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AMERICAN JEWISH ARCHIVES

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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),
1991–2000.

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Early development of MEF. Consulting for CIJE. Correspondence
and notes, 1991.

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

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Facsimile Transmission

To: <u>Prof. Adam Gamoran</u>	Date: <u>3/12/91</u>
From: <u>Seymour Fox</u>	No. Pages: <u>2</u>
Fax Number: _____	

DEAR ADAM,

I AM PLEASED TO
HEAR HOW THINGS ARE
DEVELOPING.

JEWIS EDUCATION
MAGAZINE IS PUBLISHING A
SYMPOSIUM ON THE COMMISSION
REPORT 'A TIME TO ACT'. I
WOULD LIKE TO QUOTE
FROM A LETTER YOU WROTE TO
US. IT WOULD APPEAR IN
A FOOTNOTE. MAY I?

I LOOK FORWARD TO
SEEING YOU ON

3. CORRESPONDENCE FROM ADAM GAMORAN (MAY 6TH 1991)

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

DR. ADAM GAMORAN, ASSOCIATE PROFESSOR OF SOCIOLOGY AND
EDUCATIONAL POLICY STUDIES, UNIVERSITY OF WISCONSIN,
MADISON.

A Time To Act

עת לעשות

The Report of the
Commission on Jewish Education
in North America

November 1990
Heshvan 5751

Convened by the Mandel Associated
Foundations, JCC Association, and JESNA
in Collaboration with CJF



University Press of America
Lanham • New York • London

CHAPTER FOUR

A BLUEPRINT FOR THE FUTURE

A series of concrete steps were

worked out by the Commission as a blueprint to achieve the objectives of its overall plan. These steps would assure that the plan would be more than a list of worthy goals; that it would also set in motion a process that could bring about tangible results over a period of time.

The plan includes the following elements:

- I. BUILDING A PROFESSION OF JEWISH EDUCATION
- II. MOBILIZING COMMUNITY SUPPORT
- III. ESTABLISHING LEAD COMMUNITIES
- IV. DEVELOPING A RESEARCH CAPABILITY
- V. CREATING THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

I. BUILDING A PROFESSION OF JEWISH EDUCATION

Profession building, as envisioned by the commissioners, will be accomplished by creating a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying in-service education programs; raising salaries

and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators. Specifically, the following concrete measures have been offered for consideration:

Recruitment

A marketing study will be conducted to identify those segments of the Jewish population in which there are potential candidates for careers in Jewish education, and to determine what motivations or incentives would be most likely to attract gifted people to the field. Thus, for instance, while it is obvious that equitable salary levels are an important motivating factor, there is some evidence that empowering educators to have an increased impact on the lives of students is even more significant.

The marketing study will help determine how to reach the key target groups for recruitment — graduates of day schools, students participating in Jewish camps, college students studying in Judaica departments, students participating in Israel experience programs, and professionals at mid-career who are looking to make career changes.

Based on the results of the marketing study, a recruitment plan will be undertaken. This may involve visits by educational consultants and trained recruiters to the major colleges and universities that have large Jewish populations. It may also include visits to Jewish summer camps, consultations with participants in work/study programs in Israel, and meetings with participants in community center activities.

An important part of the recruitment plan will be spreading

the word through articles, speeches, seminars, and other forms of communications that Jewish education is about to undergo a major transformation. These efforts could help stimulate the interest of potential candidates in key target groups. Promotional materials (newsletters, brochures, videos, etc.) may be produced to maintain a constant flow of information to these groups, thereby creating an awareness of the exciting changes that are taking place in the field.

Developing New Sources of Personnel

Jewish education must build upon the nascent idealism of many young people and attract them to the profession. There is a reservoir of young Jews who are outstanding academics and professionals in the humanities and social sciences who would welcome the opportunity to make a contribution to Jewish life for a few years. Such individuals could be recruited as Fellows of Jewish Education, bringing their expertise to the field of Jewish education in areas such as curriculum, teaching methods, and the media. They will serve as consultants to educators and educational institutions, and will help monitor and evaluate specific programs.

Another source of talent could be outstanding college students who are specializing in Judaica at colleges and universities, or are graduates of day schools and of Hebrew speaking camps. Although they may be heading for careers in law, medicine, or business and are not planning a lifelong career in education, many such students would be attracted to the idea of joining a Jewish Education Corps. This will involve spending several

years of service in the Jewish educational system — as teachers in supplementary or day schools and as educators in community centers and other informal programs. The Jewish Education Corps would be similar in some respects to the Peace Corps. Agreements will be made in which these young people commit themselves to a fixed number of teaching hours a week for a set number of years. They will undergo special training and agree to pursue studies in Judaica during this time period, while also continuing their general studies. In exchange for their teaching services, they will receive appropriate remuneration.

Fast-Track Programs will be created for young men and women majoring in Judaica at colleges and universities who are attracted to the new opportunities in Jewish education. Because of their knowledge of Jewish subjects, they can be prepared in a relatively short period of time to assume important educational positions. It is estimated that there are hundreds of potential candidates for such positions who are currently studying Judaica subjects. Unlike the Jewish Education Corps, Fast-Track Programs will prepare students to enter full-time careers in Jewish education. They will steer students toward some of the prime educational positions that will be created as a result of the Commission's plan.

Career-Changers are also a promising source of new personnel for Jewish education. These are individuals in their thirties and forties who are interested in making major career changes to find more personally satisfying and more emotionally rewarding work. People from the corporate world, the legal profession, the arts, and other fields are turning to general education as a way

to make a serious impact on the next generation. Those with good Jewish backgrounds represent an important potential for Jewish education. They bring with them a degree of maturity and life experience that can be extremely valuable.

Such individuals will be recruited for Jewish education as part of the Commission's program.

Training

The Commission's plan calls for an expansion of training opportunities in North America and in Israel. Student bodies and faculties of current training institutions will be enlarged; new training programs for specialized fields and subjects will be developed; leadership training programs will be established; in-service education for practicing educators will be intensified; and the important contribution of Israel to each one of these areas will be expanded. To accomplish this, substantial funding will be sought for program development, for additional faculty positions, and for student fellowships. One foundation participating in the Commission's work has already made significant grants to help initiate such efforts.

The immediate target is to increase the number of graduates of the training institutions from the current level of 100 annually to at least 400. Thus over a 10-year period, significant progress could be made in filling the estimated 5,000 full-time positions in the Jewish educational system with well-trained personnel.

This expansion will require the enlargement of the full-time educational faculty in training institutions. New faculty posi-

tions could be filled by recruiting outstanding practitioners in the field, scholars from yeshivot, and academics from universities. Specialized programs will be created to prepare educators for new positions in such fields as informal education, early childhood education, family education, and the teaching of Bible, history, Hebrew, and other subjects.

A cadre of leaders will be prepared to assume key positions in Jewish education — professors of Jewish education, researchers, curriculum developers, teacher trainers, directors of bureaus, heads of community centers, and principals for model and experimental schools. Promising candidates will be recruited at mid-career to participate in tailor-made programs. Other programs will be developed in North America, similar to the Jerusalem Fellows in Israel and the Senior Educators at the Hebrew University in Jerusalem, which have succeeded in recruiting, training, and placing more than 100 educators in leading positions throughout the world.

In-service education will be expanded through courses, seminars, and conferences organized by continental and local service agencies, by the training institutions, as well as by departments of Judaica at various general universities in North America and in Israel. CAJE and other professional organizations will be encouraged to enlarge their contribution to on-the-job training. Financial assistance will be provided to individuals in the Jewish educational system in order to make it possible for them to participate in these new programs. In time, this should become standard practice and basic to the professional

growth of all of those who are working in formal and informal education.

Improvement of Salaries and Benefits

Salaries and benefits for educational personnel must be substantially increased in order to be competitive with other fields attracting talented Jews today. Unless this problem is addressed, it will be difficult to convince our most gifted young people to devote their lives to Jewish education. A determination will be made as to appropriate remuneration levels necessary to retain dedicated and experienced educators, and funds will be raised to cover the additional costs.

The role of federations in this area will be crucial. Once standards are developed for different salary levels and benefits, local federations will be encouraged to incorporate these in their fundraising targets and allocations. There are a number of communities and institutions which have already taken steps in this direction and can provide helpful models for this process. Public reports will be issued periodically on the progress being made in regard to increasing salary and benefits in Jewish education throughout North America.

Career Track Development

A career development program for educators will be created to provide for professional advancement. Front line educators such as teachers will be offered a variety of career path options. At present, the only path of advancement open to teachers is linear — from teacher to assistant principal to principal. Such new options

will make it possible for teachers to assume leadership roles without having to move into administration. An expert in early childhood education or in teaching the Bible or Hebrew can make as important a contribution to Jewish education as the principal of a school. Appropriate positions will be created to enable such experts to play a larger role in the school system and thus have influence beyond his or her classroom.

The Empowerment of Educators

Gifted educators need to be empowered to have an influence on curriculum, teaching methods, and the educational philosophy of the institutions in which they work. Active programs will be undertaken with the institutions and agencies involved in Jewish education to develop ways of granting educators the opportunity to be involved in the decision-making process and play a meaningful role in the administration of schools and community centers.

This will require a reorientation of educational policy. Schools will be encouraged to develop incentives for teachers who show special promise in this regard. New positions with appropriate status will be developed for those who have the desire and ability to contribute significantly to the educational direction of their schools. Progress is already being made along these lines: one family foundation involved in the work of the Commission has already developed a program that will provide awards to creative educators who have developed outstanding programs.

Each of these elements will contribute significantly to build-

ing a profession of Jewish education. Talented people will be attracted to the profession when they believe they can make a difference and are given the means and resources to do so. This means being empowered to help shape the content and methods in their own institutions, receiving adequate salaries and benefits, and being recognized as playing a leading role in determining the future of the Jewish people.

II: MOBILIZING COMMUNITY SUPPORT

A number of strategies will be developed to increase community support for Jewish education. Their aims are to recruit top community leaders to the cause of Jewish education; raise Jewish education to the top of the communal agenda; create a positive environment for Jewish education; and provide substantially increased funding from federations, private family foundations, and other sources.

Recruiting Community Leaders

Top community leaders will be recruited individually to the cause of Jewish education by members of the Commission and other influential personalities who are able to convey the urgency of providing support for Jewish education. The North American Jewish community has demonstrated an unusual capacity to deal with major problems when they are addressed by the very top community leaders.

Efforts will be made to involve lay leaders who are members of the boards of Jewish schools, synagogues, and JCCs in the

Commission's plan. Members of local federations will be made aware of the steps that have to be taken in their local communities in order to improve Jewish education.

The goal is clear. As one commissioner observed, a majority of community leaders must rally to the cause of Jewish education. "The chances are," he said, "that in 1980, only a few of these leaders thought Jewish education was a burning issue, many thought it was important, and the rest didn't spend much time thinking about it. In 1990, it may well be that there are significantly more community leaders who think that education is a burning issue, more who think it is important, and fewer who don't give it too much attention. The challenge is that by the year 2000, the vast majority of these community leaders should see Jewish education as a burning issue and the rest should at least think it is important. When this is achieved," the commissioner concluded, "money will be available to finance fully the massive program envisioned by the Commission."

Increased Funding for Jewish Education

The revitalization of Jewish education will require a substantial increase in funding — to raise teachers' salaries, pensions, and other benefits, to provide new positions, to increase the faculty of training institutions, to provide fellowships for students, and to develop new training programs and expand in-service education.

Long-term support for Jewish education will be provided by current sources — tuition income, congregational and organizational budgets, and fundraising, as well as by gradually increas-

ing federation allocations. An exciting new development that holds great promise for the field is the serious entry of strong private foundations into Jewish education. This is unprecedented. A number of foundations, some represented on the Commission, have decided to invest substantial sums in Jewish education and indeed have already begun to do so. Some will support specific elements of the Commission's action plan. Also, many federations have a relatively new resource available through successful endowment programs and are in a promising position to help give a quick start to new and innovative programs.

Changing the Community's Attitude toward Jewish Education

The very creation of the Commission on Jewish Education in North America in 1988 — which brought together for the first time scholars, community leaders, educators, heads of foundations, and the leaders of the Orthodox, Conservative, Reconstructionist, and Reform movements — signaled the readiness of the Jewish community to join together in a massive effort to improve Jewish education. Over a two-year period, its deliberations have themselves helped to create a climate in which major change can take place.

A potential base of larger support in communities in North America is also evidenced by a number of local commissions on Jewish education/continuity that have been established in the past few years (there are already more than 10 such commissions). The important work being done by the JCC Association through its Commission on Maximizing the Jewish Educational Effectiveness of Jewish Community Centers demonstrates the results

that can be achieved when community support is galvanized. The regional conferences recently organized by JESNA — which will culminate in a continental conference — are heightening community awareness of the crucial significance of Jewish education to meaningful Jewish continuity.

The Commission report and follow-up plans will inform all segments of the Jewish community that Jewish education will be undergoing a period of genuine revitalization. It will be given widespread distribution so that Jewish leadership throughout the country will be aware that this plan is not just another symbolic gesture or limited endeavor, but is the initiation of a broadscale effort. The report will be made available to members of the boards of congregations and schools, and to leaders of all Jewish religious, educational, social, and communal organizations.

As the plan developed by the Commission gets under way, a continuing flow of information will keep community leaders apprised of the progress being made. Communications through all appropriate channels will be sustained in the months and years ahead concerning the implementation of the programs.

Seminars and conferences will be organized for community leaders to acquaint them with the many different aspects of the plan that are being carried out. It will be important for them to be aware of the role they can play in helping to build a profession of Jewish education.

The Commission has decided to continue its work, although in a modified format. Its members will be convened by the Council for Initiatives in Jewish Education (CIJE) and will meet once a year. At that time an update will be issued to inform

the Jewish community on the progress of its plan. These reports will also be distributed to important sectors of the Jewish community.

III: ESTABLISHING LEAD COMMUNITIES

Many of the activities described above for the building of a profession of Jewish educators and the development of community support will take place on a continental level. However, the plan also calls for intensified local efforts.

Local Laboratories for Jewish Education

Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs.

These models, called "Lead Communities," will provide a leadership function for other communities throughout North America. Their purpose is to serve as laboratories in which to discover the educational practices and policies that work best. They will function as the testing places for "best practices" — exemplary or excellent programs — in all fields of Jewish education.

Each of the Lead Communities will engage in the process of redesigning and improving the delivery of Jewish education through a wide array of intensive programs.

Selection of Lead Communities

Fundamental to the success of the Lead Communities will be the commitment of the community and its key stakeholders to this endeavor. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program, and thereby become a model for the rest of the country. Because the initiative will come from the community itself, this will be a "bottom-up" rather than a "top-down" effort.

A number of cities have already expressed their interest, and these and other cities will be considered. The goal will be to choose those that provide the strongest prospects for success. An analysis will be made of the different communities that have offered to participate in the program, and criteria will be developed for the selection of the sites.

Once the Lead Communities are selected, a public announcement will be made so that the Jewish community as a whole will know the program is under way.

Getting Started

Lead Communities may initiate their programs by creating a local planning committee consisting of the leaders of the organized Jewish community, rabbis, educators, and lay leaders in all the organizations involved in Jewish education. They would prepare a report on the state of Jewish education in their community. Based on their findings, a plan of action would be developed that addresses the specific educational needs of the community, including recommendations for new programs.

An inventory of best educational practices in North America would be prepared as a guide to Lead Communities (and eventually made available to the Jewish community as a whole). Each local school, community center, summer camp, youth program, and Israel experience program in the Lead Communities would be encouraged to select elements from this inventory. After deciding which of the best practices they might adopt, the community would develop the appropriate training program so that these could be introduced into the relevant institutions. An important function of the local planning group would be to monitor and evaluate these innovations and to study their impact.

The Lead Communities will be a major testing ground for the new sources of personnel that will be developed. They will be a prime target for those participating in the Fellows program as well as the Jewish Education Corps. In fact, while other communities around the country will reap the benefits of these programs, the positive effects will be most apparent in the Lead Communities.

The injection of new personnel into a Lead Community will be made for several purposes: to introduce new programs; to offer new services, such as adult and family education; and to provide experts in areas such as the teaching of Hebrew, the Bible, and Jewish history.

Thus Lead Communities will serve as pilot programs for continental efforts in the areas of recruitment, the improvement of salaries and benefits, the development of ladders of advancement, and generally in the building of a profession.

IV. *Developing a Research Capability*

A research capability for Jewish education in North America will be developed at universities, by professional research organizations, as well as by individual scholars. They will create the theoretical and practical knowledge base that is indispensable for change and improvement. A comprehensive, long-range research agenda will be outlined. It will involve the creation of settings where scholars and practitioners can think together systematically about the goals, the content, and the methods of Jewish education. It will include procedures for the evaluation of each component of the Commission's plan and the gathering of new information concerning the state of Jewish education generally.

The research results will be disseminated throughout the Jewish community for use in short-term and long-term planning. Data on Lead Communities will be analyzed to ensure that their individual programs are educationally sound and are meeting with success.

V: ESTABLISHING THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

A new entity, the Council for Initiatives in Jewish Education, will be created to see to it that the plan of the Commission is implemented, both on continental and local levels.

The Council will be a significant enterprise but modest in size organizationally. It will not be a direct service provider. Rather it will operate as a catalytic agent, working through the efforts of others — JESNA, JCC Association, CJF, the institutions

of higher Jewish learning, the denominational departments of education, CAJE, and other professional educational organizations. No existing organization plays this role today in Jewish education.

To carry out its mission, the Council will be a strong advocate on behalf of Jewish education. It will develop comprehensive planning programs and experimental initiatives for the two building blocks — personnel and community — to achieve breakthroughs in Jewish education. It will designate the Lead Communities and work with them to initiate their programs. It will stimulate the development of a research capability for Jewish education in North America. It will also provide a setting in which creative people in institutions, organizations, and foundations can work together to develop new undertakings in Jewish education.

The Council will be an independent body. Its Board of Directors will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish scholars. The initial annual operating budget of the Council will cover the cost of staff and facilities to carry out its work.

Spreading the Word: The Diffusion of Innovation

Another major function of the Council will be to set up a process whereby communities around the country will be able to learn, adapt, and replicate the ideas, findings, and results of the Lead Communities. In this phase of the Council's work, continental organizations — especially JESNA, JCC Association, CJF, and

the denominations — will play a critical role, since they will provide the means by which this process can be effected.

The Council will encourage these organizations to develop procedures that will accomplish this objective through published reports, seminars, editorial coverage in the Jewish and general media, on-site visits to Lead Communities by community leaders and educators, and eventually through training programs for community leaders around the country.

As Lead Community programs begin to bear fruit, plans will be developed by the Council to establish new Lead Communities. At the end of the first five years, it is expected that the initial Lead Communities will have matured and developed a momentum of their own towards a continually improving educational system. By that time, another three or four Lead Communities may be added to the plan. These communities will be able to move forward at a more rapid pace, based on what is learned in the first communities.

The process of adding new communities should be a continuing one, so that in time there will be a growing network of active participants in the program. It also may be possible to establish a new category of Lead Communities that will function as associates of the original communities. This program will thus have a ripple effect and, as time goes on, be extended into an increasing number of communities throughout North America.

more formative role for res?

res are step closer - maybe a more integral role
- wants early warnings, correctives all along
+ the line

researchers can have input into which lead community

* see bkg papers - 4th - 5th meetings

- what could have in mind for lead community
- concept not limited to formal ed or existing insts

- for lead community - must do 20 items on list
- e.g. raise salaries etc.

- community wide??

outcomes - e.g. s-ppl's schls) - what do they consider success
- look at each test

write to Fox

Fax 011 972 2 6999 51

talk to Coleman

312 702-8696 1:30-2:30 Mon W (3:45 M)

Fox

Jerusalem Fellows

HaRav Berlin 32

Jerusalem Israel

notes for Tox/Hoch letter

general
- great m. time, proj. off

- mixed feelings about
our part
- both may help even
if I don't
end

substance - enormous #
- 3 espec. salient for me pers.

issues of special interest

- range of "treatments"
- absence of external incentives
- community emphasis

design

1) process of ch - very imp - would need staff in each location
- I could coord, but not do

2) outcomes of ch

- key q - indicators

- commission a review paper

- develop/adapt/modify

- in consultation w/ the communities

- prob of causality in limited # of cases

- planned variat?

- assessment of outcomes in diff communities?

my part

other agenda - unavoidable for next 2 yrs - critical time for project
- on close co?

family sitat - not a good time for extensive travel

if in - must be in substantial way - eg 25% of time

Coleman

interesting

- one of few cases where ^{no} captive audience

- ~~must be attn to attracting interests~~

- need add'l incentives - extrins, ^{not built in}

- extrins incentives to do well while there

- one characteristic of Ted

- very diverse - more than ^{any} sec

Fox - open-minded - no preconceptions about what ought to be done

- completely free rein

- resources

eval res? yes, that design

- would be impt to think about input from res
pt of view

most in research design - would be valuable

as much as prog design

- planned variations

qualit? yes, one part

(1) - process of change - delegate

(2) - effects of change

- prob of causality

- approxinal to research des. in

- attempt to get min # of
each kind of program

- separability b/w prog & communities

- continuum of communities >>>

concern of communities lit, >

- total immersion prog eg summer camps, etc

- extends range of variat of
educ progs

from 0 to intence

- not much opp to extend range of variat

- relat b/w att. & ach

- ss orientats - esp plan settle in Isr

- future ideas rel to Judaism

- could make big diff in effs of
same trtmnt eg Hebrew sch

- agree on common, hadn't thought of that

Coleman's indomnt - always overcommitted

- would be pleased if rt person in charge

- avail for advice & consultation

AG's involunt - if gets below certain trace of
activ - then is drained & distrac
- doesn't contribute
- so make cert that don't say yes
unless sure ~~might be~~ distraction
- not just as res administrator
- time, but not pers
or res rewarding

q's for Fox/Hochstein call 4/17/91

0) summz - lead communs - need to study - docum successes & failures. Eff's
- how circumscribed? not study of ex expands of + trng, or mktng study

1) process for determin goals/outcomes
- es p.69 "pos effs most apparent in lead communs"
- how far?

2) qualit^{needed} - I'm sympathet, but expertise is grant. it
- see self as ~~coord~~ concept, coord,
do comparative work - but prob not fieldwork
or not main part
p.70 "compreh, long-range res agenda
will be outlined."

3) one part of rpt - need for more research
- have about x.fld-initiated research w/in
specified categories?
- reflective-practitioner studies - in lead communitis?

4) in sec world - need to integr skil w/ other comm_{on}ss
- parallel here?

5) how open to nontradit forms of ed - fill 1.st p.33

Blue List - mandated characteristics

Red List - programmatic areas v10
- drawing from rpt
- focus often on items

especially when not yet decided

Ic not just a site (i.e. geog. context)
not just formal edue

scope

- comprehensiveness

qual. it

- high standards?

- depth

- seriousness

expectations must be reasonable

- but nb acctblty to funders

concept of IC

what is it? laboratory

what changes? central planning
comprehensive
geographic

what goes on? lay leadership
personnel devel
- recruitment
- in-service

others - "espec interests"

how operate? balance direct & enforcement

commission a paper
- show to experts

issues to address w/ Fox

1) outcomes

- start ~~at~~ in beginning abstract?
- why?
- what really get from nat org?
- too vague, non-op
- what's avail. already?
- ^{just} commission a paper?
- cog
- affect
- demogr
- then submit to nat org
- revise/synth
- incl disagr

if you were to
evaluate outcomes of
res - what would you
look at?

2) res advs grf

- advs on meas, but must be good?
- how tied to overall res meth
issue?

g) on best practices

probl of reputational

- qual control / disagreement
- translation

- what is it about these schls
+ whd's so good?

alterns

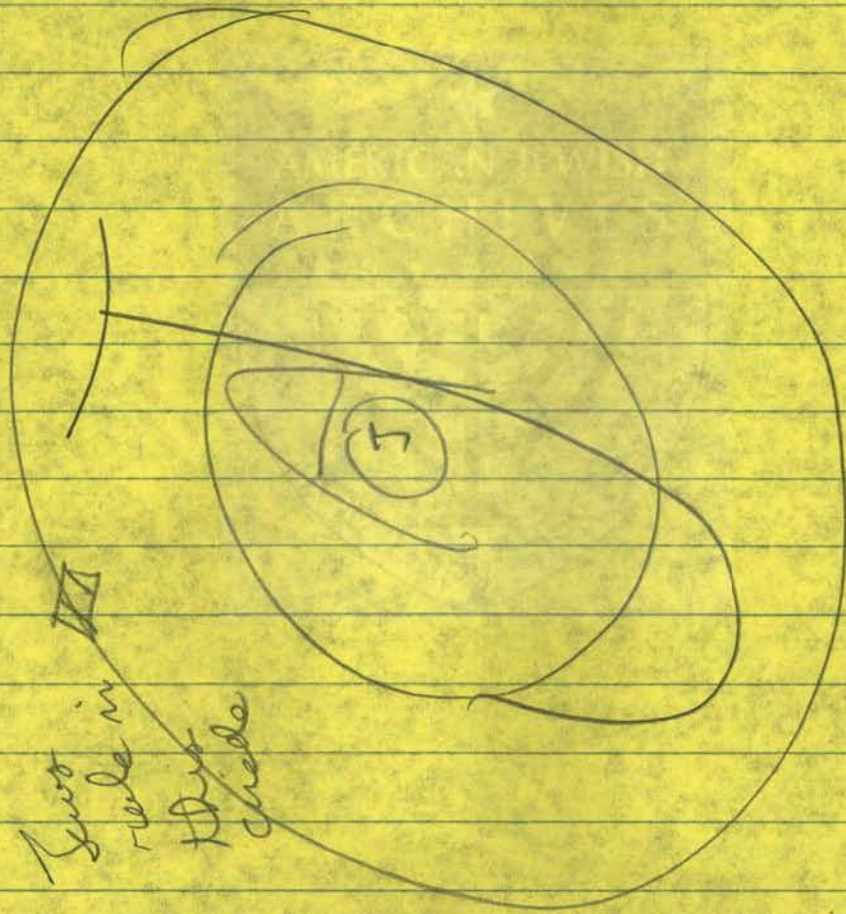
(1) res kernal about "what works"

(2) outcome-based identify

(3) site visits

meth - sending 1c staff there isn't enough

- need training



Just in the circle

1) CITE needs an operating philosophy on profession - bldg
- multiple roles

2) Establish a working grp on campus
- need for minimum std for
full-time professionals
- benefits (for full-time)
- health
- pension (s-s-plan also?)

3) professional association
- encourage membership, collegiality
- in LC's, try nat assoc, assess
- morale
- practice
- national publication?

4) experiments in restruc of positions
- community teachers
- shared teachers

MET - lead communities

why research? why MET?

substance

Outcomes - jumps out

- probs - gen ed - trivial
- let emerge - can do MET w/o
- begin at same time
 - catess - indiv
 - community

process

- you are all sure of success
- res job is to be open to failure
 - can learn just as much
- mess because of delayed results

special issues

- wide range of trmt - not in short term
- community carient
- res meth when more vars than cases

MEF - 2

design

fieldwork — 1 full-time, rest $\frac{1}{2}$ time
(probs of large communities)

- tasks — descrip quantit (self study)
- monitor process — mtgs, ^{s-plem} _{obs}
- 9 mo. rpt — formative
- redo descrip quantit
- contin mon
- ~~advise reflect~~ ^{pracs} _{formative}
- 21 mo. rpt — s-summative

outcomes

- ~~initial~~ — initial thought piece
- reac from major orgs
- elab mit paper
- convene res advs comtee
 - reac to outcomes
 - s-s-s reac techn,

MEF-3

timeline

	<u>fieldwork</u> work	<u>outcomes</u>
fall 1991	describe job/tasks	
spring 1992	hire/train	commission
summer 1992		paper to major boss
fall 1992	begin fieldwork	
winter 1993		elab paper after reacs
spring 1993	9-mo rpt ^{rpt}	↓
summer 1993		meeting/reg adv
fall 1993	contin fieldwork	begin paper devel
spring 1994	21-mo rpt	first outcome tools ready
fall		

Task - management/res proj

- need more on monitoring
feedback

- need to design

(1) - monitoring system

(management
system)

- forms etc.

- plans

- be very specific - related
directly
to CIDE

(2) - should have preliminary
outcome indicators

in reus

elab concept
operating plan

AG

- hire someone
to run
surveys in
the LC's

Mark

out comes - what about prog-spect
outcomes

Cleveland as laboratory?

Seymour

but CIFE, not AG, is in charge
of the management res proj

need level indicators

- might start w/ particip
- then move to high issue of outcomes
 - educated Jew
 - get the denoms to undertake
 - practitioners

David

- all measures - don't give up
- NYBJE tests
 - JESNA inventory

other perspectives on outcomes

another task
for survey
researchers

- community - Federal.
- parents
- kids
- teachers, mn

David R.

one can do post-hoc
comparisons as a quasi-
control,

e.g. "in Cleveland over the last
5 yrs we increased the
number of full-time
educators five-fold
(due to our programs x, y, z)"

vs.

no change in
6 comparably-sized
communities

or

the nat'l avg.

Jon

need more on feedback/consultation

- how will it work?

- thru CITE??

design the proj w/ eval in mind

- build in goal-setting actors

Dani
control grp. ????

need concep to determine whether
lc is acting as lc

need underst mechs, not just
black boxes

- in descrip

- incl climate, etc. - anthropog

Bunny

need incl in paper

- what mean by research?
- what doing here?
- can research come into play?

orig role of field researcher

- enlist help of other local researchers ("satellite researchers")

need attend to "immeasurable" outcomes
or unintended outcomes

- too much "input-output" in popos

Mike I.

qualitative - ok

what to do w/ rpts?

seek books in anthropol
as models of rpts

show w/
cite
(webpage??)

res instruments for all s.ter

- head counts

- expectations

- what a prog wants to
achieve

stdz

Alan

historical cut

- need a historian of the press
- total documentation

generate lots of small studies
by educators in LC's

Tasks - 10/91 - 11/91

see about
J researchers for
mts of Isa A.

- ① revise proposal
- ② prepare budget
- ③ prepare job descripts
- ④ commission outcome paper
- ⑤ implis of NF paper

Dec-Jan

- ① think about baseline surveys - NF study? ←
- asking high enough for day shifts?
- ② think about goals paper - who? (what?) hold
- ③ memo on ^{memo on} implics of NF - impts of content ✓
- ④ set reactions, finalize job ann & descrip, figure out how to advertise

Feb-Mar

- ① send out job ann - advertise
- letters
- advertise
- ② review ass't not applies
- Lichtenman?
- Lipman?
- ③ throw bang, get someone to investigate avail. of tests -

4

- be thinking about concept of f.r. - common personnel outcomes

implies

neg — gyps + tnts contrib to neg

— soc + eos

— not raco - but not indic

tnts + ach

same evid that ~~inst~~ ^{inst} tnts btr tnts acct for ach

— but not consistent

— thus, still an open q — req further study

instru discourse

ss subst enggs → higher ach

— mpt goal — look at content, too

Gann 87, 86, 90 ^{variable...} 90 ^{access...}

G + M 87

GBN 90

G + M 90, m press

Nystr 86

N + G m press a, b

Fogelman 83

Kenit 86

Slav 90, 87, 83

Oates 85

Jones et al 84

Newman + Thamp 87

think about what's feasible

prepare presentation on conception of res
- prob Wednesday
on Tuesday

need to improve quality of conception of outcomes

forum for deciding on indicators - Coleman as chair
- incl rationale - content + methodology

4 field res - 1 full, 3 half

yr 1 - baseline data (mainly self-study)

- descrip of status quo

- descrip of change

- incl difficulties

- 9 mo. rpt

yr 2 - ~~no~~ new survey data

- descrip of ch

- disc of success

- inform dec - mex

- disc of outcomes

- to res adv's grp

- 20 mo. rpt

sugg to CITE res that needs to be done

remember - lead community is a means

commission someone to provide concept + review
of indicators of outcomes of Ted

someone
in charge
of this

conference - sociols vs content vs philos
some indicators are non-problematic

How to devel. ind. cs?

- Inter | 1) Ask sym + A unit
2) whom should we ask? who has it?
3) show to St A - what are poss. candid's? who?

- For | 1) get national gips to say what are goals/measures
2) what's common?
3) brms mix from all gips - what should goals be?
- may get some consensus
4) get reactions
compare to what set from field

then
one person | 310 type of task - design res. prog. for comm. to solicit

Coleman, Zuban

Porter?
Neumann?

work at Mandel Institute

- methodol for res in "messy situations"

- needs to be elevated

2 probs: what does it add res? what makes it credible?

theory of lead community

- need for systemic ch (from secular edu)

→ need for complem; instits

- for 3 profess. and

- for services

- to max ^{used} resources

I. field res

1) prep job descrip - rationale, activs/tasks, goals

2) send to (a) Elster, Fox, etc.
(b) Metz, ^{Gavis} ~~Wehlagge~~ etc.

3) revise, submit to Elster to hire 1 full-time chd,
others as needed foll,

II. outcome development

1) prep ~~task~~ task descrip - rationale, activs/tasks, goal

2) send to Coleman, ^{Ingram} for revs

3) revise, submit to Elster to recruit 1/4 time for 9 mos.

preparatory work: Oct - ~~Dec~~ Dec, 1991

second phase: Jan-May, 1992

1. help interview??
2. meet w/ field res - intro, excite
3. turn over to chief field res for training
4. stay in touch w/ chief

- May??

- II.
1. monitor progress
 2. oversee paper
 3. meet w/ advisory grp - May?? June??

CENTER
ON
ORGANIZATION
AND
RESTRUCTURING
OF
SCHOOLS

University of Wisconsin-Madison
Wisconsin Center for Education Research
1025 W. Johnson St.
Madison, WI 53706
(608) 263-7575

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

May 6, 1991

Dear Drs. Fox and Hochstein,

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

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

Substantive Issues

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

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

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

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

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

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

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

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

Design Issues

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

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

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

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

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

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

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

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

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

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

My Role?

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

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

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

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

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

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

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

Sincerely yours,



Adam Gamoran, Associate Professor of Sociology and Educational Policy Studies

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

cc: Professor James Coleman, Professor Daniel Pekarsky

Board of Directors
(in formation)

May 13, 1991

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Garry Stock
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Dr. Adam Gamoran
University of Wisconsin at Madison
Wisconsin Center for Educational Research
1025 W. Johnson St.
Madison, WI 53706
USA

Dear Adam,

Thank you very much for your fax of May 6th. We are very pleased that you have devoted so much time and effort to thinking about the problem, and we have managed to have a faculty seminar to discuss the various ideas that you presented. We think it might be best if we continued our discussion on a conference call between Annette Hochstein, myself and yourself. Would the morning of Sunday, June 2nd or Tuesday, June 4th be acceptable to you?

Seymour Fox
President

Annette Hochstein
Director

The reason for the delay is that we are having the board meetings of the Mandel Institute beginning this Friday, and I am travelling to England May 14-16th. At the board meeting we expect to deal with the administrative and financial questions that you raised, and are hoping to receive affirmative responses.

We look forward to continuing the conversation with you. During the telecon it may be a good idea for us to consider the usefulness of a visit of yours to Israel sometime in the month of July.

With very best regards, and thanking you again for taking all that time,

Sincerely yours,

S. Fox
Seymour Fox

c.c.: Annette Hochstein
James Coleman

conference call 5/29/91

(seek general reac?)

hire one full time to lead the others
researcher

answer to j's - funding? how much? who writes propos?

- field res

- reflect pract

- devel ind is - 2 kinds of conferences - academic - community

- conference next spring?

- May or June?

what are the goals?

- figure it out & sell it

Israel trip this summer - ok - date not sure

- will need to return to MSU, then make dec on commitment

Zucker & Mandel discussed the letter

ideas - correspond well

lead communities - prob Sept 92

- chosen early 1992

Elona Shulhami - Hebrew lang, hosts
must invest in tools

- explain to the board

go slow - get high quality

- es train grad students

- find res in J ed - few

10/25/2 11:00 a.m. meeting

visit in July

- staff for select lead communicating (overseas)

E/Stein
Holtz
Jack Fidelity etc.

- 21/10-15??
- come a day or two before

write memo: possible tasks

- > 15 1 + 2 (23??)

structure of res ~~ors~~

Review background - 2006;

SP for 2009 - 2010 (overseas)

- 2009 - 2010

Glenn 2010 - 2011

most in 2011

explain to the board

do slow with 2011

2011 - 2012

2012 - 2013

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT

PHONE (608) _____

May 30, 1991

Professor Seymour Fox
Hebrew University of Jerusalem

Dear Professor Fox,

I'm pleased to report that I will be able to meet with you in Jerusalem this July, during the time period you specified. My wife, Marla, will accompany me. Our time constraints are as follows: we can come for a week, and we need to leave Madison after July 5 and return before July 19. (I have firm commitments on those two dates.) With Marla to visit the relatives, I can be at your disposal for the meetings! Seriously, I very much appreciate your inviting me to bring Marla on the trip.

A quick check with our travel agent indicated that seats are filling up, so we'd like to know the exact dates as soon as possible. We will be away from Madison during the last two weeks of June, and I'm sure we'll want to book our seats before then.

I look forward to productive and interesting meetings. Based on our phone conversations, I will think more about possible tasks for the research project, and how they might be organized. I'll try to send some notes on these issues to serve as a springboard to our own discussions prior to the seminar.

Sincerely yours,



Adam Gamoran
Associate Professor

evaluations

long term

set up - for research, not just impact

- why not start w/ a big survey?

- who goes where, how decide

- check J pop survey

controlled experiment ???

From: Jnet%"WWRL@HUJIVM1" "From Daniel Laufer" 13-JUN-1991 14:22:51.70
To: Letter to Adam Gamoran <GAMORAN@WISCSSC.BITNET>
CC:
Subj: Re: Mandel Institute/CIJE

Received: From HUJIVM1(MAILER) by WISCCDE with Jnet id 3296
for GAMORAN@WISCSSC; Thu, 13 Jun 91 14:22 CDT
Received: by HUJIVM1 (Mailer R2.07) id 3294; Thu, 13 Jun 91 22:21:42 IST
Date: Thu, 13 Jun 1991 22:20 IST
From: From Daniel Laufer <WWRL@HUJIVM1>
Subject: Re: Mandel Institute/CIJE
To: Letter to Adam Gamoran <GAMORAN@WISCSSC.BITNET>

June 13, 1991

Dear Professor Gamoran,

My name is Daniel Laufer and I am working with Annette here at the Mandel Institute. I will be coordinating the CIJE workshop in July and therefore, look forward to working with you and the initiatives of the CIJE. I also have become the resident "expert" for BITNET and thus, will be able to continue to correspond through e-mail.

Regarding the CIJE workshop, we have scheduled two work days for you with Shulamith Elster, Annette and Seymour on Wednesday July 10 and Thursday July 11 but not on Friday July 12. The formal workshop will begin on Sunday July 14 as was discussed.

Further, we have made hotel reservations for you and your wife at the Larome from July 9, 1991 through July 18, 1991. If there is any way we can facilitate any part of your visit or other aspects of the conference please let me know.

For your information, my personal BITNET account number is: WWRL @ HUJIVM1 . You should continue to correspond to us via the ANET account. I may write to you from my account at times due to the software I use at home.

B'vracha,

Daniel Laufer

*will also meet
w/ Mike Inbar*

GAMOR type cijesched.mem
From: JnetX@WMRL@HUJIVM1 "from Annette Hochstein" 7-JUL-1991 01:53:28.
77
To: Letter to Adam Gamoran <GAMORAN@WISCSSC.BITNET>
CC:
Subject:

Received: From HUJIVM1(MAILER) by WISCDE with Jnet id 9688
for GAMORAN@WISCSSC: Sun, 7 Jul 91 01:53 CDT
Received: by HUJIVM1 (Mailer R2.07) id 9687; Fri, 05 Jul 91 16:54:13 IST
Date: Fri, 5 Jul 1991 16:53 IST
From: from Annette Hochstein <WMRL@HUJIVM1>
To: Letter to Adam Gamoran <GAMORAN@WISCSSC.BITNET>

Dear Adam,

We would like to share the content of your letter of May 6th with the participants of the CIJE workshop, as part of the background materials. We would like to use a version that includes only the research elements (issues, questions etc.) and not the personal ones. Would you object to the inclusion of an edited version, would you like to revise it yourself or should we edit it? We will wait for your response before doing anything.

Looking forward to seeing you.

Best regards,

Annette

From: JnetX@WMRL@HUJIVM1 "from Daniel Laufer" 7-JUL-1991 01:53:46.88
To: letter to Adam Gamoran <GAMORAN@WISCSSC.BITNET>
CC:
Subject: schedule etc

Received: From HUJIVM1(MAILER) by WISCDE with Jnet id 9686
for GAMORAN@WISCSSC: Sun, 7 Jul 91 01:53 CDT
Received: by HUJIVM1 (Mailer R2.07) id 9685; Fri, 05 Jul 91 16:53:09 IST
Date: Fri, 5 Jul 1991 16:52 IST
From: from Daniel Laufer <WMRL@HUJIVM1>
Subject: schedule etc
To: letter to Adam Gamoran <GAMORAN@WISCSSC.BITNET>

We received your fax with your itinerary. Indeed, our fax number was recently changed. The new number is (972) 2- 619951. I am sorry for any inconvenience you may have had reaching us. This note is to confirm some of the trip arrangements and suggested schedules. The hotel reservations for you and your wife have been confirmed for July 9th through July 18th. If you need transportation from the airport to Jerusalem I recommend Nasher Sherut company. They charge 22 shekels for door to door service. Please save all of your receipts.

Alan Hoffman, the Director of the Melton Center for Jewish Education in the Diaspora at Hebrew University, would like to invite you and all of the American participants in the workshop to his home for Shabbat dinner Friday night, July 12th. He lives just a few minutes walk from the Larosne hotel in Yemin Moshe. Please let me know if you plan to accept. *

To date the planned schedule for the workshop is as follows:

Wednesday 7/10/91 - 10:30am - 4:00pm: Working meeting with Shulamith Elster, Seymour Fox, Annette Hochstein at the offices of the Mandel Institute 22a Hatzfira Street.

Evening: free

Thursday 7/11/91 - 8:30am - 4:00pm: Working meeting with Shulamith Elster, Seymour Fox, Annette Hochstein. Prof. Michael Inbar will join from 10:00am - 12:00pm.

Evening: free

Friday and Shabbat 7/12&13/91 - free

Sunday 7/14/91 - 8:30am - 3:30pm: Workshop
Evening: Dinner

Monday 7/15/91 - 8:30am - 4:00pm: Workshop
Evening: free

Tuesday 7/16/91 - 8:30am - 4:00pm: Workshop
Evening: free

Wednesday 7/17/91 - 8:30am - 4:00pm: Workshop
Evening: Working dinner

Thursday 7/18/91 - 8:30am - 4:00pm: Workshop
Late evening departure.

If there is any other way I can be of assistance before you depart

① (cover letter)

Thanks so much for the lovely calendar, which I received via Cleveland. This was just another example of what thoughtful and gracious hosts you were during our stay in Jerusalem. Marla and I enjoyed our stay immensely, and we are very grateful. Also, I found both the workshop and our pre-workshop meetings to be stimulating and valuable, and I'm thankful to have had the opportunity to participate. (Even though the rest of my summer is going to kill me!!!)

Two memos follow this message. The first is a proposal for a three-year plan of Monitoring, Evaluation, and Feedback. It is essentially the plan I presented at the Wednesday session of the workshop, with revisions that take account of the comments I received. Perhaps the most important comment was that the plan so far does not spell out the details of the system for monitoring and feedback. I now recognize this, but am not prepared to propose a detailed plan at present. Instead, I propose that the system be designed (by Shulamith, the chief field researcher, and possibly me) ~~next spring~~.

Another important addition is that I mention the idea of using participation rates (i.e., "head counts") as outcome indicators in the second report from field researchers in the lead communities.

In the section on developing outcomes, I included three sources of information which the research advisory committee would ultimately consider: the paper reflecting views by national organizations; operative goals of programs in the lead communities; and conceptions of the educated Jew developed at the Mandel Institute.

I did not include provisions for control groups, for reasons I explained at the workshop. I added mention of the possibility of comparing changes in participation rates in lead communities with those in other communities, but cautioned that changes in lead communities could not be unambiguously ascribed to the programs. I did not discuss the idea of Cleveland as a "practice" site for research, mainly because I couldn't figure out how I could do it, but I think the idea has merit.

The second memo is a proposal for a role I could play in this process. It is the same as we discussed prior to the workshop, with two revisions: (a) I propose to spend 12 (not 10) hours per month on the project; (b) I limit my involvement while I am in Scotland, acknowledging that the chief field researcher would be pretty much on his/her own during the academic year 1992-93.

Finally, I offer the second memo as a proposal for my involvement, not just a statement of what my role could possibly be. In other words, if this job makes sense to you, I'm willing to attempt it.

Not spec. if 1/2 time fldrs
-have open

②

Monitoring, Evaluation, and Feedback: A Three-Year Outline
Adam Gamoran
University of Wisconsin, Madison
July, 1991

This memo proposes a plan for the monitoring, evaluation, and feedback component of the CIJE. The plan contains three elements: field research in lead communities; development of outcomes and tools for measuring outcomes; and stimulation of self-contained research projects. Tasks are described for the first three years, beginning fall 1991. Explanations of rationales are drawn in part from my earlier memo.

FIELD RESEARCH IN LEAD COMMUNITIES

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

Field researchers. A field researcher would be hired for each community, with the following responsibilities:

1. Supplement community self-studies with additional quantitative data, as determined following a review of the self-studies in all of the lead communities.
2. Use these data, along with interviews and observations in the field, to gain an understanding of the state of Jewish education in the community at the outset of the lead community process.
3. Attend meetings and interview participants in order to monitor the progress of efforts to improve the educational delivery system, broadly conceived.
4. Write a nine-month report describing items 1-3 (May 1993). An important contribution of the report would be to discuss the operative goals of programs in the lead community. The report would also assess progress toward the commission's goals, and would speak frankly about barriers to implementing the plans of the local commission. In this

way, the report would serve as formative evaluation for the community and the CIJE.

5. Replicate the initial data collection a year later, and continue monitoring progress toward the commission plan.

6. Issue a 21-month report (May 1994), which would describe educational changes that occurred during the first two years, and present an assessment of the extent to which goals have been achieved. Two types of assessment would be included: (a) Qualitative assessment of program implementation. (b) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.

It may be possible to compare changes in rates of participation to changes that do or do not occur in other North American Jewish communities. For example, suppose the lead communities show increases in rates of Hebrew school attendance after Bar Mitzvah. Did these rates change in other communities during the same period? If not, one may have greater confidence in the impact of the efforts of the lead communities. (Even so, it is important to remember that the impact of the programs in lead communities cannot be disentangled from the overall impact of lead communities by this method. Thus, we must be cautious in our generalizations about the effects of the programs.)

The 21-month reports would serve as both formative and summative evaluation for the local commissions and the CIJE. In other words, they would not only encourage improvement in ongoing programs, but would also inform decisions about whether programs should be maintained or discontinued.

7. Field researchers would also serve as advisers to reflective practitioners in their communities (see below).

Schedule. During fall 1991, a job description and list of qualifications would be prepared. The researchers would be hired and undergo training during spring and summer 1992. During this period, further details of the monitoring and feedback system would be worked out. The fieldwork itself would begin in late summer or early fall 1992.

Chief field researcher. One of the field researchers would serve as chief field researcher. In addition to studying his or her community, the chief field researcher would be responsible for training the others and coordinating their studies.

Reflective practitioners. In each lead community, two or more reflective practitioners would be commissioned to reflect on and write about their own educational efforts. The reflective practitioners, who could be selected by their local councils, would be teachers or administrators involved in CIJE programs

with reputations for excellent practice, or who are attempting to change their practices substantially. The local field researchers would supervise and advise the reflective practitioners.

Collection of achievement and attitudinal data. Some of the participants at the July, 1991 Jerusalem workshop advocated administering such achievement tests and attitudinal questionnaires as are currently available. This effort would require another researcher dedicated to the task. Much work remains to be done in locating and selecting among available tests and survey items.

DEVELOPMENT OF OUTCOMES

It is widely recognized that the question of the outcomes of Jewish education, which was not addressed in the Commission report, cannot be avoided by the CIJE. This is not only a practical necessity, but a requirement of the research project: to evaluate the success of programs in the lead communities, one must know the criteria by which they are to be evaluated. Hence, the research project will take up the issues of (a) what are the aims of Jewish education; and (b) how can those aims, once defined, be measured?

Proposed tasks for this component of the project for the first two years are:

1. Commission a thought paper by an experienced professional on the outcomes of Jewish education. Guidelines for the paper would include:
 - (a) The focus would be concrete rather than vague. This might be accomplished by posing the question as, "If you were to evaluate the outcomes of Jewish education, what would you look at?"
 - (b) Outcomes should be addressed in the areas of cognition, attitudes, values/beliefs, practices, and participation.
2. Distribute the paper for comments to national/continental organizations for feedback.
3. Engage the original writer to expand the paper in light of feedback received from the major organizations. The revision should include an analysis of points of agreement and disagreement among the organizations.
4. Present the revised paper to the research advisory group, posing the following questions:
 - (a) What do you make of this set of outcomes?
 - (b) How might they be measured?

The research advisory group would have two additional sources of information to consider: the operative goals of programs in lead communities, as described by field

researchers in their 9-month reports; and conceptions of the educated Jew developed by the Mandel Institute.

5. Commission appropriate experts to begin selecting or creating outcome indicators.

STIMULATION OF SELF-CONTAINED RESEARCH PROJECTS

At any time during the process, the CIJE may require urgent attention to specific issues of educational effectiveness. (An example might be the relative effectiveness of supplementary school and summer camp attendance for Jewish identification.) After developing an internal consensus, CIJE would either (1) issue a request for proposals on that topic, or (2) recruit and commission individual to carry out the research project.

AMERICAN JEWISH ARCHIVES

TIMELINE

	<u>FIELDWORK</u>	<u>OUTCOME DEVELOPMENT</u>
Fall 1991	create job description	commission paper
Spring 1992	oversee hiring, training	
July 1992		approve first paper
Fall-Spring, 1992-93	fieldwork underway	responses to paper from national orgs.
May 1993	9-month reports	revise paper
August 1993		meet with research advisory committee
Fall-Spring, 1993-94	fieldwork continues	develop outcome indicators
May 1994	21-month reports	

3

July 26, 1991

To: Seymour Fox, Annette Hochstein
From: Adam Gamoran
CC: Shulamith Elster
Re: my participation in the CIJE research project

This memo is to clarify my proposed involvement in the CIJE research project, as developed during our meetings prior to the Jerusalem workshop. I am happy to listen to any clarifications or modifications you may wish to offer.

The job would be that of a consultant to the CIJE, and would report to the CIJE director. It is important that the position be one of a colleague rather than a subordinate of the Chief Education Officer, to encourage constructive criticism of the educational programs supported by the CIJE in the lead communities.

In this position, I would be responsible for ensuring (a) the quality of fieldwork in lead communities; and (b) progress in the development of indicators of the outcomes of Jewish education. My time commitment would be limited to twelve hours per month during the time periods specified. My tasks would be as follows:

FIRST PRELIMINARY PHASE: OCT. - DEC. 1991

A. Field research

1. Prepare a job description for the field researchers and the chief field researcher. The description would include such items as rationale, fieldwork tasks, reporting requirements, standards, and expectations.
2. Circulate the job description for feedback from (a) those involved with the CIJE, especially those who participated in the July 1991 CIJE workshop; and (b) colleagues with expertise in the fields of evaluation and qualitative research, such as Gary Wehlage, Mary Metz and Karen Seashore Louis.
3. Revise the job description and present it to the director of CIJE.

B. Outcome development

1. Work with Shulamith to prepare a brief description of what the outcome paper might entail. If possible, advise Shulamith on whom to hire for the paper.

SECOND PRELIMINARY PHASE: JAN. - JULY 1992

A. Field research

1. The CIJE director and chief education officer will hire the field researchers. I will participate in the final interview stage of selection.
2. Work with Shulamith and the chief field researcher to establish a monitoring and feedback system: Specify main areas of focus, procedures, forms, etc., as much as is possible in advance.
2. Participate in an initiatory meeting with all the field researchers. The main purpose of the meeting would be for the chief field researcher to train the other field workers, based on the monitoring plans we have worked out.
3. Remain in regular contact with the chief field researcher and provide assistance as needed.

B. Outcome development

1. Provide continuous feedback to the paper author. Approve final version of the initial draft of the paper, July 1992.

YEAR 1 OF LEAD COMMUNITIES: SEP. 1992 - JUNE 1993

A. Field research

1. This period of the fieldwork project is problematic for me because I will be out of the country. Although I can provide feedback on written discussions of fieldwork findings, I will not be available to participate in quarterly meetings of the fieldwork team. Responsibility for supervision will rest with the chief field researcher. I will review the nine-month reports of the field researchers which are due during this period.

B. Outcome development

1. Advise the author of the thought paper on revisions in response to reaction from diverse representatives of the American Jewish community. Approve final version of the expanded draft of the paper.
2. Prepare agenda, attend, and lead a meeting of the research advisory committee to discuss (a) their views of the outcomes described in the paper and (b) their suggestions for approaches to measuring these outcomes.

YEAR 2 OF LEAD COMMUNITIES: SEP. 1993 - JUNE 1994

A. Field research

1. Establish more frequent contacts with the chief field researcher, and participate in quarterly meetings with the fieldwork team. Provide feedback on preliminary papers leading up to the 21-month reports from the lead communities.

B. Outcome development

1. Establish a mechanism for developing instruments for measuring outcomes of Jewish education, according to (a) the outcomes paper completed in year 1; (b) reports of operative

outcomes uncovered in the lead communities; (c) conceptions of the educated Jew developed at the Mandel Institute; and (d) suggestions from the research advisory committee in response to these sources of information.

YEAR 3 OF LEAD COMMUNITIES: SEP. 1994 - JUNE 1995

If all goes as planned in the preceding three years, we may be ready at this time to begin a quantitative study of the outcomes of education in the lead communities and elsewhere. Taking the outcome indicators we will have developed, we may be able to assess standards in the lead communities and compare them to standards elsewhere. This cannot be viewed conclusively as a causal analysis, but it will be an attempt to validate the conclusions of the field work, which will presumably continue through this year.

