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Post-it brand fax transmittal memo 7871		# of pages 4
To Seymour Fox	From Adam Garmatz	
Co. Hebrew University	Co. Univ. of Wisconsin	
Dept. Education	Phone 608 263-4253	
Fax 972 2 6999 51	Fax 608 263-6448	

Dr. Seymour Fox and Dr. Annette Hochstein
Hebrew University of Jerusalem

May 6, 1991

Dear Drs. Fox and Hochstein,

Following our phone conversation, I am writing to share my thoughts about the possibility of research and evaluation in lead communities and other areas of Jewish education in North America. Since our talk, I've had a long conversation with Jim Coleman, and I've done some thinking both about the project generally and about my own potential participation. My feelings are still mixed as to what role is appropriate for me, and this letter is in part an opportunity for me to explore the relevant concerns. I have a number of comments and questions, mainly in three categories: substance of research, design of research, and my participation.

First, though, let me say that I find the whole enterprise impressive and exciting. The Report is impressive not only in scope and ambition, but in its specificity: no other major reform document that I can think of indicates clear-cut and short-term changes along with the long-term and more abstract goals. One has only to compare A Time to Act with "America 2000" (Bush's recent education manifesto) to appreciate the specificity of the former. I am also especially encouraged by the emphasis on strengthening and expanding the base of research on Jewish education.

Substantive Issues

If I understand the plan in the Report, the primary issue for research must be the evaluation of specific programs taking place in the lead communities, with the goal of disseminating knowledge about these programs to the wider Jewish education audience. As was mentioned in our phone conversation, this evaluation process will not be one in which the researchers are completely outside the reform process; rather there will be continuous feedback between the researchers and the educators in the lead communities. Thus, the project would involve both formative and summative evaluation.

As I said on the phone, the central problem for this investigation is the identification of outcomes. Selecting and/or developing indicators would need to be a primary task in the early years of the program. Such indicators would include those at the individual level (cognitive, affective, and behavioral) and at the community level (possible indicators include rate of teacher turnover, rate of educational participation, rate of intermarriage; etc.).

At the same time, the research should probably give equal weight to studying the process of change, especially during the early years. In the lead communities, what organizational mechanisms are used to foster change? What are the barriers to change, and how might they be surmounted? To what extent can we attribute successful innovations to the charisma and drive of particular individuals, and to what extent can we identify organizational conditions that supported successful change? These questions are critical if the lead communities are to serve as models for Jewish educational improvement throughout North America.

FROM: UW MADISON WCER

TO: 972

MAY 6, 1991 3:51PM #076 P.02

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Studying the process of change becomes more critical when we recognize that the effects of innovation may not be manifested for several years. For example, suppose Community X manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since the results cannot be detected immediately, it would be important to obtain a qualitative sense of the extent to which the professional educators are being used effectively. Studying the process is also important in the case of unsuccessful innovation. Suppose despite the best-laid plans, Community X is unable to increase its professional teaching force. Learning from this experience would require knowledge of the points at which the innovation broke down.

Aside from these issues, which are paramount from the practical side, there are other points which are of special interest to a sociologist of education. These concerns are intellectually provocative to me because of my long-standing interest in the effects of educational "treatments" on outcomes; other researchers would obviously find different issues of special interest.

Wide range of treatment. In research on secular education in western countries, a major problem for studying the effects of schooling on achievement and other outcomes is that there is relatively little variation in the quality of schooling. In contrast, the range of educational experiences in Jewish education is enormously diverse, ranging, as Jim Coleman pointed out to me, from zero to total immersion. Yet to date, the best studies of the effects of Jewish education deal with only a restricted range of the total variation (Sunday school, afternoon school, and day school). By considering the full array of Jewish educational experiences of the youth of the lead communities (e.g., by including summer camps, Israel trips, and youth groups, as well as schools), the project could provide a better analysis of the effects of educational treatments on outcomes than has been possible in the past.

Emphasis on communities. Currently, there is a fair amount of attention to connections between schools and communities in the wider educational literature. The research agenda has at least two dimensions: studying the coordination (or its absence) between schools and other social service delivery agents; and the social networks among teachers, parents, students, and other members of the community (as in Coleman and Hoffer, 1987). Both of these issues could be fruitfully examined in the Jewish education context.

The Report is quite explicit in calling for community-wide emphasis on education. This may take the form of increased cooperation among the Jewish schools and other Jewish institutions in the communities. If so, the process and its results would be interesting to a broad audience for both practical and theoretical reasons. At the same time, the improvement effort may lead to stronger networks of support for education among students and their parents, and this would be equally interesting to study.

Design Issues

What might the research program involve? My first thoughts are that initially, the research would require two major efforts: fieldwork studies of the process of change; and conceptual and experimental (or piloting) work on indicators of outcomes. These thoughts presuppose that educational institutions in the lead communities are automatically receptive to research efforts.

Fieldwork. I would think that a half-time researcher would be needed in each lead

community. The researchers would have doctoral training and fieldwork experience. Are funds available for such an effort?

More generally, would the research program need to generate its own funds, or have the funds already been committed?

The field researchers would be responsible for (1) describing the basic structure and operation of Jewish education in the community, broadly defined; (2) describing changes in those structures and processes; (3) relating these conditions to outcomes, in a qualitative sense, drawing on the subjective experiences and meanings of participants, as well as providing an external analysis of the cultural context and the quality of Jewish education in the community. Although much of their work would be done independently, these researchers would meet as a group at regular intervals (perhaps quarterly?) to exchange findings and critique one another's reports.

In addition to the field researchers, I'd advocate "reflective practitioners." A few teachers and/or administrators in each community could be explicitly funded to carry out research on their own efforts, and those of their colleagues, with innovative educational programs.

As to the selection of communities, I have little to say. The only thing that occurs to me is that mid-sized Jewish communities would probably be best from the standpoint of organizing the research: Too small, and it may be difficult to find qualified field researchers; too large, and the community may be too complex for us to cope with (i.e., New York, Chicago, Los Angeles).

Development of indicators. Because of diverse skills and knowledge required for this aspect of the project, a team of researchers would be required, with skills in demography, social psychology, psychometrics, survey research, and Jewish content domains (Hebrew language, history, Bible, etc.). The team would have as its goals (1) to reach decisions on what outcomes, exactly, should be measured; and (2) the development of quantitative indicators of those outcomes.

For the lead communities, it would be preferable to gather baseline data from the very first year. This may be possible for demographic and school-organizational variables, but it is not likely feasible for affective and cognitive outcomes. I have little knowledge of survey and test instruments that are already available, but even if there are some, I would not be optimistic that they could be employed immediately, as one would prefer. However, the possibility should not be dismissed out of hand, for baseline data would be extremely valuable.

Subsequently, one should think about using the surveys and tests not only in the lead communities, but elsewhere, for comparative purposes. Assessment of causality is the central design problem for this part of the project. I am not sure that causal generalizations will in fact be possible, but I will think more on this. I would very much like to hear your views on this question.

My Role?

I have three major concerns: (1) Do I have the right blend of experience to lead this project? I would like you to know my academic background better, so I am sending you via regular airmail a copy of my c.v., a couple of recent articles, and the proposal for my research project in Scotland. (3) Do I have the time, in the very near future, to give the project the

leadership it would need to get of the ground? (2) Long-term, if I were to carry out this work, would I be able to spend the time to make this a major effort of mine, while not rejecting the promising agenda I have already carved out for myself?

I would not be one of the field researchers in the lead communities. First, I am not trained as a qualitative researcher (though I am probably more sympathetic to it than most of my quantitative colleagues), and second, at this stage of my family life (my children are 6 years, 4 years, and 7 months old) I am not willing or able to do much out-of-town traveling. However, I would be able help with the recruitment, orientation, conceptualization, and criticism of the fieldwork efforts.

I know enough of organizational, community, and survey research to help with the development and implementation of some of the indicators. Also, I frequently make use in my research of standardized and other sorts of tests, and of psychological scales. However, I have at best rudimentary theoretical knowledge of what is involved in creating such indicators. Furthermore, I am no more than vaguely familiar with the tests and scales for Jewish education that are currently in use. My knowledge of Jewish content areas, although well above-average for an American Jew, is not expert in any area.

My short-term situation is as follows: During 1992-93, the year after next, I will be conducting research on curriculum change and inequality in Scottish secondary education. My family and I will spend the academic year in Edinburgh. During that period, I would not be able to devote much time to this project. For the coming year, 1991-92, I have been appointed associate chair of my department, and expect to spend about half my time on departmental administration. I will also be teaching half-time, not to mention several research commitments which must be satisfied before I leave for Scotland. Consequently, I just can't see how I could make this a major effort for the next two years; even a quarter-time involvement seems out of the question for the next two years. I'm not rejecting any involvement, but I am concerned about my ability to provide leadership during this period.

I have more flexibility for the long-term. I will again be departmental associate chair in 1993-94, but my research commitments for that period are not yet fixed. After that year, I have no present commitments.

I am eager to hear your views on what the research effort would consist of. Are my ideas consistent with your vision? Or do you have something different in mind? I would also like to hear what sort of time commitment you had in mind when you called; I realized I never asked. More generally, I look forward to your reactions to the ideas put forward in this letter. I am honored to be considered for leadership in this important effort.

Sincerely yours,



Adam Gamoran, Associate Professor of Sociology and Educational Policy Studies

P.S. Do you have an electronic mail address? My BITNET address is GAMORAN@WISCSSC. As I mentioned on the phone, my fax number is (608) 263-6448.

cc: Professor James Coleman, Professor Daniel Pekarsky

South 4319 Miami
Spokane, WA 99223

27 August 1992

Adam Gamoran
Centre for Educational Sociology
University of Edinburgh
7 Buccleuch Place
Edinburgh EH8 9LW
United Kingdom

Dear Adam:

Greetings from North America! I hope this letter finds you and your wonderful family more or less settled into Scotland and enjoying the adventure. It was so lovely meeting them in Madison and very brave of your wife to host such an affair so close to your departure. Many thanks for a wonderful meal. Claire was very touched that you made such an effort to accommodate her dietary needs.

I am currently recuperating from two back-to-back conferences (not recommended!) each of which was wonderful. In Portland I met such luminaries as Michael Agar (*The Professional Stranger*), Dell Hymes (*The Ethnography of Speaking*), and Henry Glassie (*Passing the Time in Ballymenone*). The conference commemorated the 30th anniversary of the publication of Hymes' aforementioned work, a piece which established the sub-field of ethnography of communication. Among the many people there was a fellow from Georgia State who is a doctoral student of one of my writing partners. (Unfortunately, Scott is close to the end of a long battle with AIDS.) Anyway, Saul Carliner grew up in Baltimore, is now residing in Atlanta and taught supplementary school for several years. He is a wonderful person...one of those people one meets and immediately connects with. Now that both Baltimore and Atlanta have been selected, he can ease both my and Claire's way in "our" respective communities.

I spent about 90 minutes talking with Agar who presented the methodological challenges of his journey to Austria. He emphasized the demise of nice, coherent, tightly bounded research settings a la the Trobrianders, for example, and discussed how loose, fluid communities might be approached. Appropriate, eh? Anyway, he promised to send me all he has of his latest work. This pleases me as I have always loved his stuff but had never met him. Even better, he is now at University of Maryland, College Park which is a stone's throw from Baltimore. I, of course, did not know that then.

My name tag read "Field Researcher" and so I got asked many times, "Of what?" When I mentioned Jewish education, person after person lit up. Everyone seemed so excited about this work: Jews because they think it needs to be done, non-Jews because they think it extremely interesting. It felt good to be so affirmed.

The CAJE conference was a real treat. I plunged in with both feet, literally. The first night I joined the folk dancers on the outdoor basketball court. Both the music and the dancing was new to me but after a few days, I got the hang of it. I LOVE it! I took classes in Eastern European shtetls, Talmud study, the mikveh ritual, teacher empowerment, oral history, etc. It was an eclectic array of things but I wanted to get as much as I could as fast as I could. I came home with a Hebrew primer, a cd of Israeli music, and a tape of Jewish folk songs. (I was quite pleased with myself when in one class I was the only student able to answer the question: why might strictly observant Jews find honey trade during Passover?) I am so happy to be working with this project.

Claire, Roberta and I met with Shulamith, Joel Grishaver, Gail Dorph, Ron Reynolds, Susan Shevitz, and Harlene Appelman. The meetings were interesting but I didn't detect much excitement from any except Shulamith. Our team did meet to generate some interview areas/questions. We decided to work together as the synergy seems to help.

We have decided to talk once each week in a conference format. Unfortunately, Claire was left out of our first one as she had to evacuate Lafayette due to hurricane Andrew. I have tried to phone her since but have had no luck. When I last talked with her she had her bags packed and was waiting for the "hurricane watch" signal to jump in her car and head north.

We are each extremely pleased with the site selections and are hopeful that the negotiating process will confirm those choices. I very much wanted Baltimore and, of course, Roberta was rooting for Milwaukee and Claire for Atlanta. In the meanwhile, we are working hard and eager (at least I am) to make contact with our communities.

All for now,

Peace,

Julie Tammivaara

TO: Art Rotman
FROM: Annette Hochstein
Re: Adam Gamoran

Date: 17 September 1992

Dear Art:

This is to report to you that I met with Adam in London on my way home, in order to work with him on a few outstanding issues concerning the monitoring evaluation and feedback project in lead communities.

We had a fruitful work day, where we discussed, among other the need to very carefully prepare and organize the entry of the field researchers into each lead community. (You probably remember that two of the researchers will be moving, respectively, to Baltimore and Atlanta.)

We worked out both a method and the content of what the first steps would consist of. We believe it would be most useful for Shulamit Elster to introduce the field researchers to the key local staff. Fortunately, we have a lay person from each community on the CIJE Board, and were able at the Board Meeting itself to introduce both the project and ~~Ellen~~ Ellen Goldring who will coordinate the field researchers' work.

We also discussed with Adam issues related to the researchers' initial months of work,

We discussed the preparation necessary for a fruitful process of mission definition and goal definition, both at the level of the community as a whole and in specific, programs and institutions. In order to guide the first steps of the project in communities, we will have a couple of conference-calls: Adam - Ellen - Annette.

Best regards,

Annette

*Monitoring - Evaluation -
Feedback*Calendar for Lead Communities Visitations

September 14 - October 20, 1992:	First site visit (own community)--10 days to 2 weeks
November 8 - November 15, 1992:	Community A
November 15 - November 22, 1992:	Community B
December 6 - December 13, 1992:	Community C
January 4 - January 5, 1993:	Meet to write first report
January 15 - January 18, 1993:	Meet with Ellen in Nashville
January 24 - February 6, 1993:	Community A
February 7 - February 20, 1993:	Own community
February 21 - March 6, 1993:	Community B
March 7 - March 20, 1993:	Own community
March 21 - April 3, 1993:	Community C
April 4 - April 24, 1993:	Own community
April 25 - ? , 1993:	Meet to revise reports
May 2 - May 8, 1993:	Community A
May 9 - May 15, 1993:	Community B Report #2 due
May 16 - May 29, 1993:	Own community
May 30 - June 6, 1993:	Community C
June 7 - June 27, 1993:	Own community
June 28 - ? , 1993:	Meet to revise reports
July 11, 1993:	Report #3 due

JoAnn: please format and clean up

Memorandum

TO: Ellen Goldring

copies to Adam Gamoran (by fax) and Julie
Claire and Roberta

FROM: Shulamith Elster

RE: Getting Started in the Communities

DATE: September , 1992

*Monty's
Evaluation Feedback
Sept. 92*

In conversations with the researchers during the past week it has become clear that we have to address a number of important issues before our debut in the communities.

At the moment, we have dates confirmed for Julie in Baltimore, Claire in Atlanta and a tentative date for Roberta in Milwaukee. As I thought about the initial meeting, I envision a briefing with the federation staff people during which I introduce the field researcher and she presents preliminary plans about how she will work within the community.

After speaking with Roberta, I began to think about the importance of having "talking points" prepared for this presentation so that each community has the same understanding- that is, all of the same bases are covered. We could then confirm this in writing as a part of the follow-up of this meeting.

What do you as the optimum agenda for this meeting? The communities would be pleased to have us develop it! Should this initial meeting include an overview of the community by the federation staff? How should lay leadership be involved at this point? For example, Atlanta says that there key leadership wants to have a chance to meet Claire on 'day one'. I think this would be nice and we could encourage it. What do you think?

I would appreciate our getting together- perhaps by teleconference (all five of us) to discuss this. Do you think this is a good idea?

I'll be at the CIJE office in New York beginning Tuesday morning and throughout the week. You may want to discuss it with Julie, Claire and Roberta before getting back to me. Use your best judgment as to how to proceed and let me know.

Best regards.

1. How many people?
2. Semi-formal

(over heads)

*Semi-formal (6 people)
Com present first -
professional / lay
lay the demographic - community
lay the different roles - Project.
Evaluation plan -
why? How? Schedule
time - live etc?*

3. General Q and A *

se 4. How can project help them? *

information

round one -

additional
rounds

who people are —

Claire
Julie *

Resumes

Communities will ask —

Report:

sensitivities around the report.

South 4319 Miami
Spokane, WA 99223

14 October 1992

Adam Gamoran
Centre for Educational Sociology
The University of Edinburgh
7 Buccleuch Place
Edinburgh EH8 9LW
Scotland

Dear Adam,

Many thanks for the very thoughtful critique of our early draft of interview questions. We have taken them all into account in revising our initial effort. In this letter I hope to clarify most of the issues you raised and catch you up on some more mundane issues, i.e., my progress in relocating to Baltimore, etc.

At this point we have developed three interview schedules which are fairly but not entirely complete. We have developed a "Background Interview" intended to be used with all categories of persons with only slight adjustments (for use with students, for example), a "Preparation and Mobilization Interview" for use with people involved in getting the sites involved as lead communities, and an interview focusing on the "Professional Lives of Educators" intended for use with formal professional educators, namely day school personnel, supplementary school teachers, professors, and other paid educators. Again, this interview may need to be adjusted some depending on the particular informant.

Our idea is that we need the background information for demographic purposes but also as a vehicle for establishing a relationship with various constituents. Most people, I have found, welcome the opportunity to share their lives with others. We have found that the idea of vision is very nascent in the communities if it exists at all; for this reason, we recommend beginning with documenting the efforts the respective communities have made in preparing for the CIJE proposal and other efforts aimed at mobilizing their communities to support Jewish education. The preparation of the interview for professional educators fits nicely with one of your three aims in this project, we feel. It goes without saying that a number of other schedules will need to be developed for different categories of people and other issues of interest to this project. We understand that these schedules are not rigid instruments but rather guides for getting what we need to know. We are prepared to adjust them as necessary to fit our interviewees.

I think you have given as complete a list of people as is possible at this time. I would not leave any category out; perhaps as we get into our communities, other categories will arise.

As far as how to proceed, we need to be sensitive to the schedules and sentiments of each community. In one community, we may interview the leaders first, in another, the professional educators. We have to work with them as to how to proceed. I do not think it is terribly crucial to the project what the order is, but it likely is crucial to the site as to how we proceed. I am taking a long view; we cannot interview all people prior to the January report. We cannot interview any of

the key people in one session. The interviews are long and will require several sessions with the most important people. This is not only because of the length of the interview but also because we feel it important to get their views at different points in the process. We would appreciate any comments you may have on the interview schedules at this point.

Your recommendation about piloting the interviews is good but, unfortunately, it is unlikely we will have an opportunity to do so. We are quite rushed as it is; I am confident that this will not be a problem.

As you may know, the communities are not as ready as we are to dive into this project. Atlanta and Milwaukee, in particular, are reluctant to begin full force until the memorandum of understanding is signed, sealed and delivered. We need, therefore, to proceed with some caution, I feel so that rapport can be firmly established. There is some nervousness on the part of some people.

Now for something completely different. I have offered a contract on a house in Baltimore which is due to close on November 20th. My house sold in one day here in Spokane and the purchaser is paying with cash. What this means is that closing will be much faster here than in Baltimore as the buyers do not have to qualify for a mortgage as I do. I will be "homeless" for about a month; two of those weeks will be in Atlanta and Milwaukee while a third will be taken up with driving to Baltimore. I expect to be settled in Baltimore by November 23rd.

I am enclosing two moving estimates I have received. The North American estimate includes my books; the Bekins one does not. At this point, I know I must send my books by the mover as there is no place to receive them in Baltimore if they were sent parcel post (which is cheaper). As you can see, it will cost me considerably more than \$2,000.00. This amount would have easily covered a move to Oakland but not Baltimore. I wonder if you would consider increasing my reimbursement? I would appreciate it very much.

I hope all is going well for you in Scotland. How are the children taking to their new life? It must be a wonderful adventure for them.

My best to Marla and to you, I remain sincerely yours,

Julie Tammivaara

ATTENTION: DR. ADAM GAMORAN
Centre for Educational Sociology

011-44-31-668-3263

9 December 1992

Ellen, Roberta, Claire, and Julie discussed at some length the notion of continuous feedback to the lead communities and the CIJE.. We feel strongly that it is not appropriate to do this at the present time due to the following circumstances. First, the field researchers impressions as evidenced by interviews with the Milwaukee and Baltimore communities and especially our observations at the New York planning meeting that occurred on November 21 and 22, it appears that the trust level between representatives of the communities and members of the CIJE is extremely low. To share sensitive information with parties who are not yet true partners in this endeavor could jeopardize already fragile relationships not to mention the field researchers access to key community representatives. Second, until each of the field researchers has had an opportunity to spend an uninterrupted period in our respective communities, we will not have sufficiently complete information to be able to meaningfully share ideas. We suggest, therefore, that in mid-March, 1993 we review mechanisms for feedback in the context of what we trust will be a stronger relationship among the relevant parties.

Regarding ongoing feedback, we propose that the field researchers respond to specific requests of the communities and the CIJE regarding any issues that may concern them. Thus, we will not initiate interpretations of specific events or circumstances but will respond to others' acknowledged needs for feedback.

The larger issue around this feedback issue relates to the extent the field researchers should participate in intervening in the CIJE-lead community relationship. At present we are inclined to define our role as chroniclers of the progress communities make toward planning for improvement of Jewish education, mobilizing communal parties, etc., rather than as catalysts for change. The implications of this for feedback is that it is inappropriate for us to provide CIJE with ongoing feedback as the communities are working through their processes and problems. This, in turn, implies that the communities are not capable of solving their own problems which could create more of a crisis. Furthermore, as researchers we would miss documenting communities working through problems that could serve to inspire the larger Jewish communal population.

Adam, this is Ellen typing now. These are the types of issues which we discussed in relation to Annette's request for ongoing feedback from the FR's. As you can see, it is quite complex and a very sensitive issue given the context of the CIJE and the lc at the present time.

We would appreciate your response to our suggestion. Julie's home fax number is 410-653-3727. I think we need to figure this out especially if we are having a conference call with Annette on Monday. The FR have very strong feelings about this issue, the bottom line is that if they give ongoing reports to CIJE the communities may stop talking

to them, the FR feel they need to let the communities work with the FR and themselves before "calling in the troops". We can revisit all this in March after the first report has had a chance to set in. I will be back in my office on Friday.



24 December 1992

410 653 3727

Dear Adam,

Since I sent the last fax to you I have spoken with a "highly placed" individual here in Baltimore who shed some light for me on the "distress" you mentioned in your last fax. He specifically asked that this be "off the record" so I shan't name him and would appreciate it if you kept what follows confidential in its specifics. I think you can be helpful by conveying the general sense of what follows to whomever you think appropriate. One strategy would be to ask of CIJE pertinent questions that could reveal the difficulties I shall try to detail. By the way, I called him not to talk about Baltimore's relationship with the CIJE but to make an appointment to talk next week. In the middle of our making plans, he began to vent his frustration.

As I understood him (and I will go into this further with him next week) several people were upset that they were asked to share with field researchers their knowledge of the lead community project when they (the interviewees) knew so little about it. My informant went on to express his discontent about the CIJE. He said, "They came to us with a promise of this great gift they would give us, a partnership with them, and so far, nothing. We have nothing concrete to share with the community." He went on to state that he has been trying to shape things himself by talking with the other communities and suggesting specific steps they might jointly take, but the CIJE has been unresponsive. He said, "I feel like I'm screaming into the wind!" It is unclear to the communities who is in charge at the CIJE and what their collective desires are. There is no empowered, easily accessible person available there (meaning New York). In other words, he was saying that the reason the project has been so little publicized is that it is so little understood by the communities.

For example, initially the communities understood the Best Practices Project to result in a compendium of practices from across the continent from which communities could select those they felt promising for their schools. During his presentation in New York, Barry said that the practices would be described minus the names of the individuals or communities in which the practices were occurring. Further, communities would not receive a complete list of the practices but would be required to specify their needs and then the Best Practices people would decide which one or ones best suited them. This seemed unnecessarily controlling to at least some members of the lead communities. Furthermore, it prevents educational directors from gaining inspiration and ideas from the knowledge they might have of how others do school.

Things do seem confused at the CIJE/lead community level. In New York, Shulamith was cited as the person communities should contact with questions. Two weeks later, Annette was named as the person in charge of the Lead Community Project. How, one wonders, can someone in Israel (with distance and time zone differences as factors) be responsive to communities day-to-day needs? Two months ago, Shulamith had agreed to come to Baltimore to present the lead communities project to Baltimore's Board of Jewish Education. Shortly before she was to appear, she was told not to go.

My guess at this point is that there is dissension among the CIJE staff and little trust on their behalf of the intentions and efforts of the communities' leadership. On the communities' part, there is the perception that the CIJE doesn't know what they are up to and do not value their (the communities') ideas.

As far as our work is concerned, I think it wise to continue getting to know our respective communities, what they are doing, how they are thinking, etc. and postpone further joint visits at this point. We should avoid talking about CIJE specifically (unless they bring it up). As for the CIJE, they need to mutually agree on what this project is and present a reasonably united front to the communities. They need to think through what, specifically, their role in the partnerships is, and, indeed, what "partnership" means beyond what is expressed in *A Time to Act*. They need to trust the communities to make their own plans and then assist them to clarify, elaborate, or whatever else would be helpful. There needs to be someone who has or can establish a good relationship with the communities and who is empowered to speak for the CIJE as liaison with the communities. This person would best be located in this country.

My informant closed our conversation by saying he was confident all would work out in the end; right now, however, things were in too much flux.

Please understand that I understand I have only a small piece of this issue at hand. I do not have a sense of the larger picture and certainly am not meaningfully connected with the day-to-day doings of the CIJE. I am sharing these partial impressions with you in the hope that you, who has a much greater understanding of these issues, can put them in their proper perspective. I spoke with Claire last night about this. She has not read this letter but I will share it with her and Roberta. We will keep our ears open for any further evidence concerning the nature of the CIJE/lead community relationship...discretely, of course.

Warmest regards,

February 11

Dear Roberta, Claire, and Julie,

I'm writing in response to Roberta's "distress signal" of Feb. 9, to fill you in on reactions I've received to our reports, and to offer my views on how our project should proceed.

First, I want to give my assessment of the community reports. I think they were very well done, and I am pleased with how they turned out, given the limitations under which the data were gathered. There were a few uneven points in their exposition, but certainly nothing that made them unclear or hard to follow. They were hampered, of course, by constraints that were explicitly acknowledged: lack of access to as many persons as we'd planned, and lack of time to fully process all the interviews. They were primarily descriptive, which is what we all agreed they would be. They did state what some of the key issues seemed to be, and this was partly descriptive and partly interpretive. On the whole, I think the reports do a good job of laying the foundation for our growing understanding of the communities.

The only feedback I have received so far came in a combined memo from Annette Hochstein and Mike Inbar. They said as follows (penned by Annette):

The documents are pleasantly written, pleasant to read papers. In the descriptions and comments there are some useful insights about each of the communities. However the documents are difficult to respond to, among other reasons because they do not seem to focus on a defined purpose, on specific common issues, topics or problems. They have an ad-hoc and somewhat arbitrary character to them, offering a variety of general impressions. Mike asks me to point in particular to the fact that the three reports offer heterogeneous items, based on heterogeneous methods. (E.g. some did interview educators, some did not. Some may have interviewed a critical minimum number of actors, others not).

This heterogeneity he feels, creates a serious problem of validity. We need homogeneity re-sources and methods for the reports' reliability. Mike thinks that we should view these documents as internal drafts only, not for any sort of release -- he feels they are not yet reports. When access to additional sources of information allows the f.r.s to undertake the data-collection as planned, and to focus on the three issues that were proposed, then they can write actual and valid reports.

We know of course why that is. The situation did not permit the f.r.'s to systematically respond to their own mandate, and I trust that it is clear that this does not reflect any judgement on their skills and abilities. I realize how

frustrating the situation must be. But at least on this side of the ocean the feeling is that these reports, written under the constraints of a projects that still needs to get off the ground - while there is nothing one would want to delete from them, do not do justice to your mandate or to the idea of a "monitoring, evaluation and feedback loop".

My response to this message was that the criticism was correct -- methodological differences across the three sites did require that any comparisons be tentative. However, that did not mean the reports did not have useful things to say about each community, taken on its own terms. Limited "external validity," I argued, did not shake the "internal validity" of the separate reports.

This morning, in a long phone call, Annette explained why, despite my argument, it is important that we refrain from sharing the reports with community members. I have been persuaded that she is correct, and that we should treat the reports as internal drafts (internal to the evaluation project), upon which our more public reports for community distribution will be built. Let me explain:

It is putting it mildly to say that at present, CIJE suffers from a credibility problem. This problem, we must acknowledge, extends to our project as well. What are we doing there? How can we evaluate when CIJE hasn't done anything? Why is CIJE paying for evaluation when they haven't started the project yet? These questions have been asked by senior Federation executives. I don't know if you'll believe me, but this is true: Annette is our staunchest defender within the higher echelons of CIJE. With help from me and Ellen, she gave these executives three reasons why our project needs to start now: (1) Need for baseline data; (2) Stimulate participants to think about visions; (3) Need to know about launching for replication elsewhere. (These reasons are elaborated in a memo I sent to you by regular old airmail.) So they are going along with our project, but remain somewhat skeptical. In that circumstance, Annette argues it would actually be damaging to our credibility to present, as a first report, a document that is mainly descriptive, and somewhat ad-hoc in the issues it covers. (Ad hoc in the sense that we have an overall plan, but it is not obvious why we've covered certain elements so far and not others.) Wouldn't it still be valuable for us to get feedback on what we've observed so far, I suggested? That may be, but it would be like showing a paper to a professor. Given the credibility problem -- not just ours, but more importantly, all of CIJE's -- we cannot bring a document to the communities until it is going to help them move their process forward. Even though our reports contain valid description and some good insights, on the whole the contents -- including the key issues we highlighted for each community -- will be well known to central community members already and will thus not be seen as advancing the process. As Annette put it, the present version of the reports would heighten the skepticism about the wisdom of our project -- not because of any shortcoming or lack of skill on our parts, but because of the limitations we faced during the first 6 months of the project.

What kind of report would be helpful? For this, we can return to the proposed content description I prepared last fall. Do you remember that document? It said we would report on (a) description (community as a whole, education system); (b)

becoming a lead community (preparation, mobilization, visions) and (c) challenges to the community. (Please see the memo for elaboration.) This turned out to be impossible for January, as you immediately pointed out, due to constraints of time and access. But we agreed that this is the report we are working towards, and it is this report that I think we should strive for, when the access constraint is lifted.

I hope no one thinks writing reports in January was a waste of time if we aren't distributing them. It was an invaluable exercise for me, as I now have much greater knowledge about what's going on in each community. I suspect it was useful for you in the field, in that it enabled you to collect your impressions and get one another's reactions to specific interim conclusions you had reached about all three communities. Another benefit is that it enabled all of us, working together, to write the summary report, which I suspect will be helpful to the audience for which it was written (CIJE staff). (Why, you may ask, can CIJE say a report that was written for them is useful, but not allow community members to say *for themselves* whether a report for which *they* are the audience is useful to *them*? A good question! The reason is because we are going to harm ourselves if we show an un-helpful report to community members, even if they can provide instructive feedback. If the credibility of CIJE were not in such bad shape, this would not be such a problem.) Finally, the January reports will not be wasted, but are the first drafts of reports that we will be able to circulate when they are fuller, based on more extensive sources, and address the key questions more directly and systematically.

My understanding of the situation is that this decision is final, i.e. there is no point in trying to change Annette's mind any more. (Believe me, I tried!) Instead, we should focus our energies on the question of where we go next. About *that* I want to open up a discussion, and in expressing my ideas I am making a proposal to which I hope you will react.

Our goal remains preparation of reports that address the central questions of our mandate. We need to be more systematic about what data we gather, for the sake of comparability and for thoroughness of coverage. We need to emphasize the central questions, even as we allow room for diversions that are specific to each community. This issue -- balancing our need to answer pre-ordained questions with our need to respond to community-specific issues and requests -- looks like it is becoming a major challenge for us in the months ahead.

On that issue, I know that each of you has received requests for information and assistance in your communities. Our policy about this, as we indicated in the summary report, will be that part of our role is to help community members evaluate their own projects, both ongoing and particularly new ones initiated as part of the Lead Communities project. This is consistent with our original mandate to encourage reflective practitioners. My understanding of what's currently on the table is limited, so I won't comment more than that at the present, but I would like us to be in position to make decisions and responses about this very soon.

What should we do now? Here's what I've been told about CIJE's schedule: As you know, Annette met with senior fed. execs. in Baltimore and Atlanta last

week. She's returning there at the end of this month (Balt Feb 23 and Atl Mar 2?), and will visit Milwaukee as well (Feb 22?). CIJE has promised three documents to the communities: A lead communities concept paper, a planning guide, and a brief on the best practices project. Annette says they are going to deliver (I didn't think to ask for a date, though.) In addition, the board meeting occurs on Feb 25. Steve Hoffman will become the contact person for senior fed execs, for matters of overall policy and for funding issues. Shulamith remains the CIJE contact person for everything else. By the time Annette returns to Israel on March 5, hopefully everything will be squared away with the communities, and we can resume our data-gathering activities with the kind of access we expected to have last fall. At that time, we will resume our studies of visions, prep/mobiliz, and educators. (Of course, we will be waiting for an explicit "green light" to start....) So, as you are working on your plans for future data-gathering, you can think about March 5 as a target date for beginning. (But I hope we'll be responding to some of the community requests before then.)

What can you say to community members who may ask what happened to the January reports? First, Annette says that she stated at the Baltimore and Atlanta meetings that the reports are delayed because we haven't had sufficient access to the communities. Can you say that? (I'm guessing that won't work in Baltimore.) How about this: We have made preliminary notes about the characteristics of the communities, but we are not ready to share them yet, because we've not been able to get a sufficiently comprehensive view of the communities, and we've not yet had time to process all the data we've gathered so far. What we anticipate reporting about in the future is, ... (describe proposed content: community characteristics, prep/mobiliz, visions).

I am sure that this is a difficult time for you. It is hard for me and I'm not doing it full-time (though sometimes it seems that way!). We are all feeling our way and are guided by good intentions, despite our lack of sufficient wisdom. Everyone connected with CIJE wants it to succeed, and some have made very great investments in its success (financial and otherwise!). I and others who are central to CIJE believe that our project can play a critically important role in the long-term success of the endeavor. Let's just keep plugging away!!

Unfortunately I will be out of town tomorrow. I know you have a conference call scheduled with Ellen on Tuesday, and I assume you can add this -- in particular, the suggestions for what to do next -- to the agenda. I look forward to hearing your reactions to any part of this letter.

Yours,

Adam

cc: Ellen

(See p. 3)



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March 14, 1993

Ms. Annette Hochstein
Mandel Institute of Jerusalem
22a Hatzfira St.
Jerusalem, ISRAEL

Dear Annette,

I'm writing to report on a very helpful hour I spent with Jim Coleman discussing our project, and to lay some groundwork for our meeting on April 8. After describing the current situation in CIJE and the evaluation project, I raised three specific issues with Jim: (1) balancing the monitoring, evaluation, and feedback components of our project; (2) negotiating the role of the field researchers; (3) the question of a survey.

In the general discussion of the current situation, Jim raised the interesting question about whether the fragmentation we have discovered in Atlanta was evident in the proposal and site visit. This question has obvious implications for selection of future communities, and I plan to address it in the future.

Balancing monitoring, evaluation, and feedback

I raised the question of the difficulty we are having in balancing our aim of serving as mirrors to the communities, with your concern that we must tell community participants things they do not already know. Jim explained that at this stage, much of what we have to say will be known to some community members, but we are offering an outsider's perspective. In doing so, we help clarify where problems may lie, and this can help community members realize what they need to work on. It is often helpful to persons engaged in ongoing work to have an outsider's comments. For example, can we get persons in Atlanta to recognize the problems of communication? Even if they are aware of this -- obviously some persons are aware of it since they told it to us -- we are doing a service by pointing it out, because we can stimulate a constructive dialogue. In my view this is an essential part of the feedback process.

The situation of reflecting back what is already known to some persons will become less true in a year or so, Jim pointed out. This is because we will be observing and reporting on changes that are occurring instead of long-standing patterns.

I think of this problem as the balance between monitoring and feedback, on the one hand, and evaluation, on the other. Obviously there is little evaluation in telling community members what some of them know. But there is still an important

feedback component, and this, I think, is a valuable service. I would add that our field researchers have pointed out that even though much of what we report is known to certain community leaders, it is not known to many other community members -- some rabbis, many educators, and lay persons.

I described our decision to focus on the professional lives of educators for the next report. Jim thought this was sensible and raised no specific concerns about that.

The role of the field researchers

I explained the difficulties we've had in taking our place in the communities in light of the slow pace of implementation during the period of September to February. Jim spotted a key problem immediately: as the only persons on-site, the field researchers were the most salient members of CIJE staff. Far from blending into the background, they were CIJE's most visible presence. This problem was compounded by the limited contact from New York to the communities during this period. This placed us in a somewhat paradoxical position, in which you reported some apprehension about the field researchers, as communicated to you through informal channels, at the same time as the field researchers themselves were receiving explicit requests for help. Some of these requests were in areas they could provide assistance, and some were not.

Jim suggests that within the limits of our resources, we should be as responsive as possible, because this will ease the access and apprehension problems. This seems a sensible recommendation. More fundamentally, he urges us to rethink the role of the field researchers, and I have been giving that some consideration. The following suggestion is based on the assumption, which I have held all along, that the lead communities project is a long-term endeavor, so that early investments can be allowed time to pay off.

I want to start by clarifying some distinctions among the audiences who are to be served by the various output from the evaluation project. Community reports, written by the field researchers, should be aimed at a broad community audience. They can serve the dual purpose of encouraging a constructive dialogue (even if what they report is known to some), and providing policy-relevant information (to the extent they generate new, previously unknown information). We must allow community members to guide us in deciding what constitutes a useful community report. (These may be oral reports as well as or instead of written.) At the same time, summary reports, to be written by Ellen and me with input from the field researchers, are aimed at CIJE staff. The summary reports should be evaluative and comparative, taking stock of the communities, particularly in light of one another.

To be successful with this plan, I think we need to loosen substantially the strict controls with which we are currently binding the field researchers. They need to be free to establish closer relations with persons at the community level. Each of them has been approached by community members for specific assistance, and we must encourage them to be as active in providing this help. The only restriction we should maintain, I suggest, is that they provide the information in a timely fashion that

answers the questions we design. In the current year, these are the three questions about vision, mobilization, and educators' lives.

What does this mean in practice? I think it means we set a schedule for the field researchers, we specify the information Ellen and I need to write the summary report, and we allow the field researchers to write reports for the communities that will be responsive to the needs of each. In the long term, I would like to see the community feel ownership for the evaluation process, including the responsibility for funding the field evaluation. We might say, for example, that as of fall 1995, the communities will be responsible for their own evaluation -- either by supporting the field researchers who are already there, or by relying on evaluation mechanisms built into new programs, or some combination. That free up CIJE to support evaluation in a new round of lead communities!

The question of a survey

Jim suggested, and I agree, that the flow of events this year has made the survey a lower priority than our other activities, and I am postponing making a concrete proposal for a survey. Nonetheless we discussed a major substantive issue which I have been thinking about: Should we try to obtain quantitative outcome data that are specific to the programs initiated through the lead community process, or should we try to measure general advancement in the prospects for Jewish continuity (however that may be defined). Jim indicated that both are important. He compared the second (general assessment) to national and international tests that measure the progress of an education system. I described our intention to incorporate an evaluation component into each new program initiated by the lead communities. This effort, if successful, would provide information on program-specific outcomes. That leaves assessment of general progress to the survey. I described my ideal survey as one that would take place in nine communities: the three lead communities, three communities which applied but were not accepted as lead communities, and three other communities. We both found this to be an exciting model but agreed I should hold off with any proposal.

I look forward to your response, now or when we meet in Israel.

Yours,

Adam

cc: Jim Coleman
Ellen Goldring

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMO TO: Roberta Goodman, Claire Rottenberg, Julie Tammivaara

FROM: Virginia F. Levi *Ginny*

DATE: March 18, 1993

COPY TO: Ellen Goldring

Enclosed is a tape of the CIJE Board meeting of February 25 in which the main topic of discussion was the monitoring, evaluation and feedback project. Our thanks to Ellen and Roberta for their presentation. Ellen and I thought that each of you would find it useful to have a copy of the tape. Happy listening.

Roberta -

Thanks very much for your part in the meeting. I've had lots of positive feedback.
Ginny

Peabody College

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Departments

Post-It™ brand fax transmittal memo 7671 # of pages 10

To	Annette Hochstein	From	Ellen Goldberg
Co.	Mandel Institute	Co.	Vanderbilt
Dept.		Phone #	615-322-8000
Fax #	615-2-619951	Fax #	615-343-7094

To: Annette, Seymour, and Shmuel

From: Ellen and Adam

Subject: Notes for Upcoming Meeting with Ellen

Date: June 7, 1993

We have suggested a number of issues to discuss when we meet on June 13:

- 1) Updates since the Cleveland meetings
- 2) Update regarding the Educator Survey, and
- 3) Next steps for year two of MFE Project (including Claire's resignation).

Year two of the MFE project should continue to monitor community mobilization, visioning, and the professional lives of educators. (per the project outline). We should continue to improve upon our feedback loops both do the communities and CIJE. It is clear, however, that the project must continue beyond these crucial areas.

The next logical step is to begin to collect baseline data in each community so it will be possible to ascertain outcomes as the lead community project proceeds. This make take several forms:

1) If the communities articulate specific goals, we can begin to collect process and outcome data that pertain to specific programs initiated as part of the lead community effort. This evaluation would entail both observations of specific programs, interviews of participants and personnel, and quantitative outcome measures. Similarly, the field researchers would aid the communities in developing evaluation components for each initiative and monitor the process by which scope, content, and quality become part of the Lead Community concept.

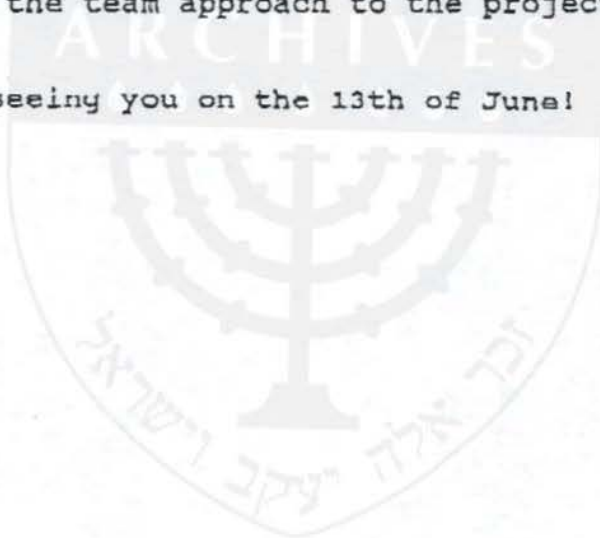
2) It is crucial to put on the agenda for all the lead communities their self studies for the fall. Like the educator survey, a common approach should be taken to the self study. The information from the self study will be crucial for measuring outcomes both in,

2 and across communities. To the extent that the self-study involves educational outcomes, such as participation rates, teacher turnover rates, and so on, we are interested in contributing to the design of the self-study.

3) Considerable attention must be given to the measurement of outcomes. We will need to educate ourselves about available tests, surveys, and questionnaires pertaining to Judaica and Hebrew and get access to experts to help with the development of such measurements for Jewish education. Surveys and other "tests" will need to be developed. We may want to begin the process of commissioning papers to address the concrete outcomes of Jewish education and their measurement.

Given these suggestions we propose that Claire's replacement have skills in qualitative research methodology, as did Claire, but also have a strong background in evaluation and quantitative measurement. This new field researcher could then play an important role, under our guidance, in contributing to the self-study and developing the quantitative parts of the evaluation project. This is consistent with the team approach to the project.

I look forward to seeing you on the 13th of June!



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3

TELEPHONE (615) 322-7311

Department of Educational Leadership • Box 314 • Direct phone 322-6000

To: Annette, Seymour, and Shmuel

From: Ellen

Subject: More Notes for our upcoming meeting

Date: June 7, 1993

I am forwarding to you brief memos written by the Field Researchers.

As you read these memos you will see that virtually no movement has been made in Atlanta and Baltimore since the Cleveland meetings.

To the best of our knowledge in Atlanta, Lauren has not talked to anyone or met with anyone except Michael Hillman, from the Jewish Educational Services. This meeting took place at the request of Michael. There are no meetings planned for CJC until after the summer.

In Baltimore the general feeling is that many issues have been settled. Beyond that, there has been little movement in the community as the memo indicates. Marcy Dickman met with Chaim, and she met with a group of Reform Educators and Rabbis. Beyond that group there has been minimal formal presentation of the Lead Community concept since May.

In contrast, Milwaukee is proceeding along. The memo indicates the types of activities Milwaukee is engaging in.

We will discuss these in more detail when I see you.

Received: by HUJIVMS via NJE (HUyMail-V61); Thu, 22 Jul 93 00:08:01
+0300

Date: Wed, 21 Jul 1993 15:36 CDT

From: <GAMORAN@WISCSSC>

Subject: memos etc.

To: MANDEL@HUJIVMS

Original_To: ANNETTE, MANDEL

Mr Shmuel and Annette,

Thanks for letting me know you'll be in touch soon. In addition to the e-mail message from last week and the fax from earlier this week, we will send tomorrow (Thurs.) our proposed plan of work for 1993-94

I've had to schedule a meeting with Esther Leah Ritz for next Tuesday, July 27, because this was the only day we could meet for the next month. I plan to tell her what we've done this year, and what we've proposed to do for next year.

I will attend the LC/CIJE meeting in Baltimore on Aug. 23-24 if you deem it a top priority. As you know, my ability to travel is very limited, and I need to make at least one and probably two trips for the MEF project this fall. This means I will definitely not be available for any other trips for CIJE for the next several months.

Received: by HUJIVMS via NJE (HUyMail-V61); Fri, 23 Jul 93
20:11:36 +0300

Date: Fri, 23 Jul 1993 12:00 CDT

From: <GAMORAN@WISCSSC>

Subject: Baltimore meetings

To: MANDEL@HUJIVMS

Original_To: ANNETTE, MANDEL

Original_cc: ELLEN

Further thoughts about my participation in the Baltimore meetings:

If the "self-study" is going to be an important agenda item,
I could probably be useful at the meeting, since we are
proposing to play a significant role in carrying out the
studies. If that is not a major agenda item, I don't see the
need for me to come -- if it is just a question of monitoring
the implementation process,
the Roberta and Julie can cover it.

Adam

266
218
Roult
Ans: 269001

To: Seymour Fox and Annette Hochstein

From: Adam Gamoran and Ellen Goldring

Re: Monitoring, Evaluation, and Feedback Plans

Date: July 25, 1993

This memo describes our plans for Monitoring, Evaluation and Feedback of Lead Communities for the next year, September 1993-August, 1994.

Our proposal is divided into three areas of work: 1) Ongoing continuation of monitoring and feedback, 2) Conducting the community self-study, and 3) Preparing for assessment of cognitive outcomes.

1) ONGOING MONITORING AND FEEDBACK

In the fall, we will present to the lead communities and CIJE a year one, cumulative report about mobilization and visions. This will follow our cumulative reports about the professional lives of educators. Next year we will continue to monitor the three areas that are central to the MEF plan and the LC effort: visions, mobilization, and professional lives of educators.

Visions. The issue of goals was not addressed in *A Time to Act*. The commission report never specified what changes should occur as a result of improving Jewish education, beyond the most general aim of Jewish continuity. Specifying goals is a challenging enterprise given the diversity within the Jewish community. Nonetheless, the lead communities project cannot advance--and it certainly cannot be evaluated--without a compilation of the desired outcomes.

For purposes of the evaluation project, we will take goals to mean outcomes that are desired within the lead communities. We anticipate uncovering multiple goals, and we expect persons in different segments of the community to hold different and sometimes conflicting preferences. Our aim is not to adjudicate among competing goals, but to uncover and spell out the visions for change that are held across the community. To some extent, goals that emerge in lead communities will be clearly stated by participants. Other goals, however, will be implicit in plans and projects, and the evaluation team will need to tease them out. The evaluation project will consider both short-term and long-term goals.

-- Educators are playing important roles as representatives of their institutions. What are the means through which the communities effectively encourage educators to further the lead community process through development and implementation of educational innovations?

-- In successful mobilization of lay leadership, what is the interplay between recruiting leaders in support of specific projects (e.g., day school scholarships), as compared with leadership for the total lead community process?

Professional lives of Jewish educators. Enhancing the profession of Jewish education is the second critical building block specified in *A Time to Act*. The Report claims that fundamental improvement in Jewish education is not possible without radical change in areas such as recruitment, training, salaries, career tracks, and empowerment of educators.

During the first year, we established baseline conditions that can serve as standards for comparison in future years. In 1993-94, we will monitor how information is being utilized from the educator survey and professional lives of educator reports, and monitor whether a treatment plan for personnel is being developed. We will learn about the components, scope, and implementation of such plans. In addition, we will continue our work on personnel and professional lives of educators by studying informal educators and adult educators.

Products. The products of this aspect of our monitoring and feedback for next year will include:

- 1) monthly feedback to the lead communities,
- 2) monthly updates to CIJE,
- 3) cumulative year two reports to communities and CIJE about visions, mobilization, and personnel, and
- 4) special topics reports as issues arise (e.g., the changing roles of BJE's).

2) COMMUNITY PROFILES (SELF STUDY)

In response to the pace of implementation in the lead communities, we are willing to take on as our responsibility the self-study. (Since this is no longer a self-study, we are terming this aspect of our work, community profiles.) Building full community profiles will be a two year process. In the first year we propose that we emphasize collecting data from community institutions and agencies to address the question: What is the educational profile of the lead communities? In the second year we propose a needs analysis/market oriented survey of clients and constituencies to determine their views and needs in regard to Jewish education in the lead communities.

outcome of Jewish education, and 2) The greater likelihood of finding appropriate assessment procedures.

One possibility is new work by an expert in the assessment of Hebrew as a second language, Professor Elana Shohamy of the Hebrew University of Jerusalem. An initial consultation with Professor Shohamy was quite promising and we will continue to work on this issue during the coming year.

4) CONCLUSION: FOSTERING EVALUATION-MINDED COMMUNITIES

As we noted in this year's progress report to the CIJE Board, the MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational and social service programs. We hope to foster this attitude by counseling reflective practitioners -- educators who are willing to think systematically about their work, and share insights with others -- and by helping to establish evaluation components in all new Lead Community initiatives.



Possibilities for addressing goals in the MEF project.

7. Issue a report which would describe educational changes that occurred during the two years, and present an assessment of the extent to which goals are being addressed. The report would include the following:

- (a) Description of the goals that have been decided upon.

This will include cognitive goals such as desired achievements in subject matter areas (e.g., Jewish history, Bible, Hebrew). Where appropriate, it will describe and attempt to measure attitudinal and behavioural goals (e.g., measures of Jewish identity, involvement in synagogue life, attitudes to Israel and to Jews throughout the world).

Every effort will be made to discover goals for a community as a whole. They will range from quantitative goals (e.g., participation rates in post-bar/bat-mitzvah education, family involvement in family education programs), as well as elements that will be agreed upon by the community-at-large (e.g., involvement in the destiny of the State

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of Israel and of Jews throughout the world, increased religious observances [according to specific denominational interpretations], changing the climate of the community concerning Jewish education, increased rates of involvement in community affairs).

- (b) Monitor initial steps taken toward reaching these goals.
- (c) Qualitative assessment of program implementation.
- (d) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.
- (e) The resources of the Mandel Institute-Harvard University Program of Scholarly Collaboration and its project on alternative conceptions of the educated Jew will be made available by the CIJE to those working on the goals aspect of the monitoring-evaluation-feedback project in the lead communities.

The faculty and staff of the religious denominations have been recruited to assist in this project. Prof. Daniel Pekarsky, a scholar in the field of philosophy of education at the University of Wisconsin, will coordinate this effort at developing and establishing goals.

Prof. Pekarsky and members of the staff of the CIJE are collecting existing examples of schools and other educational institutions in Jewish and general education, that have undertaken thoughtful definitions of their goals.

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1. Are not doing Hebrew thing

To: Annette and Seymour

From: Ellen and Adam

CC: Julie and Roberta

Re: Monitoring, Evaluation, and Feedback Plans

Date: July 25, 1993

Post-It® brand fax transmittal memo 7671		# of pages • 4
To: Annette Hochstein	From: Ellen Goldberg	
Co. Mandel Institute	Co. Vanderbilt	
Dept.	Phone # 615-322-8037	
Fax # 972-2-619-951	Fax # 615-343-7094	

This memo presents our proposal for Monitoring, Evaluation and Feedback of Lead Communities for the next year, September 1993-August, 1994.

Our proposal is divided into three areas of work: 1) Continuation of ongoing monitoring and feedback, 2) Conducting the community profiles (self-study), and 3) Conducting Hebrew language assessment in day schools.

1) ONGOING MONITORING AND FEEDBACK

In the fall, we will present to the lead communities and CIJE a year one, cumulative report about mobilization and visions. This will follow our cumulative reports about the professional lives of educators. Next year we will continue to monitor the three areas that are central to the initial phases of the MEF plan and the LC effort: mobilization, visions, and professional lives of educators. We will focus and refine our questions on specific issues which are emerging from our first years' work. For example, in terms of mobilization, one of the questions we will continue to monitor is, Are lay leaders being mobilized into the lead community process? In terms of visions, we will ask, What is the nature of the visioning process?

Perhaps the area in which we expect to see the most activity is around the topic of personnel and the professional lives of educators. In this area we will monitor how information is being utilized from the educator survey and professional lives of educator reports, and whether a plan for personnel is being developed. We will learn about the components, scope, and implementation of such plans. In addition, we will continue our work on personnel and professional lives of educators by studying informal educators and adult educators.

As implementation progresses, we will ask, What is considered when a new project is proposed? That is, who is informed, what entities are considered, what steps are taken in what order, etc.

Received: by HUJIVMS via NJE (HUyMail-V61); Mon, 26 Jul 93
19:34:43 +0300

Date: Mon, 26 Jul 1993 11:35 CDT

From: <GAMORAN@WISCSSC>

Subject: agenda for meeting with ELR

To: MANDEL@HUJIVMS

Original_To: ANNETTE, MANDEL

As per Ellen's advice, I will be adding the following to my
briefing with Esther Leah:

Your agenda for Esther is fine. I would add developing
Evaluation in the COmmunity, or developing an Evaluation -
Minded community. She is very interested in this. She wants
us to help each agency and program "know" that evaluation
should be an integral part of their work, and would should
provide assistance to them to develop such expertise and mind-
set. This is why she likes the United-Way model so much,
it provides feedback based on evaluation and goals for each
agency.

She brought this up at the board meeting when I presented our
project and I said this is something we can help with.

Received: by HUJIVMS via NJE (HUyMail-V61); Wed, 28 Jul 93
19:25:43 +0300

Date: Wed, 28 Jul 1993 11:04 CDT

From: <GAMORAN@WISCSSC>

Subject: this is not my board report, but that's coming, I
promise!

To: annette@hujivms

Original_To: ELLEN, ANNETTE

July 27, 1993

Ms. Annette Hochstein
Mandel Institute of Jerusalem
22a HaTzfira St.
Jerusalem, ISRAEL

Dear Annette,

I'm writing to report on a very productive meeting I held with
with Esther Leah Ritz earlier today. Although this is a very
hectic time for her -- she was in the midst of moving
apartments and is about to leave for a month in Europe -- she
was good enough to spend nearly two hours with me. The
purpose of the meeting was for me to brief her on (a) what the
MEF project accomplished during 1992-93; and

(b) what we have proposed to do during the coming year. (My agenda for the meeting is attached.)

In the course of my report, Esther Leah raised several important points which I want to share with you:

(1) She reminded me of the role of our project in helping the lead communities become "evaluation-minded communities;" that is, communities in which evaluation is a normal component of any ongoing project.

We discussed the ways our project can contribute to this effort. I indicated that for starters, we plan to work on this in two ways:

(a) We will work with all new initiatives within the Lead Communities to ensure that each has an evaluation component built in from the start. I noted that the language of CIJE implementation now takes this into account: Originally, the criteria for lead community projects was content, scope, and quality; evaluation is now the fourth component.

(b) Our plans include support for "reflective practitioners," two educators within each community who, under the guidance of our field researchers, will reflect on their work in systematic ways over the course of the year. As a consequence of my discussion with Esther Leah,

I now plan to include "encouraging reflective communities" as a third purpose of the MEF project. (The other two purposes are for replication in the long term and for feedback in the short term.) Finally, I would like to add this point as an addendum to the section on ONGOING MONITORING AND FEEDBACK in our proposal for work in 1993-94. I have attached the addendum to this letter.

(2) In describing our efforts to construct a feedback loop with CIJE, I noted that although we had some successes, we had not generally succeeded in providing CIJE with new information in a timely fashion. I explained some of CIJE's other ways of getting the same information we were providing. Esther Leah responded that collecting new information should not be the primary aim of our feedback to CIJE. Rather, our purpose should be to interpret and evaluate the information that comes to light. We should put it in perspective and use it to anticipate future consequences on the basis of past and ongoing situations. This should be the nature of our regular updates to CIJE.

I found this to be highly enlightening. It would free us from the paradox of reporting information that you and Seymour already know. Rather, it guides us towards emphasizing what has been most successful in our feedback so far. For example, both the summary report in February, and the oral report on Milwaukee in May,

were valuable not because of the information they contained per se, but because of the perspectives they offered and the internal discussions they generated.

I am especially interested in hearing your reactions on this point.

(3) In explaining what we had studied so far, I mentioned that our work was not about education at this point, but about communities. That is, we have not had any educational reforms to study, but there has been much to say about community dynamics.

Esther Leah seized on this point. She felt it was an important insight which should be emphasized. Rather than seeing it as a drawback or failing, she saw it as something we had learned and ought to contribute to the discourse about lead communities: The process starts with community reform, and only moves to include educational reform in a subsequent phase.

(4) She expressed no reservations whatsoever with our having commenced the MEF project while the implementation is still getting off the ground. In her view, evaluation starts with the planning process, so this year was the right time to start.

(5) She raised the issue of her board subcommittee: She would like to add other board members and make it into an operating committee. I responded that I want her, herself, as long as I can have her, but I had no objection to her adding a couple of additional board members with whom she and I could meet at subsequent board meetings. She said she would raise this issue with you, Seymour, and Mort.

(6) She also raised a question about the professional advisory committee for the MEF project. I described our original committee (Coleman, Fox, Hochstein, Inbar), and she explained that this was not adequate, a conclusion which, as you know, I had already reached. She advised me to form a committee which would include not only academics, but one or two persons familiar with Jewish education systems -- formal and informal -- and with Jewish communities. I think this is sound advice, and it is consistent with the thinking within the MEF team. I will put some thought into this, and I'd appreciate any advice you may have.

As you can see, it was an enlightening meeting to me, and I think we are very fortunate to have Esther Leah as our board advisor.

Yours,

Adam

cc: Ellen Goldring

Esther Leah Ritz

Attachment A

Adam Gamoran -- MEF Briefing for Esther Leah Ritz
July 27, 1993

I. Accomplishments and Challenges, 1992-93

A. Goals for 1992-93

1. Field Researchers
2. Visions, Mobilization, and Professional Lives of Educators

B. Adjustments

1. Pace of change
2. Access

C. Products

1. Interview protocols
2. Survey of educators
3. Reports on educators
 - a. Qualitative component
 - b. Quantitative component
 - c. Integrated report

4. Feedback loop
 - a. To CIJE
 - b. To the communities

II. Proposed plan for 1993-94

A. Ongoing monitoring and feedback

1. Year 1 cumulative report
 - a. Mobilization
 - b. Visions
2. Continued feedback to CIJE and the communities
3. Follow-up reports on mobilization, visions, and educators
4. Facilitating evaluation-minded communities
5. Special topics reports

B. Community profiles

1. Claire's resignation, and her anticipated replacement
2. Changes in our scope of work

C. Proposed assessment of 6th grade Hebrew in day schools

Attachment B

Addendum to MEF Proposed Plans for 1993-94

Under ONGOING MONITORING AND FEEDBACK, please add the following:

"The field researchers will also work with community participants to encourage reflective practice. Ultimately, we would like to foster "evaluation-minded communities," that is, in which evaluation is a routine component of all educational and social service projects and programs. We propose to initiate this effort in 1993-94 in two ways:

(a) We will work with all new initiatives within the Lead Communities to ensure that each has an evaluation component built in from the start.

(b) We will work with reflective practitioners in each community. Under the guidance of the field researchers, we will invite two educators within each community to reflect on their work in systematic ways over the course of the year.

(15)

Received: by HUJIVMS via NJE (HUyMail-V61); Mon, 18 Oct 93 05:01:47 +0200
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF #3035) id
<01H48GBKC9949QURDY@ssc.wisc.edu>; Sun, 17 Oct 1993 22:03:31 CST
Date: 17 Oct 1993 22:03:30 -0600 (CST)
From: GAMORAN@WISCAGE.BITNET
Subject: Re: Atlanta search
To: ALANHOF@HUJIVMS.BITNET
Message-id: <01H48GBKCIWA9QURDY@ssc.wisc.edu>
X-Envelope-to: ALANHOF@HUJIVMS.BITNET
X-VMS-To: IN%"ALANHOF@HUJIVMS.BITNET"
X-VMS-Cc: ELLEN, GAMORAN
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

Thanks for permission to interview Bill Robinson. We have scheduled the interview for Nov. 7 in Nashville, as I had indicated.

One thing on our minds is whether to update someone in Atlanta about this. They know about our search activities, but do not know we have a candidate to interview. I feel a need to let them know, so they will feel we are being open with them. On the other hand, I do not want to get into a struggle with them over whether we can hire the person we select, or over the procedure for selecting the person. Can you advise us on this?

Of course, this is related to the larger problem of our having the long-term plan of evaluators supported by the communities, and yet in the short term both the evaluators and their agenda are determined entirely by us.

Received: by HUIVMS via NJE (HUYMail-V61); Wed, 20 Oct 93 20:41:20 +0200
Date: Wed, 20 Oct 1993 13:36 CDT
From: <GAMORAN@WISCSSC>
Subject: message to Alan Hoffman and Annette Hochstein
To: annette@hujivms
Original_To: ALANHOF, ANNETTE
Original_cc: MANDEL, ELLEN, GAMORAN

October 20, 1993

To: Alan Hoffmann and Annette Hochstein
From: Adam Gamoran and Ellen Goldring

Re: procedures and composition of advisory committee

We are sending you three short proposals. The first is to set a policy for distributing MEF Updates to CIJE, the brief memos we prepare every month or so. The second concerns MEF Reports, e.g., on professional lives of educators, on mobilization, etc. The third proposal is about the composition of our advisory board.

Procedure for MEF Updates

1. Update memos are faxed to Ginny, for distribution to Alan, Gail, Barry, and Annette. Alan will decide whether a given memo should receive wider distribution, e.g. to Dan Pekarsky, Steve Hoffman, etc., and will ask Ginny to distribute as appropriate.

2. As advisor for MEF, Annette provides ongoing feedback on the quality and content of update memos, as the need arises.

Procedure for MEF Reports

1. Field researchers discuss tentative findings (not written reports) with community members, i.e. Chaim, Ruth, Lauren.
2. Draft reports are provided to Annette and other members of our advisory group (Coleman, Fox, Inbar, and others to be added), with 2 weeks for response. Alan would also receive a report at this stage.
3. MEF team revises reports on the basis of comments, and provides reports to Chaim, Lauren, and Ruth, allowing 2 weeks for response.
4. Final revisions made on the basis of feedback from the Chaim, Lauren, and Ruth.
5. Release reports to the audience for which they are intended. This will vary, but generally it means CIJE and/or the communities. In some cases we may want to distribute reports beyond CIJE and the LC's. These decisions will be made on a case by case basis until we are ready to formulate a policy.

Composition of Advisory Board

At present, the advisory board consists of James Coleman (chair), Seymour Fox, Annette Hochstein, and Mike Inbar. We would like to add to this group Steve Hoffman, for his expertise in Jewish communal organization, and Sharon Feiman-Nemser, for her expertise on teachers and teacher education.

We will asking our advisory board for assistance of two sorts:

- (1) Read and provide comments on periodic reports -- approximately 9-12 per year, in batches of three.
- (2) Attend one meeting per year, probably in Chicago if Coleman is able to participate, and probably in February since that's when Annette and Seymour are coming to the US, to discuss general policy issues related to our project.

I have not yet approached either Steve or Sharon about this yet. Is it all right to call on Steve in this role? After interacting with him in August, I think he would be extremely helpful. We need someone knowledgeable on the inner workings of Jewish communities to help with our interpretations. This is our weakest area, and it has turned out to be the main subject of our monitoring so far.

What are the appropriate financial arrangements to offer to Sharon? An appropriate figure might be \$150 for each report on which she provides comments, plus \$500 and travel expenses for attending the meeting. This amount is included covered in our budget. Does CIJE have a policy on consulting fees?

What should I say to Steve? Could this be worked into whatever arrangement you already have with him?

Received: by HUJIVMS via NJE (HUyMail-V61); Fri, 22 Oct 93 19:41:41 +0200
Date: Fri, 22 Oct 1993 12:43 CDT
From: <GAMORAN@WISCSSC>
Subject: policy report
To: ALANHOF@HUJIVMS
Original_To: ANNETTE
Original_cc: ELLEN, ALANHOF, GAMORAN

Dear Annette,

Thanks very much for the update. The meetings sound very productive. We're glad to hear some optimism about Atlanta, although one of us (Adam) says he'll believe it when he sees it. Regarding Milwaukee, there is no doubt of the weaknesses. The question is whether CIJE will be able to nurture what the community has to offer, building on their energy but subtly shifting their ideas and processes towards more solid, substantive changes. If MEF can play a role by supplying information needed to shake things up -- both regarding personnel and on the issue of mobilization processes -- then we will be doing our job.

The sort of policy report you describe sounds like just what we have in mind. In the report, we will draw on both sources of data (interview and survey) to identify what we see are the most pressing problems and possibilities of personnel. The lack of prior training combined with haphazard inservice, evident in both data sources, is an excellent case in point. An example on the positive side is the stability of the teaching workforce in Milwaukee, which indicates that investments in current personnel

(e.g. serious inservice) would have a chance to pay off. In our view, documenting and explaining this type of information is what a policy-oriented report can do. What we cannot do, however, is come up with a list of specific proposals for addressing the problems. That will have to come from the implementation side of CIJE, and from the communities themselves.

We would be very pleased to discuss these plans in a conference call with you and Mike I. Let's wait until we have a more complete idea of the issues we'd like to address in the report. That would be the most fruitful time for the conversation.

We agree in principle that multiple releases of information are warranted. We will have to prioritize, and allow enough time for us to get the work done, but in principle we are willing to do the work.

We look forward to hearing more about the seminar from Gail.

Best,

Adam and Ellen



Received: by HUJIVMS (HUyMail-V61); Sat, 23 Oct 93 17:54:17 +0200
Date: Sat, 23 Oct 93 17:54 +0200
Message-id: <23100093175415@HUJIVMS>
From: <ANNETTE@HUJIVMS>
To: Mandel@hujivms
Cc: ahof@hujivms

Received: by HUJIVMS (HUyMail-V61); Fri, 22 Oct 93 07:25:37 +0200
Date: Fri, 22 Oct 93 7:25 +0200
Message-id: <22100093072503@HUJIVMS>
From: <ANNETTE@HUJIVMS>
To: GOLDRIEB@VUCTRVAX
Cc: gamoran@wiscssc,
annette@hujivms
Subject: Re: (Annette, could you pass this on to Seymour also? Thanks.)

Dear Ellen and Adam,

We miss you dearly at the CIJE seminar, and I wanted to share with you some of what is being discussed and worked on - even as the seminar is going on.

The meetings began with a report on implementation by Gail. She framed the report in terms of 6 or
xxxxxxxxxxxxxxxxxxxxxx

or 7 major implementation questions such as:

"what is our role: facilitator, initiator, implementor"? "what is our place vis-a-vis the local community's strategic planning process?" "let's re-visit our goals - now that we know more about the field".

These were presented as an outcome of real-life experience and heightened the sense that we are finally dealing with the implementation situation and its complexities - rather than having some foreplay. Her questions shaped the agenda - and we have been struggling for

two days now with our personnel and enabling options as they are being played out by real people and real communities. Most interesting is the fact that our assessment of the three communities is being shaken and altered. For example it is now felt that Atlanta holds most promises, while Milwaukee has serious professional and lay leadership weaknesses.

We dealt with the educators survey at very great length. Our feeling is that if used judiciously it could be a fantastic tool for community mobilization (placing several major issues such as minimum training or knowledge on the community agenda), for negotiation of improvements (e.g. working with specific groups of institutions at an in-service training program based on evidence concerning the their current personnel's weaknesses and the absence of in-service training) and -- mainly -- to guide the preparation of a comprehensive plan for the personnel of each community by their personnel committees - based on the findings.

It was felt that the policy orientation of analysis will provide a powerful tool for all of these. It was also felt that the critical policy questions we or rather you may want to focus on should perhaps be such that offer "self-evident" want to focus on should perhaps be such that focus or highlight "self-evident educational truths" (e.g. judaics teachers having no judaics schooling can't teach judaics because we know that you better know something about what you teach... Same for pedagogic training, etc...). This would make a powerful tool for initiating the debate on change.

We were wondering whether this sort of thinking is helpful to you as you prepare the report? Whether you had in mind a report that would have such a strong policy focus or whether in fact this is a further translation of findings?

It also became clear in the discussions that the educators survey could afford multiple uses with multiple audiences, that we may want a whole spectrum of releases -- some of them being oral presentations, other being a variety of a executive summary to a main policy oriented to document to a complete analysis.

I've asked Mike Inbar to share some wisdom on this - he has helped me in the past with the rhetorical aspects of policy documents -- his field is argumentation. I was wondering whether you would be interested in a conference call with him on this topic -- whenever you are ready for it.

Gail will call one of you do report more fully on the meetings and on our discussions about the survey -- It is clear to us all that we must in the future avoid having such meetings without at least one of you present.

Hope you are doing well. Saw yesterday a bitnet come off the machine as I was leaving the office -- will respond as soon as I read it.

Best Regards,

Annette

Received: by HUJIVMS via NJE (HUyMail-V61); Tue, 26 Oct 93 16:37:59 +0200
Date: Tue, 26 Oct 1993 09:36 CDT
From: <GAMORAN@WISCSSC>
Subject: advice
To: ALANHOF@HUJIVMS
Original_To: ALANHOF, ANNETTE
Original_cc: ELLEN, GAMORAN

By the way, did you have any advice for me on whether I should contact Lauren or someone in Atlanta to let them know we are interviewing a candidate? I asked this earlier (I may have asked Alan and not Annette).



912320

> From: Gail Dorph
> To: adam , alanisrael
> barry, danny,
> ellen , ginny
> Subject: data analysis and communities

>
> I started a message that was a reply to adam, but I wasn't sure if
> everyone would get it, so if this is duplicated I'm sorry.
> Two questions emerge for me from all this: what are we going to
> do if anything to help Milwaukee at this point? what are we going to do
> as we release the data to the other communities?

>
> I was thinking that although I think Chaim and Lauren will be more
> qualified to "lead" a community through a process, perhaps we need another
> strategy anyway. Either we could not release the data without an
> executive summary or policy report or we could release it in tandem with a
> meeting with the principle community players along with Adam and Ellen and
> maybe me and the field researchers so that we could do "one plow through"
> together. This would allow community folks a chance to become more
> familiar with the data; it would help the field researchers and me be more
> helpful in terms of our ongoing work and it would also give the community
> players more input into the final product. If you think the latter is a
> good idea, would it be possible to still do something like this in
> Milwaukee as a way of responding to their current problems.

>
> Looking forward to hearing from you all. Gail

>
>

note

Date: Fri, 3 Dec 1993 8:26:39 CST

From: "Dan Pekarsky"
Subject: Goals Project
To: ALANHOF

The enclosed message mistakenly went to Gail rather than to you last week, so I am forwarding it on to you now (since it's still relevant).

Gail and I will be talking later this morning about a number of things, including the Goals Project, Montreal, and the Milwaukee Strategic Planning exercise. I also got a message from Barry in which he suggested a conversation concerning the Goals Project in the next few days. He asked me if I knew anything about a pilot project relating to goals this summer -- is this a reference to the possible seminar we discussed? In any event, I'll be talking with him about this soon.

I have yet to hear from Seymour/Marom about whether they still have in mind a meeting in January.

I got your message (and a more recent one from Ginny) regarding the January meeting in Cleveland. I will try to get in on the the 3rd so as to participate at the evening staff-meeting.

If you see or talk to Steve Aschheim, tell him I was sorry to miss his call. We were off in Chicago for Thanksgiving. I will try to call soon.

Let's be in touch soon.

MEF

Date: Fri, 3 Dec 93 8:12 +0200
From: <ALANHOF@HUJIVMS>
To: Virginia Levi
Cc: Alan Hoffmann
Subject: Re: Robinson agreement

Date: 02 Dec 93 12:07:14 EST
From: Virginia Levi
To: Alan-Israel
Cc: Ginny
Subject: Robinson agreement

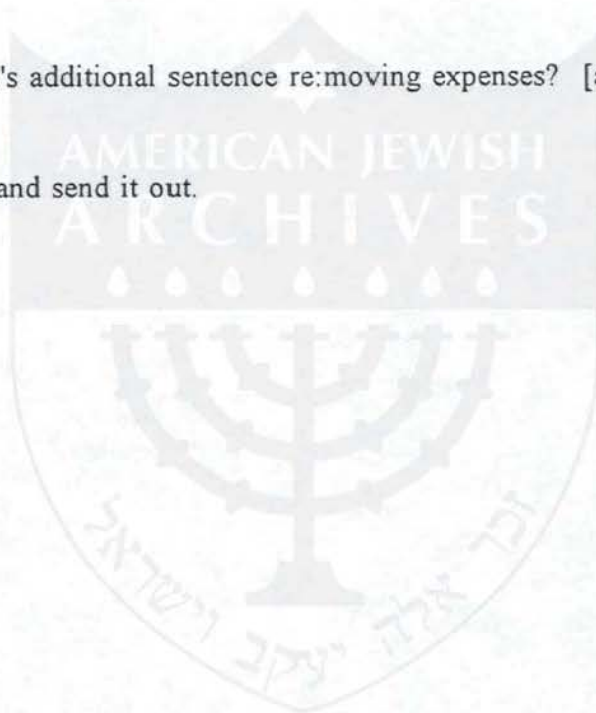
Alan,

Do you agree to Adam's additional sentence re:moving expenses? [adh: YES]

If so,

I'll finalize agreement and send it out.

Ginny



Date: Mon, 6 Dec 93 10:25 +0200
From: <ALANHOF@HUJIVMS>
To: Gail Dorph
Cc: Alan Hoffmann
Subject: Re: ellen, goals, and gesher l'keshher

1) goals ^{file?} project
2) not file
3) Ellen
from

>
> Date: 05 Dec 93 17:29:17 EST
> From: Gail Dorph
> To: alanisrael
> Subject: ellen, goals, and gesher l'keshher
>

> I think that Ellen is talking about compensation for travel and per diem in terms of the time (1/2 day to full day). She says she works for CIJE only four days a month and is already doing more. So if she is to be doing this kind of things she would need to be compensated for her time and travel.

[ADH: I WILL E-MAIL ELLEN AND DISCUSS THIS WITH HER AND ALSO TALK TO ANNETTE TO FIND OUT ON WHAT BASIS ELLEN WAS INDEED HIRED. WOULD RATHER INCREASE HER TOTAL COMPENSATION A LITTLE THAN HAVE HER RECEIVING PER DIEMS FOR HER CIJE WORK. I WILL DEAL WITH THIS WHILE YOU ARE AWAY]

In terms of Danny coming to Israel, it probably makes sense to know if goals seminar would be taking place before planning such a trip. Maybe it makes sense to plan the planning meeting for February when Annette and Seymour would be here.

[ADH: I THINK THE PROBLEM IS THAT SEYMOUR WANTS DANNY P. TO WORK WITH DANNY M. AND SHMUEL WHO WILL NOT BE IN THE US. I WOULD IDEALLY LIKE TO BE THERE BUT IT IS IMPOSSIBLE IN JANUARY.]

If you don't think you need to be at meeting, if it were in the states, then Barry and I could be there.

> What do you want to do about scheduling a meeting with gesher l'keshher folks. I'm still sitting with the stuff on my desk and I haven't gotten back to them which does not feel good.

[adh: I DEFINITELY WANT TO MEET WITH THEM WHEN I AM IN THE U.S. IN JANUARY BUT I DON'T YET HAVE DATES. I WILL TRY AND NAIL THIS DOWN WHILE I AM AWAY.]

Please advise Ginny so that perhaps she can either write to them or let me know so that I can take care of it when I return.

> I added some details to the Baltimore and Atlanta sections of the update and faxed it to Ginny a short time ago. I'm also putting a hard copy in the mail. So if you want to see it before she sends it out, she can fax it to you.

> Take care. Gail

>

MEF
Baltimore

Date: 13 Dec 93 20:40:19 EST

From: Gail Dorph
To: AlanIsrael
Subject: Julie and Machon L'morim

Hi Allen. Guess what! I'm back. And your vacation from hearing from me is over!

So, I talked to Julie to tell her that I'm going to be in Baltimore tomorrow and Wednesday. First of all, she didn't know. That surprised me. More important, she says that Friday am, she, Adam, Ellen and Roberta are having a conference call about "what does it mean that she is supposed to evaluate Machon l'morim." Apparently, the fax she got from Adam just said to go ahead with Machon l'morim and she says that she does not know what that means. Her understanding of the Milwaukee meetings was that CIJE was not going to get involved in Machon l'morim period. She has been attending the sessions (out of the goodness of her heart because Shulamith, Lee and Chaim asked her to attend). This is not part of her CIJE related business as she understands it. Yes, she is working for CIJE full time. This is over and above her full time-ness.

So her question at its most straightforward: what does it mean to be involved with Machon l'morim. She saw herself as monitoring it not evaluating? When she asked Adam about the change in direction, he said, "they decided." I guess she wants to know "who's they? and what's the decision?" She has a point.

I thought we decided this in Milwaukee in the evening meeting. She didn't hear about it for two weeks after that. And then what she heard was via fax and very vague.

I don't know if we have time to talk about this at our telecon, but it would be important for this to be clearer before their Friday telecon. And maybe it is already and just she and I don't know which is also OK, just let me know, so I don't stick my foot in my mouth.

Also, if there is anything I should know about Lee Hendler or Baltimore in general, please fill me in, because I'm on my way there after our telecon.

Gail

Date: 14 Dec 1993 08:13:58 -0600 (CST)

From: GAMORAN
Subject: Re: Julie and Machon L'morim
To: ALANHOF
Cc: 73321.1217@compuserve.com

In Milwaukee, we decided to go ahead with the evaluation of MM if they would agree to be drawn into the CIJE orbit. In Montreal, Chaim gave Alan this assurance. One of my tasks in calling Chaim was to make sure he recognized that this meant we were going to give the ok to Julie, and he told me he was aware of this and thought that was fine. (He also seemed to want Alan to do the work of bringing MM on board by talking to Lee Hendler when she is/was in Israel.)

So I let Julie know we had the ok to evaluate MM, and that I wanted to talk about what that means. I want our project to develop a plan for doing so. The first thing I will do is hear what Julie has in mind; then we'll work on it together. Even though we addressed many questions in Milwaukee, there are others we didn't have time for, and this is one of them. Are we DOING the evaluation, or setting up MM's own evaluation component, which they will do. Although we couldn't possibly evaluate every program -- or even every element of an action plan when there are many -- this is our first opportunity and we would learn from the chance to start actually evaluating. (Remember, though, what we have promised the LCs is that we will help them create evaluation components of each new LC initiative.) Either way, we need to figure out how to define scope, content, and quality -- to develop standards of measurement, even if the measurement is qualitative -- and MM gives us the opportunity to start doing that. This will be the subject of the MEF conference call on Friday.

Date: Tue, 14 Dec 1993 07:55 CDT

From: <GAMORAN
Subject: conference call re: Hirschhorn
To: ALANHOF
Original_To: ANNETTE, ALANHOF
Original_cc: GAMORAN

Seymour asked whether we could have a conference call Wednesday (tomorrow) regarding what he's worked out with David Hirschhorn. That is fine with me. Any time from 3:15-4:30pm Jerusalem time is fine. How about 3:15pm? I will be at home.



Date: Tue, 14 Dec 93 13:55 +0200

From: <ALANHOF

To: Adam Gamoran
Cc: LOCAL

Subject: Re: Julie and Machon L'morim

Date: Tue, 14 Dec 93 13:52 +0200

From: <ALANHOF
To: Gail Dorph
Cc: Virginia Levi
alanhof

Subject: Re: Julie and Machon L'morim

Date: 13 Dec 93 20:40:19 EST
From: Gail Dorph
To: AlanIsrael
Subject: Julie and Machon L'morim

Hi Allen. Guess what! I'm back. And your vacation from hearing from me is over!

[ADH:I hope you had a great time and a rest! Got to see your husband twice and meet your daughter.]

So, I talked to Julie to tell her that I'm going to be in Baltimore tomorrow and Wednesday. First of all, she didn't know. That surprised me. More important, she says that Friday am, she, Adam, Ellen and Roberta are having a conference call about "what does it mean that she is supposed to evaluate Machon l'morim." Apparently, the fax she got from Adam just said to go ahead with Machon l'morim and she says that she does not know what that means. Her understanding of the Milwaukee meetings was that CIJE was not going to get involved in Machon l'morim period. She has been attending the sessions (out of the goodness of her heart because Shulamith, Lee and Chaim asked her to attend). This is not part of her CIJE related business as she understands it. Yes, she is working for CIJE

full time. This is over and above her full time-ness.

So her question at its most straightforward: what does it mean to be involved with Machon l'morim.

[ADH:MY UNDERSTANDING OF OUR DECISION WAS THAT AS LONG AS HAIM UNDERSTOOD THAT MACHON LEMORIM COULD BECOME PART OF THE CIJE REPERTOIRE TO THE DEGREE THAT THEY WOULD ACCEPT THE FUTURE POLICY ABOUT THE PROGRAM WOULD BE MADE IN CONCERT WITH OUR PERSONNEL ACTION PLAN IN BALTIMORE]

She saw herself as monitoring it not evaluating? When she asked Adam about the change in direction, he said, "they decided." I guess she wants to know "who's they? and what's the decision?" She has a point.

[ADH:WE HAVE NO SECRETS AND I AM GOING TO FORWARD THIS MESSAGE TO ADAM AS WELL]

I thought we decided this in Milwaukee in the evening meeting. She didn't hear about it for two weeks after that. And then what she heard was via fax and very vague.

I don't know if we have time to talk about this at our telecon, but it would be important for this to be clearer before their Friday telecon. And maybe it is already and just she and I don't know which is also OK, just let me know, so I don't stick my foot in my mouth.

Also, if there is anything I should know about Lee Hendler or Baltimore in general, please fill me in, because I'm on my way there after our telecon.

[ADH:LET'S TALK ABOUT LEE HENDLER AT THE TELECON]

Gail

Date: Mon, 20 Dec 93 15:54 +0200

From: <ALANHOF
To: <GAMORAN
Cc: Virginia Levi ,
ALANHOF

Subject: Re: January meetings

Date: Sun, 19 Dec 1993 21:12 CDT

From: <GAMORAN
Subject: January meetings

To: ALANHOF
Original_To: GINNY, ALANHOF

Aside from the January 4 meeting in Cleveland, am I expected at any other meeting in January? My schedule for the month is filling up. Also, the field researchers are making travel plans.

[ADH:

Adam,

We had always said that we would have a full staff meeting in the month in which I am in the US and I am debating whether it is necessary seeing that we will be in Cleveland together. Gail has suggested a Jan 18th or 19th date in Atlanta for she and I to meet with Ellen about a Principal's Institute. Maybe we could use that date and place for an enlarged staff meeting. (Pekarsky will be in Israel.)

You and I had committed ourselves to meeting face to face with Julie in January and I have asked our office in Cleveland and in Jerusalem to check with you whether the first thing in the morning of January 6th in Baltimore is at all possible for you.

I am pushing Annette to call a MEF advisory committee meeting when she is in the US in February and I will be back for the week of February 6th through 13th only. We are tentatively talking about Friday morning February 11th in Chicago for Jim's benefit. Mike Inbar can apparently make it then too.

Let me know what you think.

alan

Date: 21 Dec 1993 15:28:22 -0600 (CST)

From: GOLDRIEB

Subject: Australia

To: 73321.1223@Compuserve.Com

Cc: alanhof, gamoran

I will be in Australia from Dec. 30-January 10.

I can be reached Jan. 1-6 at the Centra Melbourne Hotel,
phone: 61-3-629-5111, Fax: 61-3-629-5624

And Jan 6-9 at the Boulevard Hotel, Sydney.

Phone: 61-2-357-2277, Fax : 61-2-356-3786

I'm sure most of us will be in touch before then anyway.

