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Series E: Mandel Foundation Israel, 1984 – 1999.

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Mandel Associated Foundations correspondence, meetings, and grant proposals. Miscellaneous Jewish education articles, 1990-1991.

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## LETTER OF INVITATION FOR MAY MEETING

March 31, 1992

Dr.

Dear

Your name was suggested to me by Miriam (Mickey) Feinberg as someone who might be able to help out with a project that I'm involved in. Let me explain the idea:

I have been asked by the Council for Initiatives in Jewish Education (CIJE) to head up an important project known as the Best Practices in Jewish Education Project. As you may know the CIJE is the small working organization created at the conclusion of the deliberations of the Commission on Jewish Education in North America. This Commission, which met between August of 1988 and June, 1990, consisted of some of the most important names in contemporary Jewish life and included philanthropists, educators, and community leaders from across the spectrum of North American Jewry. The Commission was created by the well-known philanthropist Morton Mandel (of Cleveland) and is sometimes known as the "Mandel Commission." For your information I am enclosing the Executive Summary of A Time to Act, the report of the Commission.

In describing its "blueprint for the future," the report called for the creation of "an inventory of best educational practices in North America." The primary purpose of this inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model Lead Communities, "local laboratories for Jewish education." Lead Communities will be selected in the very near future, following upon a national competition that is currently underway.

As the Lead Communities begin to devise their plans of action, the Best Practices inventory would offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice.



- 2

Theoretically, in having such an index the council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

The Best Practices initiative for Jewish education is a project with a number of interrelated dimensions, but in the short run the main focus of the project will be to help identify examples of "best" practice which can help the Lead Communities.

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of ~~the~~ ~~XX~~ ~~particularizing~~ ~~these~~, etc. The Project is currently launching initiatives to locate examples of best practice in a number of different areas. A team is working on the supplementary school; another will soon start up to focus on Jewish education in the world of the Jewish community centers. The third area that we would like to work with this year is early childhood Jewish education and it is in this area that I would like to ask for your help.

I would like to invite you to join me in a small meeting that will help explore the area of early childhood Jewish education. We are gathering a group of around 7 to 10 experts which I would like you to be part of.

The meeting will take place here at the Jewish Theological Seminary on May 11, 1992 from 12:00 PM to 5:00. We will provide lunch and we will pay for your transportation (and accommodations for one night, if you'll need it). In addition, the CJVE would be happy to offer you an honorarium of \$250 in partial appreciation for your time and help.

What will happen at this meeting? We are going to begin by asking the key question of what do we mean by Best Practice in the realm of early childhood Jewish education? What age groups do we mean? What elements go into making up a good program?

once we have generated this list of ideas or components, we would then ask: 1) What examples in real life do we know of the best practice of these components? 2) And knowing these examples, now what would all this mean for the Lead Communities? How useful is it? After that discussion, the group would go home and do some "scouting". You would look into programs that you personally know about; you would call people you know for some advice and

Holtz--2

Ina Reposin [1 night's accomodation if necessary]  
Board of Jewish Education  
6401 N. Santa Monica Blvd.  
Milwaukee, WI 53217

Charlotte Muchnick  
100 Llanalew Road  
#3  
Haverford, PA 19041

Rina Routenberg  
Board of Jewish Education  
5800 Park Heights Ave.  
Baltimore, Maryland 21215

List 1 (First name)

Shulamit Gittelson [1 night's accomodation if necessary]  
970 NE 172 Street  
North Miami Beach  
FL 33162

Lucy Cohen [1 night's accomodation if necessary]  
Jewish People and Peretz School  
5170 Van Horne Ave.  
Montreal, Quebec H3W1J6  
CANADA

Roanna Shorofaky  
Maschel School  
270 West 89th Street  
New York, NY 10024





April 1, 1992

To: Shulamith  
From: Barry  
Re: Early Childhood

Here is the revised form letter going (in individualized form) to the people on the Early Childhood list. Note in certain cases I am offering them one night's accommodation. The letters also differ slightly depending on whether I actually know the people or not.

Please forward this to the appropriate people on the staff team. As per your recommendation, I'm sending all the participants a copy of the Executive summary of A Time to Act.

List:

List 1 (first name)

Miriam Feinberg  
BJE of Greater Washington  
11710 Hunters Lane  
Rockville, Maryland 20853

Ruth Pinkanson Feldman  
7212 Lincoln Drive  
Philadelphia, PA 19119

Jane Ferman  
JCCA  
15 East 26th Street  
New York, NY 10010-1579

List 2 (Dear Ms.....)

Marvell Ginsburg  
BJE of Metropolitan Chicago  
618 S. Michigan Ave.  
Chicago, IL 60605

Esther Friedman [1 night's accommodation if necessary]  
2502 Hilton Head Drive  
Missouri City,  
Texas 77249

Esther Elfinbaum [1 night's accommodation if necessary]  
Board of Jewish Education  
6505 Wilshire Blvd.  
Los Angeles, CA 90048

29/12/91  
JTSA  
Angela Davidson

### First Element: Jewish Literacy

Anyone wishing to become a Jewish educator needs to attain a significant level of Jewish literacy. We see this literacy as essential not only in a person's development as a teacher who has "mastered" the subject matter he or she plans to teach, but also in a broader sense as a basic principle of Jewish life. If we wish to foster the "Jewish development" of teachers and if we wish to see teachers as role models for Jewish children, Jewish learning is essential.

What will constitute Jewish literacy for the Jewish educator? Hebrew language proficiency is important for any Jewish teacher and essential for the day school teacher in particular. Students preparing for a career in supplementary school would not need to attain an ability that would allow them to conduct discussions in Hebrew, for example, but we would expect those educators to be familiar with and be able to read and comprehend appropriate Hebrew texts. Day school teachers, of course, need a high level of competence in this area.

What else would constitute Jewish literacy for the graduate student in education? The danger here is that once one begins to outline a possible list, it can have no end! The task force felt that it was useful to delineate three different types of courses: 1) a core curriculum of "essential" courses--Bible and other classic texts; Jewish Festivals and Prayer; Mitzvah and Minhag; Philosophy and Practice of Conservative Judaism. This core curriculum might also include overview courses such as surveys of Jewish history, great Jewish books, etc.; 2) courses related to what the students plan to teach (chosen by elective; and 3) Torah lishmah courses, also chosen by elective.

The courses in the "core" curriculum will be taught at an advanced level and with an eye toward their future usefulness for the prospective teachers, not as "methods of teaching X" course. The goals of such courses should be: a) to present the subject matter in a serious, academically responsible fashion; b) at the same time to cover an adequate amount of material (e.g., a course in Genesis should not just get up to Chapter 12); c) to model good teaching and good thinking about subject matter (not to address how I would teach X to 9-year-olds, although some faculty may want to relate to such a question); and d) to help future educators learn about the resources available to them for preparing their own teaching in the subject matter.

By the conclusion of master's level study at JTS, the Jewish educator should be Jewishly-literate, that is, well-prepared to continue study in Judaica throughout a career or, indeed, a lifetime of learning.

### Second Element: Teaching and Learning

Understanding how people learn and how teachers can assist their learning are, of course, essential for the prospective Jewish educator. This is the segment of the curriculum which focuses upon the skills of Jewish teaching and the exploration of how students learn. As with Strand One, anyone in the program--prospective day school teacher, supplementary school teacher, school principal, etc.--will participate in this strand, too. Those planning to go into administration will also learn skills of teacher supervision as well as pedagogy.



Courses will include foundation courses, courses in human development and methods courses. In general, these methods courses should be "subject-specific" (although there are certain areas in pedagogy that cut across disciplines) and they should allow the M.A. students a chance to develop and to examine what Lee Shulman calls "the pedagogic content knowledge" that is implicit in particular disciplines.

In this regard, we advocate developing seminars (similar in some respects to the Seminar in the Rabbinical School's new curriculum) in which students would work and study with teams of Judaica and education experts who would explore issues within particular disciplines. Thus, a Bible faculty member, for example, might be "loaned" to the School of Education for a year to participate in a seminar on "teaching Bible" in which theory and practice could be discussed at a high level.

Graduate students in Jewish education must get to see good teaching in action. Field placements, therefore, play a crucial role in this aspect of the Graduate School program. The creation of "professional development" settings is crucial for the success of the School of Education, particularly as it works to develop day school teachers. This will require effective links with the Schechter Schools. A second placement will use the various Camps Ramah as settings for the preparation of educators--as teachers, administrators and informal educators. Ramah has enormous potential as a laboratory setting and the ways that it can be used in conjunction with the School of Education needs considerable exploration.

### Third Element: Personal Meaning and Religious Growth

The model of Jewish education we envision for the JTS Graduate School calls for fostering the religious growth and commitments of future educators. We seek to infuse future educators with a commitment to Jewish living which will inform their teaching. Thus, the Seminar has developed a consensus about the need to place students' religious life centrally in the curriculum of the School. Students must have occasions for experiencing Jewish life and discussing crucial personal spiritual issues in the context of their education at the Seminary.

Three possible educational modes were suggested as ways of accomplishing these goals. First, the Seminar proposed that certain courses about the values and religious practices of traditional Judaism should be part of the core curriculum of the School. Graduates of the program should have familiarity with the philosophical and halakhic perspectives of the Movement; they should be able to teach and present these perspectives to their students with sympathy and firm intellectual understanding.

Second, students should have the opportunity to live the life of traditional Judaism during their time at the Seminary through experiences such as prayer and the celebration of Shabbat and festivals. Even more importantly, all students should be required to attend a certain number of retreats (modeled after the Melton Teacher Retreat Program) in which these issues can be intensively explored.

...a requirement for all students to work at Camp Ramah during their time at the School of Education is recommended. Through the two-month experience of Ramah, students can have a particularly effective encounter with Conservative Jewish life. The Ramah dimension of the program would be greatly enhanced if it could be coupled with a program of supervised teaching and learning. Ramah camps will be asked to appoint teacher educators or Professors of Education in Residence, who could serve the purpose of enhancing the teacher preparation dimension of this summer experience for the graduate students in education.

#### Fourth Element: Building Learning Communities

Our last major goal is to encourage learning that would allow students to see themselves as future leaders of Jewish education. Graduates of the Seminary's School of Education should be leaders in two senses of the term. First, they should be leaders within the community in which they will serve as teachers or principals or informal educators. Second, they should not see themselves only as small cogs in the large structure of Jewish education; they should view themselves as individuals who can address the large issues of contemporary Jewish education and can lead their communities with a sense of vision about Jewish education.

How might this be accomplished? First through an emphasis in the student's intellectual work on the big issues of contemporary Jewish education. Second, through experiences and activities that would encourage students to develop their own strong sense of vision about contemporary Jewish education--through discussions, writing and public presentations. This is obviously an ambitious objective, but an essential one if the new School of Education is to impact the field in a significant way. Equally obvious is the need to continue and intensify considerations and planning in this critical, little-discussed area of professional responsibility.

Taken together, these four elements define a distinctive, innovative and productive approach to Jewish education. As noted, this model will need to be further developed at the theoretical level and modified in its application to a range of pre-service and in-service training programs. However, we think that the model developed thus far, despite its incompleteness, points a clear way toward the development and integration of the academic program in the new Graduate School of Jewish Education.



TO: Dr. Seymour Fox, Jerusalem

FAX 011-9722-~~619/951~~

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ALBERT A LIST COLLEGE OF JEWISH STUDIES

(S.C., T.I.) AND GRADUATE SCHOOL

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December 19, 1991

Dr. Seymour Fox  
32 HaRav Berlin St.  
92506 Jerusalem  
Israel

Dear Seymour:

I'm sorry that I missed you at the time of my phone call this morning. However, this Fax method will probably prove to be as expedient.

The Alumni Journal, to be issued this coming spring, is featuring the Mandel Commission on Jewish Education. We have decided upon several different articles which we believe will cover the essence of the material covered in the report A Time to Act as well as some material which will pertain specifically to teacher-training at the Seminary.

We would greatly appreciate if you would undertake to write the important article on The Realities of Jewish Education Today. The article should be from 700-800 words long. You may write it in English or in Hebrew. The choice is yours. I would appreciate having the article in hand by March 1st.

My editorial board, which includes some of your personal friends, will be most gratified to receive a positive reply from you. Needless to say, I would be very pleased.

You may Fax your reply to me at Fax# 212-929-3459, or call me at 212-475-7831. The article should be sent to my home at 70 East 10th St. Apt. 16V, New York, NY 10003

With kindest personal regards from house to house.

Shalom,

Ruth Bernards  
Editor, Alumni Journal

I've been having trouble with your Fax machine!

בית המדרש ללימודי היהדות  
רחוב אברהם גרנות 4, ירושלים  
טל. 02-67155 02-634540 פקס

חאריך: 9.10.91

מס' פקס: 619951  
מס' עמודים (כולל עמוד זה): 1 + 2

אל: אל  
מאח: מאח  
הו כשטין  
כר כו דאן

Annette

These were sent to us in error



עבד אברהם

Peretz



Annetta:

October 8, 1991

I finally got around to sending you a statement for the leadership project. Please don't interpret my tardiness as an indication that I don't like being paid.

Best Wishes,



Aryeh Davidson



JTSA

# SITE VISIT 15/8/91

## Projected enrollment for Field Based day school educator program

Currently 5 day school students & supplementary school student

Year one involve the 5 second year students in the project)  
recruit 6 new students for the project  
Total 11 (all receive Mandel funding)

5 existing  
+ 6  
11

Year two 6 2nd year students continue  
recruit 8-10 new students  
Total 14-16 (11 receive Mandel funding  
other receive funding from another source)

6  
10  
16

Year three 8-10 2nd year students continue  
recruit 10-12 new students  
Total 18-22 (11 receive Mandel funding 11  
receive funding from another source)

18-22



Need

Annual

40 +



JTSA

Site Visit

15/8/91

Anticipated successful outcomes of project

- improved integration of educational services between the field and the academy
- net increase of educators for day school from 5 to 22
- direct impact on the quality of education in the field sites through the cadre of mentor/ teachers
- forming a network of Seminary trained educators to foster continued professional growth
- a research base for better understanding the day school and the day school educator
- involvement of Judaic studies faculty with Jewish educational issues
- the perception by the community that JTS is involved with schools, prepares day school personnel
- development of a field based model for the preparation of Jewish educators
- movement towards building the school of Jewish Education



Sit

AUG 07 '91 11:02 JTS NY



AND THE BUSH  
WAS NOT  
CONSUMED

Our FAX #(212) 678-8947

THE JEWISH  
THEOLOGICAL  
SEMINARY  
OF AMERICA

3080 Broadway  
New York, NY 10027-4610  
(212) 678-8000

FAX (212) 678-8947

TO:

Dr Seymour Fox

FAX #

011 972 2 619 951

FROM:

Ivan Marcus

PHONE #

212/678-8064

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7 August 1991

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3030 Broadway  
New York, NY 10027-6649  
(212) 678-8000

FAX (212) 678-8047

Office of the Provost  
(212) 678-8060

Professor Seymour Fox  
Mandel Institute  
Jerusalem, Israel  
Fax no. 011-972-2-619-951

Dear Seymour,

We are eagerly anticipating your visit on August 15. I would very much appreciate some time with you to continue our conversation begun in Jerusalem.

As of today, I have most of the week of August 12 except Friday, the 16th, when I will be out of town, and Monday-Wednesday, August 19-21 are open.

Please confirm a convenient time.

Sincerely,

*Ivan C. Marcus*

Ivan C. Marcus

IGM:hag



JUN 21 1991 10:03 JTS NY

P.1

AND THE BUSH FOUNDATION  
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Our FAX #(212) 678-8947

THE JEWISH  
THEOLOGICAL  
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OF AMERICA

3080 Broadway  
New York, NY 10027-8049  
(212) 678-8000

FAX (212) 678-8047

TO: Annette Hochstein

FAX # 972-2-619-951

FROM: Arvoh Davidson

PHONE # 212-678-8028

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2000 Kennedy  
New York, NY 10027-4647  
(212) 678-6000

FAX (212) 678-6047

Department of  
Education  
(212) 678-8028

June 21, 1991

Ms. Annette Hochstein  
Nativ Policy and Planning Consultants  
Yehoshafat 10  
Jerusalem, Israel

Dear Annette:

Attached is the proposal with the revised budget and  
a cover letter from Dr. Schorsch.

AMERICAN JEWISH  
ARCHIVES

Aryeh



זכר אלה יעקב וישראל

START DATE: NOVEMBER 15, 1990

END DATE: JUL 21 1991

PROJECT DIRECTOR: Dr. Jacob Ukeles

W E E K S

TASKS	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32
1.0 Start-up	■	■														
2.0 Profile			■	■	■											
3.0 Needs				■	■	■	■									
4.0 Issues				■	■	■	■									
5.0 Mission							■	■								
6.0 Consultation									■							
7.0 Recommendations										■	■	■				
8.0 Final Report													■	■	■	

Summary of Projected Time by Task

	<u>Hours</u>
1.0 Start-Up.....	24
2.0 Profile .....	24
3.0 Needs .....	34
4.0 Strategic Issues .....	26
5.0 Mission Statement.....	28
6.0 Policy Consultation.....	34
7.0 Preliminary Recommendations.....	40
8.0 Final Report.....	30
	<u>240</u>

## PERSONNEL

A three person project team is envisioned: Dr. Jack Ukeles, Ms. Nancy Rankin, and a third UAI associate to be designated. The background and professional experience of the first 2 project team members are described in the attached biographies.





JACOB B. UKELES, Ph.D.

Jacob B. Ukeles is the President of Ukeles Associates Inc. -- a planning and management consulting firm specializing in the voluntary sector and government.

He has had a long and varied career in government, academia and the voluntary sector. In the eighties, as Executive Director for Community Services of New York's Jewish Federation, Jack Ukeles managed the allocation of \$50 million annually to a billion-dollar network of 130 non-profit health, education, and human service agencies. In the late seventies, he set up the Citizens' Committee for Effective Government in Hartford, and conducted major management improvement programs for the Hartford City government; the Hartford Public Schools system; and the State Department of Education for the Governor. In the mid-seventies he was an active participant in the successful effort to restore New York City's financial and managerial health. In the sixties, he was the Deputy Director for Comprehensive Planning in the New York City Planning Department.

Author and educator, Ukeles currently serves on the faculty of Columbia University's School of International and Public Affairs. He is a Trustee of the University of Bridgeport.

He was founding Chairman of the Graduate Department of Urban Affairs and Policy Analysis of the New School for Social Research and has taught at the University of Pennsylvania and Baruch College. He is author of Doing More With Less: Turning Public Management Around; co-author of Social Services for Residents of Low-Income Public Housing in New York City; and articles in Perspectives in Jewish Population Research, Israel Viewpoints, The Jerusalem Post, Urban Affairs, and Public Administration Review.

Jack Ukeles was a Fulbright Fellow in India and earned his Master's in City Planning from the University of Pennsylvania.

1

NANCY RANKIN

A Senior Associate with UAI, Nancy Rankin has conducted feasibility studies for new concepts in long term care, prepared strategic plans for a regional institution serving 60,000 college youths and developed options for downsizing city administration in a climate of budget austerity. She most recently directed a foster care project for New York City's Child Welfare Administration.

Ms. Rankin brings to Ukeles Associates a strong analytic and management background in both the public and non-profit sectors. Prior to joining the firm, Nancy Rankin coordinated community planning efforts for the Federation of Jewish Philanthropies of New York. Her work included managing a large scale marketing campaign to attract middle-class families and young professionals to help revitalize outer borough neighborhoods. She also developed a preservation strategy for a pivotal north Bronx neighborhood at risk of decline, successfully bringing together prominent local institutions to form a development corporation to implement key plans.

Before coming to Federation, she served as the top health aide to New York City's Deputy Mayor for Human Services and as Policy Analysis Bureau Chief and Special Assistant to the Commissioner of New York State's Department of Social Services in the 1970's.

Earlier in her career, Nancy held administrative and teaching posts at the Medical College of Pennsylvania. She has authored numerous reports and papers dealing with human services and neighborhood planning issues.

Nancy Rankin was graduated Phi Beta Kappa and with honors from Cornell University and received her Masters in Public Affairs from the Woodrow Wilson School, Princeton University in 1975.

native of New Jersey. she currently lives in New York City with her



## A SAMPLE OF SOME OUR RECENT PROJECTS....

### Needs Assessment

- A leading social services umbrella organization wanted to make grants to recipient agencies based on local needs and service priorities. UAI prepared briefing books integrating the views of key informants with available quantitative data on needs for New York City's four outer boroughs - each itself a city-sized mosaic of distinct neighborhoods. We then derived indices of relative need by comparing a catchment area's share of services to its share of the population at risk for each category of need. By providing objective comparative indicators our approach adds a highly useful tool to the resource allocation process.

### Strategic Planning

- A regional institution overseeing 15 campus programs serving 60,000 college students engaged UAI to help them develop a strategic plan. We worked closely with the board and executive staff to lay out critical choices and formulate recommendations. The plan was adopted by the board and is being used as a blueprint to guide policy-making, reshape programs and implement organizational change.
- A century-old college, with a long and distinguished history, was grappling with the challenge of how to more effectively respond to contemporary needs. UAI worked with the institution's President and board to adapt its mission to new demands. We helped them develop a strategic plan which identifies key markets for adult education, suggests ways to reach this market and recommends consolidating existing degree programs.

### Resources for Education

- An international foundation devoted to promoting Jewish cultural life asked us to assess the feasibility of developing a program to support applications of new technologies in Jewish education. On the basis of our groundbreaking study, the board set up such a program and retained UAI to help implement it. This included creating the field's first comprehensive 3-volume catalogue of available computer software, audio cassettes and video tapes.
- We estimated the demand for senior personnel in Jewish education throughout North America and advised an international commission on the best ways to recruit, train and retain needed educators.

VIA FAX





AND THE BUSH IDOL  
WAS NOT CONSUMED BY  
THE

THE JEWISH  
THEOLOGICAL  
SEMINARY  
OF AMERICA

3060 Broadway  
New York, NY 10027-4649  
(212) 678-8000  
FAX (212) 678-8947

amming the program is good this  
looks like a request for funding a  
modification of the existing NA  
training program rather than a  
new program:

Our FAX #(212) 678-8947

Faculty exists <sup>2.5+</sup>  
Students exist <sup>22</sup>  
Stipends exist  
So?

Q. How does this differ  
from current.  
Q. is it additional or  
replacement?  
Q. New faculty or existing  
Q. T.C. involved?

TO: Annette Hochstein

Q. Materials for  
this specific

FAX # 972-2-699-951

Q. is this really  
what anyone  
wants

FROM: Aryeh Davidson

Q. If JTS wants  
why request?

PHONE # 212-678-8028

Q. Why not  
members to  
meet needs  
etc--

THERE WILL BE 10 PAGES INCLUDING THIS COVER PAGE

Q. Is N.Y. school  
it?

DATE: February 8, 1991

Q. Pgs: is this  
model school?  
Q. Who will learn  
from it?

SHOULD YOU HAVE ANY PROBLEMS IN RECEIVING THIS TELECOPY,

PLEASE CALL \_\_\_\_\_ AND ASK FOR \_\_\_\_\_

SPECIAL INSTRUCTIONS \_\_\_\_\_

Q. Framework for overall need?

Building effective  
training model

12 would move to  
new program  
10 current program

