

MAXIMIZING
JEWISH____
EDUCATIONAL
EFFECTIVENESS
OF
JEWISH
COMMUNITY
CENTERS

oft:

Commission on Maximizing
Jewish Educational Effectiveness
of Jewish Community Centers

September 1984

ACKNOWLEDGMENTS

It has been an incredible experience for me to serve as the Chairman of the Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers. The work of the Commission over the past 18 months has resulted in this report. The members of the Commission were drawn from lay and professional leaders experienced in Center work, Jewish education, and Federation, representing a broad range of Jewish interests and ideologies.

We were fortunate to have assembled such an outstanding group of Jewish leaders from a variety of geographic areas and community sizes, and I salute their splendid effort, involvement and commitment. I am also grateful to more than 2,000 community leaders who participated in the individual community visits which formed the basis for the study process. I acknowledge with great appreciation the Foundations and Federations which provided funding for the study. Their names appear in Appendix B.

Finally, I extend my thanks to Arthur Rotmart, Executive Vice-President of JWB, and Study Director of the Commission, for his valuable guidance and perseverance, and those members of the JWB professional staff who assisted.

It is my judgment that everyone who took part in the study process-Commission members, local lay and professional leaders, Center Executives, and JWB staff, among others, have helped the Jewish Community Center movement progress into a new era. As a guarantor of Jewish continuity, the Jewish Community Center is in a unique position to provide vital Jewish educational experiences to insure a vital Jewish future.

Morton L. Mandel
Chairman

CONFERENCE

Introduction

An ongoing concern for the creative Continuity of Jewish people is at the heart of JWB policies and programs. Periodically, Jewish leadership to studies designed to maximize its contribution in this area will enhance the effectiveness of Jewish Community Centers throughout North America.

The IWB Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers was established to continue the JCC in the vital area of Jewish education, and to determine how the JCC can best - its unique capabilities to sustain and fortify Jewish communal life.

Two previous studies, conducted from 1946 to 1948 and from 1967 to 1969, laid the foundation for the present endeavor. The first established clearly that the central mission of the JCC is and must be the promotion and nurturing of Jewish identity and continuity.

The second examined and clarified the meaning of "Jewish content" in JCC programming. It was determined that meaningful "Jewish content" required a conscious effort by boards and staffs to focus Center programming on the complementary objectives of deepening the self-awareness of individual Jewish and positively affecting Jewish survival,

Each of these previous studies stimulated Centers and JWB to fine-tune and intensify Jewish programs and services. The present JWB Commission was charged with the task of assessing and making specific recommendations to the JWB Board in respect to:

1. The achievable Jewish educational goals of Center programming;
2. Existing successful JCC Jewish educational programs addressed to these goals and what factors influenced success;
3. What more Centers can and should do, and what is required within the Center and the community and of JWB to help Centers to maximize their educational potential;
4. How the Center views itself and how it is perceived in the community as a Jewish education instrumentality in relation to other organizations concerned with Jewish educational endeavors,

The Commission's major method of investigation was a carefully planned series of local community consultations which brought together lay and professional leaders of Centers, Federations and Jewish educational institutions. Thirty-two communities were visited by Commission members in this intensive effort.

These exchanges helped the Commission understand local perceptions of Centers as significant Jewish educational instruments. What is the present status of the Center in the area of Jewish education? What is its potential? These were the key questions addressed and they stimulated a vigorous interchange among leaders of various

local institutions. Besides furnishing a wealth of information about the attitudes and priorities of those involved, the exchange provided all participants with a better appreciation of what Centers can and should do internally and in cooperation with other community education resources.

'These local visits were augmented by consultation with leaders of other continental Jewish communal agencies and with representatives of Israeli education units.'

Defining Jewish Education in the Jewish Community Center ²

Early in the study process, the Commission developed a working definition of what is meant by Jewish education at the JCC. This is essential to the report and provided the context for pursuing the answers to the salient questions the Commission was asked to address.

The definition begins by recognizing that Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values; that effective Jewish education takes place not only in the classroom, but also in the home, synagogue, community center and camp wherever the sense of Jewish belonging, understanding, values and responsibility is aroused.

In specific reference to the JCC and Jewish needs today, the Commission's definition prescribes that competence in the area of Jewish enrichment is just as essential an ingredient as all other professional skills employed in Centers.

It calls for an emphasis on such crucial *areas* as (a) developing understanding by parents of the importance of Jewish education for their children and themselves; (b) attracting the unaffiliated into Jewish involvement; (c) fortifying the Jewishly committed; (d) deepening the understanding of Israel and Jewish peoplehood; (e) stimulating engagement in Judaic studies; and (f) helping people to live effectively as Jews in an open society.

Viewing the Recommendations in Context

As a product of its investigations and deliberations, the Commission developed perspective that should serve as a context for considering its recommendations. The Commission believes that Jewish Community Centers today are involved in providing Jewish people with a variety of Jewish educational experiences. To affirm the Center's role in Jewish education is to recognize that it is a part of the community's educational infrastructure, committed to working in partnership with all elements of the community concerned with enhancing the Jewish educational enterprise.

Moreover, Centers *are* distinctive in being open to Jews of all ages and ideological orientations.

Centers must continue to provide a full range of social, cultural and recreational activities so that they can attract Jews and stimulate them to become more involved in Jewish activities.

¹ The Study Process is described in Appendix A.

² The Definition appears on pp. 5-6.

Synopsis of Recommendations

The study process enabled the Commission to develop a series of findings and implications. These were tested with community leaders in local communities on a continental basis and in Israel. As a result, the following recommendations were developed:

1. Clarifying the JCC Jewish Education Mission

While there is a consensus among JCC leaders that Jewish education purposes are central to the mission of the Center, Centers are urged to further clarify this mission and use it as a means for developing service priorities. The Commission's *Defining Jewish Education in the Jewish Community Center* (see page 5) provides a framework for this clarification process.

2. Lay Leadership Commitment and Capacity

The determination of Center Leadership to have meaningful, well-targeted Jewish education programming and the capacity of these leaders to assure that such programs are developed and maintained are vital to the Center's ability to fulfill its Jewish education mission. Centers, therefore, should give priority to the recruitment, selection and development of qualified and experienced community leaders who understand and support the Center's Jewish education mission. JWB should assist Centers in this effort.

3. Professional Staff Commitment and Competence

The desire and capacity of the Center's professional staff to set the appropriate climate and develop effective Jewish programs and services are equally vital determinants. The Center executive and key executive staff give leadership to this effort by setting a personal example, by hiring Jewishly committed staff and by continuously upgrading their Jewish education level. Center boards make this possible by the development of personnel policies and salary scales designed to attract, retain and stimulate quality professionals.

FvVB should assist in this effort through the development of local and continental recruitment strategies and staff training programs on the regional and continental levels and in Israel.

4. Inter-Agency Cooperation and Support

Centers tend to be encouraged or constrained in Jewish education programming by the stance of the local Federation, synagogue and Jewish education leadership. As JCC leaders seek to maximize the Center's Jewish educational potential, they must interpret the Center's role, be aware of community history and be sensitive to the interests and capabilities of other institutions. Ongoing Involvement of Center leaders in the community's Jewish educational planning process is vital.

JWB should expand its program of community visits to encourage this joint planning process and stimulate a climate of cooperation,

5. Enhancing Community Awareness

Community perception of the JCC as a Jewish educational instrumentality tends to be uneven and requires the conscious attention of Center boards. JWB and JCC leadership have a responsibility to interpret Commission recommendations to local, continental and Israeli organizations.

6. Jewish Education Program Development

JWB should assist JCCs in meeting their Jewish educational responsibilities by providing information on existing successful programs and by giving leadership to the development and dissemination of new models and prototypes. Centers should strive to develop a warm Jewish ambience as this creates an atmosphere conducive to greater Jewish educational involvement.

JWB and JCCs, working with Jewish education counterparts at the continental and local level, should develop more precise assessment instruments as a means of strengthening Jewish education programming,

through its Israeli office, should help JCCs optimize their use of Federal as a training, program and Jewish education resource. Ongoing contact with Israeli institutions and regular visits to Israel by lay and professional leaders will help stimulate Jewish educational initiatives.

7. Funding

Significant Jewish educational programs are rarely self-supporting and frequently require supplemental funding. This represents a worthy challenge to Center boards and to the leadership of Federations.

JWB should explore the development of a continent-wide endowment that would enable Centers to fund experimental programs and develop high end staff training initiatives.

REPORT AND RECOMMENDATIONS

The recommendations set forth herein are preceded by two statements which are the products of Commission deliberations. They are:

1. Defining Jewish Education in the Jewish Community Center in Context

Definition

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity and participate intelligently in Jewish life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made, to awaken and deepen the sense of Jewish belonging, to promote the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

Goals

The Jewish Community Center has special Jewish educational opportunities and obligations, which include:

1. Stimulating people to be more aware of and to deepen their sense of Jewish belonging and responsibility;
2. Motivating and assisting them in the pursuit of Jewish knowledge;
3. Helping give expression to Jewish practices and values.

This lifelong educational process realizes itself in each individual's ability to live effectively and fully as a Jew in an open society.

Unique Role of the JCC

The Jewish Community Center is uniquely equipped to reinforce and contribute to the Jewish educational process. Its special education role results in part from its community-sponsored setting where Jewish people of all ages and various ideological orientations can come together. Similarly, the Center's uniqueness stems from its involvement of Jews in life experiences that both educate and motivate the pursuit of Jewish enrichment.

Implementation

Centers fulfill their educational function with trained professionals from a variety of fields: social work, education, the arts, etc. They apply their skills and talents to develop programs and services that involve people in constructive experiences, and enable and stimulate personal, social and Jewish growth.

The Study Process is described in Appendix A.

The importance of Jewish educational programming to assure Jewish continuity has placed it high on community agendas. Reflecting this significance, Center activities at the optimum level include:

1. Developing parental understanding of the importance of Jewish schooling for their children and continuing Jewish education for themselves;
2. Attracting and involving the unaffiliated, and designing specific programs of Jewish orientation for them;
3. Fortifying those who are already Jewishly affiliated and committed;
4. Deepening understanding of Israel and its meaning for the Jewish people and using subject matter related to Israel effectively in programming;
5. Strengthening the sense of Jewish community and K'lal Yisrael;
6. Stimulating interest and involving people in Judaic studies, including study of the Bible, the classics, Jewish thought, history, traditions and observances, the Hebrew language and Zionism;
7. Developing future Jewish leadership for the Jewish community and its organs and activities;
8. Helping people learn how to live effectively and responsibly as Jews in an open society;
9. Participating in developing and maintaining sound infra-group and inter-group relations;
10. Helping people to articulate the meaning of being Jewish.

In addition, the Center contributes to the educational process within the Jewish community by interpreting the importance of Jewish education by cooperating in Jewish educational programs with Bureaus of Jewish Education, synagogues, schools and other institutions and organizations; and by giving leadership to and/or participating in the sponsorship of community events.

In summation, the Jewish Community Center in North America is uniquely qualified to function as a Jewish educational instrumentality of the Jewish community by providing a format of experiences, programs and services addressed to: (a) developing and reinforcing Jewish identity; (b) motivating and enabling the acquisition of Jewish knowledge; (c) developing and strengthening Jewish involvement; and (d) enhancing Jewish practice and participation based on Jewish values and pride.

*Submitted by the
Task Force Commission on Maximizing Jewish Educational
Effectiveness of Jewish Community Centers
February 5, 1984*

Viewing the Recommendations in Context

The Commission believes that the following should serve as a context for considering its recommendations:

JCCs have traditionally been involved in providing Jewish people with a variety of Jewish education experiences. While informal and experiential education are primary tools of the JCC, direct and formal learning is a significant part of this process. Centers move from one to the other just as traditional schools increasingly use informal along with formal methods.

To affirm the central role in Jewish education is to recognize that Centers are part of the community's educational infrastructure, which includes schools, synagogues, et al. The Jewish education needs of the Jewish community are of such importance as to command the best efforts of all institutions individually and collectively. The Jewish education needs of the Jewish community require community planning strategies that call for increased inter-agency cooperation and experimentation.

Jewish Community Centers are committed to working in partnership with all systems of Jewish education and elements within the community concerned with enhancing the Jewish educational enterprise.

Finally, the recommendations address themselves to how JCCs can maximize their Jewish educational potential. It is important that they do so while still preserving their openness and availability to all segments of the Jewish community by providing a full range of social, cultural and recreational activities.

Recommendations

Clarifying the Jewish Education Mission

The study identified a strong consensus among JCC lay and professional leadership that Jewish education purposes are central to the mission of the Center. At the same time, it was recognized that the Center's Jewish purposes are not always clearly stated in its statement of objectives. Therefore, boards and staffs need an updated clarification as to what is meant by Jewish education in Center terms.

Recommendation to Centers

JCC boards and staff should use the Commission's *Defining Jewish Education in the Jewish Community Center* to review and update Center statements of objectives as reflected in by-laws, policies or goals of specific areas of programming.

Recommendation to JWB

JWB should aid in this process by serving as a resource to Centers undertaking reviews of Jewish educational objectives and by developing models of appropriate statements. Further, it should stimulate Centers to undertake such reviews. JWB should also review its own statement of objectives,

Lay -a& "onlinitnient and

and desire and determination of Center leadership to have rich Jewish education programs are vital to the Center's ability to fulfill its Jewish education mission. Along with commitment, boards should continue to provide the infrastructure to develop and maintain such programs. Demonstrated in the donor's review of Center's effectiveness for educational purposes is that there is identifiable common characteristics in regard to the appointment of their boards including the conscious application of a recruitment strategy of people who are leaders in their field and committed to the Jewish purposes.

Recommendations to Centers

- A. Centers should review their criteria for board recruitment to give emphasis on the following qualities as:
 1. Commitment to the Jewish objective - the K. C.
 2. Demonstrated commitment and involvement in such Jewish community institutional and organizational activities as Federations, synagogues, schools, local units of synagogue organizations and other Jewish community and peoplehood support efforts.
- B. Once recruitment, Centers should conduct recruitment opportunities to deepen understanding of the current needs and that is required to further purposes into programming that is rich in Jewish educational opportunities.
- C. In regard to staff selection, Center boards should review their criteria for recruitment of executives and their personnel policies for the selection of staff to assure due emphasis on commitment to the Jewish objectives of the Center and the creative competence to contribute to the achievement of these objectives.
- D. Center boards should develop an appropriate mechanism to monitor and follow up to the Commission's recommendations and ensure that the Center continues to reflect its traditional Jewish education mission in its policies, programs and service.

Recommendations to JWB

- A. JWB should place increased emphasis on encouraging and enabling the creation of resources and conditions for lay leadership development in local communities and on a national, continental and international basis.
- B. JWB should prepare and distribute materials and provide consultation on leadership development. Included should be Jewish education resource materials to use at board and committee meetings.

The expectations for continued learning should be built into both JWB New Leadership Awards and the JWB Advanced Leaders Roundtable, and be reflected in JWB publications.

- D. The Center should view staff as helpful resources to Centers in the area of late programming.
- E. The Board should establish an appropriate monitoring follow-up to the recommendations.

Staff Commitment and Competence

The City of the JCC and staff are effective and efficient in their educational programs and services. Centers have rich cultural and educational programs when:

- a) The Center director places high priority on Jewish education and transmits this commitment in their practice,
- b) Center professional staff bring their own expertise, and desire to implement Jewish education programs and services.

There is a need for a larger number of Jewish Community Centers. Centers must continue to increase the level of Jewish education and skills of existing staff.

Recommendations to Centers

- A. Center executive and key executive staff must have leadership to help the agency fulfill its Jewish educational mission in work with the JCC Board of Directors and the staff, which includes:
1. Articulate the need for and ability to attract Jewishly committed and knowledgeable staff.
 2. Develop continuing Jewish education opportunities for the entire staff.
 3. Relate to the Federation and other Jewish educational entities in meeting Jewish needs.
- B. In seeking to advance Jewish education of its staff, JCCs should:
1. Develop the personnel policies and salary scales designed to attract, retain and stimulate quality professionals
 2. Provide the time and funding necessary for staff to participate in continuing Jewish education both within their community and regional and continental conferences.
 3. Encourage educational trips to Israel.
 4. Cooperate with local Jewish educational institutions in development of staff training resources.

Recoil . . . l_ ions to JWB

- A. In its f aeutive Development "mining Program and in its work with JC executives, JWB should emphasize the Jewish education leadership function expected of k five
 - B. JWB should take thy, _d in developing the appropriate strategies to recruit a greater number of Jewishly committed, professionally trained individuals into the Center field, and continue to emphasize Jewish education qualifu ons in its placement process and scholarship program.
 - C. In seeking to assist ICCs in upgrading the Jewish education levels of their staffs, JWB should.
 1. Develop pilot pro _s in continuing Jewish education for sta selected comet `ii;_ and use the results to develop models for the field.
 2. Disseminate to JCCs the successful experiences of other JCCs in Jewish education staff development.
 3. 4-felp train a key professional in each Center in staff development techniques that will enable him/her to develop local programs.
 4. Establish suitab` recognition for Centers engaging in leadership efforts in J wish edu staff development.
- communities, explore the development of an appropn to endowment fund for professional staff Jewish education development.

Inter-Agency Cooperation and Support

Community building requires a sensitivity to the interests and capabilities of other institutions. At a time when Jewish Community Centers seek to maximize their potential as Jewish educational institutions, *they* must recognize that sound interagency relationships lead to the kind of cooperative endeavors which strengthen community and provide more effective service. Centers which demonstrate a sense of responsibility to the whole Jewish community tend to develop richer Jewish education programs.

The Commission notes that in its own deliberations and iri visits tci corrirnuni- the ability of key con-miunity leaders to remove their institutional "hats" a major contributing factor in creating a climate in which new initiatives and cooperative venal .~ became possible,

s tend to be cot -trained or enl ouraged in Jewish educational program- by the stance of the: lraral Fe((ion leadership. When Federations consistent' support the concepit of the t_ :enter as a Jewish educational institution, thi^s " :.. ' a .at positive influence on Cent i' s to develop rich Jewish educational pr@i _

Recommendations to Centers

- A. Center professional and lay leaders should meet regularly with leaders of other Jewish institutions to interpret the Center's function and potential in the area of Jewish education and seek opportunities for cooperative activities. Centers should explore with Bureaus of Jewish Education and synagogues how they can use their unique strengths to be of assistance to each other.

In taking the initiative to encourage closer cooperation, Center leadership should seek to affirm the JCC's respect, understanding and support for the missions and purposes of other Jewish education institutions in the community.

- B. Centers should consider developing their own appropriate mechanisms to continue the dialogue and climate-setting begun by the Commission. In some communities, this has taken the form of a local Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers.
- C. It is the ongoing responsibility of Center lay and professional leaders to interpret to Federation leaders the important contribution the JCC now makes and can make to the community's Jewish education endeavor. The willingness of community leaders to view the Center as a vehicle for Jewish education is related to Center leadership's own willingness to view this as a priority within the constellation of agency services.
- D. Center leaders should seek to play a collaborative role in Jewish education planning efforts of the Federation. Active cooperation by Center and Federation leaders in this process will help optimize the role of the Center in Jewish education.

JCCs should view themselves as a major community programming resource, whether exercising their own initiatives or acting as the Federation's pro-Evangelist. Centers should seek to coordinate community-wide programs in cooperation, co-sponsorship and consultation with other Jewish communal institutions.

- E. Centers should place a priority on interpreting the recommendations of this report to other Jewish community organizations.

Recommendations to JWB

- A. JWB should continue to use its access to other North American agencies such as Jewish Education Service; of North America., (JESNA), Council of Jewish Federations (C M American Zionist. Rauh Foundation (AZYF), Canadian Jewish Congress (DC) and continental synagogue bodies interpret the role and potential of the Center in the area of Jewish Bond and to explore opportunities for cooperative efforts.
- B. JWB should encourage selective visits to communities by lay leaders to stay abreast of developments in local communities and to help stimulate a climate of cooperation, innovation and experimentation.

- C. JWB should work with CM to help create a cooperative that will encompass, as, crabs and Cc-airs to the development of quality Jewish seas in al prop both CJF and should be ends to disidute .if successful local (mopes) efforts.
- D. should take the initiative of interpreting to other national and Israeli the recor tations of this report.

Enhancing Community

gh the are roam'. educational programs taking plat
 dais idsi there is oi insididient co aunity 'iw s'ess about
 is rt. activities .ential impo the en of Jewish a'

Recommendations to Centers

- A. Centers should develop well planned approaches to broaden community awareness of the agency as a Jewish education institution,
 he t potent. force fad interpreting the Cenaid's Jewish. at am
 miss^g aod current pros and services is ils doard of -tors. TO en-
 sure appropriate tang ipretation of h:
- B. Centers should use. Board meetings, orienta -id, Board retreats
 and regional and continental meetings to help Board members under-
 stand the JCS, mission and how this is transmitted into programs and
 services.
- 2 Board members should ways to intr to other Jewish com-
 munal leaders the Cento male and functioa a Jewish educational.
 ii 'iron..
- C. The Center's staff, too, plays an important role in communicating the
 mission of the agency. Attention. should be paid to this aspect of a pro-
 fessional's responsibility in recruitment, orientation and in-service staff
 training.
- D. Centers should place greater emphasis on publicizing their role as Jewish
 educational institutions by,
1. Reflecting this in the ambience of the Center setting..
 Refit this the various interpretive materials they produce.

Recumm

FVB should assist in this int,romtii effort by preparing . relating to
 Jewish education initiatives M Centers that can be used Lida said on. a con-
 tinental basis, and by holding periodic conferences to aid Cm a- leaders
 involved in public interpretation to do their work more effectively.

VI. Jewish Education Program Development

During community visits, Centers expressed a great interest in learning about
 thi t cif innovative Jewish education. programs in fl 'Cs and other
 Jewish istio.itions across the world.

Centers need additional Jewish educational program) models and prototypes. To encourage replication, models need to be accompanied by consultations and training on how% they can best be used.

Jewish Community Centers, in common with other institutions in the Jewish educational arena, need effective tools that will assess the effectiveness of their Jewish education

Israel is a source of valuable experiential staff, lay leaders and community resources. It is also a valuable programmatic resource. The JWB Israel Office is strategically placed to lead to a closer connection between the many resources and opportunities in Israel and the North American Jewish Community Centers.

Recommendations to

- A. Center leaders should recognize the value of sharing with other Centers creative approaches to Jewish education and take the initiative in keeping JWB informed about successful Jewish education. Lay and professional leaders should attend regional continental meetings where they can exchange information with peers.
- B. Centers must recognize the importance of assessment and evaluation as a critical element of Jewish educational programs. In consultation with other Jewish educational institutions, ICCs should develop the means of using these processes effectively. Such evaluation should be encouraged by Center boards.
- C. Jewish Community Centers should create and maintain a warm Jewish ambience by every means available. These include creative use of music and media throughout the year, as well as at holiday times. Ambience should be an important consideration in the design of new buildings.
- D. In respect to Centers, as well as other North American institutions, must define more explicitly the types of Israeli resources that would enrich their Jewish educational endeavors. Centers should expand their use of Israel as a resource by taking full advantage of short-term and long-term visits, seminars and educational experiences in Israel, through the use of *vhikhim*, by creating an Israel Program and Information Desk, by establishing a Center-to-Center link and stimulating other creative initiatives. To help accomplish this and for their own educational enhancement, professional staff and lay leaders should be encouraged to visit and study in Israel and make more effective use of the JWB Israel office.

Recommendations to JWB

- A. JWB should intensify its efforts to collect, retrieve and disseminate information on Jewish education programs to JCCs.
- B. JWB should expand its Jewish Program Awards as a means of encouraging JCCs to develop innovative and creative Jewish educational programs.
- C. JWB should explore the feasibility of establishing an endowment fund to help JCCs develop innovative and replicable Jewish education programs.

- D. JWB should sponsor regional and continental "think tanks" which would bring together selected Jewish-educationally oriented professionals from within and without the Center field to help develop new approaches, models and materials.

WB should develop the human and financial resources necessary to expand its Jewish program consultation to communities.

- F. In consultation with other continental and Israeli agencies involved in Jewish education, JWB should give leadership to the development of more precise evaluation and assessment instruments.
- G. JWB should help Centers create the processes through which they can identify Jewish education needs, set objectives to meet these needs, define and initiate and test the programs and services that will meet these objectives.

- II. JWB should continue to help JCCs understand how they can make more appropriate use of Israel as a programming resource. The JWB Israel Office should spearhead identification and use of effective and relevant sources.

JWB should seek to build on its ever deepening relationships with the many Israeli bodies-governmental, World Zionist Organization departments, academic institutions, and other agencies involved with Jewish education, The WZO Youth and Hechalutz Department, the American Zionist Youth Foundation, the Melton Institute of Hebrew University, the Shalom Hartman Institute, to name just a few, are examples of important resources for Jewish education endeavors already utilized by JWB and the Center movement. The Israel Association of Community Centers is a logical partner in joint Israeli and North American experimental initiatives in Center Jewish education endeavors.

VII, Funding

Significant Jewish educational programs rarely are self-supporting, and frequently require supplemental funding. This represents a challenge to Center Boards and to the leadership of Federations.

Recommendations to Centers

- A. Centers and Federations should explore ways and means of funding JCC Jewish educational endeavors. Centers should have an expectation that Federations will strive to provide new funding. At the same time, Center leaders should understand that the Center stands a far better chance of being favorably received if:
1. The Center is viewed as being fiscally responsible and already making serious efforts to allocate existing funds to reflect current priorities.
 2. Center leaders recognize that increased funding ultimately comes from successful fund raising campaigns and that they have a leadership role to play in raising the increased funds necessary to sustain a vibrant community.

Centers should seek to establish special funds to provide incentive grants in order to encourage departments within the Center to develop innovative Jewish educational programming.

Recommendations to JWB

JVv'B should continue to provide management consultation to help Centers maximize the use of existing funds.

- B. JWB should explore with national and local support the development of a continental endowment program that would enable it to help Centers fund experimental Jewish programs.

JWB should disseminate information on local community initiatives aimed at increasing the support for JCC Jewish education programs

The central mission drawn from the Commission's deliberations and from consultations with community leaders across the continent and in Israel is this:

Community leaders are concerned with more than the current programming as it ends in the near future. They understand that on the whole, the opportunities offered by the Jewish educational opportunities are not being fully utilized. A major utilization of Jewish continuity through Jewish education is to ensure that the Jewish community in itself as well as any of its educational opportunities.

The starting point for the 3-7 is no longer Jewish because the users or members are not firm in identifying appropriate Jewish educational experiences as a vital means of insuring Jewish continuity.

On a Final Note

With the presentation of these recommendations, the task assigned to this Commission has been completed. It has been a most rewarding task. The study process has affirmed that the Jewish Community Center movement has made great strides over the past few decades in addressing purpose and program in an effort to preserve and quality of Jewish living. More important, the relationship with Center, and Jewish education leaders, which have been the heart of the process, have led to the awareness of the importance of maximizing the unique Jewish educational potential of Centers in order to contribute to assuring a vital Jewish future.

Center lay and professional leaders have demonstrated their readiness to engage with JWB in an effort to move the Center to a new level of service to the Jewish community. Other major Jewish educational resources have expressed their encouragement and readiness to cooperate.

These are the manifestations of basic understanding which provide profound assurance that the study has been most timely and that the Commission's recommendations will be translated into action.

The Study Process

The Commission met five times in extended sessions from January 1983 to July 1984.

These sessions provided a forum for the Commission to:

- Review previous JVV'13 studies including: *The JWB Survey, 1946-48*; *JWB Study of 1967-69*; and *Research on Jewish Community Center and YM-YWHA Jewish Programs and Services - 1982*.
- Develop *Defining Jewish Education in the Jewish Community Center*. In addition to reviewing various definitions and perspectives on Jewish education, three Commission members, each with a different professional expertise - social group work, Jewish education and community organization developed "think pieces" in order to provide the Commission with different perspectives. The definition which appears on page 10 of this document is a result of the Commission's deliberations.
- Assess how Jewish Community Centers were, in fact, developing and conducting Jewish educational programs. Several models of Jewish programming were presented to the Commission.

Deliberate on relevant issues concerned with maximizing Jewish educational effectiveness of Jewish Community Centers. Review the findings of the community visitations and prepare a set of recommendations.

The Commission conducted 32 visits to communities and their Jewish Community Centers. Each of these visits was conducted by a member of the Commission along with a JWB staff member, and included meetings and discussions with lay and professional representatives of the Jewish community - from the Center, Federation, Jewish educational bodies, and where appropriate, with other Jewish communal institutions. The format for each visit was clearly defined by a set of guidelines insuring some standardization of the visitations.

Under the Commission's auspices the following activities also took place:

- e Visits of a more extended nature were conducted at 12 JCCs and four resident camps to examine what factors seem to correlate with strong Jewish educational programs.
- e Special meetings with JCC executives were held to discuss the Jewish educational role of the Center.
- Meetings were held with representatives of the Jewish Educational Services of North America and the Association of Jewish Center Workers.
- Two meetings were held in Israel with representatives of Israeli organizations interested in Jewish education.
- The work of the Commission was shared with Center lay leaders at JWB regional conferences and seminars.

Boards of Directors of Centers and JWB Biennial participants reviewed the definition of Jewish Education in the Jewish Community Center and a preliminary draft of the Findings and Recommendations (referred to as 'Potential Implications' at that time.) Their comments and suggestions were incorporated into the final report.

The Commission concluded its work on July 9, 1984 with the adoption of this report.

APPENDIX

The Commission on Maximizing Jewish Educational Effectiveness of Jewish Community Centers gratefully acknowledges the financial support received from the following:

Daniel and Joanna S. Rose

Atlanta Jewish Federation

Associated Jewish Charities and Welfare Fund of Greater Baltimore

Jewish Federation of Metropolitan Chicago

Endowment Fund Divisions of the Jewish Federation of Cincinnati

Endowment Fund of the Jewish Community Federation of Cleveland

Columbus Jewish Foundation of the Columbus Jewish Federation

Endowment Fund of the Allied Jewish Federation of Denver

Jewish Welfare Federation of Indianapolis

Jewish Community Foundation of Greater Kansas City

Jewish Community Foundation of the United Jewish Federation of MetroWest

Jewish Community Foundation of Milwaukee

Reva and Eugene Heller Philanthropic Fund of the Endowment Fund of the
Jewish Federation of Nashville

Jewish Federation of St. Louis

Jewish Federation of Tulsa

Alphabetically, the membership of the Commission is as follows:

**Commission on Maximizing Jewish Educational
Effectiveness of Jewish Community Centers**

Morton L. Mandel, Chairman
Cleveland, OH

Robert L. Adler, Chicago, IL
Robert Asher, Chicago, IL
Mandell Berman, Detroit, MI
Dr. Sidney Busis, Pittsburgh, PA
Shoshana Cardin, Baltimore, MD
Jerome J. Dick, Washington, D.C.
David Dubin, Palisades, NJ
Edwin M. Ellrnan, Columbus, OH
Jesse Feldman, San Francisco, CA
Sidney Feldman, Atlanta, GA
Barton Ferst, Philadelphia, PA
David Finegood, Los Angeles, CA
Lois Fox, Nashville, TN
Dr. Shimon Frost, New York, NY
Irwin Gold, Toronto, ONT
Israel Goldberg, St. Louis, MO
William L. Grossman, Buffalo, NY
Dodo Heppner, Montreal, QUE
Charles Heyman, Baltimore, MD
Helen Horwitz, New York, NY
Stanley Horowitz, New York, NY
Harold Kleinman, Dallas, TX
Joseph Kruger, So. Orange, NJ
Alfred W. Levy, Long Island, NY
Solomon Litt, New York, NY
Charlene Loup, Denver, CO

Harry Maziar, Atlanta, GA
Rabbi Israel Miller, New York, NY
Donald Mintz, New Orleans, LA
Rabbi Judah Nadich, New York, NY
Donald Newman, Tulsa, OK
Adrienne Offman, Toronto, ONT
Lester Pollack, New York, NY
Albert Ratner, Cleveland, OH
Clarence Reisen, So. Orange, NJ
Esther Leah Ritz, Milwaukee, WI
Leonard Rochwarger, Buffalo, NY
Daniel Rose, New York, NY
Bernard T. Rosen, Boston, MA
Yehuda Rosenman, New York, NY
Mark Rubin, San Francisco, CA
Dr. Alvin I. Schiff, New York, NY
Stephen Shalom, New York, NY
Fred Sichel, Clark, NJ
Stephen Solender, Baltimore, MD
Joel Spira, Houston, TX
Natalie Stone, New York, NY
Henry Taub, Palisades, NJ
Saul Viener, Richmond, VA
Shirley Weingarten, Houston, TX
Jerry Wische, Houston, TX
Rabbi Sheldon Zimmerman, New York, NY

Arthur Rotrnam Study Director

JWB Staff

Cindy Chazan
Solomon Greenfield
Leonard Rubin
Howard Wasserman

Herbert Millman, Consultant



15 East 26th Street, New York, NY 100104579
(212) 532-4949