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Board of Directors subcommittee. Research and Evaluation,
October 1994-May 1995.

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CIJE COMMITTEE ASSIGNMENTS

As of 12-31-94

Building the Profession Committee

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Gail Dorph, Staff

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Max Fisher

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Charles Goodman

Alfred Gottschalk

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Research & Evaluation Committee

Esther Leah Ritz, Chair

Adam Gamoran, Staff

Ellen Goldring, Staff

David Arnow

Ruth Cohen

Susan Crown

Genine Fidler

Irwin Field

David Hirschhorn

Mark Lainer

Seymour Martin Lipset

Richard Shatten

Bennett Yanowitz

**Summary of Board Subcommittee Meeting on Research & Evaluation
 (April 21, 1994)**

The meeting was divided into three main segments:

- 1) The first part of the meeting was devoted to reviewing the purpose of the subcommittee and discussing the activities the committee may want to consider over time.

The Committee on Research and Evaluation is charged with developing strategies for creating a capacity for research on Jewish education in North America. At present, very little knowledge is being gathered and disseminated that can help Jewish educators improve. There is no real infrastructure for Jewish educational research; there are only a few professors of Jewish education, and they have many other responsibilities besides research.

Another mission of the Committee is to foster self-evaluation of Jewish educational programs throughout North America. Related to the near-absence of research, programs and institutions in Jewish education rarely assess their own programs to monitor performance or gauge success. A goal of CIJE is to encourage evaluation-minded communities; that is, communities that examine their own programs as a step towards self-improvement.

The possible activities that the subcommittee considered are:

- (1) What is the most appropriate mechanisms to translate evidence gathered in Lead Communities into usable knowledge for the rest of North American Jewry? What are the appropriate mechanisms for reaching out to the wider Jewish community in North America? What should be the relative priorities within CIJE of data-gathering and report-writing for the purpose of stimulating action within the Lead Communities, as compared with the broader goal of disseminating information throughout north America?
- (2) CIJE has a small internal research capacity, but the ultimate goal is to stimulate research on a broad scale, involving many partners including universities, foundations, agencies, and individual scholars. How can CIJE move towards the broader agenda?
- (3) How can CIJE encourage communities other than the Lead Communities to become more reflective? What activities or programs might stimulate and support self-evaluation in Jewish education?

- 2) In the second part of the meeting the subcommittee addressed questions to Barry Kosmin. Many of the issues raised by Barry are germane to the work of the subcommittee.

Specific issues for further consideration include:

- (1) How can we best coordinate the research efforts in the North American Jewish community. Should we standardize the instruments various groups are using? Should we coordinate the questions different groups are asking? What is our role within the larger research community, such as JESNA?
 - (2) Is there a need for a major longitudinal study in Jewish education?
 - (3) What is the place of students and parents in the research agenda of CIJE?
- 3) The third part of the meeting was devoted to clarifying the goals of the subcommittee and reviewing the Monitoring, Evaluation and Feedback Project to date.

Additional areas identified for committee discussion include:

- (1) Communities need help about how to energize their constituencies to raise support for putting research and evaluation in their budgets. In addition, communities need help in setting goals so that they can then turn to the question of evaluation.
- 2) Further discussion is needed about the model presently being used by the MEF team for the study of educators. Is this a good model in terms of working with local communities?
- (3) What can CIJE do to prepare research and evaluation materials for use in Jewish communities in North America? Should workbooks and modules be developed that can highlight the important benefits of the evaluation-minded community?

Ellen's Notes

D R A F T - - - C O N F I D E N T I A L

Board Committee on Research and Evaluation 4/21/94

In Attendance:

Guest: Barry K~~o~~min

ELR introduced the members and asked Ellen to review the memo that describes the work of the committee.

David A. to Barry K: Focus - should the focus be broader than research in Jewish education? Should there be a broader agenda for research?

Genine: Depends on how you define education. In Baltimore we defined education much more broadly--not only formal structures.

Her. Jewish education's goal is Jewish continuity. Jewish education is vehicle, one of them, for Jewish continuity.

David A: Educated Jews and transmitter is not necessarily the same.

Barry K: Answered with discussion of broader questions for research.

Ellen: Reminded the committee of CIJE's emphasis on building blocks, enabling options, and the work of the commission.

Hirsh Goals are important: Why be Jewish (the main goal)?

Bennett, Y: (for JESNA) Not research to build profession and mobilization, but Barry's agenda. We haven't talked about best practices. What works? Do we intend to do research on criteria of what we are looking for? Research should be initial component. Talked about educational study in Cleveland, 1976. Should research be looking at broader questions,

such as what works in Jewish education
such as Israel programs?

- ELR: Reminded the committee about the question of dissemination of personnel findings. How do we connect with North America?
- Genine: Jump the gun if we tackle North America. If we don't know how to disseminate effort and work in Baltimore. Need to engage Baltimore first.
- Bennett: Need to know what our resources are? What can we do?
- ELR: Resources are the FR's, Adam, and Ellen.
- H: Not clear what CIJE's role should be in the research enterprise. He talks about Baltimore's experience. CIJE didn't give clear expectations, What should Baltimore expect. Communities need help on how to—not everything needs to be done, buy "how to". This would energize them about putting line budget for research evaluation in their budgets. Need to delineate what CIJE should do and what communities should do. They have to do some action and financial support.
- David A: What is MEF agenda now? What is already being done and in process so we know what we have to work with?
- Ellen: Explained the agenda of MEF up until this point. Beyond the study of personnel in terms of professional lives and education survey, monitoring of visions and community mobilization and the work of the FR's.
- Her: Best Practices for what? What are goals of it? Is there an institution that has been identified? What are criteria, and what makes them the best?
- Genine: Need to disseminate BP to get buy in from the community.
- David: Need to know what BP accomplished—for what? Evaluate BP in terms of goals it has achieved.
- Barry K: Students and parent not mentioned once in the CIJE brochure. You can help by buying into population survey—year 2000.

David A: How do we coordinate N. A. Research efforts?

Barry K: We need to coordinate the questions we ask. Standardize the instruments various groups are using. A longitudinal study is a major investment.

Barry left. ELR asked Ellen to present the way in which MEF studies personnel issues.

Ellen: Presented how we developed and implemented work in research on personnel.

ELR: Question? This is a model-intensive work with community, labor intensive. Is this a good model?

David A: Assumption? If personnel is upgraded, it will make a difference. Beyond base-line on personnel. What will you evaluate in terms of impact? Pre-post?

Ellen: Suggested that pre-post (that is pre-upgrading and investment of personnel and post-after such investment) can be evaluated in numerous ways, is important for communities/institutions to delineate visions and goals. Discussed importance of goals and that MEF will be monitoring the process of "upgrading" as well as use of information, etc. Discussed complexity of methodologies and the multiple possibilities.

H: Communities need help in setting goals. How to? What are achievable goals? How to measure their goals? How to measure attitudes? Communities need to take on responsibility-buy into it-attitudes are very important.

Genine: CIJE needs to contribute expertise. How communities can incorporate evaluations is essential. They need it in everything they do. Need program that explains examples. Get the message to people who matters.

David A: A "Best Practice Approach to Evaluation"

ELR: We have followed the approach in studying personnel : (1) Goal (for example, upgrading)

(2)How/what information is needed; (3) Develop instruments & methods, (4)Collect data, (5) Analysis of data, (6)Interpret findings with community, (7)develop action plan, (8)implementation.

H: We need a "How to" workbook for communities not followed same way for each, but indicate targeted benefit.

Genine: We need to bring this (the process and importance) to life with concrete examples. It will mobilize the community in the process.

ELR Evaluate if go beyond 3 LC, exchanging experiences is important. "How to" in methodology.

Ben Y: Asked whether CIJE committee on research has anything to say to the L communities? To respond to the reports of the LC's on their personnel?

ELR: Asked about broader dissemination?

David A: We have a start with the study of personnel in 3 communities. If we can generalize to other cities, we can tell the story.

Ben Y: GA, National Jewish monthly. What does it say about the needs of the profession? Asked if we analyzed difference between Hebrew and other Judaic subject teachers?

Ellen: Said we have the data to do so.

Ben Y: Asked what are FR doing? Ellen explained.

David A: What is our role for the larger research agenda? We can convene larger groups JESNA, etc., to coordinate the research agenda so it is not replicated and duplicated.

ELR: Thanked committee members for their input and a lively discussion.

MEMORANDUM

TO: Members of the CIJE Board Committee On Research and Evaluation

FROM: Esther Leah Ritz, Committee Chair

RE: Committee Meeting of October 6, 1994

DATE: September 26, 1994

The letter describing the upcoming CIJE Board meeting on October 6th, which you received recently, noted that the research on the personnel of Jewish education conducted by CIJE staff consultants, Professors Adam Gamoran and Ellen Goldring, will form the centerpiece of the morning program of the Board meeting.

Following their presentation, the four committees of the Board will hold separate meetings, as we did last spring. This research report has major implications for Jewish education throughout North America and therefore each of the CIJE Board committees will have the opportunity to discuss the significance of these findings for its particular domain.

We are fortunate to have the opportunity to discuss the presentation in more detail with Professors Gamoran and Goldring during our committee meeting. They will be making a formal presentation of their findings at the CJF General Assembly in November.

In our committee we will address the importance of the research report in light of the two main areas of our concern, developing a research capacity for Jewish education in North America, and promoting self-evaluation of Jewish educational programs in local communities. Enclosed is a summary of our last meeting which highlights these two main issues.

We believe that this will be a stimulating day and I look forward to seeing you at the meeting. Warmest wishes for a Happy New Year.

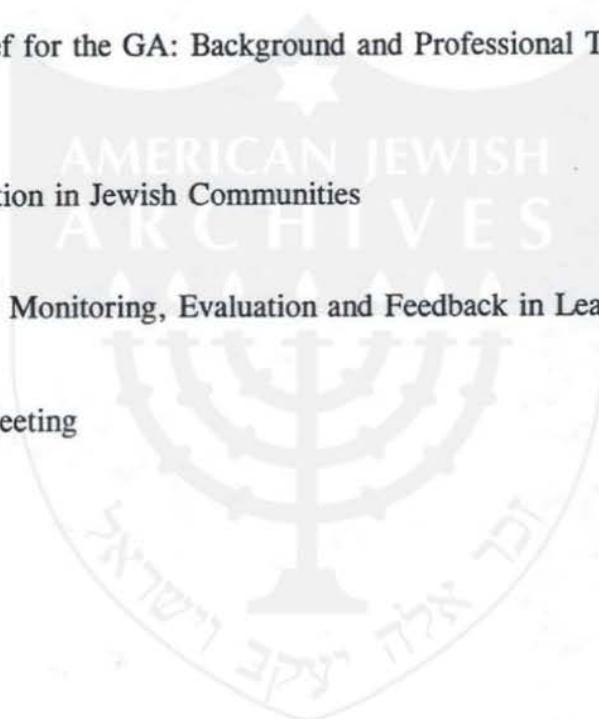
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Board Committee On Research and Evaluation

October 6, 1994

AGENDA

- I. Introduction
- II. The Research Brief for the GA: Background and Professional Training of Teachers in Jewish Schools
- III. Promoting Evaluation in Jewish Communities
- IV. 1995 Projects for Monitoring, Evaluation and Feedback in Lead Communities
- V. Focus of Next Meeting



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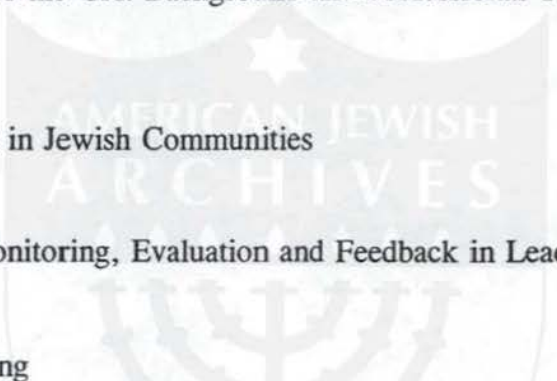
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David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director
Alan Hoffmann

MEMORANDUM

CIJE Board Committee

To: Members of the CIJE Board Committee
on Research and Evaluation

From: Esther Leah Ritz, Committee Chair

Date: April 10, 1995

Re: Recent activities and agenda for April meeting

At our committee session on the day of the CIJE Board Meeting (April 27), we will have an opportunity to discuss some of the recent and proposed future activities of the CIJE Research and Evaluation team. Our agenda is as follows:

1. Preliminary findings from the survey of educational leaders: Staff will present preliminary results for our discussion and feedback.
2. The CIJE Module for the Study of Educators: We will examine the Module and discuss its use.
3. Putting local evaluation on the continental agenda: We will respond to staff proposals for encouraging evaluation of Jewish education in a larger number of communities.

I look forward to seeing you in New York.

CIJE
Research and Evaluation

UPDATE ON RECENT ACTIVITIES
October 1994 through April 1995

Policy Brief

The CIJE research and evaluation team has been active in a number of areas since our last meeting. Following our presentation at the last Board meeting, we devoted substantial time to revising and producing the first CIJE Policy Brief, on the professional background and training of teachers in Jewish Schools. The Policy Brief was distributed to everyone who attended the CJF General Assembly in November, and it was presented at a major forum at which the keynote speaker was the Honorable Amnon Rubenstein, Minister of Education of the State of Israel. As we prepared for this presentation, we took into account the helpful feedback provided by Board members during and after the last Board meeting.

The Policy Brief was also discussed at a press conference, and subsequently has been widely reported in the Jewish press: about two dozen local Jewish papers and five national sources have carried the story. A selection of these articles was circulated to Board members in the most recent CIJE mailing.

Most recently, a summary of the Policy Brief was published in Reform Judaism. Copies of this issue of the magazine will be available at our board meeting.

Report on Educational Leaders

Whereas the Policy Brief covered teachers, CIJE researchers also surveyed educational leaders (i.e. principals and education directors). These data have recently been analyzed, and the Research and Evaluation team is currently preparing a report on educational leaders, addressing such topics as background and training, salaries and benefits, careers, and leadership. Preliminary findings from the survey of educational leaders will be presented for comment and feedback at our April meeting.

Integrated Comprehensive Report

By the end of the summer, a comprehensive report of the teachers and educational leaders in these three communities will be available.

Development of Educator's Survey Module

A number of communities have expressed interest in carrying out their own studies. To meet this need, our Research and Evaluation staff have been preparing a Module for the Study of Jewish Educators. The Module includes a revised survey instrument and interview protocols, along with directions for carrying out the study. The contents of the Module will be discussed at our committee meeting.

Evaluation Work in Communities

We are continuing to provide consultation to a number of communities working on evaluation and planning for Jewish education. However, we are no longer employing a full-time researcher to monitor each Lead Community, as our work concentrates more on the national agenda. CIJE has been a catalyst for local evaluation, and we hope that communities will draw on their own internal and external resources to continue their evaluation efforts. The issue of CIJE's role in encouraging and supporting local evaluation will also form part of our committee's agenda.

Adam Gamoran and Ellen Goldring



Minutes: CIJE Board Committee on Research and Evaluation

Date of Meeting: April 27, 1995

Minutes Issued: May 15, 1995

Present: Esther Leah Ritz (Chair), Genine Fidler, David Hirschhorn,
Richard Shatten, Bennett Yanowitz

Staff: Adam Gamoran, Ellen Goldring

The committee focused on three topics during their meeting:

1. Preliminary findings from the survey of educational leaders;
2. The CIJE Module for the Study of Educators; and
3. A proposal for a national institute for evaluation in Jewish education to help local communities build capacity for evaluation.

Initial findings from the survey of educational leaders suggest that the leaders have more preparation than teachers in Jewish schools in the three lead communities but many of them lack adequate training in Jewish Studies and school administration. In addition, unlike the teachers, the large majority of the leaders work full-time, in one school. The educational leaders view Jewish education as their career. They have a long term of service in the field of Jewish education, suggesting a real commitment to the profession.

The CIJE module for the Study of Educators was introduced to the committee members. This module can now be used by all Jewish communities. It was pointed out that the information collected in the module provides crucial data for planning purposes when a community addresses personnel issues and serves as baseline data for the evaluation of the implementation of their projects.

The staff presented a framework for a national institute for evaluation in Jewish education as a mechanism to build local capacity to evaluate programs and initiatives in Jewish education. It was suggested that many communities do not have the personnel or the knowledge to conduct evaluations and CIJE should help train people in this area.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Research and Evaluation Committee

<u>Name</u>	<u>Attending 4/21 Meeting?</u>
Esther Leah Ritz, Chair	Yes
David Arnow	Yes
Gerald Cohen	No
Susan Crown	No
Genine Fidler*	Yes
Irwin Field	No
Adam Gamoran, Staff*	No
Ellen Goldring, Staff	Yes
David Hirschhorn	Yes
Mark Lainer	No
Seymour Martin Lipset	No
Bennett Yanowitz	Yes

[Expect 6 people]

*Not a Board member