



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

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

Subseries 3: Lead Communities, 1988–1997.

Box
35

Folder
4

MEF. Workplans, 1992-1995.

Pages from this file are restricted and are not available online. Please
contact the [American Jewish Archives](http://AmericanJewishArchives.org) for more information.

August 1, 1992

Monitoring, Evaluation, and Feedback in Lead Communities – Tentative Plan of Work for 1992-93

I. CONTENT

For lead communities, 1992-93 will be a planning year. The agenda for the evaluation project is to raise questions that will (a) stimulate and assist the planning process; (b) enumerate the goals that lead communities intend to address; and (c) identify current practice so that progress towards goals can be assessed in the future. Broadly, the field researchers will raise three questions:

- (1) What are the visions for change in Jewish education held by members of the communities? How do the visions vary across different individuals or segments of the community? How vague or specific are these visions? To what extent do these visions crystallize over the course of the planning year (1992-1993)?
- (2) What is the extent of community mobilization for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in manpower?
- (3) What is the nature of the professional life of educators in this community? Under what conditions do teachers and principals work? For example, what are their salaries, and their degree of satisfaction with salaries? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

Visions of reform. 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.

Another reason for focusing on visions is that a lack of clear goals has hindered the success of many previous reform efforts in general education. For example, the New Futures Initiative, an effort by the Casey Foundation to invigorate educational and community services in four inner-city communities, was frustrated by poor articulation between broad goals and specific programs. Although the communities were mobilized for reform, the connections between community leaders and front-line educators did not promote far-reaching programs for fundamental changes. New programs were generally supplemental, and they tended to produce superficial changes.

Questions related to visions include asking about anticipated obstacles, about overcoming barriers between segments of the Jewish community, and about how participants foresee moving from goals to implementation. By asking questions about visions, the evaluation project will not only document goals, but will help persons at all levels of the lead communities project — lay leaders, parents, educators, and other Jewish professionals — to think about their visions of the future. This process may lead to interactive thinking about goals, and may help the communities avoid purely top-down or bottom-up strategies.

It will be important to consider the concreteness of the visions in each community. Do the visions include a concept of implementation, or do ideas about goals remain abstract? Do participants recognize a link between their visions of change and the structure they have established to bring about change?

Community mobilization. According to *A Time to Act*, mobilizing community support for Jewish education is a “building block” of the lead communities project, a condition that is essential to the success of the endeavor. This involves recruiting lay leaders and educating them about the importance of education, as well as increasing the financial resources that are committed to education. The Report quotes one commissioner as saying, “The challenge is that by the year 2000, the vast majority of these community leaders should see education as a burning issue and the rest should at least think it is important. When this is achieved . . . money will be available to finance fully the massive program envisioned by the Commission (p. 64).”

Recent advances in educational theory also emphasize the importance of community-wide, “systemic” reform instead of innovations in isolated programs. Educational change is more likely to succeed, according to this view, when it occurs in a broad, supportive context, and when there is widespread consensus on the importance of the enterprise. Hence, an important issue for the evaluation of lead communities is the breadth and depth of participation in the project. What formal and informal linkages exist among the various agencies of the community? Which agencies participate in the visions of change that have been articulated?

As part of their applications lead communities are proposing planning processes for the first year of work. In studying mobilization in the communities, we need to observe how this planning process unfolds. Is the stated design followed? Are departures from initial plans helpful or harmful? Is there broad participation? Are the planners developing thoughtful materials? We will need to describe the decision-making process. Is it open or closed? Are decisions pragmatic or wishful?

The 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. Hence, the evaluation project will establish baseline conditions which can serve as standards for comparison in future years.

Field research may center on characteristics and conditions of educators including background and training, salaries, and degree of satisfaction with salaries; school facilities; cohesiveness of school faculties cohesive; administrative support for innovation; and so on. Additionally we will observe a subset of educational programs that are in place as the lead communities project begins. These observations will be used as baseline data for comparative purposes in subsequent years. We will try to consider programs which, according to the visions articulated in the community, seem ripe for change.

II. METHODS

In the long term (e.g., four years?) it is possible to think about quantitative assessment of educational change in lead communities. This assessment would involve limited surveys that would be administered in 1993-94 and repeated perhaps every two years. For the present, the evaluation project will make only limited use of quantitative data, relying mainly on information gathered by the community itself, such as participation rates, trends in funding, teacher turnover, etc. The bulk of the assessment carried out by the evaluation project, at least during the first two years, will emphasize qualitative assessment of the process of change in lead communities. The main methodological tools will be interviews and observations.

Snowball sampling for interviews. A "snowball" technique for selecting interview respondents appears appropriate here. In this approach, the researcher identifies an initial group of respondents, and adds to the list of subjects by asking each interviewee to suggest additional respondents. At some point in an interview, for example, the researcher might ask, "Who else is involved in (program x)? Who else is a leader in this area in this community?" Subsequently, the researcher interviews some of those named by previous subjects, particularly if new subjects are named by more than one previous informant.

In the snowball approach, it is important to begin with multiple starting points, so that one does not become confined to a narrow clique within the community. We might use the following three starting points from which we would snowball outward:

- (1) Key actors identified in the lead communities proposal from each community.
- (2) A list of leaders of all community organizations that are involved in education, possibly prepared by the head of the local Jewish federation. The list must include leaders of any organizations that are not participating in the lead communities project.
- (3) Random samples of educators and lay persons not included in (1) or (2).

These samples should clarify the social ecology of the Jewish community.

Aims of evaluation. The purpose of the evaluation, especially in the first two years, is weighted more towards developing policy than towards program accountability. Feedback on the process is seen as much more important than summative evaluation, at the present time. We suspect that most Jewish educators recognize that Jewish education is not succeeding, and will understand that the field researchers are not there to document their failures. Instead, the field researchers can serve the educators and their communities by helping them reflect on their situations and by serving as mirrors in which their programs can be viewed alongside their goals.

In one sense, the evaluation project does emphasize accountability. By the end of the first year, lead communities are expected to have well-articulated visions for change, and implementation plans developed. The evaluation project will help judge whether the processes within the lead communities are leading towards these outcomes, and will assess progress toward these general goals in the spring of 1993.



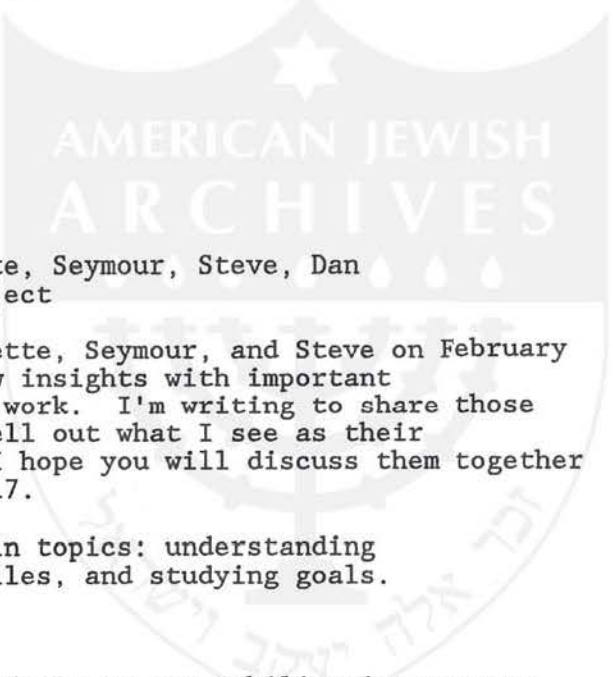
file - MEF

Subject: +Postage Due+summary of Feb 10 meeting on MEF
Date: 18-Feb-94 at 10:55
From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu

To: Virginia Levi,73321,1223

Sender: GAMORAN@ssc.wisc.edu
Received: from robin by arl-img-2.compuserve.com (8.6.4/5.930129sam)
id KAA12641; Fri, 18 Feb 1994 10:54:57 -0500
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF #3035) id
<01H90Z6YVNF49JD2G4@ssc.wisc.edu>; Fri, 18 Feb 1994 09:56:19 CST
Date: 18 Feb 1994 09:56:17 -0600 (CST)
Subject: summary of Feb 10 meeting on MEF
To: 73321.1223@compuserve.com
Message-id: <01H90Z6Z6WIQ9JD2G4@ssc.wisc.edu>
X-VMS-To: GINNY
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

February 10, 1994



To: Julie, Roberta, and Bill
From: Adam and Ellen
CC: Alan, Gail, Barry, Annette, Seymour, Steve, Dan
Re: work plan of the MEF project

In our consultation with Annette, Seymour, and Steve on February 10, we gained a number of new insights with important implications for our ongoing work. I'm writing to share those insights with you, and to spell out what I see as their implications for our work. I hope you will discuss them together in your meetings on Feb. 15-17.

The meeting covered three main topics: understanding mobilization, community profiles, and studying goals.

Understanding Mobilization

All three of the major respondents to our mobilization reports (Alan, Annette, and Steve) stressed the need for a more developed and focused assessment of the breadth and depth of mobilization in the lead communities. As Alan put it,

Because the report is written consistently from the centre outwards and shows little evidence of testing the degree and depth of mobilization of the key lay and professional actors in Milwaukee, we don't know about the penetration of the mobilization. One is left wondering, and this happens every time I visit there, whether we have an elaborate structure for mobilization without the necessary penetration.

This probably is a result of the fact that...we have no benchmarks for mobilization in any community.

In light of these comments, I posed the question to the group: How should we recognize mobilization? What are the key criteria? How can we assess the extent and depth of mobilization in a more concrete way than we have done before?

Together, we arrived at two responses. First, we obtained the attached list of eight criteria which, we are advised, constitute

mobilization. I see this as a very helpful elaboration of information which we have received in the past. As you'll recall, in the past we had to come up with our own definition of mobilization, after reading through all the relevant CIJE documents. Through this discussion, we were able to pin down a more specific list, which includes not only criteria, but suggested indicators of those criteria. I think this will be enormously helpful in carrying out our monitoring and reporting in the future.

Second, our discussion led to the realization that we (all of us, not just MEF) have not yet developed an adequate conceptual framework for studying the mobilization of Jewish communities. What is needed is a rich discussion of the issue, laying out both concepts and indicators. A primary source of information would be interviews with top professionals and lay persons in this field, such as Steve Hoffman, Mark Gurvis, Barry Schrage, Gail Dorph, Jon Woocher, Mort Mandel, and Chuck Ratner. Each of these individuals has experience in what it means to try to galvanize a Jewish community around a focal issue, particularly the issue of continuity.

I would like the MEF field research team to take up this assignment later this spring. I envision a paper on the meaning of community mobilization, taking into account CIJE "theory," our investigations in lead communities so far, and the insights of experts. The paper would likely include the eight elements that were suggested in our meeting today, but in a more sophisticated and conceptually grounded framework. Other criteria may also emerge from the interviews. Moreover, the paper would include not only concepts, but indicators as well. In this way, we would "establish benchmarks for mobilization" to be used in future assessments.

As a first step, I suggest that the field research team prepare a memo suggesting how this project could be carried out, including any modifications that seem appropriate.

It seems to me that this project dovetails nicely with Roberta's dissertation. Also I'm sure we'll benefit from Julie's expertise in figuring out how to ask the experts the right questions to find out from them how we should conceive of and recognize the mobilization of a Jewish community.

Community Profiles

I introduced our thinking on the topic by leading the group through Bill's memo of January 22. We discussed a number of possible directions in which this project could go. It seems there are at least three levels of detail that one could collect on Jewish educational institutions which might constitute institutional profiles. One level are the basic "facts," such as those listed in Box 4 and those listed on the bottom of the first page of Bill's memo. A second level is to get somewhat richer information about what's going on in the institution. This might include information about "school climate," program coherence, parent involvement, and so on, at the level of detail one might obtain from focus groups of teachers and an interview with a principal. A third level of information would be an observational study of classrooms to determine the quality students' educational experiences.

Bill's discussion of the three purposes, and his questions about timing, agenda, and inter-community relations, were well received, if not really answered. The profile data are closely linked to goals, as Bill pointed out. Thus, one item that needs to be included is information about institutional goals. At the first level of detail, this might be as simple as whether the

institution has a mission statement, and how it was produced. At the second level, we could ask whether the institution has a coherent mission, quite apart from whether it has a mission statement. At the third level, we would examine whether stated visions were reflected in classrooms.

Another way of looking at the goals issue is to ask about standards for the items on which we may propose to study for the profiles. What are the standards to which we aspire? If we can answer that question, we will have guidance about what items to study for the profile. I took this to be in keeping with Bill's point that we need to have some idea of where we want to go, in order to gather the right information at the baseline.

Both Box 4 and Bill's list are heavily skewed towards formal education. It is essential that we develop indicators for informal settings as well. Informal education has been essentially left out of our studies so far, and it is critical that it be included in this part of our work.

Where to go with this? To develop a rationale, we need to do more thinking, and more consulting with experts in the area of Jewish schooling. We need to ask, what are the key elements of a profile of a Jewish educational institution? What makes a difference? We should think very broadly at this point. After we gather some collective wisdom, we will be in position to propose what sort of indicators we wish to start measuring.

Thus, we have the task of talking to experts in the field of Jewish education -- Gail and Barry will suggest some names, and I'd make sure to include Roberta on the list -- to establish a set of both basic facts about Jewish educational institutions, and more in-depth list of aspect of schools and programs that could be investigated. This information should be summarized in a memo or paper. This information should lead to a proposal for studying the basic facts, which is where we should start in our data collection.

I think this task is in keeping with our current plans. It adds the notion that we should think more broadly, even if we intend a narrowly-focused data collection in the short term. It also emphasizes the need for a rationale, before we start collecting data.

Clearly this is a task on which Bill should take the lead, but Roberta's and Julie's insights should also figure prominently. I think this should be a team effort.

Studying Goals

Over the long term, when educational institutions in the lead communities have articulated goals, we hope to measure progress towards the goals. To prepare for that, I wanted to talk about three issues: taking stock so far, identifying goals when they emerge, and selecting goals for long-term study.

I began by asserting that we had a clear picture of the state of goals for Jewish education in the communities: There are no well-articulated, coherent, widely-shared goals with clear implications for action. Although the group accepted this statement, they indicated that this was not enough, because it says nothing about goals of individual institutions. From this discussion we arrived at the need to include the presence or absence of a mission statement in the institutional profiles and, to the extent it seems feasible, the institutional profiles could also contain information on how the mission was developed and how widely it is shared. I was also reminded that some institutions may have a coherent mission but no mission statement.

On recognizing meaningful goals, Seymour suggested three types of criteria: goals that a philosopher would recognize as meaningful, goals that would serve the purposes of a policy-maker (e.g., they would galvanize a nation or a community), and goals that can drive what goes on in classrooms. An important insight I gained from this discussion is that the quality of a goal depends partly on the context (as opposed to the content of the goal). For example, the U.S. federal goal that "All children should start school ready to learn" is arguably an effective goal from the policy-maker criterion because it is a national rallying point, whereas one Jewish movement's goal that "Jews should learn the Hebrew language" is not an effective goal because it does not lead to action on any level.

The discussion of recognizing goals when they emerge, and selecting goals for further study, will be resumed in the future. For now, the main implication for our work is that whether there is a mission statement (or a mission), and how it was developed, should be part of the institutional profiles, as noted above.

Miscellaneous

A couple of miscellaneous items came up in the course of our discussions:

(a) After sign-off by Adam, update memos intended for CIJE staff should go to Ginny, with a request that she distribute them to Alan, Barry, Gail, and Annette. If it makes sense to give the memo directly to a staff member (e.g. Gail will be in Milwaukee, etc.), a copy should still go to Ginny with instructions on who to send it to.

Please mail a full set of past update memos to Ginny.

(b) Please give me a list of all the interviewees for the study of the professional lives of educators in Baltimore. I am to assure Seymour that we've talked with a representative group, and with all the very important figures.

Towards a Work Plan for 1994

These discussions may result in a partial revision of our work plan for the remainder of 1993-94 and the beginning of 1994-95. (I'm starting to think of this as a work plan for 1994, i.e. a calendar year instead of an academic year.) Here's how I think our work shapes up. The person listed is the person with primary responsibility, but all of these tasks should be conceived of as team efforts.

Tentative Work Plan for 1994

Complete report Milwaukee teaching force (Adam, Ellen)
Complete report on mobilization in Baltimore (Julie)
Complete report on mobilization in Milwaukee (Roberta)
Write report on year 1 1/2 mobilization in Atlanta (Roberta)
Write report on professional lives of Jewish educators in Baltimore (Julie)
Write report on Baltimore teaching force (Adam, Ellen)
Write report on Atlanta teaching force (Adam, Ellen)
Write paper on Jewish community mobilization: concepts and measures (Roberta, Julie, Bill)
'Write memo or paper on institutional profiles: concepts and measures, broadly conceived (Bill)
Write proposal for short-term data collection for insitutional profiles: indicators and rationale (Bill)
Commence data collection for institutional profiles (Bill, Julie, Roberta)

Commence report on teachers in all three communities (Adam, Ellen, Julie, Roberta, Bill)

Ongoing monitoring and feedback (Julie, Roberta, Bill)

What do you think about this possible work plan? I look forward to hearing from you after your meetings on Feb. 15-17. If I remember correctly, I should expect something in writing, and then we will talk about it in our next conference call.

Indicators of Community Mobilization

1. Are powerful, key, top lay leaders mobilized?
Are they recruiting their peers to participate?
Do they represent the quality and level of leadership desired (quality measured in "wealth, wisdom, and/or work")?
2. Is there a full-time professional staff person for LC?
3. Is there a Triad or Team in place to lead and pull the LC process together, consisting of a:
 - 1) "champion" lay leader,
 - 2) supportive federation executive, and
 - 3) full time educational professional
4. Is there a wall-to-wall coalition?
Is there a cross section of Rabbis, congregational leaders, educational professional leaders, and lay leaders from all sectors, not only representatives?
Indicators of a wall-to-wall coalition may include:
Do people attend meetings?
Are they telling others about the meetings? What are they telling others?
--ask the participants, ask others
Are people taking seriously what is happening in these meetings?
--Are some people worried about not being included?
--Are members reporting back to someone about what is going on?
Are members accountable to anyone, such as a board?
Are there outreach mechanisms in place, such as a LC bulletin?
5. Are Rabbis and educators involved with LC beyond the wall-to-wall coalition?
For example, to what extent do their agendas (meetings, workplan, programs) overlap with CIJE's?
Is LC on their agendas?
Are they briefed regularly about CIJE?
Are there programmatic indications of LC work?
6. Is there significant, additional funding for education?
For example, what percent is additional?
Is there movement toward this goal?
7. Is there ferment in the community about Jewish Education?
Ferment at two levels:
 - 1) Establishment and Leadership, and
 - 2) Community at Large.For example, what is in the Jewish newspaper?
What is on the agenda for public debate?
Is Jewish education being discussed in the annual campaign?

8. Is anything happening in the area of Jewish education? For example, are new positions being created? Are vacant positions being filled? Is there centralized planning for Jewish continuity?



CIJE/wkplanII:2/94

T- Do we have in file?
1994 Workplan

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

TO: MLM [216-391-5430]
FROM: Alan D. Hoffmann
date: February 28th, 1994
re: Workplan - draft 2

As you can see from the attached, I was finally able to get my computer married up with a printer which was responsive.

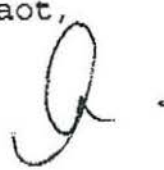
This draft is based upon the version I prepared for the January Steering committee with appropriate changes etc. I have assumed that this document may go out to Steering Committee members before April 15th and I have therefore eliminated, as we discussed in January, some confidential sections - particularly the one relating to finding my successor.

We will be speaking on Thursday and if you approve this draft I want to develop a graphic matrix which will follow the text. The matrix will have all the sections and sub-sections of the plan with a 12-month timeline. I will also develop a timeline for each individual staff person although I am not sure whether this should come to the Steering Committee.

Finally, an approved workplan will be the basic matrix for a 1994 budget.

I am indeed coming down to Florida on Wednesday afternoon and will see Florence Melton on Wednesday evening and Charles Bronfman on Thursday morning at 9.00 a.m. I will be meeting Barbara Steinberg at 1.15 p.m. and leaving for Atlanta at 4.15 from West Palm. We will need to reschedule our conversation or else I can drop in on you any time which is not one of the above times on Thursday.

Lehitraot,



S E C O N D D R A F T

T H E C I J E - 1 9 9 4 W O R K P L A N

The CIJE was created by the North American Commission on Jewish Education with a highly focussed mission which incorporated three major tasks. These are: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research. These so-called 'building blocks' all involve major long-term improvements in infrastructure for the North American Jewish community and so the Commission mandated the creation of Lead Communities. These are development and demonstration sites where, by mobilizing the leadership of the local community and by radically improving the quality of personnel for Jewish education, significant systemic change and impact could be shown to be possible relatively quickly while the national infrastructure was undergoing major reform.

The CIJE Steering Committee is presently in the process of developing a multi-year strategic vision which will articulate clear goals and benchmarks in each of the major areas of its work with specific objectives in each area. This strategic vision will constantly be revisited and revised as CIJE begins to engage its own committees in reviewing both direction and implementation. The first iteration of this multi-year vision should be completed by October 1994 and the 1995 annual workplan of the CIJE will flow directly from this process.

The 1994 Annual Workplan is, therefore, a bridge into this long-range process. It is anchored in the immediate realities of CIJE's present commitments but it also looks towards a much more focussed multi-year perspective.

The second half of 1993 saw the major investment of the resources of the CIJE in three Lead Communities - Milwaukee, Baltimore and Atlanta - with a clear objective of winning the trust of the communities and accelerating the processes of local coalition-building and of moving towards a Personnel Action Plan in each of the communities.

A working hypothesis of this 1994 workplan is that while the Lead Communities remain prime arenas for development and exploration of critical issues for North

CIJE/wkplanII:2/94

2

American Jewish education, CIJE's role is to engage a much wider circle of communities in benefitting from our experience in the Lead Communities. Also, our involvement in Lead Communities raises and will continue to raise issues and opportunities where response is most useful at a national level.

During 1994 this principle will direct CIJE into forging new partnerships with an ever-widening circle of communities while brokering with national agencies in providing support to this process. This will lead to a redeployment of staff resources and this process will have to be carefully monitored.

The present core staff of CIJE has not yet completed one full annual cycle of implementation so that the following workplan must be regarded as somewhat tentative and ungrounded in prior experience. It is an outline for 1994 priorities but doubtless will need modulation and revision as the year unfolds. In [] will appear the date by which action should take place and those responsible for that action.

Components of the 1994 workplan:

- A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE. (p.3)
- B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY (p.6)
- C. LEAD COMMUNITIES PROJECT (p.7)
- D. COALITION OF ESSENTIAL COMMUNITIES (p.10)
- E. BEST PRACTISES PROJECT (p.11)
- F. CONTENT (p.12)
- G. RESEARCH (p.13)
- H. COMMUNICATIONS AND DISSEMINATION (p.14)
- I. 1995 WORKPLAN AND BUDGET (p.15)

CIJE/wkplanII:2/94

3

A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE.

1. A **Steering Committee** is composed of the Chair of the Board of the CIJE, committee chairs, core staff and consultants. The Steering Committee will meet five times during 1994 and will develop a first iteration of a multi-year strategic vision for the CIJE. The 1995 annual workplan, derived from this strategic vision, will be presented for discussion to the September meeting of the Steering Committee and thereupon to the October 1994 meeting of the CIJE Board. ADH will staff the Steering Committee.

Action needed:

- a. Calendar for Steering Committee for 1994 including meetings at April and October board meetings.
[1/4/94: VFL]
- b. First 'Total Vision' draft.
[3/1/94: BH]
- c. Successive drafts at 1994 Steering Committee meetings.
[BH]

2. **CIJE Board Committees** include all members of the CIJE Board who serve on at least one committee. The committees are: **Building the Profession, Community Mobilization, Content and Research.**

As additional communities become part of the Coalition of Essential Communities, lay and professional leadership will be invited to join the CIJE committee structure and, ultimately, the Board.

These committees are staffed by the core full-time staff and some consultants of CIJE and will meet at each Board meeting and at least once between each board meeting for a total of four committee meetings during the year.

A workplan which is a sub-set of this workplan will be developed for each committee and will be approved for 1995 at the October board meeting. The 1994 interim workplan will be presented at the first meeting of each committee on April 20th.

Action needed:

- a. Division of Board members into committees

CIJE/wkplanII:2/94

4

- [1/21/94: MLM]
- b. Letter from Board Chair informing members about committee process.
[2/28/94: MLM]
- c. Allocation of staff to committees
[1/4/94: Suggestion: Personnel - GZD
Community Mobilization - ADH
Content - BH
Research - AdamG]
- e. Letter from committee chairs to members about specific committee agenda.
[3/8/94: Committee chairs and committee staff]
- d. Calendar for individual committee meetings
[Chairs and staff, unsynchronized]
- e. Allocation of staff for regular briefing of Board members.
[3/25/94:ADH]

3. The **CIJE Board** will meet twice in New York, April 21st and October 20th, 1994. Board meetings will be preceded by a meeting of the Steering Committee in the afternoon (April 20th and October 21st). For board members, their first attendance at committees will be on April 21st. The steering committee will serve as a nominating committee for new board members. Staff will be assigned to all board members so that each board member will be individually briefed both before each board meeting and once between each board meeting.

Action needed:

- a. Prepare Board meeting
[3/8/94: MLM/ADH/VFL]
- b. New board members nominated
[every Steering Committee meeting]
- c. Assignment of staff to board members
[3/17/94:ADH]

4. The **Executive Committee** of the Board will meet prior to each Board meeting and will be composed of committee chairs, officers and funders. The Executive will review and approve the budget of CIJE.

Action needed:

- a. Develop new 1994 budget based on 1994 workplan.
[3/15/94:ADH]
- b. Send out budget to Executive Committee prior to April board meeting.

5. **Board Communication** will be through a CIJE 'Letter from the Chair' to appear in June, August and December. In

CIJE/wkplanII:2/94

5

addition, board members will receive more specialized written briefing materials from the chair and staff of the committee on which they serve.

Action needed:

- a. Appoint writer for Chairman's letter with detailed timetable for each draft and mailing date.
[4/1/94:MLM/ADH]



CIJE/wkplanII:2/94

6

B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

This is the systematic process of bringing key North American community leadership into our work. The commissions on Jewish continuity which are emerging nationwide are the first targets for this undertaking. The emerging work of the Goals Project with lay leadership in the lead communities could form part of the content of this project.

A plan will be developed using the best of available resources (e.g. Clal) to build a replicable process for leadership development in a model community. The Board and Committee structure of CIJE should be used to bring new leadership into national involvement both as leaders and as funders. (See A above)

Action needed:

- a. First draft by June Steering Committee
[6/2/94:ADH]
- b. Identify new committee members before October Board meeting and bring to October meeting.
[9/1/94:ADH-MLM]

CIJE/wkplanII:2/94

7

C. LEAD COMMUNITIES PROJECT

A large part of CIJE's work will continue to focus on the lead communities. In 1994 the lead communities will, from CIJE's perspective, be seen as test sites where developments, successes (and problems) will be shared with an ever-widening circle of 'essential' communities.

The work of CIJE as an intermediary catalyst for systemic change in Milwaukee, Baltimore and Atlanta will focus on:

1. Four planning seminars with professional and lay leaders from all three communities to be held in March (Atlanta), May (Milwaukee), September (Baltimore) and at the G.A. in Denver in November. Each of these seminars will focus on a specific area of common implementation.

[Coordinator:GZD]

2. Strengthening the local lead community wall-to-wall coalitions by meeting with lay leaders, rabbis and educators in the community. The community mobilization process will continue to require assistance and trouble shooting. A clear goal for CIJE is to have a fully committed top level inner coalition of Federation exec. - Community champion - LC professional in each community.

3. Developing a process which would lead, by October 1994, to a written agreement between CIJE and each lead community. The exact chronology is still to be determined but a timetable for this joint learning process will be created which will oblige both the communities and the CIJE.

Action needed:

- a. Negotiated timeline towards written agreement with each community.

[3/94: GZD]

4. Moving each community towards a Personnel Action Plan based on the November 1993 training session in Montreal. Final dates for the completion of the action plan are to be set together with the community, including the funding implications.

Action needed:

CIJE/wkplanII:2/94

8

- a. Individually negotiated written timetable for personnel action plan in each community
[4/15/94:GZD]
- b. Lobbying for funding of personnel action plan
[CIJE lay leadership]

5. Providing expert support and consultation for the implementation of the Personnel Action Plan. Examples are: in-service training programs for early childhood teachers, an Institute for day school and congregational school principals.

Action needed:

- a. Plan for personnel action plans from CIJE's perspective.
[4/1/94:GZD]

6. Working with key lay and professional leadership on the articulation of institutional and community goals (Goals Project). A July seminar on Goals in cooperation with the Mandel Institute will be an important milestone in this area.

Action needed:

- a. Develop plan for goals project after January consultation with Mandel Institute team
[4/94: Dan Pekarsky]

7. Provide guidance to the Monitoring, Evaluation and Feedback support project. By February 1994 all communities will have reports on the Professional Lives of Educators and Educators survey data-gathering will have been completed. The report on community mobilization for 1992-93 will also have been completed in all 3 communities.

In January 1994 the first composite community personnel profile for Milwaukee was completed by Adam Gamoran and Ellen Goldring to be followed by Baltimore and then by Atlanta.

In the light of the new intensive involvement in the communities by the CIJE core staff, the feedback function may require reevaluation. The MEF Advisory Committee (Profs. Coleman, Inbar, Fox, Gamoran; Steven Hoffman, Alan Hoffmann and Annette Hochstein) will teleconference and convene in August to discuss this and other issues and to approve the Sept. 1994 - Aug. 1995 MEF workplan.

For action:

- a. Proposal for MEF Advisory Committee
[4/15/94: AG]

CIJE/wkplanII:2/94

9

8. Develop Pilot Projects, or Action-before-the-Action-Plan in each community. These are personnel initiatives which communities will adopt before they have a fully articulated and supported local personnel action plan.

Amongst the options proposed are: planful recruiting of Jerusalem Fellows and Senior Educators; ongoing Leadership Institute for Principals; Basic Jewish literacy for early childhood professional; a seminar on goals in Israel. The communities informed CIJE which of these pilot projects they wish to undertake. CIJE will provide expert support both from its own staff and from outside experts to build these projects.



CIJE/wkplanII:2/94

10

D. COALITION OF ESSENTIAL COMMUNITIES

The mission of the CIJE is to be a agent for systemic change for North American Jewish education. The key assumptions are that personnel development and community mobilization are indispensable to systemic change. Lead communities are test sites where both the notion of systemic change and the individual components of systemic reform can be developed and refined.

CIJE is committed to sharing its work with the entire North American Jewish community in a way which will impact as early, as quickly, and as effectively as possible.

A new coalition of those communities who have made a major commitment to improving and investing in Jewish education at the local level will:

1. Be a vehicle for CIJE to share its experience and then assist a continually expanding universe of communities to implement those components which meet their needs. An example of this is the sequence which leads from multi-faceted research on the personnel situation in a given community through policy report and then to a personnel action plan.
2. Mobilize ever-increasing key lay leadership for Jewish education.
3. Become a powerful lobby in directing the training institutions and denominations to provide solutions to the educational needs of communities.
4. Mobilize for changing the funding priorities of the North American Jewish community.
5. Share in developments which may still be on the CIJE drawing boards. An example is the Goals project for lay leaders and professionals.

This coalition is likely to include many of those communities who initially applied to become Lead communities. Many have made remarkable achievements over this period without CIJE and the coalition will become a place for sharing amongst like-minded 'essential' communities. Lead communities will automatically be members in the coalition.

A first meeting should take place in May with a small group of individuals responsible for Commissions of Jewish Continuity in key communities to explore the notion of the coalition.

Staff: ADH with SHH's guidance.

CIJE/wkplanII:2/94

11

E. BEST PRACTISES PROJECT

A plan for the development of Best Practises anthologies was presented by Dr. Barry Holtz to the Board in August 1993 (appendix 1).

A plan will be developed which relates to the use of the Best Practises materials for personnel and lay leadership development in 1994 and brought to the Steering Committee.

Action needed:

- a. Plan for use of Best Practises in different contexts.
[4/94:BH]



CIJE/wkplanII:2/94

12

F. CONTENT

1. **Goals:** The Mandel Commission deliberately evaded the issue of the goals of Jewish education. In the past year in all the lead communities we have had requests for assistance in developing 'mission statements', 'visions', and 'visioning' (!).

In parallel the Mandel Institute in Jerusalem has, over the past 3 years, been engaged in a pathbreaking project which examines different conceptions of the Educated Jew and their different implications for a Jewish education. The project is now at the stage where these deliberations can have significant impact on the setting of institutional goals and community goals for Jewish education in North America. Community lay leadership on one hand and the training institutions on the other need to begin to grapple with this issue in a planful way.

The Mandel Institute has agreed to provide help to CIJE in building this domain and Prof. Daniel Pekarsky will lead the project in North America. After a January consultation in Israel, this was a key topic of the February staff seminar in New York and will lead to a seminar for selected lay leaders and professionals of the lead communities and the coalition of essential communities in July 1994 in Jerusalem.

Action needed:

- a. Develop a plan for the goals project
[4/94: DP]

2. **Best Practises:** See section **E** above.

CIJE/wkplanII:2/94

13

G. RESEARCH

The formulation of a comprehensive agenda for research for North American Jewish education is one of the three major recommendations of the North American commission. At the moment CIJE is not involved in any planful process leading to building the agenda for research, yet the MEF project is currently the largest research undertaking in Jewish education in North America.

As in several other spheres of the work of CIJE, our work in MEF in the lead communities is raising many generalizable questions which ultimately will become part of the continental agenda for research.

In order to develop a plan for building research and research capacity in this field, CIJE will have to consult with some of the best minds in educational research, sociology and sociology of knowledge. Such a consultation should take place in September and should lead to a first iteration of a strategy to be presented to the October Steering Committee. Adam Gamoran and ADH will plan that consultation.

CIJE/wkplanII:2/94

14

H. COMMUNICATIONS AND DISSEMINATION

A brochure describing CIJE and intended for general distribution is presently being designed and will be completed at the end of February [Santee Brawarsky].

In parallel a plan will be developed for telling the story of the CIJE in a wide variety of contexts ranging from key lay leadership through professional educators, rabbis, community professionals, the Jewish press, the non-Jewish press, Jewish journals etc. [Santee]. This is in addition to the need to develop an internal communication program for the CIJE board referred to in A above.

CIJE will also have to decide at which regional and national Jewish forums - lay and professional - it wishes to appear and how much of our human resources to appropriate to this important but all-consuming area. An outline for 1994 will be proposed to the Steering Committee in September [BH]

The Lilly Foundation has proposed a high-level consultation between CIJE and leaders in American religious education during 1994 which Lilly will convene. We are currently awaiting a response from Lilly about the date.

For action:

- a. Plan for written communications
[4/1/94:SB]
- b. Plan for Jewish professional and lay forums
during 1994
[4/1/94: BH]

CIJE/wkplanII:2/94

15

I. 1995 WORKPLAN AND BUDGET

The 1995 workplan will flow from the work of the Steering Committee and its articulation of a multi-year strategic vision for the CIJE.

For action:

- a. Draft workplan [7/94:ADH]
- b. Second draft for Steering Committee [9/94:ADH]
- c. Final draft for October Board Meeting [ADH]



file MEF

Subject: +Postage Due+proposed MEF work plan
Date: 04-Apr-94 at 10:34
From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
To: Virginia Levi,73321,1223
73321,1220

Sender: GAMORAN@ssc.wisc.edu
Received: from robin by dub-img-2.compuserve.com (8.6.4/5.930129sam)
id KAA03326; Mon, 4 Apr 1994 10:34:01 -0400
From: <GAMORAN@ssc.wisc.edu>
Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF #3035) id
<01HAQF18PY6OBMA00I@ssc.wisc.edu>; Sun, 3 Apr 1994 09:28:26 CST
Date: 03 Apr 1994 09:28:24 -0600 (CST)
Subject: proposed MEF work plan
To: 73321.1220@compuserve.com
Cc: 73321.1223@compuserve.com
Message-id: <01HAQF18RORMBMA00I@ssc.wisc.edu>
X-VMS-To: ALANHOF, ALHOFUS
X-VMS-Cc: ANNETTE, GINNY
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT

CONFIDENTIAL -- FOR DISTRIBUTION ONLY WITHIN CIJE

MEF Work Plan
April 1, 1994 - December 31, 1994

This work plan is an extension of the plan submitted in July 1993, which described work to be performed through July 1994. An important revision to the earlier plan is that the study of goals for educational change now runs through all the components of the work plan.

I. Ongoing Monitoring and Evaluation

A. Monitoring and Evaluation of the Personnel Action Plan

This component of the project will emphasize monitoring and evaluation of the development and implementation of a personnel action plan in each Lead Community. We are concerned with questions such as:

1. How was the plan developed? Who participated, who did not, and what was the process?
2. What information was used to develop the plan? In particular, were MEF reports used, and if so, how? What other data are on record for targeted institutions, programs, and persons?
3. Does the action plan include specific goals for the enhancement of personnel? What are its goals and purposes? How will progress towards the goals be evaluated?
4. In what way is the plan innovative? How will it change the Jewish educator work force in the community?
4. What is the timeline for the plan?
5. What funding provisions have been made or are intended for implementing the plan?

B. Monitoring and Evaluation of Lead Community Projects

As Lead Community Projects are developed (probably beginning with pilot projects), we will work with community leaders to establish

standards of scope, quality, and content by which the projects can be evaluated. Subsequently, we will engage in active monitoring leading to the evaluation of Lead Community Projects according to these standards.

C. Monitoring of Community Mobilization

As proposed by our advisory board, we will conduct interviews to develop conceptions and establish criteria by which community mobilization can be evaluated. This will result in a paper outlining the concepts and measures of mobilization.

In addition, we will continue to monitor the emergence of goals for Jewish education in the Lead Communities, through observations at meetings and discussions with educators, lay leaders, and community professionals.

II. Community Profiles

A. Educator Surveys and Interviews

Educators in formal settings have been surveyed in all three communities. Reports on interviews with Milwaukee and Atlanta educators were released last fall, and a report on interviews with Baltimore educators is under preparation. A report integrating interview and survey data on Milwaukee teachers, with guidance for policy, was issued this spring, and analyses of survey data on teachers in Baltimore and Atlanta are underway. This summer we will prepare reports for Baltimore and Atlanta that combine the survey and interview data on teachers, leading to policy recommendations for these communities.

As soon as the data processing equipment becomes available, we will analyze data from the educational leader surveys, beginning with data from Milwaukee. Assuming the equipment is available no later than June 1, we will analyze the data during the summer. In the fall, we will produce a report for each community that combines interview and survey data on educational leaders.

B. Institutional Profiles

We are preparing to construct profiles of educational institutions in the three Lead Communities, as outlined in the CIJE Planning Guide. This project will gather data about the extent, size, nature, and resources of Jewish educational programs, such as who is served, what programs are offered, how the programs are funded, and so on. The project serves three purposes:

1. To provide information for communal and institutional planning. As goals for Jewish education are identified, information on the current state of Jewish education will make it possible to map out a plan for moving from the current situation towards the desired goals.
2. To establish a baseline so that subsequent changes in the provision of Jewish education can be measured against an initial starting point.
3. To engage the communities and their institutions in a self-study process, nurturing "reflective communities" and helping to foster mobilization.

Both formal and informal educational programs will be included in the institutional profiles. Institutions targeted in community action plans, and institutions participating in Lead Community goal-setting processes, will receive priority for participation

in the institutional profiles.

Our current plan of work in this domain is as follows: First, we will elaborate on the three purposes of the project in a more detailed proposal which is currently under preparation. Second, we will conduct telephone interviews with experts, including Jewish educators and administrators of communal agencies, to help us settle on the indicators that should be incorporated into the institutional profiles. (As a starting point, we are thinking about the items listed in Box 4, p. 12, of the Planning Guide). During this period, we will also meet with community leaders to find out what data are already available or routinely collected. Third, we will draft a survey instrument for data collection. Fourth, we will meet with community leaders to obtain their input on the content of the instrument, and to seek their participation in the administration of the survey.

In light of the need for community input into the design, and participation in the implementation of the survey, we expect to administer the survey immediately after the holidays next fall.

DATE	PRODUCT	PERSON(S) RESPONSIBLE
April 15	Proposal to develop institutional profiles	Bill Robinson
April 30	Revised report on mobilization in Milwaukee	Roberta Goodman
April 30	Revised report on mobilization in Baltimore	Julie Tammivaara
May 31	Report on mobilization in Atlanta	Roberta Goodman
May 31	Report on professional lives of Jewish educators in Baltimore	Julie Tammivaara
June 30	Draft instrument for institutional profiles	Bill Robinson
June 30	Interview protocol for studying concepts and measures of mobilization	Roberta Julie
June 30	Report on Baltimore teaching force	Adam Ellen Julie
August 31	Report on Atlanta teaching force	Adam Ellen Bill
August 31	Instrument for institutional profiles	Bill Robinson
September 30	Paper on Jewish community mobilization: concepts and measures	Roberta Julie Bill
September 30	Report on educational leaders in Milwaukee	Adam Ellen Roberta Bill
October 31	Report on educational leaders in Baltimore	Adam Ellen Julie Bill
November 30	Report on educational leaders in Atlanta	Adam Ellen Bill
December 31	Reports on progress of personnel action plans in Atlanta, Baltimore, and Milwaukee	Julie Roberta Bill
December 31	Paper on teaching force in all three communities	Adam Ellen Roberta Bill Julie
December 31	Proposal to survey institutional	Bill Robinson

practices



Date: Sun, 3 Apr 1994 09:28 CDT
From: <GAMORAN
Subject: proposed MEF work plan
To: ALANHOF@HUJIVMS
Original_To: ALANHOF, ALHOFUS
Original_cc: ANNETTE, GINNY

CONFIDENTIAL -- FOR DISTRIBUTION ONLY WITHIN CIJE

MEF Work Plan
April 1, 1994 - December 31, 1994

This work plan is an extension of the plan submitted in July 1993, which described work to be performed through July 1994. An important revision to the earlier plan is that the study of goals for educational change now runs through all the components of the work plan.

I. Ongoing Monitoring and Evaluation

A. Monitoring and Evaluation of the Personnel Action Plan

This component of the project will emphasize monitoring and evaluation of the development and implementation of a personnel action plan in each Lead Community. We are concerned with questions such as:

1. How was the plan developed? Who participated, who did not, and what was the process?
2. What information was used to develop the plan? In particular, were MEF reports used, and if so, how? What other data are on record for targeted institutions, programs, and persons?
3. Does the action plan include specific goals for the enhancement of personnel? What are its goals and purposes? How will progress towards the goals be evaluated?
4. In what way is the plan innovative? How will it change the Jewish educator work force in the community?
4. What is the timeline for the plan?
5. What funding provisions have been made or are intended for implementing the plan?

- General*
- ① Has Annette seen this and what does she think?
 - ② Need to write something for discussion.
 - ③ Talk to Annette
 - ④ was see what by wrote
 - ⑤ What about expansion beyond 3 communities.
 - ⑥ Informal educator survey.

B. Monitoring and Evaluation of Lead Community Projects

As Lead Community Projects are developed (probably beginning with pilot projects), we will work with community leaders to establish standards of scope, quality, and content by which the projects can be evaluated. Subsequently, we will engage in active monitoring leading to the evaluation of Lead Community Projects according to these standards.

Who will do this?
why here?

What does not mean?

C. Monitoring of Community Mobilization

As proposed by our advisory board, we will conduct interviews to develop conceptions and establish criteria by which community mobilization can be evaluated. This will result in a paper outlining the concepts and measures of mobilization.

Who does?

In addition, we will continue to monitor the emergence of goals for Jewish education in the Lead Communities, through observations at meetings and discussions with educators, lay leaders, and community professionals.

II. Community Profiles

A. Educator Surveys and Interviews

Educators in formal settings have been surveyed in all three communities. Reports on interviews with Milwaukee and Atlanta educators were released last fall, and a report on interviews with Baltimore educators is under preparation. A report integrating interview and survey data on Milwaukee teachers, with guidance for policy, was issued this spring, and analyses of survey data on teachers in Baltimore and Atlanta are underway. This summer we will prepare reports for Baltimore and Atlanta that combine the survey and interview data on teachers, leading to policy recommendations for these communities.

✓

As soon as the data processing equipment becomes available, we will analyze data from the educational leader surveys, beginning with data from Milwaukee. Assuming the equipment is available no later than June 1, we will analyze the data during the summer. In the fall, we will produce a report for each community that combines interview and survey data on educational leaders.

Good

Who?

IN THE COMMUNITY REPORT FOR OUR OWN BOARD

B. Institutional Profiles

We are preparing to construct profiles of educational institutions in the three Lead Communities, as outlined in the CIJE Planning Guide. This project will gather data about the extent, size, nature, and resources of Jewish educational programs, such as who is served, what programs are offered, how the programs are funded, and so on. The project serves three purposes:

1. To provide information for communal and institutional planning. As goals for Jewish education are identified, information on the current state of Jewish education will make it possible to map out a plan for moving from the current situation towards the desired goals. ✓
2. To establish a baseline so that subsequent changes in the provision of Jewish education can be measured against an initial starting point. ✓
3. To engage the communities and their institutions in a self-study process, nurturing "reflective communities" and helping to foster mobilization. ✓

Both formal and informal educational programs will be included in the institutional profiles. Institutions targeted in community action plans, and institutions participating in Lead Community goal-setting processes, will receive priority for participation in the institutional profiles. ✓

Our current plan of work in this domain is as follows: First, we will elaborate on the three purposes of the project in a more detailed proposal which is currently under preparation. Second, we will conduct telephone interviews with experts, including Jewish educators and administrators of communal agencies, to help us settle on the indicators that should be incorporated into the institutional profiles. (As a starting point, we are thinking about the items listed in Box 4, p. 12, of the Planning Guide). During this period, we will also meet with community leaders to find out what data are already available or routinely collected. Third, we will draft a survey instrument for data collection. Fourth, we will meet with community leaders to obtain their input on the content of the instrument, and to seek their participation in the administration of the survey.

formed and reported
all institutions.

Need a TOTAL
map.

In light of the need for community input into the design, and participation in the implementation of the survey, we expect to administer the survey immediately after the holidays next fall.

Products and Time Line

DATE	PRODUCT	PERSON(S)	RESPONSIBLE
April 15	Proposal to develop institutional profiles	Bill Robinson	✓
April 30	Revised report on mobilization in Milwaukee	Roberta Goodman	✓
April 30	Revised report on mobilization in Baltimore	Julie Tammivaara	✓
May 31	Report on mobilization in Atlanta	Roberta Goodman	✓
May 31	Report on professional lives of Jewish educators in Baltimore	Julie Tammivaara	
June 30	Draft instrument for institutional profiles	Bill Robinson	✓
June 30	Interview protocol for studying concepts and measures of mobilization	Roberta Julie	??
June 30	Report on Baltimore teaching force	Adam Ellen Julie	✓
August 31	Report on Atlanta teaching force	Adam Ellen Bill	✓
August 31	Instrument for institutional profiles	Bill Robinson	✓
September 30	Paper on Jewish community mobilization: concepts and measures	Roberta Julie Bill	
September 30	Report on educational leaders in Milwaukee	Adam Ellen Roberta Bill	OK.
October 31	Report on educational leaders in Baltimore	Adam Ellen Julie Bill	TOO LATE
November 30	Report on educational leaders in Atlanta	Adam Ellen Bill	TOO LATE

could I share with committee.

??



Integrative report on 3 communities.

December 31 Reports on progress of personnel action plans in Atlanta, Baltimore, and Milwaukee Julie Roberta Bill

December 31 Paper on teaching force in all three communities Adam Ellen Roberta Bill Julie

December 31 Proposal to survey institutional practices Bill Robinson



CONFIDENTIAL -- FOR DISTRIBUTION ONLY WITHIN CIJE

MEF Work Plan
April 1, 1994 - December 31, 1994

This work plan is an extension of the plan submitted in July 1993, which described work to be performed through July 1994. An important revision to the earlier plan is that the study of goals for educational change now runs through all the components of the work plan.

I. Ongoing Monitoring and Evaluation

A. Monitoring and Evaluation of the Personnel Action Plan

This component of the project will emphasize monitoring and evaluation of the development and implementation of a personnel action plan in each Lead Community. We are concerned with questions such as:

1. How was the plan developed? Who participated, who did not, and what was the process?
2. What information was used to develop the plan? In particular, were MEF reports used, and if so, how? What other data are on record for targeted institutions, programs, and persons?
3. Does the action plan include specific goals for the enhancement of personnel? What are its goals and purposes? How will progress towards the goals be evaluated?
4. In what way is the plan innovative? How will it change the Jewish educator work force in the community?
4. What is the timeline for the plan?
5. What funding provisions have been made or are intended for implementing the plan?

B. Monitoring and Evaluation of Lead Community Projects

As Lead Community Projects are developed (probably beginning with pilot projects), we will work with community leaders to establish standards of scope, quality, and content by which the projects can be evaluated. Subsequently, we will engage in active monitoring leading to the evaluation of Lead Community Projects according to these standards.

C. Monitoring of Community Mobilization

As proposed by our advisory board, we will conduct interviews to develop conceptions and establish criteria by which community mobilization can be evaluated. This will result in a paper outlining the concepts and measures of mobilization.

Ginny, file-MEF
Please note that
a budget is
attached - Adam

In addition, we will continue to monitor the emergence of goals for Jewish education in the Lead Communities, through observations at meetings and discussions with educators, lay leaders, and community professionals.

II. Community Profiles

A. Educator Surveys and Interviews

Educators in formal settings have been surveyed in all three communities. Reports on interviews with Milwaukee and Atlanta educators were released last fall, and a report on interviews with Baltimore educators is under preparation. A report integrating interview and survey data on Milwaukee teachers, with guidance for policy, was issued this spring, and analyses of survey data on teachers in Baltimore and Atlanta are underway. This summer we will prepare reports for Baltimore and Atlanta that combine the survey and interview data on teachers, leading to policy recommendations for these communities.

As soon as the data processing equipment becomes available, we will analyze data from the educational leader surveys, beginning with data from Milwaukee. Assuming the equipment is available no later than June 1, we will analyze the data during the summer. In the fall, we will produce a report for each community that combines interview and survey data on educational leaders.

B. Institutional Profiles

We are preparing to construct profiles of educational institutions in the three Lead Communities, as outlined in the CIJE Planning Guide. This project will gather data about the extent, size, nature, and resources of Jewish educational programs, such as who is served, what programs are offered, how the programs are funded, and so on. The project serves three purposes:

1. To provide information for communal and institutional planning. As goals for Jewish education are identified, information on the current state of Jewish education will make it possible to map out a plan for moving from the current situation towards the desired goals.
2. To establish a baseline so that subsequent changes in the provision of Jewish education can be measured against an initial starting point.
3. To engage the communities and their institutions in a self-study process, nurturing "reflective communities" and helping to foster mobilization.

Both formal and informal educational programs will be included in the institutional profiles. Institutions targeted in community action plans, and institutions participating in Lead

Community goal-setting processes, will receive priority for participation in the institutional profiles.

Our current plan of work in this domain is as follows: First, we will elaborate on the three purposes of the project in a more detailed proposal which is currently under preparation. Second, we will conduct telephone interviews with experts, including Jewish educators and administrators of communal agencies, to help us settle on the indicators that should be incorporated into the institutional profiles. (As a starting point, we are thinking about the items listed in Box 4, p. 12, of the Planning Guide). During this period, we will also meet with community leaders to find out what data are already available or routinely collected. Third, we will draft a survey instrument for data collection. Fourth, we will meet with community leaders to obtain their input on the content of the instrument, and to seek their participation in the administration of the survey.

In light of the need for community input into the design, and participation in the implementation of the survey, we expect to administer the survey immediately after the holidays next fall.



Products and Time Line

DATE	PRODUCT	PERSON(S) RESPONSIBLE
April 15	Proposal to develop institutional profiles	Bill Robinson
April 30	Revised report on mobilization in Milwaukee	Roberta Goodman
April 30	Revised report on mobilization in Baltimore	Julie Tammivaara
May 31	Report on mobilization in Atlanta	Roberta Goodman
May 31	Report on professional lives of Jewish educators in Baltimore	Julie Tammivaara
June 30	Draft instrument for institutional profiles	Bill Robinson
June 30	Interview protocol for studying concepts and measures of mobilization	Roberta Goodman, Julie Tammivaara
June 30	Report on Baltimore teaching force	Adam Gamoran, Ellen Goldring, Julie Tammivaara
August 31	Report on Atlanta teaching force	Adam Gamoran, Ellen Goldring, Bill Robinson
August 31	Instrument for institutional profiles	Bill Robinson
September 30	Paper on Jewish community mobilization: concepts and measures	Roberta Goodman, Julie Tammivaara, Bill Robinson
September 30	Report on educational leaders in Milwaukee	Adam Gamoran, Ellen Goldring, Roberta Goodman, Bill Robinson
October 31	Report on educational leaders in Baltimore	Adam Gamoran, Ellen Goldring, Julie Tammivaara, Bill Robinson
November 30	Report on educational leaders in Atlanta	Adam Gamoran, Ellen Goldring, Bill Robinson
December 31	Reports on progress of personnel action plans in Atlanta, Baltimore, and Milwaukee	Julie Tammivaara, Roberta Goodman, Bill Robinson
December 31	Paper on teaching force in all three communities	Adam Gamoran, Ellen Goldring, Roberta Goodman, Bill Robinson, Julie Tammivaara
December 31	Proposal to survey institutional practices	Bill Robinson

*file - MEF
(is there a file on work plan?)*

Subject: ADAM GAMORAN'S SUMMARY NOTES FROM OUR MEETING IN MILWAUKEE
Date: 06-May-94 at 08:17
From: Alan D. Hoffmann, 73321,1220

To: Virginia Levi, 73321,1223
Alan Hoffmann, 73321,1220

CC: Barry Holtz, 73321,1221
Gail Dorph, 73321,1217
alan, INTERNET:alanhof@vms.huji.ac.il
Abby Pitkowsky, INTERNET:ABBY@vms.huji.ac.il

GAIL, BARRY AND GINNY,

I AM SENDING THIS DOCUMENT ON TO YOU EVEN THOUGH IT HAS NOT YET PASSED THROUGH ALL THE HOOPS. YOU WILL SEE THAT STEVE GOT A COPY BECAUSE HE IS A MEF ADVISORY COMMITTEE MEMBER.\

PLEASE DO NOT RESPOND TO ADAM DIRECTLY OR TO ELLEN IF YOU HAVE THOUGHTS BUT TO ME - UNTIL THIS IS A MORE PUBLIC DOCUMENT.

ALAN

May 4, 1994

To: Alan Hoffman
From: Adam Gamoran and Ellen Goldring
CC: Annette Hochstein and Steve Hoffman
Re: notes from our meeting with you on 5/1/94

As we decided at the conclusion of our meeting, here are (a) notes from our meeting and (b) a list of potential tasks for us, tentatively prioritized, and a corresponding list of support needed to carry them out.

AGENDA

We were able to discuss four major items on our agenda:

- (1) The board subcommittee on research and evaluation
- (2) the MEF work plan
- (3) the MEF advisory committee
- (4) dissemination beyond Lead Community reports

BOARD SUBCOMMITTEE

We observed two problems with the recent meeting of the board subcommittee:

- (a) Members of the subcommittee were not familiar with MEF, and the linkage between MEF in Lead Communities and CIJE's research mission was ambiguous.
- (b) Members of the subcommittee seemed unaware of CIJE's overall program of promoting Jewish continuity by improving Jewish education; some questioned whether why we were studying personel (how did we know that would make a difference?) and others, stimulated by Barry Kosmin's presentation, asked whether we should perhaps study identity instead of education.

As you explained, this is a problem of educating the lay board. At the next meeting, we need a serious discussion of what it means to set out a research agenda for Jewish education. This may require a panel of experts. Is there a potential for research on Jewish education in America? If yes, what would be the role of the Jewish community, and what would be the role of the secular educational research community?

Your view was that the October meeting must be carefully thought through and planned well in advance. You also noted that alternate staffing of Ellen and Adam is problematic in this context.

There are three main tasks to working with a board committee: (1) Working with the chair; (2) Working with other committee members; (3) Working on the content. Of these, the third is the real work.

MEF WORK PLAN

In responding to our work plan of 4/1/94, you raised four concerns at the outset:

- (1) There is not enough attention to informal education.
- (2) You are pleased to see educational leaders addressed, but noted that only the characteristics of leaders, and not leadership itself, will be addressed. That is a concern.
- (3) It is not clear how the work plan moves beyond three communities, as CIJE is planning to do.
- (4) The timing of writing the cross-community report on educations was not satisfactory.

Essentially, you said that the pieces of the work plan are fine in themselves, but the timing and priorities they imply need further discussion.

Mobilization

We discussed our ongoing monitoring of community mobilization, and reached a consensus that the documents produced by the field researchers, though rich in detail, are better seen as raw data than as interpretive reports. We discussed the need for a cross-community report on mobilization with more interpretation. This might be useful for the board subcommittee on mobilization, as well as for CIJE staff. Adam suggested that a comparative report could be helpful in drawing lessons in anticipation of CIJE's likely transformation as envisioned in the 10-year plan.

Institutional Profiles

In light of the emerging centrality of the goals project, an instrument to create institutional profiles will definitely be needed. Our task now should be to study and design an instrument for the profiles, without necessarily planning to implement them on a community-wide basis next fall. On the contrary, we should move more towards an instrument useful to individual institutions (as opposed to an instrument mainly for community-wide purposes), which would be used by institutions engaged in vision-driven reform. (Note: We raised, but did not have time to discuss, the question of what happens to systemic reform when innovation is driven by individual institutions.) If possible, we should have an instrument ready to be used by institutions that get "on-board" after the goals seminar this summer. The purpose of the instrument would be to permit baseline assessment of the institution(s) so that progress could be assessed over time.

We also discussed the need for deeper profiles that would include data about teachers' sense of mission, unity of purpose, etc. We did not set a time frame for addressing such issues. Moving a step further, we also discussed the need for data on constituencies (and potential constituencies) -- i.e., parents and students. We did not set a time frame for this work either.

We concluded that Bill should go ahead with interviews of experts in Jewish education, with the aim of creating a draft instrument to present at the August MEF advisory committee meeting. The draft would be accompanied by a rationale for each indicator.

Bill needs to talk with Dan Pekarsky to discuss the linkage between the institutional profiles and the goals project. (Probably we'll bring him to Madison for this. He can also meet with Roberta to get her input on the indicators. Ellen's participation in the goals seminar will also be helpful.)

The decision not to try to implement institutional profiles in the Lead Communities, at least not next fall, is a MAJOR CHANGE in our work plan.

Reports on Educators

In your ideal schedule, we would have a cross-community report on Jewish educators ready to present at the October board meeting and to release at the November GA. This is not possible. However, we could make a presentation at the GA (and previewed at the board meeting) on a fairly narrow topic -- for example, educational backgrounds and professional development of teachers -- at the GA, to accompany related presentations by leading educational figures. We anticipate having a draft of the full cross-community report to our advisory committee by December 31.

We understand that this project is our TOP PRIORITY.

MEF ADVISORY COMMITTEE

We discussed the meetings and composition of our advisory committee. It is desirable to add another educational researcher, especially if Jim Coleman is not able to participate. We discussed a few names but did not reach any conclusion. One possibility is to elevate our committee into an advisory committee for research, for which MEF in Lead Communities is but one component. In that case, we might add David Cohen and Lee Shulman as committee members. We think this is a promising idea that warrants further discussion.

We set a tentative date for our next advisory committee meeting of August 24-25. An alternate would be August 25-26. If you agree, we will ask Ginny to contact the members of our committee to find out if this would work for them.

We also discussed the possibility of a meeting in Israel in the first few days of January, 1995. Adam, Ellen, Alan, Annette, Seymour, and Mike I. would be invited to this meeting, a sort of pre-advisory meeting. The discussion would presumably center on the cross-community report on teachers in Jewish schools, which will just have been drafted. Another topic of discussion at this meeting would be our work plan for 1995.

TASKS FOR ADAM AND ELLEN (in order of priority) (comments follow)

(all dates are for drafts submitted to MEF advisory committee)

TASK	MAIN SUPPORT NEEDED FROM:	ADDITIONAL SUPPORT NEEDED FROM:
Cross-community teacher report (December 31, 1994)	Bill Robinson	Roberta, Julie
Report on Baltimore teaching force (June 30, 1994)	Nancy Hendrix	Julie
Report on Atlanta teaching force (August 31, 1994)	Nancy Hendrix	
"Module" of educator surveys and interviews (May 31, 1995)	Julie, Roberta	
Reports on characteristics of educational leaders in the L.C.s (Fall, 1994)	Bill Robinson	Roberta, Julie
Instrument for institutional profiles (August, 1994, through 1995)	Bill Robinson	Roberta, Julie
Cross-community mobilizat. report (June, 1995)	Roberta, Julie	Bill
Conceptual paper on Jewish community mobilization (September 30, 1994)	Roberta, Julie	Bill
Instruments development for study of informal educators (Winter, 1995-1996)	outside experts	Roberta, Julie, Bill
Participation on the CIJE Steering Committee (Ongoing)		
Staffing the CIJE Board Sub- committee on Research & Eval. (Ongoing)	outside experts	

Comments:

All these tasks seem doable under the schedule indicated, with one important exception: We cannot see a way of adequately staffing the Board Subcommittee on Research and Evaluation, along with all our other work. This, we recognize, is a serious problem.

An important omission from this list is additional meetings and presentations which are frequently asked of us by CIJE and/or Lead Communities. We continue to be very reluctant to add this extra work, because we are too busy with our main agenda.

The longer we have field researchers on staff, the more we'll be able to say in the cross-community report on mobilization. However, we recognize

that this report is not the highest priority.

If we drop the cross-community mobilization report, we could prepare the instruments for studying informal education next year (1995).

The role of the field researchers in preparing the teaching force reports should not be overlooked. We expect they will make substantial contributions to each LC report, and we also expect them to assist us in preparing the cross-community report on educators.

After January 1995, we will still have great need for a data analyst, and we hope Bill Robinson will prove capable in that role. If he also turns out to be effective in preparing instruments for institutional profiles, CIJE may want to hire him as much as 100%. If his work for us will be restricted to data analysis, it is crucial that we have at least 50% of his time for CIJE; 100% would be better but if an accomodation can be made with Atlanta, perhaps they could have 50% of his time and we could have the other 50%.

Finally, a couple of activities we mentioned but which do not appear on the list: A study of leadership in Jewish education; a study of institutional practices (as opposed to profiles of institutional characteriscs); a study of students and/or parents. These items need further discussion.



To: Alan Hoffmann

From: Adam Gamoran and Ellen Goldring

CC: MEF Advisory Committee Members

Re: MEF Work Plan for 1995

Date: October 1, 1994

This memo describes our proposed plan for the Monitoring, Evaluation and Feedback Project for next year, January 1 to December 31, 1995. The plan was developed after consultation with our advisory committee and follow-up discussions with you. It organizes our work into three areas: 1) Analysis and dissemination of Lead Community data and methods; 2) Monitoring and evaluation of CIJE-initiated projects; 3) Monitoring Lead Communities through "Leading Educational Indicators."

1) DISSEMINATION OF CIJE DATA AND METHODS

a. Further analysis of teachers in Lead Communities

We propose to continue analyzing and writing about the teachers in Lead Communities using the survey data. Our precise task for 1995-96 depends on how the first Research Brief is received in 1994. If that is well-received, we will either draft a full report in 1994, revise and complete it in 1995, and write new Research Briefs in 1995, or we will begin immediately writing additional Research Briefs, and continue that as well as writing a full report in 1995. Even if we first produce more Research Briefs, we will complete the full report by the end of 1995. Possible topics for additional Research Briefs include:

- Salaries and Benefits of Teachers in Jewish Schools (I'd give this highest priority)
- Career Opportunities and Plans of Teachers in Jewish Schools
- What Do Teachers Want to Know? Teachers' Preferences for Professional Development

b. Analysis of survey data on educational leaders

In the Lead Communities, we surveyed the educational directors, but we have not yet had an opportunity to analyze this data. During 1995, we will analyze and report on the characteristics of educational directors in the Lead Communities. We will produce a brief, separate report for each community, as well as a report for CIJE based on data from all three communities.

c. Research papers on teacher power and on in-service experiences

Our interview studies contain important insights on these topics, but at present they are available only in community-specific reports. During 1995, we will commission research papers on these two topics, based on the interview materials. We propose to disseminate them through a new series of "CIJE Discussion Papers." In addition, they will be submitted for publication in journals, after review by the MEF advisory board.

d. Development of a "module" for studying educators in a Jewish community

Many other communities would like to use our methods to study their own educators. It is important that we make our procedures, survey materials, and interview protocols available to the public. To do this, we need to spend time revising the surveys and writing descriptions of the procedures.

2) MONITORING AND EVALUATION OF CIJE-INITIATED PROJECTS

Beginning in 1995, we will no longer conduct day-to-day monitoring of the Lead Communities. However, we will monitor and evaluate the progress of two important CIJE projects: the development and implementation of Personnel Action Plans, and the Goals Project. We will primarily examine the Lead Communities, but we will attend to other locations that may become involved in these projects to the extent our staffing permits.

To monitor these projects, we will hire a half-time researcher to make periodic visits to the Lead Communities (and possibly elsewhere) to interview key informants and write reports on the extent to which these projects are having an impact on Jewish education in the communities. (Depending on staff availability, we may hire more than one person and divide the task, but we will limit our cost to that of one half-time researcher.)

CIJE may soon begin to work with informal educational programs, and we have at present no design for the study of informal education. During 1995, we will work on conceptualizing an appropriate way for CIJE to study informal education.

3) LEADING EDUCATIONAL INDICATORS

Our advisory board suggested that in place of day-to-day monitoring of the Lead Community process, we should develop "Leading Educational Indicators" to monitor change in the Lead Communities. They further recommended that the CIJE implementation staff decide what these indicators should be. We will propose a method for collecting the necessary data -- and collect it, if our resources permit -- as soon as we receive guidance from the CIJE implementation staff.

An example of a Leading Indicator might be the percentage of teachers in the community who are professionally trained in both education and Jewish studies. As of 1994, that figure is 21% for the three communities combined. Another indicator might be the average number of workshops attended (currently around 2 per year). A third might be the percentage of teachers who work full-time (just under a quarter, as of 1994). A fourth might be the percentage of full-time teachers who are eligible for health benefits (around 20% in 1994).

4) CONCLUSION: TOWARDS A RESEARCH CAPACITY

Through this plan, we will be moving towards a CIJE research capacity in two ways. First, we will begin disseminating research on Jewish education in North America that will provide a baseline and standard for future research. Second, by reducing the supervisory responsibilities of the project directors, we anticipate that beginning in fall of 1995 we will be ready to work with the CIJE Committee on Research and Evaluation to develop strategies for creating a research capacity in North America.

List of Products for 1995

1. Research Paper: "Teachers in Jewish Schools" (analysis of survey data from three communities).
2. Research Brief: At least one new research brief on teachers, possibly more than one, depending on how they are received.
3. Reports on the characteristics of educational leaders: One for each community, and one on all three communities.
4. Research Papers: One on teacher power, another on the quality of in-service experiences.
5. Reports on development and implementation of Personnel Action Plans and the development of "vision-driven institutions" -- one report for each community during 1995.
6. Module for "Studying Educators in a Jewish Community."
7. Proposal for collecting data on Leading Indicators, in response to the decisions of the CIJE implementation staff. Depending on the nature of the Indicators and the availability of resources, we may collect a round of Indicator data during 1995.

MEMORANDUM

TO: Alan

FROM: Adam and Ellen

CC: Bill, Barry, Gail, Nessa, Annette, Steve H.

Date: March 8, 1995

RE: **Revised MEF Work Plan for 1995**

Our recent meeting resulted in major decisions on the MEF work plan. Your introduction of the three areas of our work (building a research capacity, building an evaluative capacity, and evaluating our own work) was extremely helpful in our discussion, and we use it in the following outline as a framework for organizing our revised work plan:

Outline of MEF and Related CIJE Work, 1995

- I. Building a Research Capacity in North America
 - A. Conducting high-quality research
 1. Writing the full integrated report on teachers in the lead communities
 2. Writing reports on educational leaders in the lead communities (in each lead community, and combined)

1995 Workplan on Monitoring, Evaluation, and Feedback
March 8th Version

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Writing the full integrated report on teachers in the lead communities
2. Writing reports on educational leaders in the lead communities (in each lead community, and combined)
3. Possibly additional policy briefs -- to be decided -- possible topics: salaries/benefits, leaders
4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service

B. Convening a consultation on the necessary infrastructure and/or preferred objectives of research on Jewish education in the United States, probably in the context of the Board Subcommittee on Research and Evaluation.

II. Building an Evaluation Capacity in North America

A. The CIJE Module for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community.
 - a. Survey instrument
 - b. Interview protocol
 - c. Instructions for both
2. Will identify anchor items to be used in a national data base.

B. Dissemination of the module -- The preferred design also addresses the broader need for creating a capacity for evaluation in North American communities: A three-tiered seminar on evaluation.

1. First tier -- for high-level community consultants, e.g. Sam Weinburg.
2. Second tier -- for committed lay leaders and federation professionals, e.g. Chuck Ratner, Mark Gurvis.
3. Third tier -- for persons who will be entering and analyzing survey data, and/or conducting interviews.

4. Note: this plan falls somewhere between options 2 (centralized agency) and 3 (comprehensive package) from the memo of Feb.9. It has a central address (CIJE), and it offers a comprehensive package, but also provides consultation in implementing the package. Moreover it develops the local capacity to implement and interpret the module.

C. What the Evaluation Seminar would need to get off the ground.

1. A CIJE staff member to coordinate it -- probably a new half-time position.
2. New York staff responsibilities
 - a. test the market -- is this what our clients want?
 - b. hire the coordinator
 - c. work with the coordinator, do some of the teaching
3. MEF staff responsibilities
 - a. work with the coordinator, do some of the teaching, write much of the curriculum (at least for the first year).

D. Scope of the program

1. In year one -- focus on the module for the study of educators
2. In subsequent years -- work on the other areas -- to be determined based on decisions on CIJE's future initiatives.
3. Client needs may require a broader curriculum in the first year. However, it is not clear whether we will have the capacity to offer a broader curriculum yet.

III. Evaluating Our Own Work

A. Options we rejected

1. After discussion, we decided not to evaluate the Personnel Action Plans per se. We decided the evaluation would be largely trivial, the Plans may well be flawed, and the evaluation would be too process-oriented and not sufficiently outcome-oriented.
2. We also decided not to take a direct hand in evaluating programs such as Machon L'Morim. We are not confident enough about the scope, content, and quality of such programs to make the evaluation fully worthwhile for our own purposes. However, we will encourage and provide consultation

for such programs to include evaluation components of their own.

B. Options we accepted

1. We decided that CIJE's MEF team should evaluate CIJE's two major initiatives: The training of trainers, and the training of goals coaches.
2. Exactly what this evaluation entails needs to be developed. The first step is for the NY staff (for training of trainers) and Dan Pekarsky (for training of goals coaches) to articulate the objectives of the programs, and tell us where and when the programs are taking place, so we can begin to design an evaluation.

IV. Planning for the Future

A. New York staff will consider what future policy issues they want to undertake, so MEF staff can produce relevant information. E.g.'s -- salaries/benefits; characteristics of leaders; community mobilization. First, MEF staff will provide a menu of possible topics.

B. Informal education -- MEF staff will work on conceptualization for policy research on informal education

C. Possible Jerusalem seminar on CIJE: What have we learned from three years of MEF?

- about mobilizing communities
- about creating and working as a change agent
- about conducting MEF in communities
- The purpose of the seminar would be to take a step back and assess where we have been and what we have learned over the last three years. It is intended for staff and close advisors. One product of the seminar would be a summary document about what we have learned, for our internal use and for orienting new advisory committee members. A research paper might also result from the seminar, but we are not sure about that.
- Running this seminar would take a substantial investment of planning time from MEF staff.

V. Products -- the original list of seven products remains, but one item has been deleted: Item #5, Reports on Personnel Action Plans and on vision-driven institutions in the Lead Communities will not be done. Instead, there will be some sort of evaluation report on the training of trainers and the training of goals coaches. The new list of products is:

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities). Deadline: July.

2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders: One for each community, and one on all three communities. Deadlines: May.
4. Research papers: One on teacher power, another on the quality of inservice experiences.
5. Reports on training of trainers and on training of goals coaches -- OBJECTIVES AND PLAN TO BE SPECIFIED.
6. Module for "Studying Educators in a Jewish Community." Deadline: April 1.
7. Proposal for collecting data on Leading Indicators, in response to decisions of the CIJE implementation staff.



GUIDELINES FOR CIJE AFFILIATED COMMUNITIES

PREFACE

CIJE is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. In November 1990, the Commission on Jewish Education in North America released A Time to Act, a report calling for dramatic change in the scope, standards, and the quality of Jewish education on this continent. **It concluded that -- whatever the setting or age group -- the revitalization of Jewish education will depend on two essential tasks: 1) building the profession of Jewish education; and 2) mobilizing community support for Jewish education.** CIJE was established to implement the Commission's conclusions.

Created as a catalyst for change, CIJE promotes reform by working in partnership with individual communities, local federations and central agencies, continental organizations, denominational movements, foundations, and educational institutions.

THE PARTNERSHIP OF CIJE AND LOCAL COMMUNITIES

CIJE	COMMUNITIES
Structure and Process	
CIJE will help orient communities' educators and lay leaders to the purposes and importance of CIJE's rationale. This will include rationale for involvement in the CIJE Study of Educators.	The CIJE project will be viewed as central to the mission and activities of the federation by its professional, educational and lay leadership.
CIJE will provide ongoing consultation for communities in the areas of building the profession of Jewish education and mobilizing community support for Jewish education	Communities will develop a cadre of lay leaders committed to Jewish educational issues.
CIJE will provide regular opportunities for its affiliated communities to network. This will include sharing experiences and knowledge and learning from outside experts	Communities will ensure that local educators play a significant role in the planning and implementation of the entire project.

CIJE	COMMUNITIES
<p>CIJE will provide community with "communication" support.</p>	<p>Communities will designate a person to lead the process. Person's responsibility will include:</p> <ul style="list-style-type: none"> a. managing the process b. communicating the process and products appropriately throughout the community
<p>The CIJE Study of Educators</p>	
<p>CIJE will provide a module to help communities implement a study of its educators This may mean:</p> <ul style="list-style-type: none"> a. seminar describing implementation of project b. series of seminars on analyzing survey results c. seminars on conducting and analyzing interview study d. prepare local person to manage entire process 	<p>Communities will conduct a study of its educators. This means:</p> <ul style="list-style-type: none"> a. use CIJE's Study of Educator Module b. contribution of findings to the CIJE national database c. designation of local person to lead this process
<p>Personnel Action Plans</p>	
<p>CIJE will help communities develop a personnel action plan.</p> <ul style="list-style-type: none"> a. CIJE will provide regular seminars to share provide expertise and opportunities for networking. b. CIJE will consult with community on the process and content of the plan 	<p>Communities will develop a personnel action plan and a strategy for implementing the plan</p>

CIJE	COMMUNITIES
The Goals Project	
<p>CIJE will conduct a series of seminars around the issues of communal and institutional goals to help initiate and guide a goals process. CIJE will train goals coaches to facilitate this process.</p>	<p>Communities will engage in the Goal's Project This may mean:</p> <ul style="list-style-type: none"> a. engagement in searching for communal goals b. seminars for leadership of educational institutions (synagogues, schools, JCC's) about the goals of their institutions c. individual institutions engaged in articulating their vision
Pilot Projects	
<p>CIJE will consult on a select number of pilot projects. These projects must.</p> <ul style="list-style-type: none"> a. be oriented toward one of the "building blocks"-- 1) building the profession and 2) mobilizing community support b. have implications for adaptation and replication in other communities c. have an evaluation component built into the project from the beginning 	<p>Communities will initiate a select number of pilot projects</p>
The Best Practices Project	
<p>CIJE will provide communities with results of its best practices projects and opportunities to use these results with both lay leaders and professionals in a variety of settings.</p>	<p>Communities will create opportunities for lay leaders and educators to learn about and use the Best Practices Project</p>

CIJE	COMMUNITIES
Ongoing Evaluation	
CIJE will help prepare local personnel to conduct program evaluation.	Communities will commit itself to a process of ongoing evaluation of its educational system, projects and outcomes



From: <GAMORAN@ssc.wisc.edu>

Received: from ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-3 #6454)

id <01HT8S8CWHC6QT5U3H@ssc.wisc.edu>; Mon, 24 Jul 1995 09:33:29 -0600 (CST)

Date: Mon, 24 Jul 1995 09:33:29 -0600 (CST)

Subject: questions about the work plan

To: 73321.1220@compuserve.com, ALANHOF%HUJIVMS.bitnet@ssc.wisc.edu

Cc: 76322.2406@compuserve.com

Message-id: <01HT8S8CWHC8QT5U3H@ssc.wisc.edu>

X-VMS-To: ALAN, ALANHOF

X-VMS-Cc: DEBRA

MIME-version: 1.0

Content-type: TEXT/PLAIN; CHARSET=US-ASCII

Content-transfer-encoding: 7BIT

Alan,

The next message contains a July 21 revision of the 1995 MEF Workplan. I have a couple of questions before finalizing it:

1. It appears to me we will not have time to carry out I.B., "Convening a consultation on the necessary infrastructure...of research in Jewish education..." Should I drop this from the work plan, or say it's our intention but haven't gotten to it yet?
2. Item IV.A. is informal education. After beginning discussions this spring, we have not given ourselves any time to follow through during the summer, as you can see from the rest of our workload. I'd like to devote some energy to this in the fall. I had asked informally about consulting officially with my colleague here in Madison, but forgot to mention it when we discussed the budget with Sheila. Should I ask Sheila to add funds to the budget for consulting on informal education? (I'm not asking now for approval for a specific consultation, but that it be included in the budget in case I do request such a consultation.)

3. (Assuming proposal is approved) Interview protocol for participants in Teacher-Educator Institute (and other community members): AUGUST

4. (Assuming proposal is approved) Report on the current state of professional growth opportunities for teachers in selected communities: SEPTEMBER - DECEMBER



-- Running this seminar would take a substantial investment of planning time from MEF staff

V. Products

A. Research Capacity

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): IN PROGRESS, DRAFT EXPECTED AUGUST 31

2. Policy Brief -- TO BE DECIDED

3. Reports on the characteristics of educational leaders

a. 3-city report: DRAFT COMPLETED, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED AUGUST 15

b. one for each community: DRAFT OF FIRST COMMUNITY EXPECTED AUGUST 15

4. Research papers

a. Levers for increasing professional growth activities: DRAFT COMPLETED AND PRESENTED AT RESEARCH CONFERENCE, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED OCTOBER 31

b. Teacher power: IN PROGRESS, DRAFT EXPECTED AUGUST 31

c. Quality of inservice experiences: IN PROGRESS, DRAFT EXPECTED SEPTEMBER 30

B. Evaluation Capacity

1. Module for Studying Educators in a Jewish Community: COMPLETED

2. Proposal for Evaluation Institute: COMPLETED

C. Evaluation of CIJE Initiatives

1. Proposal for evaluation of Teacher-Educator Institute: COMPLETED

2. (Assuming proposal is approved) Memo on aims and selection procedures in Teacher-Educator Insitute: AUGUST

- d. List of anchor items to be used in a national data base
- e. Codebook for entering and coding data using SPSS (commercially available statistical software)

B. Dissemination of the module

1. The preferred design also addresses the broader need for creating a capacity for evaluation in North American communities: A three-tiered seminar on evaluation
2. Prepare a proposal for an Evaluation Institute organized by CIJE
3. If the Evaluation Institute is approved and a staff person is hired to coordinate it, work with the staff person to plan and develop curriculum

III. Evaluating CIJE Initiatives

A. Evaluation of Teacher-Educator Institute (Cummings project)

1. Prepare a proposal for evaluation of the Teacher-Educator Institute
2. Implement the evaluation if the proposal is approved

IV. Planning for the Future

A. Informal education -- MEF staff will work on conceptualization for policy research on informal education

1. Consult with CIJE staff
2. Consult with other experts on informal education

B. Community consultations -- currently we are providing ongoing advice to Atlanta and Cleveland

C. Possible seminar on CIJE: What have we learned from three years of MEF?

- about mobilizing communities
- about creating and working as a change agent
- about conducting MEF in communities
- The purpose of the seminar would be to take a step back and assess where we have been and what we have learned over the last three years. It is intended for staff and close advisors. One product of the seminar would be a summary document about what we have learned, for our internal use and for orienting new advisory committee members. A research paper might also result from the seminar, but we are not sure about that.

Revised e-mail
cc: staff

From: GAMORAN
TO: Alan
CC: GOLDRIEB
74104,3335
DATE: 7/25/95 4:19 AM

RE: here's a shortened version, as you requested, with the "consultation on research capacity omitted" -- I will send the longer version to Sheila so she'll have more background for understanding the projects

Outline of MEF and Related CIJE Work, 1995
Revised July 24, 1995

This document provides an update of our 1995 Work Plan, based on the earlier revision of March 8, 1995. The end of the document contains a list of products with notes on their current state of completion as of July 24, 1995.

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Writing the full integrated report on teachers in the lead communities
2. Writing reports on educational leaders in the Lead Communities (in each Lead Community, and combined)
3. Possibly additional policy briefs -- to be decided
4. Research papers on teacher power, teacher in-service, and levers for change in extent of in-service

II. Building an Evaluation Capacity in North America

A. The CIJE Manual for the Study of Educators

1. Produce via desk-top publishing a module for studying Jewish educators in a community
 - a. Survey instrument
 - b. Interview protocol
 - c. Instructions for both
 - d. List of anchor items to be used in a national data base
 - e. Codebook for entering and coding data using SPSS (commercially available statistical software)

B. Dissemination of the module

1. Prepare a proposal for an Evaluation Institute organized by CIJE
2. If the Evaluation Institute is approved and a staff person is hired to coordinate it, work with the staff person to plan and develop curriculum

III. Evaluating CIJE Initiatives

A. Evaluation of Teacher-Educator Institute (Cummings project)

1. Prepare a proposal for evaluation of the Teacher-Educator Institute
2. Implement the evaluation if the proposal is approved

IV. Planning for the Future

A. Informal education -- conceptualization

1. Consult with CIJE staff
2. Consult with other experts on informal education

B. Community consultations -- currently we are providing ongoing advice to Atlanta and Cleveland

C. Preparation for possible seminar on CIJE: What have we learned from three years of MEF?

V. Products

A. Research Capacity

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): IN PROGRESS, DRAFT EXPECTED AUGUST 31
2. Policy Brief -- TO BE DECIDED
3. Reports on the characteristics of educational leaders
 - a. 3-city report: DRAFT COMPLETED, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED AUGUST 15
 - b. one for each community: DRAFT OF FIRST COMMUNITY EXPECTED AUGUST 15

4. Research papers

a. Levers for increasing professional growth activities: DRAFT COMPLETED AND PRESENTED AT RESEARCH CONFERENCE, COMMENTS RECEIVED, REVISION IN PROGRESS, FINAL VERSION EXPECTED OCTOBER 31

b. Teacher power: IN PROGRESS, DRAFT EXPECTED AUGUST 31

c. Quality of inservice experiences: IN PROGRESS, DRAFT EXPECTED SEPTEMBER 30

B. Evaluation Capacity

1. Module for Studying Educators in a Jewish Community: COMPLETED

2. Proposal for Evaluation Institute: COMPLETED

C. Evaluation of CIJE Initiatives

1. Proposal for evaluation of Teacher-Educator Institute: COMPLETED

2. (Assuming proposal is approved) Memo on aims and selection procedures in Teacher-Educator Institute: AUGUST

3. (Assuming proposal is approved) Interview protocol for participants in Teacher-Educator Institute (and other community members): AUGUST

4. (Assuming proposal is approved) Report on the current state of professional growth opportunities for teachers in selected communities: SEPTEMBER - DECEMBER

DSP:

PLS. CLEANUP AND DOWNLAOD, FILE IN MEF, AND HAVE FOR THE MEF TELCON.

A.

----- Forwarded Message -----

From: INTERNET:GAMORAN@ssc.wisc.edu, INTERNET:GAMORAN@ssc.wisc.edu
TO: Alan, 73321,1220
CC: Alan, 73321,1220
(unknown), 73321,1217
(unknown), 74671,3370
(unknown), 75457,3560
(unknown), INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU
(unknown), 74104,3335
(unknown), 76322,2406
(unknown), INTERNET:ANNETTE@VMS.HUJI.AC.IL
DATE: 1/26/96 9:34 AM
RE: DRAFT work plan for Research and Evaluation (MEF) 1996

Work Plan for 1996
CIJE Research and Evaluation Domain
January 24, 1996

Background: Work in the domain of Research and Evaluation is organized in three major areas: Building a Research Capacity, Building an Evaluation Capacity, and Evaluating CIJE Initiatives. We now employ one full-time staff researcher along with the two part-time project directors.

I. Building a Research Capacity in North America

A. Conducting high-quality research

1. Revision and dissemination of reports on teachers and leaders in the lead communities
2. Completion, revision and dissemination of papers on teacher power, teacher in-service, and levers for change
3. Paper on leadership in Jewish schools, to be presented

at the 1996 AERA conference

4. Presentation of The CIJE Study of Educators at the 1996 conference of the Network for Research in Jewish Education

5. ? Policy Brief on ?

II. Building an Evaluation Capacity in North America

A. Evaluation Institute

1. Work with the director of the Evaluation Institute to design a curriculum
2. Participate (among others) as faculty of the Institute
3. Advise the person hired to write a "Manual for Program Evaluation in Jewish Education"

B. Community Consultations

1. Continue to provide limited advice to communities engaged in studying their educators, including Atlanta, Baltimore, Chicago, Cleveland, Columbus, and Milwaukee.
2. Distribute the CIJE Manual for the Study of Educators to communities that are considering studying their educators
3. Revise and complete the Coding Instructions for the CIJE Study of Educators, a companion to the Manual

III. Evaluating CIJE Initiatives

A. Evaluation of Teacher-Educator Institute (Cummings project)

1. Assist in the collection of questionnaires of programs for professional development
2. Analyze the questionnaires and summarize the results
3. Prepare a baseline report on professional development opportunities in 5 communities targeted for intensive study:

Atlanta, Baltimore, Cleveland, Hartford, and Milwaukee

4. Interview TEI participants

5. Prepare a report about changes so far for TEI participants, addressing such topics as:

- how TEI participants think about professional development
- how they perceive their thinking to be changing
- plans and activities for professional development in their institutions, including plans for change
- who they work with, and how their roles may be changing

B. Explore the possibility of evaluation a pilot project of the Goals Project

C. Prepare documents and a briefing for the new CIJE director

IV. Products

A. Research

1. Research paper: "Teachers in Jewish Schools" (analysis of survey data from three communities): DRAFT COMPLETED, WILL BE UNDER REVIEW BEGINNING IN FEBRUARY

2. Research paper: "Educational leaders in Jewish Schools" (analysis of survey data from three communities): DRAFT COMPLETED, REVIEWS RECEIVED, CURRENTLY SHELVED, MAY UNDERGO FURTHER REVISIONS

3. Research paper on "Teacher Power": NEW DEADLINE FOR FIRST DRAFT IS JAN 31, 1996

4. Research paper on "Teacher In-service": NEW DEADLINE FOR FIRST DRAFT IS JAN 31, 1996

5. Research paper on "Lever for change": DRAFT COMPLETED, NEW ANALYSES HAVE BEEN CARRIED OUT, FINAL REVISION EXPECTED IN FEBRUARY

6. Paper on educational leadership for Jewish schools (for AERA presentation): APRIL

7. Documents to accompany presentation of The CIJE Study of Educators at the conference of the Network for Research on

Jewish Education: JULY

8. Policy Brief ?

B. Evaluation

1. TEI Evaluation memo #2a: Baseline analysis of professional growth offerings in which TEI participants and their agencies/ institutions are currently involved: MARCH

2. Interview protocol for TEI participants: APRIL

3. TEI Evaluation memo #2b: How TEI participants think about professional growth, how they perceive their views and activities to be changing: JULY

