



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

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

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 1: Meetings, 1990–1998.

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Box  
23

Folder  
6

Senior Policy Advisors, February 1992-April 1993.

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

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Feb 4<sup>th</sup>/5<sup>th</sup>

D.H. Spino (Econ)

6 extra sets of materials

less urgent

p. 10 - Fiction Exchanges

p. 12/13

### Agenda/Issues

- Expectations Tomorrow
- Jan 17 →
- Jan 27-29 .. CITE workshop.
- Cost of LC

Do we want meaning of effectiveness

-- People will hang up on it if in front

p. 8 - CITE's role .. some integral .. CITE Projects

some services

- Best practices

Projects

Monitoring, eval. & Feedback

other services

Are best practices, & monitoring evaluation & feedback

Reduce length of presentation.

Mart will want it reduced by  $\frac{1}{2}$ .

Cleveland  
Meeting

Woocher, Rotman, Kitz, Gammann  
Seymour

Alvin prepares briefing book for Mart Made!



### Immediate tasks

- ① Finalize proposal & release
- ② Teleconference date / set up.  
Plan Teleconference

③	Set up review process	<u>Prelim</u>	<u>Final.</u>
	Organize panelist teams	✓	✓
	Notify panelists	✓	✓
	Set dates	✓	✓
	Develop score sheets	/ Preliminary / Finals	

Training of panelists



SHH

[GINNY:

HERE IS A LETTER THAT I SENT TO THE SENIOR POLICY ADVISERS  
PLEASE CIRCULATE TO STEERING COMMITTEE

THANKS

Barry

February 7, 1992

Dear ,

I am writing to you in your role as a Senior Policy Adviser for the Council for Initiatives in Jewish Education (CIJE). I have a specific request to ask of you, but let me first describe some of my recent work for the CIJE. As you know, I have been asked by the CIJE to head up the Best Practices Project, "an inventory of best educational practices in North America," as it was described in A Time to Act.

As you'll recall the primary purpose of this inventory is to aid the future work of the Council, particularly as it helps to develop the Lead Communities as "local laboratories for Jewish education." As the Lead Communities begin to devise their plans of action, the Best Practices inventory would offer a guide to successful programs and sites which could be adopted for use in particular Communities. The Best Practices inventory would become a compendium of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

As I reported at the last meeting of the Senior Policy Advisers, the Best Practices Project has begun its work by trying to locate examples of successful supplementary schools.

Last month I held a meeting with a group of our colleagues to help me think through the issue of best practices in regard to the supplementary school. The following people were part of the group:

Dr. Isa Aron, professor at Rhea Hirsch School of Education, Hebrew Union College, Los Angeles

Dr. Sherry Blumberg, a professor of Jewish education at Hebrew Union College, New York City

Ms. Gail Dorph, director of the Fingerhut School of Education at the University of Judaism in Los Angeles

Ms. Carol Ingall, a member of the Commission and the former director of the Providence BJE



--2

Ms. Vicky Kelman, long-time curriculum writer for the Melton Research Center

Dr. Samuel Heilman, professor of Sociology at Queens College, the leading anthropologist of contemporary Orthodox Jewry

Dr. Joseph Reimer, a professor of Jewish education at Brandeis University, who was ill at the time of the meeting, contributed an important memo outlining some of his recent research in this area.

Our goal in this meeting was to develop a set of criteria that could be used for locating examples of "best practice" in the area of the supplementary school. Through the lens of this set of criteria, we should be able to identify specific sites.

One of the important issues that emerged out of the meeting was the discussion of whether one could find best practice in a school that was not a "good" school. Are we looking for examples of good programs or examples of structures and systems in supplementary schools/synagogues? By and large the group strongly took the view that best practice is a term that should refer to examples of successful supplementary schools and that therefore the whole system of the school-- its personnel, its leadership, its commitments to inservice education, its working relations, and its connection to the synagogue in which it is housed-- is a major, if not the major factor in identifying an example for our inventory.

However, our group also wanted to recognize the fact that examples of good programming-- some of which might be very "translatable" to a Lead Community-- existed in schools that we might not deem "good". (For example, the supplementary school that runs a wonderful tzedakah program, but has lots of other problems in dealing with Jewish knowledge or content.) We would like such examples to appear in our inventory. Thus we would like to identify examples of best practice in the schoolwide sense and good programs in the localized sense we're using it here.

Here are some of the criteria that emerged out of our meeting and out of subsequent discussions, such as at the Senior Policy Advisers meeting last month:



A "best practice" supplementary school should be a place...:

I. Systemic Issues

- a. --with well articulated educational and "Jewish" goals  
[What are those goals and by what means are they articulated? Meetings? Publications? Sermons?]
- b. --where stakeholders (such as parents, teachers, laypeople) are involved in the articulation or at least the validation, of these goals in an ongoing way  
[What is the process by which this articulation and involvement happens?]
- c. --with shared communication and an ongoing vision  
[How do we see this in the day to day life of the school?]
- d. --where one feels good to be there and students enjoy learning  
[In what way do you see this? What is the atmosphere in classes? The nature of student behavior and "discipline"?]
- e. --where students continue their Jewish education after Bar/Bat Mitzvah  
[Does the school have actual data about this?]

II. Curriculum and Instruction Issues

- a. --which takes curriculum seriously and has a serious, well-defined curriculum  
[Is it a written curriculum? Do they use materials published by the denominational movements? By commercial publishers?]
- b. --and in which, therefore, students are learning real "content"  
[Do you have a sense of what the students learn? About Jewish religious life and practice? Moral principles? History? Hebrew language? Israel, etc. In what way, if any, does the school monitor student progress?]
- c. --in which one sees interesting and "strong" teaching  
[Is there a particular style of teaching that you see in the school? (Discussions? Lectures? Group work? etc.) Who are the teachers? What is their Jewish educational background and preparation? What is their relationship to the students? What is the stability of the staff over time? What does the school do to help new teachers enter the school?]



--4

d. --in which one sees attention given to "affective" experiences for children

[Is there occasion for "practice" in Jewish living or values? For example, is there a tzedakah project, an Israel project, a mitzvah project in the school? Is there a Junior congregation or other opportunity for experiencing prayer? Are there programs in the arts--music, dance, etc? Is there a retreat or shabbaton program for children?

d. --with family or parent education programs

[What does the school do in this area? Do they use any specific materials or programs? (which ones?) How often does this happen? Is there a retreat or shabbaton program for families? Are parents required to engage in some kind of adult learning? In what way?]

### III. Supervision Issues

a. --which engages in regular serious inservice education and/or supervision of teachers

[Who does the supervision? What is it like? How regular is it? Does the school use outside consultants for inservice? Are teachers sent to inservice sessions? Where and in what way does this take place? Is there a retreat or shabbaton program for teachers?]

b. --with an effective principal who serves as a true educational leader

[In what way does the principal demonstrate this leadership? How do the teachers...the parents....the rabbi perceive him/her?

The group recognized that not every one of these items would be in place in every school. In that case we would have an "ideal" school and that, of course, is not our agenda here. But some significant constellation of the above should be in place for a school to make it on to the inventory.

Finally, it was our sense that we do not need to find hundreds of examples of good supplementary schools. Even a dozen would help advance the cause of the Lead Community Project immensely.



--5

In addition our group defined **certain specific Program areas** that are worthy of particular attention. These may be part of a "good school" or they may be "stand-alone" examples that could also be of use to the Best Practices Project in the manner discussed above:

- Teaching Hebrew
- Teaching Israel
- Bar and Bat Mitzvah programs
- Successful post-Bar and Bat mitzvah programs
- Family education Programs
- Junior congregation programs

Aside from keeping you up to date on the work of the Council and this particular project, I am writing to ask your advice and suggestions as to particular supplementary schools that you think might make sense for us to investigate.

We are following the counsel offered in the Senior Policy Advisers meeting and have decided that we cannot merely create a list, but that we must actually document (at least to a modest extent) these particular institutions. Otherwise, the Lead Communities will have little guidance. The task of documentation means that some suggestions will have to go on the back burner for the next "round" of investigation. But we hope that we can begin to build up that list for our future work. I can't promise that every suggestion will immediately be pursued, but I do believe that developing a list of "candidates" for the future is very useful for our work.

If you pass on such suggestions of places-- either in writing or by calling me-- with a bit of description of why you think they ought to be included or if you could tell us about any "stand-alone" programs (see page 3 above) that we should investigate, I would be most appreciative.

Thanks very much.

Best wishes,

Barry Holtz  
Project Director  
Best Practices Project




# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128  
Phone: (212) 532-1961

New York, NY 10003  
FAX: (212) 213-4078

file

## MEMORANDUM

TO: Art Rotman                      DATE: December 3, 1992  
FROM: Shulamith R. Elster                       SUBJECT: Senior Advisors

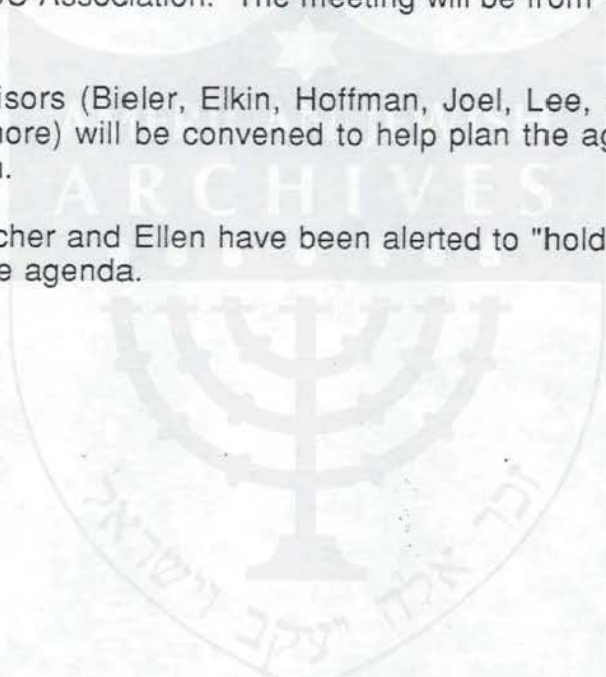
As per our discussions, notices have gone out for the Senior Advisors meeting on January 21st at the JCC Association. The meeting will be from 10 A.M. - 2 P.M. in the Conference Room.

A small group of advisors (Bieler, Elkin, Hoffman, Joel, Lee, Spack, Woocher, and perhaps one or two more) will be convened to help plan the agenda. Thank you for this helpful suggestion.

Barry, Jack, Jon Woocher and Ellen have been alerted to "hold the date" so we have much flexibility with the agenda.

cc: Annette Hochstein

SRE:jl





# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128  
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New York, NY 10003  
FAX: (212) 213-4078

*L. Policy Adv.  
mtg. 1/17/93  
monika  
judy*

## MEMORANDUM

TO: Senior Advisors of the CIJE      DATE: December 3, 1992  
FROM: Shulamith R. Elster      SUBJECT: January Meeting

In the months since the last meeting of the advisory group, the Lead Community Project has been launched with the selection of Atlanta, Baltimore and Milwaukee as the three sites; the Monitoring, Evaluation and Feedback Project is operational; and the Best Practices Project has four programmatic areas underway.

The January meeting of our group is now scheduled for Thursday, January 21st in New York at the offices of the Jewish Community Centers Association, 15 East 26th Street, (between Fifth and Madison Avenues), 14th floor. The meeting will begin at 10 A.M. and conclude no later than 2:15 P.M. A continental breakfast will be available beginning at 9:30 and a light lunch will be served.

The agenda for the day and materials, including a report of progress, will reach you two weeks in advance of the meeting date.

The ongoing support and guidance of the Senior Advisors group has been an invaluable aid in the work of the CIJE over the past year, and I trust that we will continue to have the benefit of your experience and expertise.

I hope that you will plan to attend the January 21st meeting. My secretary, Judy Levine, will be calling you to confirm your attendance.

SRE:jl





*F. Senior Policy Advisor*

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION  
Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3798  
(213) 749-3424

December 7, 1992

Dr. Shulamith R. Elster  
Council for Initiatives in Jewish Education  
163 Third Avenue #128  
New York, NY 10003

Dear Shulamith:

I received the notice for the January 21 meeting and will not be able to attend. Given the location and structure of these meetings, perhaps it is not realistic for me to continue as a Senior Policy Advisor. On the one hand, I hesitate to make the statement because it plays into the "East Coast Mafia" perception of how things are run in Jewish education. On the other hand, it may not be realistic to think about my coming into New York for such a short meeting.

Please let me have your guidance on this matter, and I look forward to hearing from you.

Sincerely,

*Sara*

Sara S. Lee, Director  
Rhea Hirsch School of Education

SSL:fj

*12/16: Spoke to Sara - she will stay on - and form smaller advisory group..*



Mailing address: 163 Third Avenue #128  
Phone: (212) 532-1961

We have already heard from two advisors - Yitz Greenberg and Steve Solender -- that they are unable to attend.



I will be sending you a memo summarizing my recent meeting in Washington with Jack Bieler. The concept of a small working group is a good one and my next individual meetings are with Elliot Spack and Richard Joel.

SRE:jl





# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION


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New York, NY 10003  
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## MEMORANDUM

TO: Art Rotman  
Annette Hochstein  
Barry Holtz

DATE: December 9, 1992

FROM: Shulamith Elster 

SUBJECT: Jack Bieler/Senior Advisors

As part of my ongoing effort to keep the CIJE advisors and colleagues in the field abreast of developments in our work, I met last Friday afternoon with Jack Bieler.

As you will recall, Jack was a member of the Commission and has been an active participant in the meetings of the Senior (Policy) Advisors of the CIJE. Jack is on the administrative staff of the Hebrew Academy in Washington with specific responsibilities for the high school curriculum. His professional activities include writing for T'en Da'at, a publication that reaches the "modern" Orthodox day school educators. Unfortunately, no more funding is available for this publication - a real loss for this educator community.

I briefed Jack on the current status of our work, particularly on the Lead Communities and Best Practices and Monitoring, Evaluation and Feedback Projects, and on the Educated Jew Project and its relationship to the goals project in the Lead Communities.

He had some comments that I think are of special interest.

1. He wants to stay actively involved with the work of the CIJE as an advisor and as one of the "small group" of advisors that we are now developing. He sees a role in the Best Practices Project, especially the day school division. I will speak personally to Barry about how to best use him as a resource.
2. When we spoke about the model of "self-nomination" for the day school division of Best Practices, Jack noted that both this and the "goals" project will suffer because of the fact that we have not devoted sufficient attention to training teachers and educators to be reflective practitioners - for example, will educators really know what they have that is worthy of export to other day schools? Do educators know how to analyze their own work well enough to make the type of contribution to our project that would be beneficial to other settings?



Jack feels that we ought to undertake an effort (similar to a Melton Retreat Program) to train reflective practitioners and this within the context of the Best Practices Project.

Jack is working on a piece (inspired in part by Sara Lee's introduction of David Schoen's work) on reflective practice in Jewish education. Alas, there will be no T'en Da'at publication - again, lack of funding - to bring this work to an audience that needs it!

For CIJE Agenda:

1. Conversation with Jack and Barry regarding Best Practices in day schools.
2. Consideration of in-service for educators in day schools on reflective practice so as to enhance the day school component of the Best Practices Project. Can Melton do this for us? Can it include educators from the three Lead Communities as well as others from the broader field?
3. Can we help T'en Da'at find funding? Pressure YU (through MAF leverage) to find some money for this educational publication?
4. How to use Jack in the Lead Communities -- the Educated Jew project and the goals extension, in-service for educators, community lectures?

I welcome your reactions and responses.

SRE:jl





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New York, NY

FAX: (212)

*file*

**MEMORANDUM**

TO: Art Rotman  
Annette Hochstein

DATE: December 16, 1992

cc: Barry Holtz

FROM: Shulamith Elster

SUBJECT: Senior Advisors Meeting:  
January 1993

- AMERICAN JEWISH  
ARCHIVES
1. The Senior Advisors - formerly Senior Policy Advisors -- have not met as a group since January 1992. Individual members of the group undertook assignments during the Lead Communities selection process and several attended the February Annual Meeting of the CIJE, but other than that, we have not made any effort to truly "keep them posted" or involved.
  2. I think the group has been very helpful in the establishment of the CIJE role as an intermediary -- that is, the CIJE and its agenda have been accepted and encouraged by the organizations, movements and denominations. The public relations value - and some good advice - should not be underestimated.
  3. We now have a new concept evolving. The advisors should perhaps meet only once a year and their role be less deliberative. For real advice, we plan to turn to a small core group. This new group would consist of individuals such as Jack Bieler, Josh Elkin, Elliot Spack, Jon Woocher, Sara Lee, John Ruskay and others yet to be identified.

4. For the January meeting: Materials  
I would like to mail materials two weeks in advance. At the moment, I think they should include the latest papers and reports on Best Practice (Barry may have to do a version of his last report for this particular audience) and Monitoring, Evaluation and Feedback. The group received Adam's paper last year, but it was never an agenda item. I would like to send the paper again-with an update perhaps by Ellen. A copy of the Chairman's Letter to the Board, will bring the group up-to-date on a variety of items.

5. Agenda:

Best Practices: Barry and one of the consultants on supplementary schools - possibilities include Carol Ingall, Joe Reimer, Sam Joseph.

Monitoring, Evaluation and Feedback: Ellen and one of the field researchers - Roberta or Julie, or both.

Foundation Approaches: If you think the group can be helpful in either reacting to ideas presented by Art or generating new ones?

Lead Communities: Two Perspectives

Planner from one of the communities - Marshall Levin or Howard Neistein.

Educator from one of the communities:

Chaim Botwinick (Baltimore) and Stuart Seltzer (whose school was a Best Practice Conservative supplementary school, Ramah veteran, at Chizuk Amuno Congregation)

Cheryl Finkel (Atlanta) who is Chairman of Solomon Schechter Principals Council.

As this appears to be becoming a full agenda, perhaps the Foundation item should be eliminated.

6. I would like to see this as an agenda item for a telecon between Art, Annette and myself very soon.



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**MEMORANDUM**

TO: Art Rotman  
Barry Holtz

DATE: January 6, 1993

cc: Ellen Goldring

FROM: Shulamith Elster

SUBJECT: Senior Advisors Meeting

Attached is a draft agenda for the January 21st meeting of the advisors. I would like to review it with you during our scheduled meeting time on Thursday.

I have suggested allocation of time and these will not appear in the agenda being mailed to the advisors on Friday of this week.

Materials to be mailed in advance include:

- Best Practices Update by Barry
- Adam Gamoran's paper outlining the three-year plan for Monitoring, Evaluation and Feedback
- A version of Lead Communities At Work (awaiting approval from Annette - faxed to her 1/5)
- Excerpts from the minutes of the Planners Workshop (also awaiting approval from Annette - faxed to her 1/5)

I will also have for our meeting on Thursday the anticipated attendance at the meeting. Many of our "key" people will attend - others unfortunately are not available due to a variety of conflicts. This is most likely unavoidable.

Attachment

SRE:jl

draft 1/5/93

SENIOR ADVISORS

JANUARY 21, 1993

**DRAFT AGENDA**

Continental Breakfast 9:30 A.M.

Welcome - Arthur Rotman 10:00 A.M.

Overview of Agenda - 10:15 A.M.  
Shulamith Elster

Lead Communities: An Update - 10:20-  
Shulamith Elster 11:15 A.M.

Discussion of Lead Communities

Monitoring, Evaluation & Feedback 11:15 A.M.-  
in the Lead Communities 12:20 P.M.  
Ellen Goldring and Roberta Goodman

Discussion

**LUNCH 12:20 P.M.-1:00 P.M.**

Best Practices 1:00 P.M.-  
Barry Holtz and Carol Ingall (?) 2:15 P.M.

**CONCLUDING COMMENTS AND ADJOURNMENT**



SR. ADVISORS MEETING ATTENDANCE

## ATTENDING

## NOT ATTENDING

DR. ROBERT ABRAMSON

DR. BARRY CHAZAN

RABBI JACK BIELER

MR. DAVID DUBIN

MR. SAM FISHER

MRS. SYLVIA ETTEBERG

MR. DARRELL FRIEDMAN

MR. STEPHEN HOFFMAN

RABBI IRVING GREENBERG

DR. BERNARD REISMAN

MR. GENE GREENZWEIG

RABBI ROBERT HIRT

MR. ELIOT SPACK

RABBI DANIEL SYME

MR. RICHARD JOEL

DR. JONATHAN WOOCHER

MR. MARTIN KRAAR

MS. SARA LEE

RABBI JEFFREY SCHEIN

DR. ALVIN SCHIFF

MR. BARRY SHRAGE

MR. STEPHEN SOLENDER

## STAFF AND CONSULTANTS:

ART ROTMAN, SHULAMITH ELSTER, ELLEN GOLDRING, ROBERTA GOODMAN,  
BARRY HOLTZ, CAROL INGALL

COUNCIL FOR INITIATIVES  
IN JEWISH EDUCATION

Mailing Address:

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Neil Greenbaum  
Matthew J. Maryles  
Lester Pollack

Executive Director  
Arthur Rotman

Chief Education Officer  
Dr. Shulamith R. Elster

January 8, 1993

Dr. Eliot Spack  
CAJE  
261 West 35th Street  
New York, NY 10001

Dear Elliot:

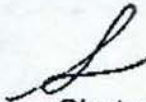
I am pleased that you will be attending the Senior Policy Advisors meeting of the CIJE next week.

The meeting will take place on **Thursday, January 21st**, in the Conference Room of the Jewish Community Center Association on the 14th floor at 15 East 26th Street. A continental breakfast will be available beginning at 10:00 A.M. The meeting will begin promptly at 10:30 A.M. and conclude by 2:30 P.M.

An agenda for the meeting is enclosed as are materials related to the Best Practices and Monitoring, Evaluation and Feedback Projects. The excerpts from the November meetings of the CIJE staff and consultants and the planners from the Lead Communities will provide background for our discussion of the Lead Communities Project.

I look forward to seeing you on the 21st.

Cordially,



Shulamith R. Elster

SRE:jl  
Enclosures



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Lester Pollack

Executive Director  
Arthur Rotman

Chief Education Officer  
Dr. Shulamith R. Elster

January 8, 1993

Dr. Robert Abramson  
United Synagogues of America  
155 Fifth Avenue  
New York, NY 10010

Dear Bob:

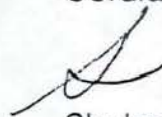
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I look forward to seeing you on the 21st.

Cordially,



Shulamith R. Elster

SRE:jl  
Enclosures

Sent to: Jack Bieden

David Dubin

Josh Elkin

Sylvia Ettenberg

Joshua Fishman

Steve Hoffman

Dan Pekarsky

Bernie Kerman

Daniel Syme

Jon Wrocker

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Lester Pollack

Executive Director  
Arthur Rotman

Chief Education Officer  
Dr. Shulamith R. Elster

---

January 8, 1993

Mr. Sam Fisher  
B'nai B'rith Youth Organization  
1640 Rhode Island Ave. NW  
Washington, DC 20036

Dear Sam:

I regret that you will not be able to attend the Senior Policy Advisors meeting of the CIJE next week.

For your information, I am enclosing a copy of the agenda for the meeting and the background materials for our discussions.

I welcome your comments on the papers enclosed on the Best Practices and Monitoring, Evaluation and Feedback Projects. The excerpts from the minutes of the November meeting of the CIJE staff and consultants with the planners from the three Lead Communities are background for the presentation and discussion of the Lead Communities Project.

Minutes will be taken at the meeting and we will send them to you along with any other materials distributed at the meeting.

Best personal regards.

Cordially,

  
Shulamith R. Elster

Enclosures

SRE:jl

Sent to: Darrell Friedman  
Irving Greenberg  
Gene Greenzweig  
Robert Hirt

Richard Joel  
Marty Kraar  
Sara Lee  
Jeff Schein  
Barry Schrage

Steve Solender  
Alvin Schiff  
Jack Bieler



**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

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**MEMORANDUM**

5

TO:

Diane Rogoff

DATE:

1/14/93

FROM:

Judy Levine

SUBJECT:

Sr. Advisors Meeting  
Thursday, 1/21/93

Shulamith is having a meeting on January 21st from 10:00 - 2:30.  
in the large conference room.

22 people will be attending. Art Rotman asked that we use half of the room  
and put two less chairs than is really needed. Can we have extra chairs handy in case  
all come, plus one or two.

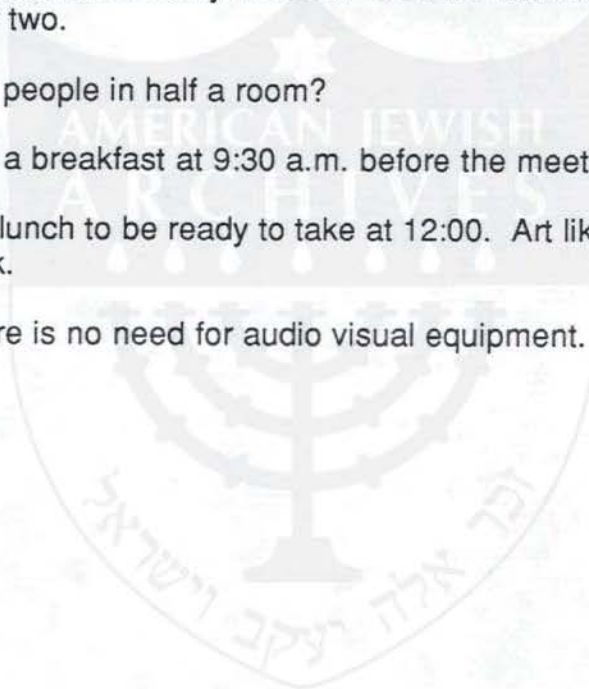
Is it possible to fit 22 people in half a room?

Shulamith would like a breakfast at 9:30 a.m. before the meeting.

Also we would like a lunch to be ready to take at 12:00. Art likes swiss cheese for  
lunch and for a snack.

So far as I know, there is no need for audio visual equipment.

Thank you.



Yes.

name, company, address, city, state, zip, salutation

Dr Robert Abramson, United Synagogues of America, 155 Fifth Avenue, New York, NY, 10010, Bob

Rabbi Jack Bieler, Hebrew Academy of Greater Washington, 2010 Linden Lane, Silver Spring, MD, 20910, Jack

Mr. David Dubin, JCC on the Palisades, 411 E. Clinton Avenue, Tenafly, NJ, 07670, David

Rabbi Joshua Fishman, Torah Umesorah, 160 Broadway, New York, NY, 10038, Joshua

Mr. Stephen H. Hoffman, Jewish Community Federation, 1750 Euclid Avenue, Cleveland, OH, 44115, Stephen

Mr. Arthur Rotman, CIJE, 163 Third Avenue-#128, New York, NY, 10003, Art

Dr. Daniel Pekarsky, Cleveland College of Jewish Studies, 26500 Shaker Blvd., Beachwood, OH, 44122, Daniel

Dr. Eliot Spack, CAJE, 261 West 35th Street, New York, NY, 10001, Eliot

Rabbi Daniel B. Syme, Union of American Hebrew Cong., 838 Fifth Avenue, New York, NY, 10021, Daniel

Dr. Jonathan Woocher, JESNA, 730 Broadway, New York, NY, 10003-9450, Jon

Sylvia

Goodman  
Greening  
Holtz  
Kagell  
Leisman  
Shurin

Ettenberg

1981  
271  
414

Not  
Zab



No

name, company, address, city, state, zip, salutation

Dr. Barry Chazan, CRB Foundation, 1 Marcus Street, Jerusalem, Israel, 92232, Barry

Mr. Sam Fisher, B'nai B'rith Youth Organization, 1640 Rhode Island Ave.  
NW, Washington, DC, 20036, Sam

Mr. Darrell D. Friedman, The Associated: Jewish Charities and Welfare Fund, 101 West  
Mount Royal Avenue, Baltimore, MD, 21201, Darrell

Yitz  
4

Rabbi Irving Greenberg, National Jewish Center for Learning and Leadership, 99 Park  
Avenue, New York, NY, 10016, Rabbi Greenberg

Mr. Gene Greenzweig, Central Agency for Jewish Education, 4200 Biscayne  
Blvd., Miami, FL, 33137, Gene

Bob  
6

Rabbi Robert Hirt, Yeshiva University, 500 West 185th Street, New  
York, NY, 10033, Rabbi Hirt

Mr. Richard Joel, B'nai B'rith Hillel Foundation, 1640 Rhode Island Avenue  
NW, Washington, DC, 20036, Richard

Marty  
8

Mr. Martin Kraar, Council of Jewish Federations, 730 Broadway, New  
York, NY, 10003, Martin

Jeff  
9

Rabbi Jeffrey Schein, Cleveland College of Jewish Studies, 26500 Shaker  
Boulevard, Beachwood, OH, 44122, Jeffrey

Mr. Barry Shrage, Combined Jewish Philanthropies, One Lincoln  
Plaza, Boston, MA, 02111, Barry

Steve  
11

Mr. Stephen D. Solender, UJA-Fed. of Jewish Philanthropies, 130 East 59th Street, New  
York, NY, 10022, Stephen

4,  
see, schA

**SR. ADVISORS MEETING ATTENDANCE****ATTENDING****NOT ATTENDING**

DR. ROBERT ABRAMSON

DR. BARRY CHAZAN

RABBI JACK BIELER

MR. SAM FISHER (in Israel)

MR. DAVID DUBIN

MR. DARRELL FRIEDMAN

RABBI JOSHUA ELKIN

RABBI IRVING GREENBERG (in Israel)

MRS. SYLVIA ETTEBERG

MR. GENE GREENZWEIG

RABBI JOSHUA FISHMAN

RABBI ROBERT HIRT

MR. STEPHEN HOFFMAN

MR. RICHARD JOEL

DR. DANIEL PEKARSKY

MR. MARTIN KRAAR (in Israel)

DR. BERNARD REISMAN

MS. SARA LEE

DR. ELIOT SPACK

RABBI JEFFREY SCHEIN

RABBI DANIEL SYME

DR. ALVIN SCHIFF

DR. JONATHAN WOOCHEER

MR. BARRY SHRAGE

MR. STEPHEN SOLENDER

**STAFF AND CONSULTANTS:**

ART ROTMAN, SHULAMITH ELSTER, ELLEN GOLDRING, ROBERTA GOODMAN,  
 BARRY HOLTZ, CAROL INGALL, JACK UKELES, JIM MEIER, JO ANN SCHAFER,  
 JUDY LEVINE



**SENIOR POLICY ADVISORS**

**JANUARY 21, 1993**

**AGENDA**

**Welcome and Overview of Agenda**

Art Rotman  
Shulamith Elster

**Lead Communities: An Update**

Shulamith Elster

**→ Planning for Jewish Education in the Three Lead Communities**

Jack Ukeles

**Monitoring, Evaluation & Feedback in the Lead Communities**

Ellen Goldring, Roberta Goodman

**LUNCH**

**Best Practices**

Barry Holtz, Carol Ingall

**Concluding Comments and Adjournment**

**SENIOR POLICY ADVISORS**

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**LUNCH**

**Best Practices**

Barry Holtz, Carol Ingall

**Concluding Comments and Adjournment**

*\* VJC  
Get minutes of this  
meeting.  
See S.H.H. re outcomes  
+ then discuss with  
A.H.-S.H.H.  
Report results to  
H22*

*Discuss reporting to  
Senior Policy Advisors  
re change in  
administration of  
C & J + lead  
communities  
Project*

*\* Should A.H.'s name  
be in our stationery  
with appropriate  
title.*



F- Senior Advisors (1992)



איחוד  
ליהדות  
מתקדמת  
באמריקה

# Union of American Hebrew Congregations

SERVING REFORM JUDAISM IN NORTH AMERICA

PATRON OF HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION  
838 FIFTH AVENUE, NEW YORK, N.Y. 10021-7064 (212) 249-0100 CABLES: UNIONUAHC

January 21, 1993

*already faxed*

Dr. Shulamith Elster  
C.I.J.E.  
149 Nautilus Drive  
Madison, Wisc. 53705

Dear Shulamith,

It was good being with you on Thursday, though I regret that I missed the afternoon session.

While I intend to remain fully involved, I write to ask that our new Director of Education, Seymour Rossel, be added to the Senior Policy Advisers group and to the "working" team.

As I'm sure you know, Seymour is a visionary leader, with "credentials" in all movements.

In a like fashion, I believe that Rabbi Allan Smith, our Director of Youth Activities, has an enormous amount to offer in terms of camping, Israel and college activities.

Such representation will help C.I.J.E. and increase the "vesting" of the Reform Movement in the effort.

Please let me know that these appointments/invitations will be extended.

Again, my thanks.

Sincerely,

Rabbi Daniel B. Syme  
Senior Vice-President.

DBS/e

## CIJE SENIOR POLICY ADVISORS

January 21, 1993

Best Practice in the Supplementary School: Temple Emanu-El Religious  
School, Providence, Rhode Island

### A. Methodology

1. Visits
2. Interviews with principal, teachers, school committee chair, students
3. Review of the school's literature
4. Impressions as a member of the synagogue community

### B. Summary of Findings

1. Goals are articulated, shared and discussed
2. Heilman quoting Berger & Luckmann: "Religion needs a religious community."
3. Curriculum
4. Personnel: participation of clergy
5. Evaluation of students
6. Professional growth of staff
7. Parent input
8. Principal as instructional leader

### C. The School Culture: Applying Wynne's "Looking at Good Schools" (Phi Delta Kappan, Jan. 1981, pp. 377-381)

1. **Coherence**
2. **Hiring**
3. **Conceptualizing goals**
4. **Keeping informed**
5. **Supervising staff**
6. **Creating incentives for learning**
7. **Pupil discipline**
8. **Extracurricular activity**
9. **School spirit**

### D. Specific Practices

1. Consecration Service
2. Tefillah opportunities
3. Shabbaton: retreat
4. Hugim for older kids

700  
110 kids  
6 hrs  
\$77,000  
12 hr  
Principal  
2. System  
Teacher  
is a



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address:

163 Third Avenue #128, New York, NY 10003  
Phone: (212) 532-1961 • Fax: (212) 213-4078

February 15, 1993

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Executive Director  
Arthur Rotman

Chief Education Officer  
Dr. Shulamith R. Elster

Dr. Robert Abramson  
United Synagogues of America  
155 Fifth Avenue  
New York, NY 10010

Dear Bob:

I am grateful for your active participation in the January 21st meeting of the Senior Advisors. The conversation around the three major CIJE activities was most helpful to me and to my CIJE colleagues. Your informed comments and suggestions will be incorporated into our thinking about the Projects.

You may recall that at the close of the meeting, several specific questions were posed to the Advisors by Ellen Goldring and Roberta Goodman as part of the presentation on the Monitoring, Evaluation and Feedback Project.

1. What would you like to learn from CIJE work in the Lead Communities?
2. How can the project share/disseminate findings?
3. Do you have specific comments about methodology?

Ellen reminded me that your responses will be very helpful as they can help provide the context for discussions about how work in the three specific settings can make a contribution beyond these communities. Your responses can be sent to me or directly to Ellen. A list of all staff and consultants is enclosed.

As of March 1st, the administrative offices of the CIJE will return to Cleveland and I will be returning to work in Rockville.

Again, my appreciation for your continued guidance as we continue with the ambitious agenda of the CIJE.

Cordially,

Shulamith R. Elster  
Chief Education Office

Sent to:

Jack Bieler

David Dubin

Josh Fishman

Steve Hoffman

Dan Pekarsky

Eliot Spack

Daniel Syme

Jon Woocher

Sylvia Ettenberg

Josh Elkin

Bernie Resman

MAR 12 1993

## MEMORANDUM

TO: Dr. Ellen Goldring  
Dr. Barry Holtz

*file*

COPY TO: Ms. Virginia F. Levi

FROM: Shulamith Elster

DATE: March 10, 1993

I have made a decision not to "publish" formal minutes of the last Senior Advisors Meeting of the CIJE but, to rather, compile some notes from the meeting for use by the staff. They try to capture the dialogue that took place that day and specifically the questions and concerns raised. They do not pretend to be comprehensive but point to those issues that I think we, as CIJE staff working on specific projects and assignments, should keep in mind.

I hope they prove helpful.

Attachment





## SENIOR ADVISORS MEETING

JANUARY 21, 1993

JEWISH COMMUNITY CENTER ASSOCIATION, NEW YORK

Participants: Robert Abramson, Jack Bieler, David Dubin, Joshua Elkin, Shulamith Elster, Sylvia Ettenberg, Joshua Fishman, Ellen Goldring, Roberta Goodman, Stephen Hoffman, Barry Holtz, Carol Ingall, Jim Meier, Daniel Pekarsky, Bernard Reisman, Eliot Spack, Daniel Syme, Jack Ukeles, Jonathan Woocher.

-----

### I. Introductions and Opening Comments:

Art Rotman made the announcement that he will no longer be Executive Director of the CIJE. The CIJE administrative offices will return to Cleveland. Henry Zucker will serve as Executive Director.

Shulamith Elster welcomed the group, reviewed the agenda and thanked everyone for coming and expressed appreciation to the advisors for ongoing assistance in the work of the CIJE. She introduced Dr. S. Jack Ukeles and James Meier of Ukeles Associates and Dr. Ellen Golding director of the Monitoring, Evaluation and Feedback Project and Roberta Goodman, one of the three field researchers and Carol Ingall, a consultant to the Best Practices Project directed by Dr. Barry Holtz.

### II. Update on Lead Communities - Shulamith Elster

In each of the local communities there is already evidence of change with the image of the Lead Community as a local laboratory with emphasis on the enabling options of personnel and community mobilization.

In making the choice of the three Lead Communities a key element was the capability of the Lead Community to move toward change. Among the selection criteria was clear evidence of:

1. committed lay leadership
2. vision
3. commitment

### III. Planning in the Lead Communities

Jack Ukeles commented on his planning work in the Lead Communities noting that there is an opportunity for the

communities to learn from each other. There is generic complexity.

A. The elements of an emerging planning process include:

1. Agreement of expectations with communities.  
What does it mean to a community to lead? The principal expectations from a community include:
  - a. Preparation of a five-year plan for Jewish education.
  - b. Preparation of a specific one-year action program.
  - c. When and how should programs be launched?
  - d. What are the personnel and other requirements?
2. There is a need to organize a commission and committees or task forces that represent the community - sometimes there is only Federation representation. The project requires community involvement - the wall-to-wall coalition.
3. At the Mandel Institute Annette Hochstein and staff are working on a simulation of what a Lead Community might look like a year into the process.

II. Best Practices - Barry Holtz

Barry noted that we are not here to identify all, but some Best Practices within supplementary schools through ten reports on ten different places to provide Lead Community with assistance.

**Carol Ingall:** former director of the Providence, Rhode Island Board of Jewish Education visited at Temple Emanuel in Providence. The population of the school dropped 800% since the 1960's, from 750 to 60 pupils. There is a budget of \$77,000; a half time principal; school is open three days, four teachers were replaced this year which is two times as many as last year and there are twenty teachers in all.

The school is a "best practice" school because of its ability to deal with the challenges it faced. Change happens as you identify problems. Goals were fresh in minds of the stakeholders. The school felt it was doing a good job but had trouble following goals it had set. There had not been a good job in creating a religious community and synagogue felt that the day school that was a part of the synagogue was doing better.



They wanted to make the school into a more religious mode. They moved to provide mincha service, formed a junior congregation, organized shabbatonim and took students to retreats.

They answered the questions: What knowledge is of "most worth"? Answers. Prayer skills and use of the Melton Bible curriculum. They needed reinforcement of parents which was communicated in school via newsletter and received input from parents. They identified problems and got parents involved through consecration service and family discussions and Chugim for older kids that are parent driven.

Where do we go from here? We can use this school as an example of a place where they worked to identify a problem. We need a dialogue on problems once they are identified. We can change school culture by dealing with problems. We need consistency of vision.

Discussion Notes:

Pekarsky: How did you decide this was good school?

Carol: My gut feeling--kids seemed happy, parents seemed happy.

Abramson: This is a good example because school is in the same location as day school.

Reisman: There is a need for research on supplementary synagogue schools. We need to see what issues are cut across the board. Not just ten reports!

Ingall: This school did not try to build a culture, it formed a culture by:

- a. identifying and answering problem
- b. application of guidelines
- c. making categories broader

Spack: Best Practices is an inventory for Lead Communities to draw from as they build an acceptable school program to fit into and be received by the community. We have to try to analyze why Best Practice happen. We need to account for interactive problems.

Barry: Problem solving was the focusing issue here.

Elkin: This needs to be delved into deeper. We need more written case studies.

Bieler: Who's reading this?



Ettenberg: Are other reports different?

Barry: There are some similarities, some differences.

Ettenberg: Will family education be clarified? What do we do with this?

Barry: We are going to go to Lead Communities and find out what they want and offer what we have. This is the most difficult. There is a desire to learn in the Lead Community. Is there a difference between the attitudes of lay people and professions? Professionals are nervous about this: lay people are very interested.

Abramson: Don't rely on executive summary. There's interest and people will read the longer document. Best Practices provides technical assistance that is helpful to local communities, leaders, educators and planners. The Planning Guide (how "to do" it in planning for Jewish education) includes the elements of a five-year plan laid out.

### III. Technical Assistance - CIJE Resources

CIJE has made a commitment together bring to national resources in the form of:

- National organizations (i.e., JESNA, JCCA, CLAL, CAJE)
- National institutions (Yeshiva, Hebrew University, Hebrew Union College, Jewish Theological Seminary)

What can the CIJE do that is different from what communities might otherwise do on their own? How do we mobilize national resources? How does the CIJE bring national philanthropic leaders together?

### IV. Advisors Comments and Discussion

Reisman: As a member of a local commission on Jewish Continuity, can this initiative help others? Pointed to issue of dissemination and sharing. How can we document what's going on in three communities? Can three Lead Communities be trouble-shooters for others? There is a need for this experience to be translated to other communities.

Ukeles: Issue is an important one but there are practical considerations involved in working with twenty-three communities.

Syme: What happened to twenty other communities turned down? We are asking Lead Communities to spend money without offering a carrot? UAHC has regional offices in these cities to



supplement the communities efforts. We need to specify what we anticipate. Many organizations have a history with previous programs. Suggest we supplement Senior Advisors with national professionals (non-training institution) resources.

Ukeles: There will be an effort to survey the twenty 'disappointed' communities.

Josh Elkin: What are the issues? Suggests that CIJE filter ideas into communities and keep "mirroring" changes in focus back to community. He feels CIJE is going to national/regional groups too much.

Bieler: Need to better define the problem. A Time To Act jumps to solutions. Needs constant refocusing. Lead communities needs to see beyond their own self interest. National organizations - can they take the high-road? - can they be statesmanlike? There are too many "turf" people. Lead Communities are looking to see how much they can get out of this for themselves!

Pekarsky: We must place more emphasis on vision and direction for the enterprise. We need deeper support of teachers and educators. If you don't have a social structure in the Lead Community, it can't work. Need to design a social structure that facilitates cooperation and conflict resolution. Program should be made for everyone's interest.

1. What traditions of cooperation exist? Is there competition?
2. Ask communities about planning and specifically - What structure are you developing so things happen for your own self-interest?

Abramson: There has to be more than incremental improvement. There is not enough self-interest and competition driving us. There is a distinction between enlightened self-interest and statesmanship.

(In response to a specific question about Atlanta, Baltimore and Milwaukee)

Ukeles: I am satisfied with the communities. They have capacity and commitment. The problem is we are dealing with different cultures that have historical differences - the world of the federation and that of the congregations are different. We are trying to them together.

Meier: Commented utilizing the image of "planning circles" with a Commission and a steering committee, ad hoc groups and more

people. Comments should try to encompass as many people as possible, more decision makers, more people on task groups.

Pekarsky: There needs to be ongoing planning structure to bring people together.

Meier: There is the planning function and the implementation function-in essence there are two jobs to do and two groups to do it.

Fishman: You must have excitement and passion. Are Lead Communities losing it with all these meetings?

Ukeles: There is a need to clarify if you want to change the level of community action and involvement. You need to give them time to negotiate. Right now we have frustration, not enough meetings and no action.

Meier: Where do we start? Pilot projects may throw money at a solution. We are trying to do things sensibly.

Spack: Cited the catalytic role of the Commission and noted there are several catalytic roles.

1. emergence of a document
  2. application process of the Lead Communities
- We need to learn from non-chosen who are unencumbered by all this. The non-chosen may be doing better.

Woocher: What would we want to know from the non-chosen and is there an easy way to find out? Is this a project or a process? Is the function of Lead Community clear. This should be an ongoing process.

Ukeles: We need to define the improvement process. We should be clearer about what we are doing.

#### V. Monitoring, Evaluation and Feedback (MEF) Project

##### ELLEN GOLDRING/ROBERTA GOODMAN

Community focus:

What would you like to learn? How can we help you? As the project develops, how can we share insights with everyone?

Research focus: How can we improve methodology?

Project will monitor progress of the Lead Community, its leaders, and planners. We want evaluate them in terms of effectiveness.



We are aiming at continuous feedback between local community and planners. How can the change proceed as this is a long term (3-5) year plan?

The field researchers began in September (1992) learning about the communities. They are now gearing up for the launch of the project asking: How are you organizing? What are the reactions to being chosen? What is your relationship to CIJE? How are communities making decisions?

The project is striving toward a baseline data. What is the lay and professional visions of change?

The methodology includes three field researchers - one assigned specifically to each community. They are interviewing, meeting with community leaders and stakeholders, collecting documents, forming a relationship with community.

Roberta Goodman described her work as a field researcher in Milwaukee. As a researcher, Roberta is "listening with both ears" and is now able to listen to different the different community cultures and interpret these.

Ellen and Roberta gave the following assignment to the advisors. It was included in a follow-up mailing with responses directed to Ellen.

QUESTIONS:

1. What would you like to learn from CIJE work in the Lead Communities?
2. How can the project share/disseminate findings?
3. Comments on methodology.

Comments and Questions From Advisors:

Bieler: What is the history and dynamics you are basing questions on? Do some cooperate better? How do you get an idea of how projects are going?

Ellen: We are not yet evaluating. But there is no fear that educators feel they are being judged. Everyone is very open. People are happy to talk. Educators are happy to be asked. There is no personal identification in the report to protect the privacy of interviewee. Transculturization - interviewing and observing. We are try to mirror implementation. We are using history and the knowledge of the researchers in the community. We are analyzing demographics for their implications. e.g., Milwaukee - sharing facilities, Atlanta - spread out.

Hoffman: Do you feel you know better than federations about the community and its work?

Goldring: Some is self-learning and who knows and who doesn't. Even if some of the report is common knowledge, they (the communities) want to know.

Abramson: Synagogues don't understand what evaluation is.

Pekarsky: We have limited quantitative studies. Are any planned? What baseline data is there?

Goodman: Communities will each undertake educator surveys and the Lead communities should be doing self-studies.

Goldring: Quantitative studies are not planned yet. We see our role as evolving and in response to what are the needs of the community.

Reisman: If there is a clash of culture? We need to know what problems there are?

Ukeles: Is an ethno-geographic process not a needs assessment? Is it not quantitative assessment?

Pekarsky: Change of role? Would this affect role of researcher? How to expose clash?

Abramson: Attitude or role? Would this affect the role of researcher? How to expose a clash or an attitude change toward Jewish education.

Reisman: When roadblocks occur, what is their source? How do we break through?

Elkin: Don't you have to have an idea of what Jewish education requires? (e.g., interaction of parents with children to reinforce values as opposed to imaging.)

Hoffman: This is just "garbage in - garbage out." We need to know what the interventions are.

Hoffman: Is there value in analyzing what needs to be done?

Fishman: Why are so few kids in Jewish education? Why are we failing kids?



## Memorandum

TO: Ginny Levi  
FROM: Shulamith Elster  
RE: Senior Advisors/Board: CIJE Publications  
DATE: March 11, 1993

1. The following members of the Senior Advisors group did not attend the CIJE Annual Meeting. If you think that the list includes people who actually did attend, I do stand corrected. I would like for them to receive copies of the Planning Manual and the Best Practices materials. A suggested cover memo is appended.

Rabbi Jack Bieler ✓  
Dr. Barry Chazan ✓  
Rabbi Joshua Elkin ✓  
Mr. Sam Fisher ✓  
Mr. Darrell Friedman ✓  
Mr. Gene Greenzweig ✓  
Mr. Richard Joel ✓  
Ms. Sara Lee ✓  
Dr. Dan Pekarsky ✓  
Dr. Bernard Reisman ✓  
Rabbi Jeffrey Schein ✓  
Mr. Stephen Solender ✓  
Rabbi Daniel Syme ✓

2. Cover Memo  
on CIJE letterhead please  
TO: Senior Advisors  
FROM: ~~Shulamith R. Elster~~ HL2  
RE: CIJE Publications  
DATE: ~~March~~

The two enclosed publications - the Planning Guide for the Lead Communities Project and the Best Practice Project/Supplementary Schools - were distributed at the ~~most~~ annual meeting of the CIJE. *We thought you would be interested in them.*

The Lead Community Project and the Best Practices and Monitoring, Evaluation and Feedback Projects were the subject of the most recent meeting of the Advisors and reference was made to these forthcoming CIJE publications. Please note that they are drafts and your comments are most welcome.

Please note that the administrative offices of the CIJE have been relocated to Cleveland (VFL: do we want to say more or less).

I have returned to work in Rockville and can be reached at:  
6424 Needle Leaf Drive  
Rockville, MD 20852

phone and fax 301-230-2012

Barry Holtz would be pleased to hear from you directly regarding

*J - Pls. do on CIJE stationery +*

the Best Practices Project and he can be reached at:

The Melton Center  
Jewish Theological Seminary  
3080 Broadway  
New York, New York 10027  
phone 212-678-8034

3. I would also like to suggest that Board members who did not attend the annual meeting receive a similar package with a cover letter from Mort. I'm sure that you have the list of Board members who did not attend.





## MEMORANDUM

TO: CIJE Telecon Participants  
Henry Zucker, Steve Hoffman and Ginny Levi (Cleveland)  
Seymour Fox, Annette Hochstein and Shmuel Wygoda  
(Israel)  
Barry Holtz (New York)

FROM: Shulamith Elster

RE: CIJE Senior Advisors

DATE: June 4, 1993

---

1. This brief memo is intended to provide the basis for a conversation on our telecon regarding the CIJE Senior Advisors, formerly the Senior Policy Advisors.
2. From time to time, over the past two and a half years, this group has received either "no attention" or "little attention." Its reason for existence - as a CIJE entity - has been uncertain though it has not been recommended - to the best of my knowledge - that we formally put the Senior Advisors "out of business."
3. Membership: To review.... the group consists of the professional heads of denominational and other organizations involved in formal and informal education (e.g., United Synagogue, UAHC, HUC, Reconstructionist, Torah Umesorah, CAJE, Hillel, BBYO, JCCA, JESNA), veteran professionals in the field including some who were Commissioners (e.g., Dubin, Ettenberg, Pakarsky, Reisman, Schiff, Elkin, Bieler), Federation execs (e.g., Shrage, Friedman) et. al.
4. Activities: To the best of my knowledge the advisors have met no more than twice each year. There has only been one meeting so far this year: actually two if you count the fact that they were invited to the Annual Meeting. Members served on the panels that reviewed the proposals for the Lead Communities Project and have participated in some of the activities regarding the involvement of the movements and denominations in the Lead Communities and we anticipated their involvement in aspects of the Best Practices Project.
5. At the last meeting of Senior Advisors held in New York, the agenda included a progress report on the Lead Communities Project, a presentation by Ellen and Roberta on Monitoring, Evaluation and Feedback and a presentation by Barry and Carol Ingall on the Best Practices in Supplementary Schools. Staff members and consultants who participated in the presentations and discussions that followed found the comments and suggestions valuable. They have informed our thinking about all three of the projects. The opportunity to make these



presentations to colleagues and to benefit from their reactions and advice is one significant reason to keep the group active and engaged.

6. The Advisors serve as our "ambassadors" to the larger community of colleagues who are relatively uninformed (actually, very uninformed) of the work of the CIJE. The Commission, A Time To Act and the initial year of the CIJE created an unparalleled level of interest and we have not done an effective job of public relations - to any of our publics - although this continues to be an agenda item for staff! The Advisors have helped and can help in this effort if we keep them informed and use what they have to offer --- counsel, connections, experience. In short, an active group of this type provides us with linkages to groups that I think continue to be important to our work.
7. In planning for the next year, it would be my recommendation to have the Advisors meet at least twice during the year as a group - perhaps once in conjunction with the Annual Meeting.
8. I think it important for Advisors to receive the regular progress reports to Board members.
9. Advisors might be asked to participate as members of the Advisory Committees for each of the projects though it should be clear that this is different from membership on a Board committee. Consideration might be given to committees that include both Board members and Advisors.
10. CIJE should continue to use Advisors on an ad hoc basis for specific assignments and perhaps these assignments might be expanded to include some Pilot Project activities in each of the Lead Communities.
11. Several members of the Senior Advisors group (e.g., Elkin, Bieler) might be asked for their comments and for suggestions for the future. I think this would be especially informative!

I look forward to our discussion at a future telecon.



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

MEMO TO: Senior Advisors

FROM: Henry L. Zucker

DATE: July 7, 1993

SUBJECT: CIJE Publications

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The two enclosed publications - the Planning Guide for the Lead Communities Project and the Best Practice Project/Supplementary Schools - were distributed at the annual meeting of the CIJE.

We thought you would be interested in them.

MAR 11 '93 10:30 AM MELTON JTS P.173

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