to early childhood teaching, which many believe is the most critical period of Jewish education. The typical starting salary earned by a Jewish nursery school teacher is \$8,000 - \$10,000, far less than that of a public school kindergarten teacher. Only two Jewish teacher training institutions (Baruch College of the City University of New York and Hebrew College) provide extensive early childhood teacher training programs, and the field does not attract the most talented individuals.

Although supplementary school education is the major institutional structure in North America, there is an overwhelming perception among American Jews that at the present time it is a failure. A major cause of this can be found in the school setting itself. Few people can make a career, or even support themselves, teaching ten or twelve hours-a-week. This means that almost by definition these part-time teachers cannot give their educational responsibilities the professional commitment they require. Moreover, the teachers are often frustrated by the difficulty of making a serious impact on the lives of students in the limited amount of teaching time that is available, and they see no possibility of improving their own skills or advancing their careers through self-improvement programs. The result is that all concerned - the teachers themselves, parents, students, and community leaders - have a low expectation that the poor performance of today's supplementary schools can be remedied.

estimated as being approximately 310,000, with 57,000 school age children.

In the North America today, a majority of Jewish children do not receive any type of Jewish education. Data from the early 1980s reveals that approximately 56% of Jewish school age children in the United States are not enrolled in any kind of Jewish schooling. Of the remaining 42%, 12% are enrolled in a day school, and 30% in a supplementary school. In Canada, a similarly high number of children (54%) receive no Jewish education; a greater number of those who do are enrolled in a day school rather than a supplementary school (29% and 17%, respectively).

Inadequate Funding

Funding for Jewish education currently comes from a variety of sources, including congregations, tuition payments by parents, fund-raising by the schools, and federation support. There is a consensus among Jewish leaders that all of these sources together provide far less than would be needed to effect a major change in the whole spectrum of Jewish education in North America. There are no concrete figures available as to how much in total is currently being spent on Jewish education. Some have estimated that budgets of two or three times present levels will have to be established if real progress is to be made [we are just guessing at these figures, but some estimates should be given]. It is clear that these levels will only be reached if the Jewish community as a whole makes a conscious decision to give Jewish education the highest priority in its plans for the future.

and evaluate innovative ideas.

Recent Initiatives

Based on Jewish education studies that were conducted in 1970-71, Cleveland's Jewish community in 1985 began to lay the groundwork for a local process that would organize communal priorities around the issue of Jewish continuity and Jewish education. The Report of the Joint Federation/Congregational Plenum Commission on Jewish Continuity, issued in 1988, proposed that new communal efforts be made in teacher training and family education programs. Based on the findings of the report, the Congregational Enrichment Fund was established, marking a new partnership between synagogue and Federation. The Cleveland College of Jewish Studies was revitalized in the hope that it would provide a valuable resource for developing a qualified supply of teachers.

In addition, a number of specific proposals were made. The Report recommended that the Bureau of Jewish Education create five full-time teaching positions to be filled by professional Jewish educators. It also recommended establishing a number of other positions, such as a youth advisor, prayer leader, or family education specialist.

DEADD MOVIE

During the last few decades, there have been examples of successful programs or teachers throughout the country that have made a significant difference to the Jewish community. One such example is the Minneapolis Talmud Torah...

can have. The principal of this school was an educational leader who produced some of the outstanding leaders in Jewish education as well as professors of Judaica.

Some communities have begun to take up the challenge of improving the quality of personnel in supplementary schools by helping part-time teachers acquire the skills and knowledge needed to be more effective in the classroom. In Cleveland a "personal growth plan" has been developed which provides individualized training programs, recognizing different backgrounds in content knowledge and pedagogic skills. In Baltimore, schools have been given incentives to engage a majority of their teachers in skills training. Several communities are providing teachers with the opportunity to study in Israel, and many sponsor participation in professional conferences such as those run by CAJE.

One way in which Jewish educational leaders have attempted to advance the field of Jewish education has been the creation of in-service programs. These range from lectures and courses to retreats and three month Israel seminars. Thousands of Jewish educators are engaged in these services, which have been developed by the bureaus of Jewish education, institutes of higher learn-

ing, and individual schools. The purpose of these programs is to promote professional growth among teachers and to develop specialized skills. Increasingly, Jewish educational institutions require their educational staff to participate in in-service activities on an annual basis.

For the past several years, university-based programs in Israel, such as the Samuel M. Melton Centre for Jewish Education in the Diaspora, at Hebrew University, have offered summer institutes for Jewish educators. The Jerusalem Fellows Program is another such program. Many people believe that these initiatives represent the best efforts to date to professionalize the field of Jewish education. [add details on Melton Center and Camp Ramah]

There are a number of informal educational programs that have grown in importance in recent years and that show much promise for the future. These include Jewish Community Centers, Camps, Youth Groups, Educational programs in Israel, College & University Programs, Adult Education Programs.

These programs are meant to transmit Jewish values and heritage in an informal setting. There are in the United States approximately 170 Jewish community centers with programs that reach about 2,000,000 Jewish participants. There are over 300 educational programs in Israel that engage between 25,000 and 50,000 students. In both the U.S. and Canada, there are Jewish summer programs, youth groups, and adult education programs. There are also Jewish students on these campuses. [add details on outreach]

It is estimated that these programs reach about one in ten American Jews.

(DATA ON CAMPS, AND YOUTH PROGRAMS)

FAX SENT
DATE: 23/5/90
...דייג...70

Nativ Policy and Planning Consultants
Jerusalem, Israel

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FACSIMILE TRANSMISSION

TO: David Finn

DATE: 23 May, 1990

FROM: Annette Hochstein & Seymour Fox

NO. PAGES: 11

FAX NUMBER: 001-715 2662

Dear David,

Here is the first instalment. The next instalment will
come within two hours. If you need us we are at
2-662296.

Regards,

A J
f f r



23 May, 1990 2:00pm

CHAPTER 4

Coming to Grips With the Problem: The Commission Develops Its Plan

The Commission faced several major challenges in determining how to come to grips with the problems facing Jewish education.

First, the Commission consisted of individuals of very different backgrounds; outstanding community leaders who had succeeded in the world of industry and business; men of affairs who were serving the Jewish community with great distinction; leaders of institutions of higher Jewish learning; world ^{renowned} ~~refers to~~ scholars, creative educators and distinguished rabbis. ←

It was inevitable that these commissioners, would bring to the table diverse and sometimes conflicting approaches to analyzing the nature of the task. This was an advantage in that it brought together the different perspectives that would be needed to develop a realistic and comprehensive solution. But it posed a potential problem in the search for common ground for discussion.

In view of this, the setting of the agenda for each of the Commission's sessions and the orchestration of the discussions themselves so that they could be constructive

and result-oriented required a great deal of advanced planning.

Secondly, the problem was so vast that it was unclear how the Commission should focus its work so that it could achieve the greatest impact. There were no clear-cut guidelines as to how to establish priorities among the multitude of issues that needed to be addressed.

To meet these challenges, a method of operation was decided upon that was to characterize the work of the Commission throughout. Before its first meeting on August 1, 1988, and from then on, before and after each of the six Commission meetings, a procedure for maintaining personal contact ^{between the} with ~~staff~~ ^{staff} ~~of the~~ ^{of the} ~~Commission~~ ^{Commission} ~~and~~ ^{and} ~~each of the commissioners individually through systematic~~ ^{each of the commissioners individually through systematic} ~~interviews~~ ^{interviews} was agreed upon. In this way every meeting of the Commission was a culmination of continuing dialogue among professionals and the Commissioners, and all the Commissioners provided input into the process.

It became evident in interviewing the commissioners before the first meeting that they would suggest a large number of areas and problems in Jewish education that were in desperate need of improvement (e.g. the supplementary school, programs for the college age, early childhood programs). In fact, at the first meeting on August 1st, 1988, the following 26 ^(ideas) 26 areas, were suggested by

the commissioners ~~for providing~~ the focus of the Commission's work.

LIST 26 OPTIONS

1. To focus efforts on the early childhood age group.
 2. To focus efforts on the elementary school age group.
 3. To focus efforts on the high school age group.
 4. To focus efforts on the college age group.
 5. To focus efforts on young adults..
 6. To focus efforts on the family..
 7. To focus efforts on adults..
 8. To focus efforts on the retired and the elderly..
 9. To develop and improve the supplementary school (elementary and high school)..
 10. To develop and improve the day school (elementary and high school)..
 11. To develop informal education.
 12. To develop Israel Experience programs.
 13. To develop integrated programs of formal and informal education.
 14. To focus efforts on the widespread acquisition of the Hebrew language, with special initial emphasis on the leadership of the Jewish community.
 15. To develop curriculum and methods.
 16. To develop early childhood programs.
 17. To develop programs for the family and adults.
 18. To develop programs for the college population.
 19. To enhance the use of the media and technology (computers, videos, etc.) for Jewish education.
 20. To deal with the shortage of qualified
- It was obvious to all that the Commissioners suggested more

21. & we will fill in the rest of the 1154 BC options in the next installment 3

ideas than any one Commission could undertake. Each of the areas suggested ^{would} warrant a commission of its own..

Together they could easily form the agenda for Jewish education in North America for several decades. At the end of the Commission's first meeting, the staff was given the assignment to develop methods that would help the Commission narrow its focus so that it could agree upon an agenda for study and action..

In the personal interviews that preceded the second meeting of the Commission, the staff learned that there were compelling reasons to undertake many of the ideas suggested; all of the population groups that commissioners suggested were important; all of the settings of education were important. On the other hand, it became obvious that a deeper analysis of the problem would have to be made if the Commission ^{ers} were to be able to decide on what ~~were~~ the indispensable first steps from which its work was to begin. Indeed, at the second meeting on December 13, 1988 it became clear that some needs had to be addressed that were pre-conditions to any across-the-board improvements in Jewish education. There were "building blocks" upon which the entire Jewish educational system rested. ~~They were:~~

- * the shortage of qualified personnel for Jewish education; and
- * the community -- its structures, leadership and funding -- as the major agents for across-the-board change in Jewish

education.

It was clear that there was a shortage of talented, dedicated, trained educators for every single area of Jewish education. This was true for all age groups, for all types of schools, for all types of educational settings, JCCs, trips to Israel, for the preparation of curricular materials, ^{and} for the training of educators. Without well-trained educators in each of these fields, there could be no substantial improvement in the system.

It was also clear that if the Commission was to make a difference in Jewish education, the community's attitude toward Jewish education would have to be changed. A new environment for Jewish education could be created if outstanding community leaders were to grant Jewish education the highest priority on the local and national scenes. Only then could the funds necessary for a program of change be obtained, ~~only then would education benefit from the leadership that could inspire the community and~~

Recognizing personnel and community as the building blocks upon which all else rested, the Commission was able, at its second meeting, ~~to agree~~ ^{to agree} on its agenda. It was going to devote its efforts to develop a comprehensive plan to recruit, train and retain large numbers of dedicated, talented educators for the field of Jewish education. It

was going to develop a plan to recruit--and involve a large number of outstanding community leaders for the work in Jewish education. They, in turn, in their local communities, and on the national scene would be able to take the steps that would raise Jewish education to the very top of the agenda of the North American Jewish community and consequently begin the process of creating a new environment, a new ambience for Jewish education.

The Commissioners^{also}_A determined that these two building blocks -- personnel and the community -- were inter-related. Outstanding community leaders would only be recruited to the cause of Jewish education if they believed it would be possible to recruit talented and dedicated educational personnel. At the same time, outstanding educators would not be attracted to the cause of Jewish education unless they felt that the Jewish community would give them the necessary resources to make a difference. They must believe that the community is embarking on a new era in Jewish education in which there will be reasonable salaries, a secure career line, and an opportunity to impact on the_A quality of the curriculum and methods of education.

These two building blocks would be essential in order to build a genuine profession of Jewish education, with all the ~~benefits of status, career opportunities, certification, collegial networking, code of professional ethics, and~~

~~agreed-upon body of knowledge.~~ When such a profession is established, and there is an infusion of dedicated and qualified personnel to the field, parents will recognize, perhaps ~~for the first time,~~ that Jewish education can make a ^{significant} ~~significant~~ decisive contribution to the lives of their children and the lifestyles of their families. This will establish a groundswell of support that will enable community leaders to achieve the level of funding ~~support~~ necessary for a new system of education to flourish.

Though the Commission agreed on its agenda at this second meeting, a significant number of Commissioners were reluctant and ~~urged the Commission to address various~~ ^{to omit the} ~~programmatic options.~~ ^{programmatic areas from this agenda.}

Eli Evans asked "how is it possible for this Commission to ignore the revolution that the developments in the area of the media have made available for Jewish education.[?] Is it conceivable that a plan for Jewish education could be developed ^{at the close of the twentieth century} that would not take advantage of the contributions of television, video cassettes, computers and the museum?"

Mandel Berman reminded the Commission that so much of our experience and our research indicate^s that unless we encourage the family to adopt a more vigorous role in Jewish education, the formal and informal settings for Jewish education were not likely to have a ~~very~~ ^{out} significant impact on children.
A

Though the Commission agreed that the first items on its agenda would indeed be the building blocks,, it also agreed to decide at some future date how it could begin to address some of the important programmatic ideas that had been raised by the Commissioners..

At the conclusion of the second meeting of the Commission, the staff was instructed to prepare the outline of a plan of action. The Commissioners urged that the plan be comprehensive and deal ^{simultaneously} with personnel in terms of recruitment, training, profession building and retention ~~simultaneously~~. Community should be dealt with in terms of leadership, structure and finance.. There had been notable attempts in the past to deal with the problem of personnel by raising salaries or by concentrating on the development of a specialised area of training.. But these efforts have not met with major success.. It was the Commission's assumption that unless the problem was dealt with comprehensively,, this Commission would not make any substantial difference..

In interviewing commissioners before the third meeting and consulting with other experts,, the staff was reminded time and again that bringing about change in the area of personnel and the community is vast and complex and will be difficult to address at once and across-the-board throughout

North America. How would it be possible to achieve concrete results within a foreseeable period of time? Transforming 30,000 teachers to meet the criteria contemplated by the Commission would take years, perhaps even decades, to accomplish. In addition, finding the personnel for new programs in informal educational settings, for study trips to Israel, for effective use of the media, required a long-range effort. The Commission was searching for a way to begin, a means for developing solutions to the shortage of personnel, for demonstrating what the impact of a comprehensive attack on the "building blocks" of Jewish education could be, while at the same time offering feasible models..

With this in mind, it was decided to select a small group of communities where ~~every~~^{each} possible step would be ~~taken to~~ demonstrate what could happen if sufficient numbers of outstanding personnel were recruited, ^{if the most successful programs were introduced,} and trained, and if ~~these~~^{these} efforts were supported by the community and its leadership, and if the necessary funds were secured to maintain such an effort over a five-year period. These communities were to be called "Lead Communities."

Fundamental to the success of the lead communities would be the determination of the community itself to become a model for the rest of the country. This must be a "bottom-up" rather than a "top-down" effort if it is to succeed. It should be understood that the lead communities would have to provide a living

demonstration of how the new ideas that grow out of the Commission's plan can be implemented.

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North America. How would it be possible to achieve concrete results within a foreseeable period of time. Retraining 30,000 teachers to meet the criteria contemplated by the Commission would take years, perhaps even decades, to accomplish. In addition, finding the personnel for new programs in informal educational settings, for study trips to Israel, for effective use of the media, required a long-range effort. The Commission was searching for a way to begin, a means for developing solutions to the shortage of personnel for demonstrating what the impact of a comprehensive attack on the "building blocks" of Jewish education could be, while at the same time offering feasible models..

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Basic to the idea of Lead Community is the assumption that significant questions concerning innnovation and implementation can only be resolved in real life situations and that Lead Communities will provide the laboratories in which to discover the policies and practices that work best.. The lessons leaned could then be replicated elsewhere.

Lead Communities will become the testing places for "best practices" -- exemplary or excellent programs -- in all fields of Jewish education. We will learn of these best practices through the combined efforts of the key continental educational institutions and organizations, and above all, the creative front-line educators who have developed innovative, successful programs in their classrooms, community centers, summer camps, adult education programs and trips to Israel. As ideas are tested, they will be carefully monitored and subjected to critical analysis. A combination of openness and creativity with continuing monitoring and clear-cut accountability will be vital to the success of the lead community program. Although the primary focus of each lead community would be local, the transformations that will take place will have an effect on national institutions that are playing a key role in Jewish education. Thus, the institutions of higher Jewish learning will need to expand their education faculties to train additional personnel for the lead communities and to offer on-the-job training for the personnel that is presently working in the existing institutions.

At its third meeting on June 14th,, 1989 the Commission adopted the strategy of implementing its ideas through the establishment of several Lead Communities.. Because the concept of Lead Community requires local initiative and involvement as well as the expertise of national institutions and organizations,, the staff was requested to develop the elements of a national or continental strategy required for implementation of the Commission's plan.

Substantial time was devoted at this third Commission meeting to the importance of educational research, of monitoring and evaluation,, of learning about the impact of various programs. Commissioners thought it would be inappropriate,, possibly even wasteful,, to undertake significant new initiatives without carefully monitoring and supervising their introduction into lead communities.

As the meeting was about to conclude,, commissioners raised the crucial issue of who was going to implement this ambitious plan - who would do the work? The staff was asked to prepare materials that would deal with the following questions::

1) who would assume responsibility for continuing the work of the Commission when it issued its report and recommendations; 2) who would be responsible for the implementation of the plan that was emerging; 3) who would

initiate the establishment of lead communities; 4) how would the necessary research, the evaluation and monitoring be introduced into the plan that the Commission was preparing?

In the interviews that followed the third meeting, the staff was referred to successful programs in the field, and found that there were many excellent ideas that could be incorporated into the work of the Lead Communities. They also learned that several of the prominent family foundations had undertaken pioneering work in programmatic areas..

The dichotomy, the tension between the concept of the "building blocks" and that of programmatic areas was diminishing as it became clear that personnel would always have to be recruited and trained for specific programs for specific ages or settings (e.g. teachers for early childhood, for the supplementary school, for the day school, counsellors for the community center.)

Responding to the issues of implementation, Commissioners recommended that a mechanism, an entity be established to carry out the work. This entity would be responsible for initiating the establishment of the Lead Communities; it could begin a dialogue between the work of the family foundations and the work undertaken in lead communities; between the foundations and national institutions such as the training institutions. It would initiate the

establishment of the research facilities that the commissioners requested, and it could carry on the work of the Commission when it completed its report.

At the **fourth meeting** of the Commission, which took place on October 23, 1989, the idea of creating a new entity, the "Council for Initiatives in Jewish Education", was agreed upon. The Council would be responsible for the implementation of the Commission's decisions and plan.

The staff was asked to bring together the various elements that had been discussed in the first four meetings of the Commission and in the many interviews that had taken place between these meetings with commissioners and other experts.

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At the fifth meeting of the commission it became clear that a concrete plan for change had emerged from the Commission's work and that implementation of the plan could begin immediately.

The plan is designed to meet the shortage of dedicated, qualified and well-trained educators. The Commission believes that talented educators will be able to develop programs that will engage and involve the Jews of North America so that they will be conversant with Jewish knowledge, values and behavior.

A process of communal mobilization for Jewish education will be launched: outstanding leaders, scholars, educators and rabbis will be encouraged to assume responsibility for this process and to recruit others to join them. They will develop policies for intervention and improvement; they will effect changes in funding allocations; they will develop the appropriate communal structures for Jewish education.

By the time the Commission issues its report in the Fall of 1990, the Commission will have taken the following initial steps:

Funding: Substantial funds will be available to launch the plan. This is now being arranged through the generosity of family foundations. Long-term funding will be developed in concert with federations of Jewish philanthropy, the religious denominations, the communities involved and other sources.

Implementation: The establishment of The Council for New Initiatives in Jewish Education -- to be a facilitating mechanism for the implementation of the Commission's recommendations. The Council,, guided by its board and the Council's staff,, will be charged with carrying out the plan decided upon by the Commission.

Lead Communities: Several lead communities will be established. They will be places where Jewish education at its best will be developed demonstrated and tested.

The challenge:

Immediate Implementation and A Long-term Effort

Initial work in Lead Communities,, the availability of funding and the availability of the Council's staff will allow us to take important preliminary steps for ushering in an era of change for Jewish education.

However,, for significant across-the-board change to take place,, a long-term effort is required. The lessons learned in Lead Communities will be applied in many communities,, gradually changing standards of Jewish education throughout North America. The available pool of qualified personnel will be increased. The profession of Jewish education will

be developed as the number of qualified educators increases, as training programs are developed and as job opportunities, terms and conditions for employment are improved. Gradually, major program areas will be addressed. A research capability will be developed.

The Commission on Jewish Education in North America has decided to undertake a ten- year plan for change in Jewish education. Implementation of the first phase of the plan will begin immediately.

The Commission calls on the North American Jewish community, on its leadership and institutions,, to adopt this plan and make resources available in this attempt to make a serious frontal attack on the issue of its future.

Decisions and Recommendations of the Commission on Jewish Education in North America

1. The Commission recommends the establishment of the Council for new Initiatives in Jewish Education. The Council will undertake the implementation of the Commission's decisions and recommendations. It will be a driving force in the attempt to bring about across-the-board, systemic change for Jewish education in North America.

* The Council will create a cooperative effort of individuals and organizations concerned with Jewish education, as well as the funders who will help support the entire activity. Central communal organizations- CJE, JEC Association and JESNA will be full partners in the work. Federations will be invited to play a central role and the religious denominations will be fully involved.

*The Council will be charged with gaining acceptance for the action plan decided upon by

the Commission and bringing about implementation of the Commission's recommendations. It will be devoted to initiating and promoting innovation in Jewish education. As such, it should be a center guided by vision, together with rigorous work and creative thinking and characterized by an atmosphere of ferment, search and creativity. It will be a driving force for systemic change.

*It will help to design and revise development strategies in concert with other persons, communities and institutions. It will be a full-time catalyst for development efforts in Jewish education. It will work with and through existing institutions and organizations and help them rise to their full potential.

*The Council will be comprised of an active board and staff. The board will determine policy and follow the work of the small, highly qualified professional staff.

* The authority of the Council will derive from the ideas that guide it, and the prestige, status and effectiveness of its board and staff.

2. The Commission urges a vigorous effort to involve more key community leaders in the Jewish education enterprise. It urges local communities to establish comprehensive planning committees to study their Jewish education needs and to be proactive in bringing about improvements. The Commission recommends a number of sources for additional funding to support improvements in Jewish education, including federations and private foundations.

In order for this to happen:

* The Commission encourages the establishment of additional local committees or commissions on Jewish education, the purpose of which is to bring together communal and congregational leadership in wall-to-wall coalitions to improve the communities' formal and informal Jewish education programs.

* The Commission encourages each community to seek aggressively to include top community leadership in their local Jewish education planning committee and in the management of the schools, the Jewish Community Centers and local Jewish education programs.

* The Commission recommends that as federations identify priority needs and opportunities, they should provide greater sums for Jewish education, both in their annual allocations and by special grants from endowment funds and/or special fundraising efforts on behalf of Jewish education.

The Commission and its Council for Initiatives in Jewish Education will encourage private

foundations and philanthropically-oriented families to set aside substantial sums of money for Jewish education for the next five to ten years.

* The Commission recommends that private foundations establish a fund to finance the Council and subsidies for Lead Communities and other projects.

3. The Commission recommends that at any year plan to build the profession of Jewish education in North America be developed and immediately launched. The plan will include the development of training opportunities; a major effort to recruit appropriate candidates to the profession; increases in salaries and benefits; and improvements in the status of Jewish education as a profession.

This will require that:

A. The North American Jewish community undertake a program to significantly increase the quantity and enhance the quality of pre-service and in-service training opportunities in North America and in Israel. The plan will raise the number of people graduating from training programs from 100 to 400 per year and will dramatically expand in-service and on-the-job training programs.

Increasing and improving training opportunities will require investing significant funds in the development of existing training programs to enable them to rise to their full potential, and developing new programs within training institutions or at general universities in North America and in Israel. For this to happen it will be necessary to:

* Develop and increase full-time faculty for Jewish education programs from 15 to 60, including the endowment of professorships and fellowships for training new faculty.

* Create and expand specialized training tracks in various institutions to meet the needs of the field

* Improve the quality of training opportunities by creating partnerships between training institutions in North America and Israel, research networks, consortia of training programs.

* Establish training programs for geographic areas that do not have any at this time

* Develop and support training for professional leadership in Jewish education in North America.

* Support specialized programs at general universities and consider the establishment of similar programs where they are desirable.

* Provide a significant number of fellowships for students who want to become Jewish educators.

* Develop a variety of in-service training programs throughout North America and in Israel that will accommodate many more educators. The programs will be designed to fulfill a variety of in-service needs.

B. A nationally co-ordinated recruitment plan to increase the pool of qualified applicants for jobs and for training programs be developed and implemented. The plan will seek to significantly expand the pool from which candidates for training and re-training are recruited, and develop methods and techniques for recruiting them.

This will involve:

* Undertaking a survey to identify new pools of candidates * Identifying the conditions under which talented potential educators could be attracted to the field (e.g. financial incentives during training; adequate salaries and benefits; possibilities of advancement and growth; challenging jobs).

* Developing a systematic marketing and recruitment program based on the findings of the survey.

C. The profession of Jewish education, including the conditions that are likely to attract and retain a cadre of dedicated, qualified educators, be developed. In particular, the plan will recommend policies to improve the status of educators, their salaries and benefits, grant them empowerment and improve their working conditions.

This will involve:

* Developing appropriate standards for salaries and benefits for all Jewish educators, strategies for implementing them in communities, and assuring their funding.

* Creating a comprehensive career development program for educators which will allow for professional advancement and personal growth.

* Mapping out the positions that need to be created and filled in order to meet the current challenges of Jewish education

planning and monitoring for those efforts.

The Commission has identified the following programmatic areas, each of which offers promising opportunities for intervention.

Target populations: Early childhood, the child, the adolescent, the college-age youth, the adult, the family, the retired and elderly, the new immigrant.

Settings and frameworks: Early childhood education and child care, the supplementary school (elementary and high school), the day school (elementary and high school), the synagogue, the Jewish community center, camping, the Israel Experience

Content, Resources and Methods: Curriculum, Hebrew language education, the arts, media and new technologies

6. The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that may need to be established.

In order for this to happen the Commission will:

- * Establish monitoring and evaluation procedures for the implementation of every element of the Commission's plan.
- * Assist in the undertaking of studies and analyses for the plans of lead communities.
- * Help establish research institutions and programs as required .

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* Developing new ladders of advancement for education, ranging from avocationall positions to senior academic and executive positions. The ladder of advancement will be accompanied by the appropriate criteria for advancement and related salaries and benefits.

* Encouraging colleagial networking through conferences, publications and professional associations, as a way of maintaining standards, exchanging ideas and facilitating innovation and experimentation.

4. The Commission recommends the establishment of several Lead Communities , where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate.. Lead Communities will be initiated by local communities which will work in partnership with the Council.. The Council will help distill the lessons learned from the Lead Communities and diffuse the results..

A Lead Community will be a place -- a whole community -- where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. The Lead Communities will engage in the process of re-designing and improving the delivery of Jewish education according to state-of-the-art knowledge. The focus will be on personnel and the community, with the goal of effecting and inspiring change in the various programmatic areas in the field of Jewish education.

5. The Commission has identified several programmatic areas, each of which offers promising opportunities for intervention. The Council for New Initiatives in Jewish education will encourage the development of these areas in Lead Communities and will offer its services to Foundations and Individuals who want to concentrate their efforts in a programmatic area. The Council will act as broker between Foundations and institutions that wish to specialize in a programmatic area.. The Council will assist in the provision of research,

Because the Commission was determined to adopt a plan that would
* implemented it decided to devote its 6th and last meeting on June
12 1990 to consider alternative scenarios for the
implementation of the plan and its recommendations

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Principals will also have to be encouraged to welcome these new initiatives. The Council will seek to work with various organizations to project messages to principals about this concept, urging them to encourage their faculties to exercise greater power and influence over the character and nature of their schools.

The work of the Commission is itself evidence of the growing concern on the part of the Jewish community for the quality and effectiveness of Jewish education. The Council will work to maintain this momentum in order to secure a leading place for Jewish education on the agenda of the organized Jewish community.

"The chances are," he said, "that in 1980, only 25 of these leaders thought Jewish education was the burning issue, 100 thought it was important, and the rest didn't spend much time

thinking about it. In 1990, it may well be that there are 100 community leaders who think that education is a burning issue; 100 who think it is important, and 100 who don't give it too much attention. The challenge is that by the year 2000, 250 of these community leaders should see Jewish education as the burning issue, and 50 should think it is important."

When that is achieved, Morton Mandel stated, money will be available to finance the massive reorganization program envisioned by the Commission. A substantially enhanced and qualified professional educational core will have been firmly established.

Although the bulk of the funds necessary for changing the nature of Jewish education in North American will come from local communities through the foundations, the Council will be able to launch the program immediately through the generosity of six family foundations -- the Charles Bronfman Foundation, the Riklis Foundation, the Blaustein Foundation, the Wexner Foundation, the Crown Foundation, and the Mandel Associated Foundations.

The director of the Council and its board will sustain this effort by recruiting additional family foundations to support specific elements of the action plan. A major new resource for funding may well be found in the federation endowment

funds, are currently estimated at \$2 billion. These funds are not for the most part being utilized for educational purpose, but they could be tapped as part of the new program. Also, the Council will work with federations in developing new fund raising drives for specific aspects of this educational plan.

Also, in the local communities, the Council will explore the possibility of developing a new structure that will enable the various elements concerned with Jewish education to work more effectively together. This will include the federations, bureaus of Jewish education, the denominations, JCCs, communal schools and congregations. The relationship among these groups and national organizations (the JCC Association, JESNA and CJF) will have to be carefully worked out. At the center of the new local alliance will be the federations themselves, which will play the key role in planning, budgeting and financing Jewish education. This new structure will in effect mirror the planning committees in the Lead Communities.

Programmatic Areas

The major thrust of the work of the Council will be related to the building blocks of Jewish education -- establishing a teaching profession and building local community support. However, there is a strong interrelationship between these

building blocks and programmatic areas. Teachers are trained to become specialists in different areas -- Hebrew, Bible, history, etc., and for programs for particular age groups -- early childhood, elementary school, high school, college age, young adults, older adults, the retired and elderly.

The creation of innovative and effective programs in the various areas of education will eventually be crucial for the success of the Commission's educational plan. Therefore, the Council and its staff, as part of their long range strategy, will develop an inventory of successful programs in the various programmatic areas. This inventory will be offered to the planning committees of the Lead Communities, who will choose among them, adapting and modifying the programs for their local settings. The Council will also advise regional and national organizations and local communities on how they might benefit from the lessons learned from these successful programs.

The Council will build upon the work already undertaken in programmatic areas by several of the family Foundations. Thus, for instance, the Charles Bronfman Foundation will assume responsibility for programs relating to the Israel experience; the Riklis Foundation will assume responsibility for programs in early childhood education; the Blaustein Foundation will initiate support for financing research; the

Wexner Foundation has already taken leadership in the area of training educators; the foundation created by the Crown family will focus resources on encouraging outstanding educators who have developed best practices; the Melton Foundation will intensify its efforts in the area of adult education; the Revson Foundation is expanding its pioneering efforts in the area of the use of the media and other means of communications education by television documentaries, Museum programmatic developments and similar programs; and the Mandel Associated Foundations are committed to locating and supporting the processes likely to lead to systemic change in the field of Jewish education generally.

The Council will function as a broker between these foundations and Lead Communities, between Foundations and creative educators in the field, and between institutions which want to develop specialization in programmatic areas and potential funders.

IV. On-going Research

The Council will establish a research capability in North America to provide the necessary data about Jewish education for monitoring results and planning for the future. This will include procedures for the evaluation of each component of the Commission's plan as well as gathering new information concerning the state of Jewish education generally.

This research will be carried out by professional research organizations. The results will be disseminated throughout the Jewish educational community, for use in short term and long term planning. Data on Lead Communities will be gathered and analyzed to ensure that their individual programs are educationally sound and are meeting with success.

The Council will also help develop innovative research projects to test out new approaches to Jewish education. These will involve settings in which data can be collected and analyzed on key educational issues, ranging from the effectiveness of supplementary school curricula to different methods of teaching Hebrew and other subjects, and to professional practices in different educational environments.

The Council will bring together individuals from various institutions dealing with research in Jewish education to create a national research agenda for the field. It will organize periodic conferences and issue reports on new developments.

All research activities of the Council will be supervised by an experienced member of the staff who will be responsible for commissioning new research, working with local communities and national organizations, and coordinating various

research projects.

V. Diffusion of the Plan

Although the main thrust of the Council will be to work with Lead Communities and to develop national strategies over the next several years, another focus of attention will be to set up a process whereby other communities around the country will be able to learn, adapt and replicate the ideas, findings and results of the Lead Communities. In this phase of the Council's work, national organizations -- especially JESNA, JCC Association, and CJF -- will play a critical role, since they will be the means by which this process will be effected.

The Council will assist these organizations in developing procedures that will accomplish this objective through such means as published reports, seminars, publicity in the Jewish and the general media, and eventually through training programs for communities around the country. The national organizations will also arrange for on-site visits by community leaders to observe what is taking place in the Lead Communities.

As Lead Community programs begin to bear fruit, a plan will be developed by the Council to initiate new Lead Community

programs. At the end of the first five years, it is expected that the initial Lead Communities will have matured to the point where they will have developed a momentum of their own towards a continually improving educational system. By that time, another three or four Lead Communities may be added to the plan. These communities will be able to move forward at a more rapid pace because of the lessons learned in the first communities.

The process of adding new communities should be a continuing one, so that in time there will be a growing network of communities in North America that will be active participants in the program. It also may be possible to establish a new category of Lead Communities that will function as associates or satellites of the original communities. These will not require the same kind of intensive effort that will be necessary in the founding communities, and they will help the Council provide the level of support necessary for building the entire effort into a nationwide program. The program will thus have a ripple effect, and as time goes on be extended to an increasing number of communities throughout North America.



RUDER-FINN

MARKETING COMMUNICATIONS

PLEASE DELIVER THE FOLLOWING MATERIALS AS SOON AS POSSIBLE

TO: Annett Hochstein

DATE: 5/27/90

FROM: Rob E. Lue

NUMBER OF PAGES INCLUDING THIS PAGE: 3

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FAX NUMBER: (212) 715-1662

were in desperate need of improvement, and yet very little of a positive nature had been accomplished. Ideas had been suggested in the past; articles had been written; conferences had been held; some innovative programs had been tried; yet significant improvement had not come about. Each of the commissioners, from his or her own perspective, felt that community leaders and educators knew what the problems were but had not yet devised a workable strategy for effecting change in the field. How would this Commission be different?

To meet these challenges," the staff established a procedure for maintaining personal contact with each of the commissioners individually through systematic interviews. In this way, all the commissioners would have an opportunity to provide input into the process. Thus every meeting of the Commission was a culmination of continuing dialogues among professionals and commissioners!

In the early stages of the Commission's work, a checklist of 26 areas of need in Jewish education were identified and discussed as possibilities for being the focus of the Commission. Although each of the areas could easily warrant a special Commission of its own, the sheer formulation of this list helped to provide a framework in which the overall problem could be analyzed.

The 26 areas, or options, were:

1. Determining the educational needs of the early childhood age group

qualified professional educational ~~com~~ will have been firmly established.

All the programmatic areas that were detailed in the list of 26 areas or options could be dealt with once the building blocks were in place. The Commission might well include in its plan a number of specific activities in these programmatic areas, but its major effort would be to concentrate on the building blocks themselves.

Even with this concentration of effort, more thought had to be given as to how it would be possible to achieve concrete results within a foreseeable period of time. Transforming 30,000 teaching positions to meet the criteria contemplated by the Commission would take years, perhaps even decades, to accomplish. In addition, finding the personnel for new programs in informal educational settings, ^{study trips to} Israel, or educational programs in the median would be a long range effort. The Commission wanted, therefore, to develop an environment where an intensive and concentrated effort could be made to demonstrate the impact of an entirely new approach to Jewish education.

With this in mind, it was decided to select a small group of Lead Communities in which every possible step would be taken to establish the two building blocks in Jewish education.

-AX SENT *

(ATE: 22/5/90)

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FACSIMILE TRANSMISSION

TO:

DATE:

FROM:

David Finn and Dena Merriam

May 22,, 1990

NO. PAGES:

Seymour Fox, Annette Hochstein
FAX NUMBER: 0-2 F X A "nette H chstein

8

Dear David,

Here is today's first installment. It begins immediately following the text you sent us last night (your page 14). It requires your poetry -- what you sent us last night does the job.

As we see it, what is required to complete the chapter is a section on programmatics, research and diffusion. We hope you will receive it after lunch today. We very much need the completed chapter at the end of your day today. We will finish chapter four by tomorrow a.m. your time.

We think this chapter (5) should be called something like "the implementation of the plan" while chapter four is likely to be "the Commission's plan". We still need a brilliant title for the whole report.

Annette

III. National Strategies

The Commission's recommendations will necessitate that the Council develop a strategic plan for implementation throughout North America. The plan will deal systematically with the building blocks of community and personnel, will develop alternative approaches for programmatic areas and will initiate the establishment of a research capability for North America. Many promising ideas and suggestions have already been offered for consideration. Some of those include:

1. Personnel

A national recruitment plan will be prepared to attract new people into the field of Jewish education.

The time has come to launch a systematic approach to recruitment, bringing marketing thought to bear on Jewish education. The market study will need to identify who are likely candidates for the profession of Jewish education -- what are the relevant market segments, at what ages or stages should candidates be approached and under what conditions can they be successfully recruited. There are those who suggest that we should invest effort in recruiting:

Talented high school students;

College students on campuses with serious Judaica departments;

Students while they participate in Israel Experience programs;

Professionals at mid-career to be retrained for Jewish education..

When it has been decided to concentrate on a market segment the following programs might be undertaken:

For each appropriate market segment,, an intensive outreach program will be developed. Recruiters will work on college campuses,, in Israel Experience programs,, in camps,, and in high-schools to locate candidates for the field.. They will invite the candidates to participate in special programs possibly at the campuses of institutions of higher Jewish learning both in North America and Israel. Summer seminars will be offered at the Judaica departments of universities to introduce them to exciting conceptions of Judaism and Jewish education.

A major foundation has already decided to invest in the recruitment effort.

2. Training -- the Education of Educators

The number of students graduating from quality training programs must be multiplied immediately. The Council will encourage the development of plans to increase the number of

students graduating annually,, from 100 to 400 graduates per year.

Funding will be secured to make the following possible::

- * The full time Jewish education faculty for training programs will be increased from fifteen to sixty.. Candidates for these positions will be recruited from outstanding practitioners in the field,, academics at universities in the areas of general education,, Judaica,, the social sciences,, and the humanities..

- * Fellowships must be made available for all qualified students. Encouraging first steps have been undertaken by the Wexner Foundation to attract outstanding candidates to training programs..

- * New training programs will be established to prepare informal educators,, early childhood educators,, specialists for the teaching of Hebrew,, the Bible,, adult education and other areas..

- * Innovative programs will be established including: Training programs for the leadership of Jewish education similar to those in Israel such as the Jerusalem Fellows and the Senior Educators..

- * Fast track programs will be established for majors in Judaica programs to retool for senior positions in Jewish education..

* The plan will include a dramatically expanded program of on-the-job training or in-service education for large numbers of front line educators.

3. The Emerging Profession of Jewish Education

The success of the effort to recruit, train and retain candidates for Jewish education cannot be separated from the requirement to develop the profession and the empowerment of its members.

The Council's plan will include a re-consideration of:

a. Salaries and benefits: An economic task force will be established to deal with the issues of financing Jewish education in North America. The task force will suggest standards for salaries and benefits for Jewish educators. Strategies for implementing these standards and for funding them will be developed, initially in Lead Communities and then gradually spread throughout the continent.

b. Career development: A career development program will be created to enable professional growth and advancement. A wide array of in-service training programs, seminars, conferences and opportunities for collegial networking will be developed throughout North America. To make this effective, map of available positions to meet the new needs will have to be created. Much will be learned from the experience of lead communities, where alternative ladders of advancement will be developed.

c. Empowerment:: No less important than salaries on career development is the empowerment of the members of a profession. The empowerment of Jewish educators will necessitate granting them a major role in setting educational policy and determining content in their classrooms, JCCs, schools and communities..

The Community

The Council will build on the developing momentum to secure a leading place for Jewish education on the agenda of the organized Jewish community. The North American Commission on Jewish education, the local commissions on Jewish education/Jewish continuity have accelerated this process. The climate in the Jewish community as related to Jewish education will improve when hundreds of the top leaders are informed, concerned and involved in the enterprise of Jewish education.

Morton Mandel put it the following way: "if the Jewish population is largely concentrated in thirty communities and there were ten key leaders in each community, in 1980, 25 of these leaders thought Jewish education was the burning issue, 100 thought it was an important issue, and the rest didn't spend much time thinking about it. In 1990, 100 community leaders think this a burning issue; 100 think it is an important issue, and 100 don't give it too much attention. The challenge is that by the year 2000, 250 of these community leaders see Jewish education as the burning

issue and 50 think it is important. When this happens there will be:

-- money available to undertake all the wonderful things we have been talking about

-- outstanding personnel will be drawn to the field because the community will be announcing in the most dramatic of terms that this is what is needed to improve the Jewish future.

The two building blocks are inseparable. Qualified personnel will enthuse these outstanding community leaders and they will be able to recruit,, attract,, and retain the right people.

Funding the Plan

The Council is able to immediately launch the action plan because of the generosity of six family foundations:

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2

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This represents the first effort of the Council to involve the Jewish family foundations in the implementation of the Commission's plan. The director of the Council and its board will sustain this effort by recruiting additional family foundations to support specific elements of the action plan.

The director, the staff and his board will turn to federation endowment funds and encourage them to play a major role in supplying the near term financing (and some of the long-term financing) of the Commission's plan. They will also encourage special communal fundraising efforts for these purposes. The initial funding from these sources will make it possible for the local federations throughout North America to prepare themselves to meet the basic longer-term funding needs of Jewish education.

The Council will make every effort to match the agenda of family foundations with the needs of the training institutions, the innovations being introduced in lead communities and creative programmatic suggestions throughout North America.

Structure

The Council will examine how a structure can be developed that reflects the newly emerging relationship among federations, bureaus of Jewish education, the denominations, JCCs, communal schools and congregations. In lead communities, the concept of committees on Jewish education/Jewish continuity will be further developed and studied, as will the role of federations in the planning, budgeting and financing of Jewish education.

On the continental level, the relationship between the major forces in Jewish education, the denominations, JCCA, JESNA and CJF will require careful study and analysis.

ATT: Prof Fox

FAX 011 972 2 699 951

5/20

Annette Hochstetler and Seymour Fox

Here is our draft of Chapter 4.

It's late and we're bleary-eyed -

So we can't judge the quality of

the results. But let's talk about

it Monday AM. I'll be in

the office from 9:45 onward.

David

CHAPTER 4: Coming To Grips With the Problem

The Commission faced several major challenges in determining how to come to grips with the problems facing Jewish education.

First, the Commission consisted of individuals with very different backgrounds who would inevitably bring to the table diverse and sometimes conflicting approaches to analyzing the nature of the task. This was an advantage in that it brought together the different perspectives that would be needed to develop a realistic and comprehensive solution. But it posed a potential problem in the search for common grounds for discussion. In view of this, the setting of agendas for each of the Commission's sessions, and the orchestration of the discussions themselves so they would be constructive and result-oriented, required a great deal of advanced planning and considerable skill in the conduct of the meetings.

Secondly, the problem was so vast that it was unclear how the Commission should focus its work so that it could achieve the greatest impact. There were ^{no} ~~or~~ clearcut guidelines as to how to establish priorities among the multitude of issues that needed to be addressed.

Thirdly, the organizers of the Commission were very much aware that there had long been agreement about which areas of Jewish education

commissioners would have an opportunity to provide input into the process, thus every meeting of the Commission was a culmination of work initiated by discussions among professionals and commissioners.

In the early stages of the Commission's work, a checklist of 26 areas of need in Jewish education were identified and discussed as possibilities for being the focus of the Commission. Although each of the areas could easily warrant a special Commission of its own, the sheer formulation of this list helped to provide a framework in which the overall problem could be analysed.

The 26 areas, or options, were:

1. Determining the educational needs of the early childhood age group

2. Enhancing programs for pre-kindergarten,
kindergarten and day care
3. Determining the educational needs of the elementary
school age group
4. High school education
5. Determining the educational needs for the college
age group
6. Establishing new programs for college age education
7. Young adult education
8. Determining the educational needs of the family
9. Developing new programs for family adult education
10. Adult education
11. Education for the retired and elderly
12. Supplementary school improvement
13. Day school improvement
14. Informal education development
15. Israel Experience programs
16. Integrating programs for formal and informal education
17. Hebrew language teaching
18. Curriculum and methods development
19. Media and technology
20. The shortage of qualified personnel
21. Community support

- 22. Tuition rates
- 23. Physical plant
- 24. Research
- 25. Encouraging innovation in Jewish education
- 26. Generating additional funding

These areas represent a complete outline of all the elements of Jewish education that need to be addressed. However, they represent segments of the whole picture, rather than functions of the education system that underly the difficulties in each area. A deeper analysis of the problem would have to be made to get at some of the root causes.

On further study it became apparent that there were six different functions of the system that affected all the other areas. These were:

- o Establishing the audience for Jewish education
- o Recruiting and training personnel
- o Designing the curriculum and methods of education
- o Determining the economics of education
- o Building community support/funding
- o Creating the settings of education

The commissioners recognized that this was still too broad an array of topics to deal with effectively, and their work would be substantially more focused if a still more fundamen-

tal analysis would be made of the basic needs of the educational system.

A conceptual breakthrough was achieved when it was determined that ^{there were} two building blocks of the entire Jewish education system ^{namely:} ~~would be identified as:~~

1. The establishment of a new method of recruiting and training educational personnel;
2. Providing the necessary community support and leadership to achieve appropriate levels of funding for an outstanding educational system.

While these two needs had long been discussed as fundamental ~~to~~ ^{they had} an improved Jewish education system, ^{never before} ~~had~~ ^{they had} been singled out as the two pre-conditions upon which everything else depended.

Thus, in regard to personnel, it was clear that there was a shortage of talented, dedicated, trained educators for every single area. This was for all age groups, for all types of schools, for the preparation of curricula materials, for all types of educational settings, for trips to Israel, etc. Without well trained educators in each of these fields, there could be no substantial improvements ^{to the system.}

In regard to community support and funding, it was clear that every program suffered from a lack of sufficient funds. If

the Commission was to make a difference in Jewish education, the means would have to be found to change the community's attitude toward funding needs. A new environment for Jewish education could only be created if outstanding community leaders were to agree that Jewish education should have the highest priority for local and national funding.

Moreover, the commissioners determined that these two building blocks — personnel and the community — were inter-related. Outstanding community leaders could only be recruited to the cause of Jewish education if they believed it would be possible to recruit talented and dedicated educational personnel. At the same time, outstanding educators would not be attracted to the cause of Jewish education unless they felt that the Jewish community would give them the necessary resources to make a difference. They must believe that the community is embarking on a new era in Jewish education in which there will be reasonable salaries, a secure career line, and an opportunity to impact on the quality of the curriculum and methods of education.

These two building blocks ^{from the} ~~are~~ essential in order to build a genuine profession of Jewish education, with all the benefits of status, career opportunities, certification, collegiate networking, code of professional ethics, and an agreed upon body of knowledge. When such a profession is established,

and there is an infusion of dedicated and qualified personnel to the field, parents will recognize, perhaps for the first time, that Jewish education can make a decisive contribution to the lives of their children and the lifestyles of their families. This will establish a groundswell of support that will enable community leaders to achieve the level of funding support necessary for a new system of education to flourish.

Commenting on this point, Morton Mandel observed that a primary target of the Commission's efforts are an estimated 300 community leaders ^{exp?} ~~who are responsible for~~ ^{in North America} the approximately 30 communities in which the Jewish population is ^{concentrated} ~~located~~. "The chances are," he said, "that in 1980, only 25 of these leaders thought Jewish education was the burning issue, 100 thought it was important, and the rest didn't spend much time thinking about it. In 1990, it may well be that there are 100 community leaders who think that education is a burning issue; 100 who think it is important, and 100 who don't give it too much attention. The challenge is that by the year 2000, 250 of these community leaders should see Jewish education as the burning issue, and 50 should think it is important."

When that is achieved, Morton Mandel stated, money will be available to finance the massive reorganization program envisioned by the Commission. A substantially enhanced and

26 areas or options could be dealt with once the building blocks were in place. The Commission might well include in its plan a number of specific activities in these programmatic areas, but its major effort would be to concentrate on the building blocks themselves.

Even with this concentration of effort, more thought had to be given as to how it would be possible to achieve concrete results within a foreseeable period of time. Transforming 30,000 teaching positions to meet the criteria contemplated by the Commission would take years, perhaps even decades, to accomplish. In addition, finding the personnel for new programs in informal educational settings, ^{or such as} study trips to Israel, or educational programs in the media, would be a long range effort. The Commission wanted, therefore, to develop an environment where an intensive and concentrated effort could be made to demonstrate the impact of an entirely new approach to Jewish education.

With this in mind, it was decided to select a small group of Lead Communities in which every possible step would be taken to establish the two building blocks in Jewish education.

educational personnel who are extremely well trained and highly motivated and who have achieved a level of professionalism; and top priority community support and funding.

Fundamental to the success of the Lead Communities ^{will be} the determination of the community itself to become a model for the rest of the country. This must be a "bottom up," rather than ^Q "top down" effort if it is to succeed. It should be understood that the ^h communities ^{will} ^{provide} to provide a living demonstration of how the new ideas that grow out of the Commission's plan can be implemented.

The basic assumption of the Lead Community concept is that it will be possible to demonstrate effective approaches to solving problems in a specific community, which can then be replicated elsewhere. Significant questions concerning innovation and implementation can only be resolved in real life situations; and the Lead Communities will provide the laboratories in which to discover the policies and practices that work ^{best}. ~~and create a self-sustaining~~

~~the JCC~~
Lead Communities will become the testing place for best practices in all fields of Jewish education. This will include efforts by each of the denominations, as well as by the JCC Association, JESNA, and CJF. As ideas are tested, they will be carefully monitored and subject to critical

analysis. A combination of openness and creativity, with continuing monitoring and clearcut accountability, will be vital to the success of Lead Community programs.

Although the primary focus of each Lead Community would be local, the transformations that will take place will have an effect on national institutions that are playing a key role in Jewish education. Thus, the institutions of higher Jewish learning will expand their educational faculties to provide ~~the~~ trained personnel. Recruitment programs will be underway at colleges and universities. Improvements will begin to impact on summer camp programs, education programs at community centers and elsewhere throughout the system. Indeed, working with these national organizations directly should be a parallel undertaking to the concentrated efforts in Lead Communities.

As the outline of a concrete plan evolved in the course of the Commission's work, it became clear that a responsible entity would need to be created to oversee the enactment of the plan. A mechanism would have to be created that would serve as a broker among all the parties concerned and be a catalyst for the process that was envisioned. Once the idea of such a new entity was formulated, it was possible to define a number of specific responsibilities that it would have to fulfill.

The Commission agreed that it would conclude its work with the issuance of a comprehensive report describing the full scope of the problem that it ^{had} addressed, and delineating in ^A concrete detail precisely what steps would be undertaken to accomplish its objective. Initial funding would be in place for the new effort to begin immediately upon the release of the report, so that the momentum created by the work of the Commission could be maintained in the ~~phase of~~ implementation ^{phase}.

FAX 972-2-733-906

Sl'ihæ

Annette and i y Seymour

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Chapter 5, M §t(1) *4&d* work

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DATE: 17j5j*1A

Nativ Policy and Planning Consultants
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FACSIMILE TRANSMISSION

TO: Davidl Elman & Dena Meoriam

DATE: DATE: May 17, 1990

FROM: Annette Hochstein

NONPAGES: 8

FAX NUMBER: (212) 715-1662

Dear David and Dear Dena,

David, welcome back. We hope that you had a fruitful and nice trip. We have spent the week working with Mort Mandel, who is visiting, and trying to put together materials that will hopefully be useful for the writing of chapters 4 and 5.

We are attaching our comments as well as a copy of Dena's version of chapter 5 with changes/additions.

As you can see we are now suggesting a somewhat different approach to these two chapters: we are suggesting that chapter four tell the story NOT of the Commission's work or mode of operation, but rather of the content of its work and decisions. Seymour dictated the body of the chapter (attached). We suggest the chapter conclude with a summary of the plan (Documents of February 14 and of October 23) and of the recommendations (Document of February 14 pages 4 and 5). This then will lead to the fifth chapter which/that (help! where's Safire...) becomes the implementation plan illustrated, or a program for implementation. Please let us know if this makes sense, is sufficient, needs further clarification. We will call you tomorrow (Friday) to find out.

We had planned a long call on Sunday. If you agree with this, please let us know when is a good time.

Best Regards and Wishes for a fruitful and inspired/inspiring week-end,

5/17/90
A.

GENERAL COMMENT FOR CHAPTER FIVE

The draft of this chapter is incomplete in that it covers only some of the topics that need to be included. We have tried below to make it more comprehensive. However some of these omissions, are of particular significance.

One is the treatment of the building block "community", which is treated in the text too thinly as compared to the building block "personnel". The other is the fact that implementation cannot take place at the level of lead communities only. Both community and personnel must take place BOTH and often SIMULTANEOUSLY at the level of lead communities and at the general ((continental)) level.

As we see it the chapter needs to include two parallel development thrusts within each of the main building blocks::

1. The building block in the lead communities
2. The building blocks on their own -- or at the national//continental level.

Thus when we speak about recruitment,, or about training -- or about salaries and advancement -- part of the work will be done in Lead Communities. Another part will take place at the National level. When training programs are invited to train the teachers of lead communities -- this is but one aspect of their development. The other is that they will grow from graduating one hundred people per year to graduating four hundred,, that these graduates will fan out throughout the USA and Canada,, etc..

The single most important element for the training programs -- without which the training programs won't be able to assist lead communities -- is that they need to build faculty and must offer scholarships -- fellowships to their students. (Note:: the Wexner Foundation has undertaken a program to give fellowships to elite students and to help training institutions re-think their programs.) A much more massive effort is needed to quadruple the faculty and students of the training programs. Fellowships are needed for all or most students/training programs.

The same is true for recruitment : We will need to recruit for both the Lead Communities and in order to demonstrate that systematic recruitment can improve the personnel situation throughout the Continent,, etc.

As for the building block "community," let us look at funding: the commission is raising funds for programs throughout the country, as well as for lead communities. Or leadership: community leaders will be recruited, trained and involved for national institutions as well as for lead communities.

Funding is needed nationally but lead communities will also have to raise significant sums of money for increased salaries locally etc.

More generally, we suggest elaborating on the building block "community."

We do a fair job dealing with this in terms of the Lead Communities. We must add elements for the national level and Non Lead Communities. The idea is that we have to capture and recruit as many Mandels, Bronfmans, Twerskys and Lipsets as possible, and replicate this locally, all the way to the grassroots.

Mandel put it the following way here yesterday: "if the Jewish population is largely concentrated in thirty communities and there are ten key leaders in each community, in 1980, 25 of these leaders thought Jewish education was the burning issue, 100 thought it was an important issue, and the rest didn't spend much time thinking about it. In 1990, 100 community leaders think this a burning issue; 100 think it is an important issue, and 100 don't give it too much attention. The challenge is that by the year 2000, 250 of these community leaders see Jewish education as the burning issue and 50 think it is important. When this happens there will be:

- money available to undertake all the wonderful things we have been talking about

- many good people ((personnel)) will be drawn to the field because community will be announcing in the most dramatic of terms that this is what is needed to save the Jewish future.

- the two building blocks cannot be separated. Outstanding personnel will enthuse these outstanding community leaders."

* * * * *

Chapter five -- specific comments

Page numbers refer to Dena's version

Page 1.

Should this chapter begin with the Center? If this chapter is primarily about implementation (which we are now suggesting) we can be comfortable with that. However if this chapter has to include the plan, recommendations, etc. We should not begin with the Center.

Twersky suggested using the idea of a "Council" instead of a Center. We like the idea.

Are we condescending to JESNA when saying that the Commission is the one that will bring about fundamental change (pp 1 - 2)..

Pp. 1-2: the definition of the roles of JESNA and the JCC Association is mentioned here -- and again at the end of the document (pp. 19-20). We needed to watch duplications, while watching also the need to refer to them adequately.

JCC Association should be treated the same way as JESNA -- see attached page.

Page 2: the parallels for the Center (Manhattan Project etc.)

While we believe that JESNA and JCCA are well treated - and can be relaxed by the above page, we think that the parallels chosen will frighten Yeshiva, the Seminary and HUC and will make them feel that all creativity will be at the Center. Would it be possible to have our cake and eat it - namely to describe the Center as a place that will bring together the creative minds from existing institutions, will take ideas from exciting and innovative Jewish or general educational projects wherever they be, and will be more like NASA (which we believe coordinates the work by universities, by contractors, by governmental agencies, etc.) than the Radiation Lab.

P .9, paragraph 3:

"Once they have..." . We believe that at this point a significant transition is missing -- namely what the work of these local staffs or Centers in Lead Communities is about. It is parallel to the role of the national Center, and requires, (following initial description of the state of affairs), the preparation of a plan and strategies for implementation. On the content side they will -- just like the national center -- keep the top leadership involved, undertake the planning -- particularly in the areas of the building blocks (personnel and community). Thus they will have to figure out how to meet the needs for personnel in all institutions and programs of the community. How many of the existing personnel are good and worth investing in. They will have to bring in X number of new people

to fill needs. For example specialists in early childhood education, in the teaching of Hebrew, in special education. They will have to negotiate with the national institutions and organizations for training and in-service training. Similarly they will develop a plan for the recruitment, training and involvement of outstanding leaders.

They will also search out what you have called "model programs" (p. 9) -- or what we call examples of best practice. This will be an ongoing process of the national Center with the Lead Communities. An example can be found in the work of the "effective schools" movement of Ted Sizer at Brown. Schools share with each other -- through the Center at Brown university -- what seems to be effective and to work (you mention this later in the text).

P. 10 following item 6.

Since no one will have agreed in advance to the particular suggestions on these pages, one way to deal with this is to write "some of the suggestions that have been made are..." This is particularly relevant for items such as the creation of an educator corps. Here you might say "It is being suggested that an education corps be created..."

P. 13.

Dena quite correctly mentions that profession building is not picked up -- nor is recruitment of candidates for training or for jobs.

These two topics are dealt with on pages 13 and 14 of the February 14 document but here are some further thoughts:

Recruitment

There is a need to undertake a national recruitment effort to bring new people to Jewish education. Such an effort -- while linked to the effort to improve the status and conditions under which educators study and work -- needs to be systematically addressed. The National Center and the Lead Communities will work together at it, and responsibility might be given to another Foundation or institution. For example, the Wexner Foundation has indicated that they might be interested in funding a systematic approach to recruitment.

What will be done?

For the first time a systematic approach to recruitment will be undertaken, bringing marketing thought to bear on Jewish education. Some form of market study will be undertaken to identify the relevant market segments -- who is a likely candidate for a profession in Jewish education.

The Center will find out the scope of recruitment involved. We believe that at the onset what is needed is to double - and then triple the number of people in all training programs. Moreover each Lead Community is likely to need 10 to 50 qualified applicants for jobs.

First the needs will be established. Then a study will be made to determine (perhaps through focus groups) what it would take to attract new people to the profession and what kind of people could be attracted.

Following this a recruitment plan will be prepared. Institutions of Higher Jewish learning may be asked to be involved in pilot efforts. Recruitment will then be launched for the lead communities -- they will also serve as pilot programs for this recruitment nationally.

Profession building

This involves many elements -- from salaries and benefits, to training, to status and more.

1. Salary -- a study will be made to decide the level of salary necessary to attract and retain people in the field. As we have mentioned in chapter three salaries are terrible.

Fringe benefits and pension plans will be introduced. They are scarce today.

2. Empowerment

In the lead communities teachers will be given a leading role in determining policy and their ideas and decision will make a difference. They will participate in the planning committee; they will be involved in monitoring and evaluation; they will be involved in deciding what best practices to introduce; they will be given roles in the administration of their institutions. This is in direct contrast with present practice and is considered (in general education) to be one of the more important issues in the recruitment and retention of talented people.

Networking, journals and conferences will be a key assignment of the national Center and will be nurtured in each lead community and between Lead Communities, as a first step in introducing this throughout the country. The Center will stimulate this activity and will involve training institutions, universities, CAJE, JESNA, the JCC Association and other research and professional associations.

These will make it possible for educators to discuss and diffuse what is learned in the lead communities, and to bring it to the attention of the larger Jewish community.

Because the lead communities will be creating new positions and new roles for Jewish educators ((e.g. Early childhood, bible studies, special education; etc.)) a different ladder of advancement will be introduced. Rather than being able to move up only from being a teacher to being an assistant principal to being a principal, which is often inappropriate ((e.g. a good teacher may not be a good principal)) a good teacher will be able to specialize and play a leading role in his/her field of expertise throughout the community. Thus two teachers might become the leaders in early childhood, two teachers might be the leaders in bible studies; two teachers may be the leaders in adult education for that community, etc..

After profession building it will be necessary insert the section about training. ((See above, "general comments".))

Page 14 of Dena version — page 12 of first version: though monitoring and evaluation was mentioned above, we suggested to reintroduce the original ideas.

General Comment:: A section on research has to be re-introduced. Please see pages 25 and 26 of the document of February 14. The general idea is that the Center will facilitate the development - - hopefully by one or more foundations -- of research centers for Jewish education at institutions of higher Jewish learning, universities and organisations.

(JCC Association)

The Jewish Community Center Association of North America (~~JCCA formerly JWD~~) is the leadership body for the North American network of JCC's and Y's; JCCA serves the needs of individual Jewish Community Centers, and it helps to build, strengthen and sustain the collective Center movement through a broad range of direct and indirect services, institutes, consultations and Jewish experiences and by identifying and projecting movement-wide directions, issues and priorities.

INSERT ~~E~~

The Jewish Education Service of North America (JESNA) is the organized community's planning, service and coordinating agency for Jewish education. It works directly with local federations, the agencies and institutions created and supported by federations, and other independent education institutions to deliver educational services.

FAX SENT
DATE: 17/5/90

Mandel
Associated
Foundations

77 מנדל

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951.

Tel.: 972-2-668728

To: PROF. ISADORE TULLERSKY CIVILIZATION FOR STUDIES	Date: MAY 17, 1990
From: S. FOX	Urgent <input checked="" type="checkbox"/>
Rel No.: 001 - 617 - 795 - 0715	Regular <input type="checkbox"/>
	Time Sent: 5:40 PM

Message

DEAR Mr. TULLERSKY,

It is a pleasure to hear from you. [?][?]

It is MOVING & INSPIRING.

IT COULD MAKE
ALL THE DIFFERENCE

in the

ejx hff

Note: The data upon which these background materials and recommendations are based are to be found in the studies that have been undertaken for the Commission; all the studies will be completed before the Commission issues its report.

The Relationship Between Jewish Education and Jewish Continuity (I. Scheffler, Harvard University; S. Fox, The Hebrew University).

The Structure of Jewish Education in North America (W. Ackerman, Ben Gurion University).

Community Organization for Jewish Education in North America; Leadership, Finance and Structure (H.L. Zucker, Director, Commission on Jewish Education in North America).

Federation-Led Community Planning for Jewish Education, Identity and Continuity (J. Fox, Jewish Community Federation of Cleveland).

** The Synagogue as a Context for Jewish Education* (J. Reimer, Brandeis University).

The Preparation of Jewish Educators in North America: A Research Study (A. Davidson, Jewish Theological Seminary of America).

Towards the Professionalization of Jewish Teaching (I. Aron, Hebrew Union College, Los Angeles).

Studies of Personnel in Jewish Education: A Summary Report (I. Aron and D. Markovic, Hebrew Union College, Los Angeles).

Informal Education in North America (B. Reisman, Brandeis University).

A Poll of the Jewish Population of the USA (Gallup, Israel, Dec. 1989)

** Field Notes. A Paper Presented to The Commission on Jewish Education in North America* (Roberta Goodman and Ron Reynolds = CAJE)

Findings of the Los Angeles BJE Teacher Census (Isa Aron, Ph.D. and Bruce Phillips Ph.D. Hebrew Union College)

** Report on Questionnaire to Participants in CAJE Conference Seattle, August, 1981* (Dr. Mark Etlitz)

FIELD NOTES,*CHQ***A Paper Presented to****THE COMMISSION ON Jewish Education in Israel****AMERICAN JEWISH
ARCHIVES**

by

Roberta Goodman and Ron Reynolds (CAf)

with the participation of

**Harlene Appelman
Gail Dorph
Jo Kay
Bobbi Stern
Lois Zachary****Ephraim Buchwald
Marvell Ginsburg
Earl Lefkowitz
Joy Wasserman****Lynda Cohen
Janet Harris
Leonard Matanky
Gary Wexler****Lavey Derby
Charles Herman
Lisa Shachter
Ron Wolfson**

A.H. (copy)

FINDINGS OF THE LOS ANGELES BJE TEACHER CENSUS

(Isa Arom, Ph.D. and Bruce Phillips Ph.D.
Hebrew Union College - Jewish Institute of Religion
3077 University Avenue
Los Angeles, CA 90007

II

TWERSKY

Jewish continuity or survival- as a people- is not a problem and need not be a source of anxiety or perplexity.. The reason for this apparent serenity is not insensitivity or wistfulness, but unshakable conviction, unwavering faith, and a special historical consciousness nurtured by the record and realities of the Jewish past. Hackneyed epithets- or stereotyped laments and litanies- should not be allowed to obscure the uniqueness and quintessence of our truly unparalleled history. The question that generates so much apprehensiveness and persistent restlessness is how many of our children and grandchildren, friends and neighbors, nephews, nieces, and cousins will be privileged to participate in this ongoing, confident, creative Jewish community? Every individual is of concern to us; no effort should be spared to enlarge the group of "survivors."

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JATE

T Vy Ir RVf /

While avoiding rhetoric and simplistic formulations, while rejecting excessively heroic propositions, we may agree on a description of common aspirations and expectations. Our goal should be to make it possible for every Jewish child to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence; to the power and profundity of Jewish faith. As a slogan we might adopt the dictum that says "they searched from Dan to Beer Sheva and did not find an 'am ha'arez' 'Am ha'arez', usually understood as an ignoramus; an illiterate, may for our purposes be redefined as one indifferent to Jewish visions and values, untouched by the drama and majesty of Jewish history, unappreciative of the resourcefulness and resilience of the Jewish community, unconcerned with Jewish destiny. Education, in its broadest sense, will enable young people to confront the secret of Jewish tenacity and existence, the quality of Torah teaching which fascinates and attracts irresistibly. They will then be able, even eager, to find their place in a creative and constructive Jewish community.