

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008. Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003. Subseries 5: Communication, Publications, and Research Papers, 1991–2003.

Box	Folder
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Blank, Adrianne. Pathways: A Guide for Evaluation Programs in Jewish Settings. Planning and dissemination, 1995-1998.

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DRAFT PROPOSAL

CIJE EVALUATION INSTITUTE

PURPOSE

A guiding principle of the CIJE has been that initiatives in Jewish education need to be accompanied by evaluation. In this context, evaluation has three basic purposes: (1) to assist efforts to implement ongoing programs more effectively; (2) to determine, after an appropriate period of time, whether a program is sufficiently successful to warrant further effort and resources; and (3) to provide knowledge about what works and how, so that successful programs can be replicated in new places.

CIJE has tried to foster an "evaluation-minded" approach to educational improvement in its Lead Communities. In this effort we have seen some success. Federation staff at least pay lip service to the need to evaluate any new programs that are under consideration. More concretely, budgets for evaluation are being included in new programs. Most important, key staff and lay leaders in all three communities recognize the value of basing decisions on substantive information; as a case in point, they are using the findings of the CIJE Study of Educators as a basis for decision-making.

Our experience in the Lead Communities has made it clear that as in other areas, community agencies lack the capacity to carry out external evaluations of programs. One theory, put forth by a CIJE board member, is that agency staff simply do not know what to do. Another theory, suggested by MEF researchers, is that agency staff avoid evaluation for the usual reasons: (1) They are too busy running programs to carry out evaluation; (2) Evaluation often brings conflict, and avoiding conflict is a high priority for agency staff. Yet a third barrier to evaluation, experienced in Cleveland, is that it is difficult to find qualified outsiders to carry out an evaluation that is knowledgable, informative, and fair.

The proposed CIJE Evaluation Institute would address each of these problems. It would provide knowledge and motivation for evaluation by sharing expertise with a carefully chosen set of individuals from the communities with which CIJE is working.

DESIGN

The Evaluation Institute would consist of three separate but related ongoing seminars:

Seminar I: The Purpose and Possibilities of Evaluation

This seminar is intended for a federation professional and a lay leader from each community. Its purpose is to help these leaders understand the need for evaluation, as well its limits and possibilities. Participation in this seminar will provide local leadership with the "champions" for evaluation that will help ensure its role in decision-making.

Seminar II: Evaluation in the Context of Jewish Education

This seminar is intended to create an "evaluation expert" in each community. Participants should be trained in social science research at the Ph.D. level, and experienced in research on education, communities, public agencies, or related areas. The purpose of this seminar is to provide a forum for discussing specifically evaluation in Jewish education. Through this seminar, participants will become a source of expertise upon which their respective communities can draw.

There are two important reasons for including such local experts in the evaluation institute. First, and most essential, by engaging such experts in a long-term, ongoing relationship, communities can ensure continuity in their evaluation and feedback efforts, instead of one-shot projects that typically characterize evaluation when it does occur. Second, by entering into a relationship with a local expert, organized Jewish communities can exhibit their commitment to take evaluation seriously.

Seminar III: Nuts and Bolts of Evaluation in Jewish Education

This seminar is intended for the persons who will actually be carrying out the evaluation of programs in Jewish education. It will cover such topics as instruments, procedures, coding, analysis, and writing reports. Participants in the three seminars would also meet together. Evaluation research must be tailored to the political and cultural context in which it is to be conducted and interpreted. The best way to achieve this is to bring together those who "know" the context and those who "know" about evaluation. The CIJE evaluation institute could facilitate a learning process among the federation lay and professionals and the evaluation experts in which they teach one another in a structured and supportive context.

CONTENT

The content of these seminars will be drawn up by whoever is engaged to direct the evaluation institute. Instructors for the seminars will be drawn from a wide variety of fields, including both general and Jewish education. Within CIJE, we have substantial expertise in the study of personnel, including leadership, and we expect this to form a major part of the content for the first year. However, since we expect the Lead Communities to participate in the seminars, the personnel study cannot constitute the entire curriculum.

STAFF

To create this institute, it will be necessary to hire a director, who would work perhaps 12 hours per week PLUS the time spent at the seminars themselves. The institute director would be supervised by the CIJE executive director. CIJE office staff would need to provide support for the director and the seminar.

JESNA





730 Broadway, New York, NY 10003 (212)529-2000 - (212) 529-2009 Fax



MEMORANDUM	MEN	IOR/	ND	UM
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TO:	Susan Austin Steven Bayer AdaBeth Cutler Gail Dorph Paul Flexner Adam Gamoran Ellen Goldring Mark Gurvis Barry Holtz Nessa Rapoport John Ruskay
CC:	Chaim Botwinick
	Robert Hyfler Susan Shevitz
	Larry Ziffer
FROM:	Alan Hoffman
	Jon Woocher
	Leora Isaacs
RE:	Consultation on the proposed CIJE-JESNA EVALUATION CONSORTIUM
DATE:	October 20, 1995

Thank you for agreeing to participate in the upcoming consultation on the proposed CIJE-JESNA EVALUATION CONSORTIUM. The consultation will take place at the CIJE offices in New York (15 East 26th Street, 10th floor) on Friday, November 3, 1995 from 8AM - 12 noon.

As we indicated when we invited your participation, CIJE and JESNA propose to establish a consortium to encourage and support evaluation initiatives in local communities. The purpose of the consultation is to allow us to benefit from the advice of experienced evaluators and trainers of evaluators on the one hand, and communal professionals knowledgeable about local needs and initiatives on the other as we move forward with our plans.

The goals of the consultation are to:

 identify community evaluation needs and contexts, to ensure that the proposed initiative responds to community needs;

- receive specific feedback about the enclosed DRAFT PROPOSAL outlining the purpose and design of the Consortium as a means of responding to local community evaluation needs;
- discuss the content, formats, time requirements and potential participants for the proposed Evaluation Institute;
- discuss mechanisms for the ongoing consultation and support aspects of the proposal;
- outline resources needed to support the Consortium (*i.e.*, what would it take to make this happen?);
- 5) identify people to involve in various ways (e.g., potential faculty, advisory group, Director, etc.);
- suggest next steps.

We are looking forward to what is sure to be an illuminating and informative consultation, and to benefiting from your expertise and advice.



REVISED DRAFT PROPOSAL¹

CIJE-JESNA EVALUATION CONSORTIUM

PURPOSE

A guiding principle of both the CIJE and JESNA has been that evaluation is integral to initiatives in Jewish education. In this context, evaluation has three basic purposes:

- (1) to assist efforts to implement programs more effectively (i.e., formative evaluation);
- (2) to determine, after an appropriate period of time, how well a program is achieving its goals, and whether it is sufficiently successful to warrant further effort and resources (*i.e.*, summative evaluation); and
- (3) to provide knowledge about what works and how, so that successful programs can be adapted for replication in new places (*i.e.*, process evaluation).

Efforts by CIJE to foster an "evaluation-minded" approach to educational improvement in its Lead Communities have begun to yield success. Federation staff acknowledge the need to evaluate any new programs that are under consideration. More concretely, budgets for evaluation are being included in new programs. Most important, key staff and lay leaders in all three communities recognize the value of basing decisions on substantive information, as evidenced by their use of findings from the CLIE Study of Educators as a basis for decisionmaking.

Over the past five years JESNA has become recognized as a national resource for consultation, planning and conducting program evaluations through its work with the Covenant Foundation, with national programs and with Continuity Commissions in communities across North America. JESNA's planning handbooks (*Planning for Jewish Continuity: A Handbook* and *Targilon: A Workbook for Charting and Planning the Course of Jewish Family Education*), utilize by growing numbers of communities and agencies, follow a classical planning approach in which ongoing evaluation is integral, and incorporated from the outset of the planning process. As a result, demands for JESNA's consultation and assistance in conducting evaluations for communities and national programs have increased far beyond the agency's capacity. Furthermore, it has become clear that building a local capacity for ongoing evaluation holds far more promise for educational improvement than episodic external evaluation by a distant agency

¹This document is based on an earlier version developed by Dr. Adam Gamoran for presentation to the CIJE Steering Committee (May 1995).

JESNA

or by outside evaluators.

CIJE's experience in the Lead Communities and JESNA's involvement with continuity commissions, Covenant Foundation grantees and other programs has made it clear that, despite the best of intentions and good will, many community agencies lack the capacity to carry out evaluations of funded programs. In some cases, this is due to lack of knowledge and training on the part of agency staff; in others, evaluations are not conducted because running the programs consumes all of the staff's available time and energy, because evaluation may lead to undesired conflict; and/or because it is difficult to find qualified evaluators to conduct the desired evaluations.

The proposed CIJE-JESNA Evaluation Consortium is designed to respond to these communal needs. It will provide knowledge and motivation for evaluation by sharing expertise with a carefully chosen set of individuals from the communities with which CIJE and JESNA are working, and an ongoing support and networking facility as communities implement their evaluation processes. In addition, it will enable CIJE and JESNA to gather, interpret and disseminate information about Jewish educational program evaluation efforts.

DESIGN

Representatives of communities joining the CIJE-JESNA Evaluation Consortium will participate in a series of seminars (the Training Institute) over a 12-18 month period, and will have access to ongoing consultation, support and networking. The Consortium will be staffed by a Director (.5 FTE) responsible for designing, planning and implementing the Training Institute for providing ongoing consultation and support and for facilitating networking and sharing between Consortium members. The Director of the Evaluation Consortium will report to a steering committee comprised of representatives of CIJE, JESNA and two academic advisors.

The Training Institute will consist of a series of seminars for each of three constituent groups from Consortium communities:

- (1) The Purpose and Possibilities of Evaluation will cultivate local champions for evaluation. At least one federation professional and one top lay leader from each Consortium community will participate in seminars designed to help these leaders understand the need for evaluation, its limits and possibilities, and how to use findings to inform decision-making.
- (2) Evaluation in the Context of Jewish Education will create a cadre of local evaluation experts to work with communities to plan, implement and utilize evaluation processes for Jewish education projects and initiatives. Each community will identify and engage a local expert in general evaluation (with training in social science research at the Ph.D. level, and experience in research on education, communities, public agencies, or related areas.) The purpose of this seminar is to provide a forum for discussing issues specific to evaluation in Jewish education and the Jewish community. Through this seminar,

JESNA

participants will become "resident Jewish education evaluation experts" for their communities.

There are two important reasons for including such local experts in the evaluation institute. First, and most essential, by engaging such experts in a long-term, ongoing relationship, communities can ensure continuity in their evaluation and feedback efforts, instead of one-shot projects that typically characterize evaluation when it does occur. Second, by entering into a relationship with a local expert, organized Jewish communities can exhibit their commitment to take evaluation seriously.

(3) Nuts and Bolts of Evaluation in Jewish Education will train those individuals who will actually be carrying out the evaluation of programs in Jewish education. It will cover such topics as instruments, procedures, coding analysis and writing reports.

Because advocating and supporting, planning and implementing evaluation must all be integrated, joint meeting(s) of participants in the three seminars will also be scheduled.

The content and format of the seminars will be designed by the Director of the Consortium in consultation with CIJE and JESNA staff. Instructors for the seminars will be drawn from a wide variety of fields, including both general and Jewish education.

Ongoing consultation, support and facilitation of networking and sharing will be provided by the Director of the Consortium. CIJE's experience with Lead Communities and JESNA's experience with local continuity commissions and other networks has clearly demonstrated that communities need ongoing support and advice once they return from seminars and institutes to begin the complex process of implementing what they have learned in their communities. Furthermore, networks do not spring up full-blown, but need to be nurtured and supported in order to function.



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Via Fax

November 19, 1997

Mr. David Hirschhorn Jacob and Hilda Blaustein Foundation The Blaustein Building 1 North Charles Street Baltimore, MD 21203

Dear David:

A note to let you know that because of unavoidable delays in the design and production of "Pathways," it will not be distributed at the GA but in December.

We should have a copy of the final pages shortly and will send it to you well in advance of the new distribution date.

Regards,

hen A. But

Karen A. Barth





JEWISH EDUCATION SERVICE OF NORTH AMERICA, INC.

החכרה למען החינוך היהודי בצפון אמריקה

730 BROADWAY NEW YORK, NY 10003-9540 (212) 529-2000 FAX: (212) 529-2009 EMAIL: info@jesna.org http://www.jesna.org

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MEMORANDUM

Subject:	Pathways	
Date:	December 5, 1997	
From:	Leora Isaacs	
То:	Nessa Rappaport	

As you requested, a pre-publication copy of *Pathways*, Adrianne Bank's guide to evaluating programs in Jewish settings is enclosed.

As I forward this copy to you to share with David Hirshorn I am also putting a copy in the mail to Adrianne for her review. As we discussed, the only changes that will be made will be corrections of typos and any egregious errors. At the same time, I will also be reviewing the manuscript one more time for typographic errors (we picked up a couple of minor ones, already).

Please be aware that because we only duplicated a couple of copies, we were unable to use a high resolution print process. Therefore, a few graphic treatments do not appear in the copy. For example, the questions and cases in Chapters 7 and 8 will appear as though they are on note cards and ruled binder paper. They will appear in the final version. The color and paper stock to be utilized for the final version are also under discussion.

I really appreciate your patience throughout this process. As you see, a great deal of thought and effort has gone into the format and design. I believe that this has resulted in a very user-friendly and readable publication. Hopefully, this will encourage widespread utilization of Adrianne's outstanding content!

cc: Adrianne Bank

The back cover mill jucende the JESNA lago, address Forder juto.

JESNA, the Jewish Education Service of North America, Inc. was created in 1981 as the Jewish Federation system's educational, coordinating, planning and development agency. JESNA works to promote excellence in Jewish education by

- initiating and directing the exchange of ideas, programs and materials among communities and institutions;
- providing information, consultation, educational resources, and policy guidance to assist local education efforts; and
- collaborating with a broad array of partners in North America and Israel to develop and implement high quality educational programs that address critical issues in Jewish education today.

JESNA is widely recognized for its leadership in the areas of research and program evaluation, professional recruitment and development, media and technology, organizational change, and innovative program design and dissemination.

JESNA is a national, non-profit agency governed by a board of directors comprised of lay and professional leaders in Jewish education from across North America, including individuals from the major religious movements. JESNA is a beneficiary of the National Funding Councils, a project of the Council of Jewish Federations, and of other private and communal funders.

Publication of *Pathways* is the result of a partnership between The Council for Initiatives in Jewish Education (CIJE) and The Jewish Education Service of North America, Inc. (JESNA).

The generous support of this publication by the Jacob and Hilda Blaustein Foundation is gratefully acknowledged.

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December 17, 1997

Mr. David Hirschhorn Jacob and Hilda Blaustein Foundation The Blaustein Building 1 North Charles Street Baltimore, MD 21203

Dear David:

I am delighted to be sending you the enclosed pre-publication copy of *Pathways*, Adrienne Bank's guide to evaluating programs in Jewish settings.

The only changes that have been made to this copy were corrections of typographical errors. Please note that because this is a copy, some of the graphics are not as high-resolution as they will be in the final version. (For example, the questions and cases in Chapters 7 and 8 will appear as though they are on note cards.) The color and paper stock for the final version will also differ. An order form will appear on the back cover.

We hope that the user-friendly and readable design will encourage widespread use of this guide.

With best wishes,

Karen A. Barth

Karen A. Barth

The generous support of this publication by the Jacob and Hilda Blaustein Foundation is gratefully acknowledged.

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Adrianne Bank, Ph.D.

Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education at





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The Generous Support of this publication by the Jacob and Hilda Blaustein Foundation is gratefully acknowledged.

Supported by the 1) Jacob and Hilda Blowstein Foundation With the support of the 2) the Guide X: Pathways 3) Frotus: What to du Fach Guy 2 Leeo

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Adrianne Bank, Ph.D.

Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education at

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Wednesday afternoon, 12/24

Karen: I left a message for Leora telling her two things:

I cannot get to her by the end of the day the particular disc format the designer now requires in order to reproduce our logo.

In response to her question about whether my not sending our copy meant that we didn't want it on the inside back cover, I said that I didn't have time yesterday to make a final decision with you---and that she would have to speak with you directly about it today, as I'm leaving this afternoon before I'll get a chance to talk to you.

Thus: I've attached their copy and ours to this memo for your deliberation.

She is going to be away until the Jan. Because I can't take care of the logo in any case, I think this will all have to wait. Perhaps you should just leave her a message (529-2000 X 1319) telling her that you and I are meeting next Tuesday about it. In addition, please give some thought as to how you want to handle Hirschhorn, as if you are away the first two weeks of Jan., the book will go to the printer before you return.

I suggested that the designer could crudely reproduce our logo from the document I did send him yesterday and make us the mock cover and inside page that you could send to Hirschhorn--and then get his sign-off so that we can go to press. (I don't know whether he will care if our description appears on the back, although he might!)

In any case, I will need to follow your guidance on both the logistic and diplomatic complications here.

Nessa





A Guide For Evaluating Programs In Jewish Settings Adrianne Bank, Ph.D.

Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education at

Add:





With the support of ...

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION 15 EAST 26 STREET, SUITE 1817 NEW YORK, NY 10010

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FACSIMILE TRANSMITTAL SHEET

TO:	FROM:	
Guy Taylor	Chava Werber	
COMPANY:	DATE:	
Typesetting and Design	January 23, 1998	
FAX NUMBER: (973) 678-3283	TOTAL NO. OF PAGES INCLUDING COVER:	
re: Pathneays	cc: Leora Isaacs (212) 529-2009	
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NOTES/COMMENTS:	RCHIVES	

Dear Guy:

I have spoken with both Leora and the donor about the cover page, inside cover page and footers. Here are the changes:

- 1) Footers—Should be at the bottom center of the page as in your last fax to Leora. But it should read: JESNA and CIJE (with "and" spelled out as opposed to &).
- 2) Cover-The donor preferred the second version which was the smaller typeface (copy attached)
- 3) Inside page— The donor preferred to be listed in a font size closer to the rest of the text on the page but he would like to retain the border around the acknowledgement as you have had it in previous versions.

So that's everything. Please call me first thing Monday morning if you have any questions. And Leora says: go for it!

Cover-Version #2



Solutions Programs In Jewish Settings

Adrianne Bank, Ph.D.

Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education at





Published with the support of THE JACOB AND HILDA BLAUSTEIN FOUNDATION

Inside page-Version #2

MERICAN JEWISH

The generous support of this publication by

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PHONE: (212)532-2360, EXT.11 FAX: (212)532-2646

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Dear Mr. Hirschhorn,	
On behalf on Karen Barth, en <i>Pathways</i> , for your approval.	closed are 2 different versions of the cover and inside page of
Please let us know, at your ear	liest convenience, the version of each page you would prefer.
Sincerely,	
Chava Werber Program Assistant	



Solution A Guide For

Evaluating Programs In Jewish Settings

Adrianne Bank, Ph.D.

Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education at





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NOTES/COMMENTS:

Attached is a prototype of our preferred cover redesign; and editorial changes to the inside front cover.

Please speak to Leora about the redesign of the footers.



Settings Programs In Jewish Settings

Adrianne Bank, Ph.D.

Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education at





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Solution A Guide For Evaluating Programs In Jewish Settings

Adrianne Bank, Ph.D.

Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education at





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JESNA and CIJE

least four ways in which you can interact with them to encourage them to informally evaluate their own work, and provide them with evaluative guidance: through supervision, mentoring, coaching, and team leadership.

Supervision works best when there are one-onone regularly supervised uninterrupted appointments. Supervision meetings should always have a mutually agreed upon agenda. The supervisor should be encouraging the supervisee to evaluate his or her own work, as outlined about, as well as providing feedback, guidance, suggestions and direction.

Mentoring is different than supervision. Mentoring occurs when you choose someone you admire and trust to provide you with guidance. This relationship is less formal and more comprehensive than that with a supervisor. Mentors usually guide mentees by discussing personal and interpersonal as well as task-related issues. In addition, a mentor models what a mentee would like to become. Conversations between mentor and mentee encourage on both sides the awareness and reflection that is part of self-evaluation. Sometimes mentor-mentee relationships, instead of forming spontaneously between two people, are arranged for by others, for example, when someone designates a relationship between senior and student rabbis, between college students and community leaders, or between school administrators and student interns.

Coaching is yet another kind of relationship where an expert guides a novice through critique, demonstration, and support. This enables the novice to fine-tune skills and develop the confidence to carry out complex tasks. Coaching can be part of informal program evaluation with the coach providing perspective and wisdom for program improvement.

Team Leadership. Programs in Jewish settings are mounted rarely by someone working completely alone. They are usually team efforts. Post-program debriefings produce useful insights. To debrief effectively, good communication skills are critical. People must be capable of both giving and receiving constructive criticism. They must become astute analysts of one another's work, while supportive of one another's efforts and charitable about one another's short-comings.

Formal Evaluation: Requiring Others to Evaluate Their Own Work

Increasingly, Jewish funders are asking grantees to evaluate their own work. Increasingly, boards and policy makers are asking program providers to evaluate their own work. It is time to be careful and thoughtful about what kinds of evaluation to mandate.

We know from the history of public educational reform efforts that formal evaluations, prematurely imposed by Federal or state funding agencies, killed promising new programs. We know that mandated evaluations, some with very detailed specifications, were burdensome for local sites and, even worse, distorted the way in which local programs could respond to local needs. The government's investment in program evaluation did not always pay off in getting better education. Evaluations that yielded answers different from what powerful interests wanted were often ignored. Decisions about program continuation, for example, were sometimes influenced more by political considerations than by effectiveness considerations.

So, what can be inferred from these general education experiences that is pertinent for evaluation in Jewish settings? First, avoid premature evaluations. Second, negotiate with program providers about evaluation purposes and questions. Third, acknowledge and deal with the political as well as the technical aspects of program evaluation.

As a policy maker who endorses a program, or as a funder who supports a program, you might weigh the following considerations in deciding the kind of formal program evaluation to mandate.

Program readiness. When programs are in the early stages of conceptualization and execution,

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you might ask the program providers to plan and carry out informal self-evaluation and provide them with the technical assistance and resources they need to do this. If you think it is desirable to have a formal evaluation at this stage, using an outside evaluator, it is likely that mandating a formative evaluation emphasizing implementation concerns, with frequent feedback and discussion will be very helpful.

When programs are mature and stabilized, formal summative evaluations of impact are useful and provide the information needed to make refunding decisions.

Evaluation negotiation. Policy makers and funders should participate in framing the evaluation questions and acknowledg the politics at work. These individuals should also ensure that there are sufficient resources to do high quality evaluations.

Building the evaluation infrastructure. As formal evaluations become more common as attachments to programming in the Jewish community, funders, policy makers, evaluators and program providers might want to consider building better theoretical, conceptual and political frameworks for evaluation. They might consider adding training in evaluation to existing pre- and in-service educator courses, orienting experts with evaluation skills in the unique issues of evaluation in Jewish settings, and creating various networks to share evaluation techniques and findings.

Formal Evaluation: Working with an Outside Evaluator

Sometimes, an entire evaluation is contracted to an outside evaluator who is given discretion to handle the evaluation in any way he or she sees fit. This rarely works well.

More helpful is when an outside evaluator works with an insider or with an evaluation committee to focus, frame, and carry out the evaluation.

Sometimes, an outside person will do only

specified portions of the evaluation — for example, the design or analysis of a questionnaire, the conduct of a series of focus groups, or follow-up telephone interviews with program participants several months after the end of the program leaving the rest to insiders.

Finding the right outside person to do the program evaluation may be a major challenge. Evaluators come in many shapes and sizes and have preferred ways of working. Some are interested in implementation evaluation; others are interested in impact. Some prefer goal-based evaluations; others want to do goal-free evaluations. Some are skilled in quantitative techniques, others like to work with qualitative data. Some see their responsibility as ending with the generation of findings; others believe they should make recommendations based on what they have discovered.

During the interview and reference-checking process, candidates talents and preferences should be thoroughly explored. Whoever is charged with recruiting and selecting the evaluator should bear in mind the purposes for the evaluation and aim to find an evaluator whose orientation is compatible with those purposes. Proposals may be solicited from several evaluators, so the selection committee will have comparative costs and alternative evaluation designs from which to choose.

In the Jewish community, many people doing program evaluation have had and will have other relationships with program providers and funders. Role conflict or role ambiguity may complicate the program evaluation, and this possibility should be explored before selecting an evaluator.

Once the evaluator is on board, ways of working together should be negotiated. An evaluation committee may be formed to work with the evaluator, or the program director and the evaluator might work together on the evaluation. Sometimes a board member might be the contact person for the evaluator. It is important to be clear in advance about who the evaluator "works with" and who the evaluator "works

Evaluating Jewish Programs: Issues



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MEMORANDUM

	TO:	Jewish Education and Continuity Leaders
JEWISH EDUCATION SERVICE OF NORTH AMERICA, INC.	FROM:	Leora W. Isaacs, Director Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education
	DATE:	March 12, 1998
	SUBJECT:	PATHWAYS: A Guide for Evaluating Programs in Jewish Settings

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The renewed expansion and emphasis on all types of Jewish educational programming in recent years has brought with it increased demand for honest and reliable evaluation. The recognition that the availability of high quality Jewish educational programming is critical to Jewish continuity combined with the infusion of considerable new resources for program development and improvement has fueled the desire to know "What Works?"

Professional and lay leaders from all segments of the Jewish communal world as well as funders and participants are seeking evidence of program effectiveness. Educators and program providers want to be sure that the activities in which they invest time and effort are truly worthwhile. They ask, "Are we successful in affecting the attitudes, knowledge and behavior of our participants? How can we make our programs more effective? What really works, and what doesn't?" Participants, with limited time, financial and other resources, want to be sure that they choose the programs that best meet their needs. They ask, "Do these programs really do what they claim? Is it worth my time, effort and money to participate? How am I likely to be better off as a result of this program?" Funders demand concrete evidence that the resources they provide really produce benefits and change. They ask, "How do we know that our money is well spent, and that the program really makes a difference? Is there evidence that people really benefit from these programs?"

JESNA is therefore delighted to make available a valuable new tool to help policy makers, program providers and funders navigate the pathways of program evaluation. *PATHWAYS: A Guide for Evaluating Programs in Jewish Settings* was written by Adrianne Bank, one of the pre-eminent experts on program evaluation in the North American Jewish and general education community. Dr. Bank has crafted an outstanding, user-friendly introduction to evaluation of programs in the Jewish community. The workbook begins with an overview of the range of programs currently being developed in the Jewish community and sketches the state of program evaluation in relation to them. It includes chapters on the fundamental issues related to program evaluation, as they apply to Jewish programs, as well as concrete examples of evaluation processes and instruments. A particularly helpful chapter includes responses to *Evaluation FAQ's* (Frequently Asked Questions).

Publication of *PATHWAYS* is the result of a noteworthy collaboration between The Council for Initiatives in Jewish Education (CIJE) and JESNA. CIJE received generous support from The Jacob and Hilda Blaustein Foundation to develop the guide, and was involved with the earlier stages of the project's development. The Mandell L. Berman Center for Research and Evaluation at JESNA was responsible for the final stages of development, production and dissemination.

I am pleased to enclose a complimentary copy of *PATHWAYS* and would ask you to bring it to the attention of other program providers, policy makers and program funders in your community who may find it helpful. Additional copies are available from JESNA's Publication Department for \$15. Quantity pricing is available upon request.

Report from Dr. Leora Isaacs Director of Research, JESNA June 24, 1998

Pathways has gotten rave reviews. We published 1000 copies and have already gone back to press for another 1000. The volume went out of our office "like hot cakes," and I expect the trend to continue.

Communities such as Los Angeles, Boston and New York have ordered *Pathways* in quantities of 70 to 100. (New York Federation has sent it to every grant recipient.) Wherever I travel, people tell me how helpful it has been.

I will also be working with *Pathways* in the Open University course I am teaching at the CAJE conference this summer, training dozens of students in its use.

To deepen the impact of the volume, JESNA is now developing support systems for *Pathways*. These include an on-line clinic for addressing questions; seminars with our constituent groups all over the country; and workshops with communities to help them understand how to use the publication.

In conclusion, we have a winner.