



THE JACOB RADER MARCUS CENTER OF THE
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.

Box
56

Folder
3

Early development of MEF. Notes and correspondence. Meeting
information, 1992.

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

Chicago mtg 1/23/92

Interested parties

AI

C I J E

local mgr - performance mgmt

working out interface b/w local perf mgr & outside evaluator
is part of C I J E's agenda

communities must state goals - p front
- goals devel out of communities?

need ability to say no to pros mgmt - not clean
or disruptive

proc of joining as part of sub; for evaluat
- can Shulamith collect data?

another concp for research

- longit cohort study

what addit funcs are parents looking for? - survey?

- eg - early childho (as baby sitting)

what - after school
what are potential mths in C I J E? - for entrep activities

5/15/11 after meeting

meeting minutes

CUNY + CTF ^{Dr. Barry Fosmin}
 — have compiled all community studies

- Jeff Schenker - will send list of studies
- damage studies prof.

- pop sample/data available

most of data from community studies

need to see if data is available for all studies

can community collect data

another way to research - look at current state

what about the one from the 1970s - can we use it for research - yes - but it's old - can we use it for research - yes - but it's old - can we use it for research - yes - but it's old



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Calendar for Lead Communities Visitations

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



**CLEVELAND BUREAU
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Taylor Road Synagogue
Temple Beth Shalom
Temple Emanuel, El
Temple Israel
Temple Ner Tamid
The Temple-Tifereth Israel
Worshipers Circle School
Yeshiva Adath Bnei Israel

February 5, 1992
1 Adar I, 5752

Mr. Morton L. Mandel
Premier Industrial Corporation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Mr. Mandel,

I trust this letter finds you in good health and spirits. With your permission, I'd like to take a few moments of your time to discuss the national initiatives in Jewish education presently being undertaken by the CIJE.

First, let me say that I am in full accord with the Committee's position that research in Jewish education is a top priority. I was therefore delighted to comply when Isa Aron contacted me recently to request that I review a proposal--to be submitted to the CIJE-- for a national Jewish research project.

As a professional Jewish educator of 20 years, I can attest to the difficulties the lack of systematic and comprehensive research has created. Without the guidance that research can offer, every generation of Jewish educators and lay leaders must continually "re-invent the wheel."

However, there is another need in Jewish education equally as great, I believe, as the need for a national research center. And that is the need for coordinated national curriculum development and evaluation efforts. Every Jewish community in America has substantial curriculum needs. The overwhelming majority of Jewish schools, Jewish Community Centers, and Jewish summer camps have no written curriculum, few supplemental resources besides textbooks, chaotic curriculum change procedures, and unrealistic program goals (if such goals even exist).

Nor can Jewish schools or educational agencies, on an individual basis, hope to overcome these curriculum problems. In the first place, there are very few Jewish educators at any level of Jewish education who are trained in curriculum research, development and evaluation procedures. (Most Jewish educational planners, college staffs, etc, are not even graduates of higher level education programs.) In the second place, schools, JCC's, etc, do not have easy access to curricula developed in other communities. Consequently the staffs of these institutions use what they can get regardless of quality, or they develop their own materials (which are almost always disappointing). Finally, adapting, developing, implementing, evaluating and revising curriculum requires a very substantial commitment of time, a commitment which schools and JCC's simply cannot afford to make.

For all of the above reasons, I believe that a national curriculum initiative in Jewish education must be undertaken. It seems to me that such an effort should include (but would certainly not be limited to) the following items:

1. Establish regional curriculum centers which would house collections of curricula and support materials for review and distribution;
2. Set up a network of curriculum directors and planners to begin sharing their program successes and failures;
3. Identify successful curriculum improvement programs and materials for immediate distribution;
4. Identify and prioritize areas of curriculum for development;
5. Coordinate and standardize evaluation procedures for all experimental curricula developed through national efforts;
6. Represent curriculum needs and perspectives on national, regional and local educational planning committees and organizations.

Three years ago the Cleveland COJC, recognizing the need for quality curriculum as on a par with the needs for family education, personnel training, and beyond-the-classroom experiences, placed Project Curriculum Renewal on its agenda. It is my sincere hope that the CIJE will see the importance of undertaking a curriculum initiative at the national level, as well. If I can be of assistance in providing copies of articles documenting studies in support of this position, I will be happy to do so.

Allow me to close simply by thanking you for your time and for your personal efforts and support of Jewish education. For the first time in my 20 years of Jewish education, my vision of what Jewish education can and should be actually has the chance to be realized. Those of us entrusted with community educational responsibilities are truly grateful for the hope you and your brothers inspire by your unfailing commitment to the Cleveland Jewish community in particular and to the cause of Jewish education in general.

Sincerely,



Dr. Gavriel Goldman, Curriculum Director
Bureau of Jewish Education

QA4\gtg\mandell.let

cc Alan D. Bennett
Steven.

Fax3/3/92

TO: Adam Cameron 608-263-6448

FROM: Shulamit Ezer 301-230-2012

Total of 3 pages.

- ① Enclosed for you - let's talk about how Hanes can be helpful to us.
- ② Have you added the Senior Policy Advisors to your list of contacts?

Sorry I missed your call.

If possible can you tell me
where I can reach you between @
4-6 today!



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENTOffice of Research/ESD, Rm. 617
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February 24, 1992

Dr. Shulamith Elster, Education Director
Council for Initiatives in Jewish Education
6424 Needleleaf Drive
Rockville, MD 20852

Dear Shulamith:

It was good seeing you yesterday. Thanks for the copy of the Lead Communities Program Guidelines. It is an important initiative. I read the guidelines this morning, and I want to share with you a few quick impressions and concerns that were raised in my mind.

As you know, I believe there are similarities in this initiative to the U.S. Department of Education's AMERICA 2000 plan. An important difference, however, is that AMERICA 2000 was conceived as a strategy for achieving the national goals in education. While certainly not perfect by any means, it is an attempt to develop a plan to achieve outcomes; outcomes, which at least at one level, were derived by broad consensus. What I find most missing in the Lead Communities Program Guidelines is any articulation of desired outcomes. Basically, the strength of proposals would seemingly be judged on "process" factors. Those communities that can provide a convincing case for having mobilized a broad spectrum of community agencies and leaders to do something about improving Jewish education (formal and informal) from preschool to adult programming, and can show sufficient willingness to commit resources to it (an easier task for smaller communities), will become "Lead Communities". However, there is lack of articulation about where this mobilization of effort ought to lead, nor is it clear that proposals with clear notions about goals to be achieved will be judged beneficially in comparison to those who can display breadth in communal action. I imagine that it is too late to change the guidelines, at least for the stage-one competition, but it is not too late for stage two, and discussion of this issue among the judges about this issue could still be useful.

Secondly, I note an absence of any discussion about duration of initiative. One might expect at least a year of planning, given the scope of the mandate, and one might expect at least several years to pass before changes in outcomes take place, unless increased participation rates are to be seen as the major criterion of success. For how long is the Council prepared to help fund a lead community? And how long will it wait for data on outcomes before encouraging other communities to adopt similar practices?

Thirdly, the guidelines only mention evaluation in passing. Systematic evaluation is critical to our ability to learn anything from these initiatives so that they can be replicated elsewhere. The guidelines for second stage, ought to outline the kind of evaluation plan a winning proposal will have. For this kind of effort, we should encourage both formative (planning and implementation) and summative (outcome) evaluation, using both qualitative and quantitative methodologies.

Good luck on this important experiment.

Sincerely,



Harold S. Himmelfarb, Ph.D.
Senior Research Associate

CC: Jacob Ukeles

To: Adam Gamoran

From: Roberta Goodman, phone number, 212-853-6838

Here are three paragraphs on the conceptualization of a dissertation topic arising from the lead communities project. Please feel free to change things as you see fit.

I would like answers to some questions regarding being a Mandel Fellow. If you could find out what is entailed on your trip to Israel, I would appreciate answers to the following:

- 1) To whom am I accountable?
- 2) How am I held accountable? i.e. Would I be required to fill out any forms? be on a time schedule for completion of my dissertation?
- 3) Other than a concern for quality, would I be free to publish all of my findings?
- 4) What are my obligations to the Fellowship Foundation? For example, are there meetings of all the fellows to attend? papers to be presented?

N'siyah tovah!

Preparing Lay Leaders and Community Members for their Role
in Creating a New Vision for Jewish Education

The Lead Communities Project is one that asks communities to create a new vision for Jewish education. This vision-setting process requires the mobilization and participation of lay leaders and community members for its successful implementation. Creating a new vision is a process akin to critical reflection. It involves examining presently held assumptions about Jewish education, challenging them, exploring possibilities, forming a new vision and acting upon this vision.

A missing element in this process is information about how communities go about preparing their lay leaders and members to create a new vision of Jewish education. The purpose of this study is to identify the factors that facilitate the development of consensus building and new vision creation in the three lead communities among lay leaders and community members. Particular attention will be given to the role of education and Jewish learning in this process.

In distilling the experience of the three lead communities, it is the expectation of this researcher that information and insights will be transferable and usable so that other communities can benefit from this study. This study will contribute to knowledge about critical reflection which has been studied to some degree as an individual phenomenon, but has not been studied in terms of a group interacting and engaging in learning and consensus building.

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From: JnetX"GOLDRIEB@VUCTRVAX" 28-JUL-1992 12:43:43.16
To: GAMORAN@WISCSSC.BITNET
CC:
Subj: Re: tentative schedule

Received: From VUCTRVAX(GOLDRIEB) by WISCAGE with Jnet id 7590
for GAMORAN@WISCSSC; Tue, 28 Jul 1992 12:43 CDT

Date: Tue, 28 Jul 1992 12:44 CDT
From: GOLDRIEB@VUCTRVAX
Subject: Re: tentative schedule
To: GAMORAN@WISCSSC.BITNET
Message-id: <FBE6B97CE040A03F@ctrvax.Vanderbilt.Edu>
X-Envelope-to: GAMORAN@WISCSSC.BITNET
X-VMS-To: INX"GAMORAN@WISCSSC.BITNET"

Hi, Received all you messages and here are some minor comments but in general I think it is fine as an outline for discussion.

As for the schedule, I think the wrap and scheduling for fall 1992 is highly embedded in the last afternoon session about managing the research process, so in reality we do have the whole afternoon, but I have no problem if you want to short the governance section, although I think this is more of a one-time opportunity to get the kind of background they will need before going into the field, while the other issues can be worked out as time goes on, Remember Julie and Claire are experienced, so it is more of a matter of coming to some decisions about "modes of operation" rather than teaching from nothing, while they have a complete void in Jewish Education.

I hope I am not pushing it too much by leaving Tues night, as I said I can still change my ticket, so think about it again. As it is now, I will be leaving Tues night, mainly because I think there is a "learning curve" at which point they need to have time alone to think and plan.

As for the content of the evaluation, although some of things you say are implicit, I would emphasize a few points:
you mention the professional life of the Jewish educators, but emphasis als needs to be put on the Jewish education programs themselves that exist today especially as base-line, so there has to be equal emphasis on the educators but also their settings, we can discuss with them the types of programs they are likely to see, such things as present goals, philosophies, curricula, etc.

In terms of the discussion about vision and goals, I would also stress issues of implementation, have the communities articulated implementation processes or just stated vision? How does the implementation process go beyond expanding community involvement, that is one side of it, what about experts, finances, resources, remobilization of existing involvement etc.

In your discussion about "systemic" reform, this is crucial to link it back to the discussions about Jewish Education and Governance so they will be able to look into mobilization of other agencies, organizations, linkages between who knows, who does not, but also which agencies are part of the vision, goal, implementation, etc.

Lastly, you mention that the first year evaluation is more towards program policy than program accountability, that is a question of interpretation because if the first year evaluation talks about visions, plans, etc, isnt that program accountability, isnt there an expectation that after the first year there will be visions, and plans in place with an eye toward implementation in the future?

I like your discussion about methods and the snowballing approach, these are the specific that I will talk about with them in my session. One issue that we need to discuss first is the extent to which we want the three lead communities to be "researched" in a similar manner, that is how much agreement in terms of types, settings et of data do we want from the field workers, Should we have a "master" plan or be more naturalistic in our approach. I know that there must be some leeway given the uniqueness of each community, but what side of the fence are we on. I want to address the issues so we can make sure we can have some way of comparing across communities that is why I believe some frameworks are important.

Hope this was helpful, let me know any updates or changes.

July 7, 1992

LEAD COMMUNITIES AT WORK

FUI *for*
Fox
Hochstetler

A. INTRODUCTION

* The Commission on Jewish Education in North America completed its work with five recommendations. The establishment of Lead communities is one of those recommendations, but it is also the means or the place where the other recommendations will be played out and implemented. Indeed, a lead community will demonstrate locally, how to:

1. Build the profession of Jewish education and thereby address the shortage of qualified personnel;
2. Mobilize community support to the cause of Jewish education;
3. Develop a research capability which will provide the knowledge needed to inform decisions and guide development. In Lead Communities this will be undertaken through the monitoring, evaluation and feedback project;
4. Establish an implementation mechanism at the local level, parallel to the Council for Initiatives in Jewish Education, to be a catalyst for the implementation of these recommendations;
5. The fifth recommendation is, of course, the lead community itself, to function as a local laboratory for Jewish education.

B. THE SCOPE OF THE PROJECT

1. A Lead Community will be an entire community engaged in a major development and improvement program of its Jewish education. Three model communities will be chosen to demonstrate what can happen where there is an infusion of outstanding personnel into the educational system, where the importance of Jewish education is recognized by the community and its leadership and where the necessary resources are secured to meet additional needs.

The vision and programs developed in Lead Communities will demonstrate to the Jewish Community of North America what Jewish education at its best can achieve.

2. The Lead Community project will involve all or most Jewish education actors in that community. It is expected that lay

2. The Lead Community project will involve all or most Jewish education actors in that community. It is expected that lay leaders, educators, rabbis and heads of educational institutions of all ideological streams and points of view will participate in the planning group of the project, to shape it, guide it and take part in decisions.

3. The Lead Community project will deal with the major educational areas -- those in which most people are involved at some point in their lifetime:

- Supplementary Schools
- Day Schools
- JCCs
- Israel programs
- Early Childhood programs

In addition to these areas, other fields of interest to the specific communities will also be included, e.g. a community might be particularly interested in:

- Adult learning
- Family education
- Summer camping
- Campus programs
- etc...

4. Most or all institutions of a given area will be involved in the program (e.g. most or all supplementary schools).

5. A large proportion of the community's Jewish population will be involved.

C. VISION

A Lead Community will be characterized by its ongoing interest in the goals of the project. Educational, rabbinic and lay leaders will project a vision of what the community hopes to achieve several years hence, where it wants to be in terms of the Jewish knowledge and behavior of its members, young and adult. This vision could include elements such as:

- adolescents have a command of spoken Hebrew;
- intermarriage decreases;
- many adults study classic Jewish texts;
- educators are qualified and engaged in ongoing training;
- supplementary school attendance has increased dramatically;
- a locally produced Jewish history curriculum is changing the way the subject is addressed in formal education;
- the local Jewish press is educating through the high level of its coverage of key issues

The vision, the goals, the content of Jewish education will be addressed at two levels:

1. At the communal level the leadership will develop and articulate a notion of where it wants to be, what it wants to achieve.
2. At the level of individual institutions or groups of institutions of similar views (e.g., all Reform schools), educators, rabbis, lay leaders and parents will articulate the educational goals.

It is anticipated that these activities will create much debate and ferment in the community, that they will focus the work of the Lead Communities on core issues facing the Jewish identity of North American Jewry, and that they will demand of communities to face complex dilemmas and choices (e.g., the nature and level of commitment that educational institutions will demand and aspire to). At the same time they will re-focus the educational debate on the content of education.

The Institutions of Higher Jewish Learning, the denominations, the national organizations will join in this effort, to develop alternative visions of Jewish education. First steps have already been taken (e.g., JTS preparing itself to take this role for Conservative schools in Lead Communities).

D. BUILDING THE PROFESSION OF JEWISH EDUCATION

Communities will want to address the shortage of qualified personnel for Jewish education in the following ways:

1. Hire 2-3 additional outstanding educators to bolster the strength of educational practice in the community and to energize thinking about the future.
2. Create several new positions, as required, in order to meet the challenges. For example: a director of teacher education or curriculum development, or a director of Israel programming.
3. Develop ongoing in-service education for most educators in the community, by programmatic area or by subject matter (e.g. the teaching of history in supplementary schools; adult education in community centers).
4. Invite training institutions and other national resources to join in the effort, and invite them to undertake specific assignments in lead communities. (E.g. Hebrew Union College might assume responsibility for in-service education of all Reform supplementary school staff. Yeshiva University would do so for day-schools)
5. Recruit highly motivated graduates of day schools who are

6. Develop a thoughtful plan to improve the terms of employment of educators in the community (including salary and benefits, career ladder, empowerment and involvement of front-line educators in the Lead Community development process.)

Simultaneously the CIJE has undertaken to deal with continental initiatives to improve the personnel situation. For example it works with foundations to expand and improve the training capability for Jewish educators in North America.

E. DEVELOPING COMMUNITY SUPPORT

This will be undertaken as follows:

1. Establishing a wall to wall coalition in each Lead Community, including the Federation, the congregations, day schools, JCCs, Killel etc..
2. Developing a special inclusive relationship to rabbis and synagogues.
3. Identify a lay "Champion" who will recruit a leadership group that will drive the Lead community process.
4. Increase local funding for Jewish education.
5. Develop a vision for Jewish education in the community.
6. Involve the professionals in a partnership to develop this vision and a plan for its implementation.
7. Establish a local implementation mechanism with a professional head.
8. Encourage an ongoing public discussion of and advocacy for Jewish education.

F. THE ROLE OF THE CIJE IN ESTABLISHING LEAD COMMUNITIES:

The CIJE, through its staff, consultants and projects will facilitate implementation of programs and will ensure continental input into the Lead Communities. The CIJE will make the following available:

1. Best Practices

A project to create an inventory of good Jewish educational practice was launched. The project will offer Lead Communities

examples of educational practice in key settings, methods, and topics, and will assist the communities in "importing," "translating," "re-inventing" best practices for their local settings.

The Best Practices initiative has several interrelated dimensions. In the first year (1991/92) the project deals with best practices in the following areas:

- Supplementary schools
- Early childhood programs
- Jewish community centers
- Day schools
- Israel Experience programs

It works in the following way:

a. First a group of experts in each specific area is recruited to work in an area (e.g., JCCs). These experts are brought together to define what characterizes best practices in their area, (e.g., a good supplementary school has effective methods for the teaching of Hebrew).

b. The experts then seek out existing examples of good programs in the field. They undertake site visits to programs and report about these in writing.

As lead communities begin to work, experts from the above team will be brought into the lead community to offer guidance about specific new ideas and programs, as well as to help import a best practice into that community.

2. Monitoring Evaluation Feedback

The CIJE has established an evaluation project. Its purpose is three-fold:

a. to carry out ongoing monitoring of progress in Lead Communities, in order to assist community leaders, planners and educators in their work. A researcher will be commissioned for each Lead Community and will collect and analyze data and offer it to practitioners for their consideration. The purpose of this process is to improve and correct implementation in each Lead Community.

b. to evaluate progress in Lead Communities -- assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted by a variety of methods. Data will be collected by the local researcher. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and 2) To begin to create indicators (e.g., level of participation in Israel programs; achieve-

ment in Hebrew reading) and a database that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute in the long term to the publication of a periodic "state of Jewish education" report as suggested by the Commission.

d. *The feedback-loop:* findings of monitoring and evaluation activities will be continuously channeled to local and CIJE planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

During the first year the field researchers will be principally concerned with three questions:

(a) What are the *visions* for change in Jewish education held by members of the communities? How do the visions vary among different individuals or segments of the community? How vague or specific are these visions?

(b) What is the extent of *community mobilization* for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in human resources?

(c) What is the nature of the *professional life* of educators in this community? Under what conditions do teachers and principals work? For example, what are their salaries and benefits? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

The first question is essential for establishing that specific goals exist for improving Jewish education, and for disclosing what these goals are. The second and third questions concern the "enabling options" decided upon in *A Time to Act*, the areas of improvement which are essential to the success of Lead communities: mobilizing community support, and building a profession of Jewish education.

3. Professional services:

The CIJE will offer professional services to Lead Communities, including:

a. Educational consultants to help introduce best practices.

- b. Field researchers for monitoring, evaluation and feedback.
- c. Planning assistance as required.
- d. Assistance in mobilizing the community.

4. Funding facilitation

The CIJE will establish and nurture contacts between foundations interested in specific programmatic areas and Lead Communities that are developing and experimenting with such programs (e.g., the CRS Foundations and youth trips to Israel; MAF and personnel training; Blaustein and research).

5. Links with purveyors or supporters of programs

The CIJE will develop partnerships between national organizations (e.g., JCCA, CLAL, JESNA, CAJE), training institutions and Lead Communities. These purveyors will undertake specific assignments to meet specific needs within Lead Communities.

6. LAUNCHING THE LEAD COMMUNITY -- YEAR ONE

During its first year (1992/93) the project will include the following:

1. Negotiate an agreement with the CIJE that includes:
 - a. Detail of mutual obligations;
 - b. Process issues -- working relations within the community and between the community, the CIJE and other organizations
 - c. Funding issues;
 - d. Other.
2. Establish a local planning group, with a professional staff, with wall-to-wall representation.
3. Gearing-up activities, e.g., prepare a 1-year plan, undertake a self-study (see 6 below), prepare a 5-year plan.
4. Locate and hire several outstanding educators from outside the community to begin work the following year (1993/94).
5. Preliminary implementation of pilot projects that result from prior studies, interests, communal priorities.

6. Undertake an educational self-study, as part of the planning activities:

Most communities have recently completed social and demographic studies. Some have begun to deal with the issue of Jewish continuity and have taskforce reports on these. Teachers studies exist in some communities. All of these will be inputs into the self-study. However, the study itself will be designed to deal with the important issues of Jewish education in that community. It will include some of the following elements:

- a. Assessment of needs and of target groups (clients).
- b. Rates of participation.
- c. Preliminary assessment of the educators in the community (e.g., their educational backgrounds).

The self-study will be linked with the work of the monitoring, evaluation and feedback project.

Some of the definition of the study and some of the data collection will be undertaken with the help of that project's field researcher.

* * * * *

novelty - desc. to, let reader decide if good
- obs
- desc. of comic

common mobilization - very diff. - diffuse
- formal partic - ok - doesn't lead

~~6-8 wks~~

4-6 wks per common per yr
- but need to be together afterwards also

written rpts every 3 mos.
- nonjudgmental

present to lc's - finding art vision helps
- need to show benefits outweigh diff.ies
- present in g + a format

for reports
can disguise names of persons in role plays
- e.g. teachers, parents

fr's will make a presentat to lc steering committee
(not written rpts)

self-study - fr can say what else is needed
- this is a commentary on the communc
- must add what info needed

vision

what obstacles to deal?
how transcend Munt 2. ffs?
from vision to objectives

mobility

make some decs along the way - bandaid,
- team needs to be aggressive, & flexible
need some structure
volunteers have short term perspec

pract

status

+ - s. interrel

isolate

empowerment

meths

real access

where are boundaries
conflicting voices

longevity
complexity of 3/2 researchers

AG - career commitment
pragmatic considerations

- majors or training
- presentations

Davidson

posit as other

how you do - how approach problem
bicultural, cultural diversity - imptc
value of culture
imptc of talking to students
Tammara

why want to do
substance need to learn

Rotlenbers

why want to do this
focus

Agelbaum

cit theo, math - too narrow
the more time in the career, the better

Grossbard

why this? how much attn?

too independent?

what focus about edu? career?

this would be his first priority

what want to learn
what need
who
what form

after one commitment
- does this syst work?

Goodman

listener, as 2, curious, skeptic - nose for news

open to alterns

Art Rotman - staffing lc proj

site visits & bks material

Reasons for partic in celeb prc

- gather impress
- present the proj

Eval proj - go into l c's - have establ princs

- content - personnel
commun s-pt

- scope - hi proportion of instits, educators
are affected

- quality - best pracs

- m ef

- st. m

- pr. m to on prj

- oppo for reassessmt

- dissem to broader and

- help insure that human & other
res alloc, are alloc effc

- effort well spent? how improv?

conclude that useful
despite being outside

July 7 to Boston?

or send a FR to all?

notes on CITE eval

methods

no admin monitor

- ~~intent~~ probl recognz - no goals
- reason ^(comp) - but how eval?
 - some thinkers - goal-driven eval is misguided (explain)
 - ok, but still need sense of where ^{stand for}

~~adapt~~

- no goals, but objectives
- mobiliz
- build prof life of dc
- need to specify these
- add a third - identit vision of ch - Weh et al
 - stimulat, uncover goals from ground up
 - identit mult, poss conf visions
 - document where no visions exist
- could have goals
 - pos experts
 - better Jews
 - reduce interman
- these either too abstr to be meaningful, or too removed from the proj to be meaningful (like Am 2000)
- better to focus on abj
- content of CITE eval

probl of goals from bottom up - limited
- enhance w/ theory-driven goals - Ro'ss:
- community support for educ
- silence of quality of ed prog (over quantity)

- 1) vision
 - 2) mobiliz
 - 3) prof life of dc
- elaborate

methods

- survey
- intent
- abj
- reflect prac

POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is recruiting a team of two or three full-time Field Researchers to aid in the evaluation of a large-scale effort to improve Jewish education in North America.

Responsibilities: Field Researchers will work with the Director of Evaluation to design and implement a system of monitoring, evaluation, and feedback for "lead communities," demonstration sites for new, comprehensive programs to improve Jewish education. Field researchers will reside in or travel to approximately three lead communities for extensive observation, interviews, and other data-gathering activities. They will meet frequently to ensure that fieldwork efforts are well-coordinated, and will prepare regular written reports.

Requirements: Strong academic background in education or related discipline (e.g., sociology, anthropology, psychology); extensive fieldwork experience; outstanding written and oral communication skills; ability to work as part of a team. Knowledge of Jewish education preferred but not required.

Salary and benefits: Competitive and commensurate with experience and ability.

Deadline for applications: May 11, 1992

To apply, send letter of application, resume (including names of references), and a writing sample to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

AERA attendees note: For more information, leave a message for Prof. Gamoran at the Hilton, until Wednesday. Otherwise, write for information or apply to the address above.

selective
observation

(1) ~~of edc programs~~
(a) representative

(b) illustrative of key pts

(2) of planning mtgs

Uses (in para. 1)

fr's - raising mirrors
= what you expect 3 x
seminar will socialize fr

- motivate fr's

- 1) publics will benefit your career
- 2) collective activity - res. in Educ

goals

from ~ / in - of - given quality & scope
- note that nat orgs play a role

ask respondents - when ^{do you} ~~use~~ ^{would} you ~~consult~~ ^{talk} to bring your
thoughts together

- on which ~~at~~ issues & at which level of persons in
the common do people turn ~~to~~ outside the common

client

CITE employs both eval & proj, implem

eval studies /c's, & artic b/wr commns, CITE,
& more
- seminars,
nat mums, etc

acctbl vs policy

policy - but info used for acctbl

feedback much more imp than summative eval

introduce competit into oral rpts

methods

Coleman - need each test ^{early} in 2nd yr

In bar - what about ch in expectations?
can be done qualitatively

interview + obs plans are ok

add to spring visit

what info gathered on rg basis
- es prog attendance

need to trace the innovat
from outside IC into IC

- ask, what are the elems
of the innovat
- how will you implem them
here?
- how know about them

another kind of benchmark
- how do Israeli teenagers
spend their lives?

methods

Williams '89

settle these q's!

- qual vs quant
- ~~qual~~ ^{initially} hope grant in future - but implicit hypothesis
- acctbil vs policy - policy, espec at outset
- client partic vs non partic - mod partic?

for CISE & L's
for new L's
for general knowl

other issues

- interests - imptc of local def of goals (why espec. important here?)

- uses - eval proj is for use of CISE & communities

- but need freedom to general research, i.e. generalizability

- tradit of community studies in sociology

- a practical study - issue of timing

interviewing

(1) list of key actors - from proposal - snowball

(2) list of leaders of community orgs involved w/ educ - snowball

(3) educators & lay persons not included in (1) or (2)

questions

(1) vision

(2) involvement

(3) for educators - q's about qual of work/life

get Fed fed to layout community structure

who's in control w/ whom
what are connects

social ecology
social structure of community

functional 2 of 2 among FR's - es abs off side

Annette

key probl - focus on proper meta-questions

SF - keep Annette informed about research
methodological issues

need Shulamith to help intro FR's to LC's
intro FR's to LC's at seminar

SF to FR's - probl of rapport

- all agree that SF has failed
- educators will underst that not prestig failure
- what should fr be used for what needs
- supports frontline educator

get Steve H to propose a script for intro fr

Cont call w/ Ellen + fr's

3

AH favors max poss internal input
- gentle warning signals to help the project

issue of releasing data that may be harmful
- SF - timing is the g.

SF - tell full truth to communit about everything,
as long as lead time to professionals

ask Hoffman to come to training
on Guri's

- no communities are like Cleveland

- Uteles prob best | Woodman

- out of Mandel Instit Funding

Aug 26th instead - w/ FR's

process - need to think through how to launch

- cannot wait until agreement
- will be preliminary learning process

create bridges w/ training institutions

want mounts to help people in campus
articulate goals

— include Ellen's into for Annette

Shel VA Beach 804 425
-7922

Contract thru Cleveland

- Call Ginny Tuesday
- contracts - health plan!!

Art Rotman (212) 532-4949 effective Aug 1

- 1) general hello/brief on status of proj / my underst of his posit
- 2) contracts - confirm all bills thru June
- 3) Madison Aug 2-4 ^{acc for Ellen Goldstein} procedures - AG, AP, VL on phone

Sr pol advisors - Sept 21 in NY - Ellen?

July
Fri night - Wed - single car employees of JCCA
- in health plan
- indic on fam ^{covered completely}
- NY Blue Cross - reimburses

DEC Associat 14th floor 15 E 26th St NY 10010

Nathan Mandel - health plan, payroll - will send applic

- must register as of July 30

will give travel cards - airlines, hotels

may be a delay
for preexisting credits

How is the planning process proceeding

- effr process that set workable plan
- eval must look at way pl proc unfolds
 - part a broad
 - thoughtful manner
 - closure
 - elec process
 - open
 - pragmatic

- are they following the planning process? is it working?

Give fr's es for lc's - sample briefing bk
2 for each comm

5500
CATE? - need training sess. on the books

meet w/ Sheritzer - burnin, issues
Reimer - get this paper/book
Bank - on evaluat

evaluat of informal progs - Isr progs
ad-it ed

- look for opps for training in that - on CATE progs?
AR will check

first to program

only witness in
court

silence case 11 - 11/1/80, note attached - 1/1/81

1/1/81, note attached
1/1/81, note attached

(818) 784-7399

784-2202 fax

Adriano Bank

4949 Ethel Ave

Sherman Oaks CA 91423

~~Kim Hayes - moral language in Quran + m.t.t s.w.s~~
Elias ap m
teach about J edic. in training?

need theoret basis or else can't find anything
can't see the patterns

How select s.w.s for special focus

- typical?
- extreme?

~~Sept 13~~ - Oct 20 - initial indiv visits - lay of the land
(signed contracts - planning seminar)

Nov 1 home
8 commun. a
15 commun. b
22 home
29 home
6 commun. c
13 home
20 home
27 home
Jan 3 meet to ~~write~~ revise drafts of init. rpts ~~Nashville?~~
or 10 - Jan 4-5
45 meet in Nashville
24 commun. a REPORT #1
31
Feb 7 home
14 home
21 commun. b
28
Mar 7 home
14 home
21 ~~meet to revise drafts~~ commun. c
28
Apr. 4 [Pesach] home
11 home
18 home
25 meet to revise reports
May 2 commun. a
9 commun. b REPORT #2
16 home
23 home
30 commun. c
June 7 home
14 home
21 home
28 meet to revise rpts
July 4
11 REPORT #3

Sept 1 - Oct 20 ~~initial~~ initial visits

Nov wks 1 & 2

Dec wks 1 & 2

14 OCT 1971

14 OCT 1971

14 OCT 1971

Task U

community - building - ^{now} mission of Ted replacing services (for poor)

partnership - code word for resolving tensions b/w Ted & agencies

lay person - policy, vision, fundraising
professional - implementation

people we may meet

Federation -
- pres/chair - sr lay person
- executive
- planning director - likely involved in CJF
- chair of planning (to allocate)
- ~~sub~~ subcommittee
- committee on Ted - chair
- staff
- committee on T continuity - chair
- staff

day schls
camps
congress
trips to Israel

BJF's - cons / talive
- tension

JCC's - ^{now} promoting Ted

college campus - J colls; campus pres

so far - no system for Ted
- hope E. L. will come together in TC's

nat relig mnts
- run colleges
- run camps
- congress
- personnel, curric, stds
- edc office
- college youth
- youth movements

local Anglo-Jewish press
- don't speak to the press

equipment

1 tape recorder

- Radio Shack ~~CR85~~ ^{CR85} \$30 (do not use open activation)
- voice activated
- mid-strial strength case

1 - plus padded case \$8

2 - plus ~~microphone~~ ^{microphone} \$30

many good quality tapes - MAXELL XLII 90 min tapes

3 transcribers ~~\$300-\$500~~ \$300-\$500

- need to be able to slow speech
- need pedal to start & stop w/ reverse before restart

2 computers w/ fax

1 or 2 fax

(2 laser printers ???)

Comp. Ireland
833-0777

140
Mac Powerbook 1000
w/ 1 floppy drive
+ 20 mb hard drive

2100
\$2334
(\$1599)
(249)

\$1182
\$221

fax/modem

\$1403

Comp. Add TX 386


\$1595

w/ 1 floppy
+ 60 mb hard drive

200

fax/modem

MEMORANDUM

To: Annette Hochstein
From: Jack Ukeles 
Date: November 29, 1991
Subject: Performance Management Systems

=====

A performance management system is a way to guide an organization so that the policy and program directions developed in a plan are actually carried out. It provides an "early warning" that a program is veering off course.

There are two critical questions that a performance management system should answer:
1) How well are we doing and 2) How can we do better.

A performance management system consists of four components:

- **Measurement** -- defines what performance-relevant information should be collected. This information is usually expressed as set of performance indicators or performance measures & targets -- the (measurable) results expected to be achieved by each program or project including indicators of success and project milestones.
- **Collection** -- defines how the information is collected. It deals with such issues as who collects the information, how it is collected, how frequently, and how is the information stored and retrieved.
- **Reporting** -- defines how the performance measures are presented, to whom and in what form. It answers such questions as: what level of decision-maker needs what degree of details; how frequently is the information needed; how much raw data and how much interpretation should be included; and is it written or oral or both.
- **Feedback** -- defines how the information will be used to modify individual and organizational behavior; how mid-course corrections will be made, how frequently, under what circumstances and by whom.

In the educational setting three levels of indicators are appropriate:

- Indicators relevant to the learning performance of the individuals (e.g. reading levels)
- Indicators relevant to the performance of the institutions (settings) within which learning is to take place (e.g. \$ expended per pupil)
- Indicators relevant to the community (e.g. school dropout rates)

In the Lead Communities setting, there are two levels of "oversight" - CIJE, and the Lead Community Committee and Director within each community. I envision two sets of periodic (e.g. quarterly) progress report and progress review meeting. The focus of this report is on planned vs actual performance together with the (positive or negative) variance & an explanation of the reasons for variances which are negative.

The report would cover:

- performance of students, educational entities, and the community
- project milestones
- expenditures and revenue
- progress on resolving critical issues i.e. the removal of roadblocks to better performance.

The meeting is built around a structured agenda based on analysis of progress reports, with a focus on negative variances between planned and actual performance and a discussion of how to eliminate such gaps in the future.

PERFORMANCE MANAGEMENT SYSTEMS

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A project management system for lead communities should have three types of indicators:

- **Performance**; e.g. learning, outcome measures
- **Budget**: e.g. expenditures, revenues, and unit costs
- **Implementation**: e.g. steps taken, management indicators, progress on project milestones

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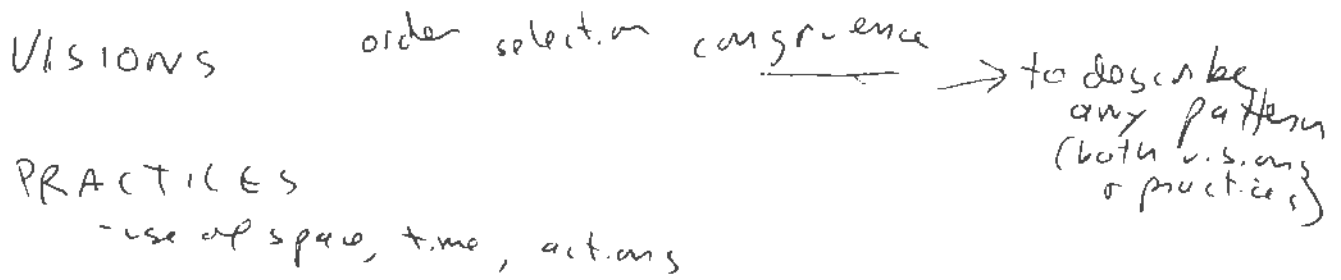
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evaluate - strengthen, empower

- illum for part. & what they're doing
- give them their own stories

Make sure practitioners defines, expl vision

can't just define vision by practice - may not match



Need access to lay persons also

mult eval strategies

- linear pre-post might fit some pieces
- particular interventions

205 mir ein passack - tell me a version - teach me something

- what ethnographers do

Apple, m Ed Eval: Respons. b. 1

Edward T Hall - 3rd silent congruence

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August, 1992

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balance b/w descrip, theo-blds, & practical

collab to exam data

step back from data, analyze the questions

as framework is defined, new q's emerge

observed notes - need framework

content

- need to specify better what to look at
w/r / + mob. l. 2 al. m
prot l. of 7's

vision

ask early & often

2

segments

- movement affects
- stress

w/in segments

rabbi's

1's

parents

ss

pers / ed dir

gender

social class

lay boards

native vs. foreign born

age

fam struc / kin networks

g's

what is the ideal... your vision

- tell me about that, give me an ex, a vivid ^{idea} _{the idea}

- how might that be accompl

in your ideal vision what would I ed look like 3 yrs

- is that attainable? how?

- if not - what's best you can hope for?

who is the ^{client} recipient of this ed syst in your vision

- ~~what type of I life~~ - grandchild -

vision
ask early & often

segments
movement affects
- structures

of/in segments
rabbits
+ it's
parents
pinned in
gender
social class

movement at school

prob. nature of dollar

nature vs. nurture
age movement
fam struc / kin networks

g's
what is the ideal... your vision.

- tell me about that, give me an ex, a head you get the idea
- how might that be accomplished

in your ideal vision what would I ed look like 3 yrs

- is that attainable? how? from now
- if not - what's best you can hope for?

who is the ~~prev~~ recipient of this ed syst in your vision

~~what type of life~~ - grandchild -

to find out how well it's been
it's a bit long

mobilization

how def J community - insiders + outsiders

formal roles / informal roles

how do you see the planning process
whose voice being heard?

- is your voice being heard?
when was last time you talked about J ed
when did you set a idea? w/ someone?

mapping out social networks

prof life of ed

who is a Jewish educator?

basic data from sub socy's
or central agencies
- self study data?

vocational and avocational teachers

teachers
pms / ed dir
rabbis (some)
cantors (some)
youth leaders
senior citz ed dir
camp counselors
JCC educators
pre school
special ed
arts specialists
communal workers
bar mitzvah tutors

August 2, 1992

Mr. Daniel Blain
Jewish Community Federation
1750 Euclid Ave.
Cleveland, Ohio 44115

Dear Daniel,

Thanks very much for the opportunity to review the COJC self-assessments. I was impressed that all four of the groups represented took the task seriously and saw it as an opportunity for critical reflection. Rather than commenting on the individual reports, I will offer have some general comments. Overall it is clear the COJC is making great efforts to overcome traditional barriers to improving Jewish education, and is meeting with success in some important ways.

One thing I found troubling is the lack of integration of the four projects with one another and, to a surprising extent, even with other community institutions. Some examples: The Fellows program was unable to place a press release in the Cleveland Jewish News; its field supervisors apparently did not receive much special support from their home institutions; most retreats are apparently not closely linked to the rest of the curricula of the participating school or group; PCR is not tied to the in-service program nor to the Retreat Institute--in fact the in-service program apparently sees itself as competing with PCR (see p. 11 of the in-service report: "efforts to avoid having [PCR] teachers involved in other [JESP] long-term programs.") Each of the reports recognized the lack of coordination as a problem. Taking the four reports as a whole, the initiative seems to lack coherence in its focus and efforts. This may be an inevitable result of decentralizing the planning of innovation, which was clearly necessary to get the innovations started. But if the program is to become more than the sum of its parts, if it is to capitalize on the simultaneity of the reform efforts throughout the community, I would think that a synthesis of the efforts is needed now.

I was also surprised that the goals of the programs were described in abstract rather than concrete terms. Probably the program leaders have clear conceptions of the goals and they felt it was not necessary to be explicit in these documents. Moreover in most cases the operational goals of the programs were implicit elsewhere in the documents. For example, in the Fellows report, the mission of the program is described briefly (p.4-5), but the operational goals are clear from the discussion of the ongoing efforts. At the same time, the ideas presented in the reports for subsequent evaluation were not very thorough and did not spell out how the evaluation plan related to program goals.

Perhaps this was intentional--I am not sure that the most important evaluation efforts would be those that focus on the programs. Instead, it may be more important to center on the recipients of the innovative programs--congregations and schools. To judge by your letter of July 24 and the materials you sent, this is exactly what you are doing next. Indeed, I am hopeful that studies of the recipients will shed light on some of the difficulties encountered by the programs. Examples: Responses from

school directors and rabbis may help explain the difficulties involved in placing Fellows, and point toward new avenues. Similarly, school director and teacher responses may indicate ways of tightening the links between retreats and existing school curricula.

All the programs seem to be responding well to early challenges. Generally I found the assessments of strengths to be persuasive. In a few cases, I found myself wanting more evidence. For the Fellows program, I wanted more information about the problems of the internships. PCR is clearly asking the right questions about its effectiveness, but the evidence is still coming in. Clearly the Retreat Institute has increased the quantity of retreats, and I wanted evidence about the rise in quality, such as additional testimonials. The in-service program offers the impressive claim that a "climate of study as the norm" now prevails (p.9), and I'd have liked more documentation of this. This report gives evidence of increasing participation in in-service, but I don't know what the base is. Do participants represent half of all teachers? Three-quarters? How many does it take to create a "climate of study?"

I hope you find these comments of use. I continue to think of Cleveland as the "lead-lead community."

Sincerely,

Adam Gamoran
Professor of Sociology and
Educational Policy Studies

P.S. From August 9, 1992, to June 10, 1993, I will be at:

Center for Educational Sociology
University of Edinburgh
7 Buccleuch Place
Edinburgh EH8 9LW
United Kingdom

August 7, 1992

Dear Claire, Julie, and Roberta,

I hope you'll excuse this collective letter. I wanted to let you know how much I enjoyed our meetings this week, and how excited I am about the year ahead. (And I'm not just referring to my year in Scotland!) I think we are off to a very fine start, and I am confident that we will make an essential contribution to the lead communities endeavor.

There is some chance you'll have an opportunity to meet with Seymour Fox and Annette Hochstein during their visit to the US in late August. Since you are busy on the 19th, they are trying to find another time. If this works out, I think it would be an excellent meeting. Seymour and Annette are very inspiring and interesting, and they can help us work out some of the problems we may encounter, e.g. how we first enter the communities; what happens if there are four communities.

I know the process of orienting yourselves to American Judaism, Jewish communities, and the project itself is taking up much of your time now. I look forward to receiving the few notes that each of you agreed to type up and circulate, and any other thoughts you wish to share. I hope you will also give some thought to the interview protocols, so that we will be ready to ask questions by the time we start the interviews (in November??). I had one idea about a division of labor: Perhaps, later this fall, Julie could take a crack at writing a first draft of questions about vision, Roberta could draw up some questions about mobilization, and Claire could prepare questions about professional life of educators. Then, we could circulate these drafts and flesh them out. I don't have a timeline in mind for this yet, but it might be something we can work on in September while we are waiting for access to the I.C.'s.

I had one other idea about dividing labor: Perhaps Julie and Claire could work further on codifying the procedures for data collection that we began to lay out during our meetings. Of course this could evolve over time, but I think it would be helpful to make sure we are being systematic in our data management. At the same time, it would be very helpful if Roberta could give some thought to quantitative indicators of "the state of Jewish education" that we could use next year (fall 1993) as baseline measures as the new programs begin in lead communities. I'm thinking about survey items such as are described in the proposal ("A three-year outline") that might assess attitudes, practices, and/or knowledge in some domain. Do you know if JESNA maintains a bank of such questionnaires or tests? (If we develop surveys, we will not have to administer them ourselves, we would commission some firm to do that.)

Even though I'm mentioning survey items, don't think I am turning away from the qualitative study of the process of change. I'm not! I really think "telling their stories" is our central mission right now. But in planning for the future, I want to think about other ways of telling the story as well.

I hope you will make time to discuss these suggestions while you are in L.A. Could you contact Ellen after that to let her know what plan you've worked out?

On other matters: By now I presume you've all given Nathan Mandel your Social Security numbers. I've spoken with him a couple of times and he seems very knowledgeable and helpful. He mentioned that he may give you different reimbursement forms to use and I assured him we'd use whatever forms he wanted us to. He is working on getting the credit cards, and would like to use the following procedure: each time you he gets a credit card bill, he will call you to verify the charges. He also said he would prefer not to provide a telephone credit card number, but for you to use your own numbers and claim reimbursement. I said that would be ok.

We have worked out a plan to purchase directly the big-ticket equipment items: notebooks, fax, transcribers. Please provide Ellen with the information she is waiting for as soon as possible. (Roberta is investigating purchases through TC, Julie is preparing a recommendation on exactly what to buy for transcribers). As for the cassette recorders, microphones, and cases, you can purchase them yourselves and claim reimbursement under "miscellaneous--other." I have let Nathan know to expect that.

That's all I can think of for now! Attached is something I should have thought of last week: A roster of everyone's address and phone numbers. It includes all the numbers I have so far for myself in Scotland.

Yours,

Adam

CC: Ellen Goldring

CIJE EVALUATION PROJECT -- STAFF ROSTER

Field Researchers (note: some addresses will change!)

Roberta Goodman
149 Nautilus Dr.
Madison, WI 53705
(608) 231-3534

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1400 East Bayou Parkway #2A
Lafayette, LA 70508
(318) 981-1193

Julie Tammivaara
South 4319 Miami
Spokane, WA 99223
(509) 448-4730

Director and Associate Director

Adam Gamoran
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University of Edinburgh
7 Buccleuch Place
Edinburgh EH8 9LW
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fax 011-44-31-668-3263
home 011-44-31-447-5667

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Peabody College of Education, Box 514
Vanderbilt University
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fax (615) 343-7094
home (615) 356-5504
bitnet address: goldrieb@vuctrvax

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Field Researchers (note: some addresses will change!)

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To: Adam Gamaron, Center for Educational Policy, University of Edinburgh
From: Ellen Goldring
RE: Update

Date: Aug 12, 1992

Hi! Hope you are getting settled and the journey went well. Just so you do not forget us all I am writing this brief memo.

Things are still very up in the air, still no word on the meeting of the 26. Annette says on the computer, yes we will meet, but no word from Joanne whether we are or are not. Annette says just I need to come, not the field workers, but I feel it would be very beneficial for the field workers to meet Annette and Seymour and visa versa, so when I discuss this with Joanne I will advocate that they come to meet Annette, do you agree?

I have spoken to Roberta and Julie, Julie has set up a series of meetings with people at CAJE, including Shulamith, so I think it will be a very beneficial conference.

The most important thing is that Julie (and I assume Claire) suggest we get regular faxes rather than fax/modem for the computer. I tend to agree. The fax/modem can only send things that are "on" the computer, not other types of documents and letters, plus it can only receive documents when they are "hooked up" to the phone. She has heard from some people that the resolution on the fax/modem for the power book is very poor, so do you have any objection to us ordering faxes for everyone rather than fax/modem cards? Can I include this in my request for Ginny on the computer/printer line or does this require a special request?

I think we can still stay within budget with the faxes. I think we can get a cheaper lazer printer than the HP, Roberta suggested the Okei Data. Is this OK?

Lastly, Julie has heard from various people that the Compu Add Computer is not that good, they suggested a Compaque which costs 2,500, if this is within budget is that OK? Also, there has been some concern that 60MG is not enough memory and they suggest 4 and 120? The price of the Compaque includes that much memory.

Well, there was a break in this memo, and now it is Thurs. Finally spoke to Joanne, there is a Policy Advisory meeting on Aug 26, almost all day, I will stay for most of it but need to get home, I start teaching on the 27th! Art said Annette would tell me about my presentation at the board meeting, I bitneted her, she said, I thought Art was communicating to you about that....and she said, she has no time to meet with the field workers and said she has

| | | | |
|--|---------------------|-----------------|------------------|
| Post-It™ brand fax transmittal memo 7071 | | # of pages » 2- | |
| To | ADAM GAMARON | From | ELLEN GOLDRING |
| Co. | UNIV. OF EDINBURGH | Co. | VANDERBILT UNIV. |
| Dept. | CTR. FOR ED. POLICY | Phone # | 322-8100 |
| Fax # | 44-31-668-3265 | Fax # | 615-373-7074 |

little control over her time, does not know when she could meet with them, so I am beginning to see that it is a lost cause and they will not come to NEW YORK, unless you think I should pursue this. Annette told me she told you she could not meet with them, are you in touch with her as well? Do you think it is worth it for them to fly to New York to meet with me on the 25th after the board meeting to begin filtering what I have learned about which communities, how many etc, or I guess I can do it by phone after I get back. But then maybe if they are coming to New York anyway, Annette could meet with them at some "free time".

Well, I am writing this memo so you can sense the "flavor" of all this! I will be in my office Friday and will be in Long Island until the 18th. I'll be back to get messages on the 19th and 20th. Then I'll be out again until I go to New York. The equipment decisions are not urgent but I think we should try to get the orders in to Ginny. I need to tell the field researchers about NEW YORK, I can reach them at CAJE if I need to.



length
practice
non-educators

check "snowball" samples
- not just educators!

Roberta Goodman
Claire Rottenberg
Julie Tammivaara

Questions for Jewish Educators

20 August 1992

VISION

VISION From Old French *videre*, to see.

To have vision implies the ability to see things as they are, as they can be, and as they should be. A visionary thinks beyond the present; ideas have a shape; persistence is crucial. Vision and visionary can denote both qualities of unusual discernment (positive) and of unrealistic fantasy (negative). Where the line is drawn may depend upon realization; that is, when the vision is realized, its holder is redeemed. To see things as they are is a skill; as they can be is a political one, and as they should be is a moral issue.

~~need some sort of warm-up~~

1. What is the purpose of Jewish education?
2. Describe changes you have seen in Jewish education over the years.
 - a. What beliefs have been confirmed?
 - b. What beliefs have been challenged?
3. What is your vision of Jewish education? (Probe for specifics in organization, process, outcome, clients, etc.)
4. How shared is your vision with others?
5. Who does not share your vision? Why?
6. What is needed to realize your vision?
7. Realistically, what could be achieved in the next five years or so?
8. Who and what are your sources of influence? (Probe: reading, talking, workshops, courses, etc.)
9. What are two or three Jewish precepts that have guided you?
10. What are some important precepts that particularly apply to Jewish education or schooling? (Probe: give some alternatives.)

Roberta Goodman
Claire Rottenberg
Julie Tammiivaara

Questions for Jewish Educators

20 August 1992

MOBILIZATION

n.b. Need to keep in mind who are the mobilizers, who are the mobilized.

need intro and process?

1. Who is involved in the process?
2. Who is the "driver?"
3. What has been done to get people involved in Jewish life in your community?
4. What would you like to see done? (Alternative: What should have been done?)
5. How do strategies differ for different categories of people? (For example, families with young children, families with grown children, families with no children, singles, intermarried couples, etc.)
6. In what ways do you feel connected to the Jewish community?
7. When do you (or in what ways do you) feel alienated from the Jewish community? (Probe: What makes you proud/ashamed of the community?)
8. What does Israel mean to you? (Get at unconditional versus conditional support issue, religious vs. national issue, etc.)
9. What are the major threats to the survival of the Jews in this country? Worldwide?
10. What constitutes support for Jewish education? (Probe: resources, people, attitudes, etc.)
11. What signs would indicate to you things were improving in Jewish education?
12. What would inspire you to become even more involved in Jewish education?
13. Many adults criticize their early Jewish education. Why do you think this is so?

u7, K

5 out 1

14. Who is not reached by your community's efforts to increase involvement?
15. Who chooses not to become involved? Why?
16. Who shapes policy and funding decisions about Jewish education?

— elaborate

Robert Goodman
Claire Rottenberg
Julie Tammivaara

Questions for Jewish Educators

20 August 1992

PROFESSIONALIZATION:

1. At what point did you make a definite decision to become an educator?
(Probe: what were specific circumstances at the time?)
2. What were the main attractions the job held for you?
3. What people were influential in your decision to become an educator?
(Probe: Family, Friends, Other Educators, Others?)
4. Thinking back to when you decided to become an educator... What qualities did you possess that you thought suited you to this work?
5. In what ways is your work different from what you expected when you began as an educator?
6. Tell me about your formal schooling.
 - a. Grammar school
 - b. High school
 - c. College
 - d. Non-formal training
7. How long have you held your current position?
8. What positions (and for how long) did you hold before this one?
(Affirm non-paying, non-institutional work.)
9. How many other educators work with you?
10. How long have each of them held their current position?
11. Imagine you were having a conversation with a prospective educator. How would you describe what you do? (Probe: frustrations and benefits of work as well as content.)
12. What would you tell prospective students and parents about your educational program?
13. Think for a moment about your fellow educators.

- a. When and where do you interact with them? (*Probe:* singly or in groups)
 - b. How are educators as a group perceived by others?
 - c. How do others show they respect (or do not respect) you?
14. What salary and/or benefits do you receive?
 15. Looking ahead, what career opportunities do you see for yourself?
 16. What career opportunities would you like to see made available to you?
 17. What opportunities for professional growth (workshops, college courses, conferences, etc.) have you had?
 18. In what areas of your work do you feel powerful? Not so powerful? (*Probe:* explain in detail)
 19. Thinking back on your own Jewish education, describe a really wonderful teacher you had.
 20. Describe a teacher who was not so wonderful.
 21. How do lay people assist you in your work?
 22. How *should* they be assisting you?
 23. As you think about your work, what do you see as the main purpose(s) of Jewish education?
 24. How would you like to see your students changed or transformed as a result of your teaching?
 25. Describe a model 40-year-old Jewish person. (Allow for multiple descriptions.)
 26. What changes have you effected in the structure of your educational program?
 27. What circumstances would cause you to leave your position?
 28. When was the last time you were tempted to leave? (*Probe:* What were specific circumstances? What happened?)
 29. What two or three changes would significantly improve your situation?
 30. What kinds of decisions do you participate in at your school? (*Probe:* specific examples.)
 31. What resource materials are available to you?
 32. How is curriculum chosen? Modified?

33. How has status of Jewish educators changed since you became involved either as a student or teacher?

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

August 27, 1992

Dear Adam:

Hope all is well in Edinburgh! Claire almost got blown away in hurricane Andrew, but she left Lafayette to get away from the storm. One of the things that she took with her were diskettes of her CIJE material. Now we have a living example of why we need to send diskettes for safe keeping in New York!

My exams were fine. Julie, Claire and I each had a good CAJE Conference. We met with: Susan Shevitz, Gail Dorph, Ron Reynolds, Harlene Appelman and Joel Grishaver. We did not meet with Adrian Bank, but perhaps when I am in Los Angeles for the NATE conference, I can meet with her then.

I had breakfast with Shulamith, and Claire and Julie had dinner with her. We had to do it that way because of everyone's time schedules.

We are all pleased with the tentative city choices!

I am working away on my dissertation proposal. I will send you a copy sometime in September when I have had a chance to review it with Elizabeth Kasl.

I have also arranged to meet with Barry Holtz and Leora Isaac of JESNA when I am next in New York for school. Leora is the key evaluation and research person at JESNA.

Regards to Marla!

B'Shalom,



Roberta Goodman
CIJE
149 Nautilus Drive
Madison, Wisconsin, USA 53705
608-231-3534

P.S. I spoke to Ellen about the need for CIJE letterhead!

Field Researchers' Plan for Year One
Lead Communities Project
Prepared by Roberta Goodman
August 24, 1992

The following elements constitute the field researchers' overarching plan for year one:

Part I - Getting to Know the Communities: "Finding Your Feet"

A. Space

Becoming familiar with the spatial layout - neighborhoods, geography, location of Jewish institutions, etc.

B. Time

Rhythm of the cycle of events in the community, institutional workings, Jewish year, secular year - Canada has different national and provincial holidays than in U.S.

C. People

Compile lists of people: contacts in each institution, program participants, teachers, unaffiliated.

D. History

Gain a sense of the historical context of each community: general community; Jewish community; history of institutions; major local events that distinguish the Jewish and general communities.

E. Demographics

Locate sources of demographic information; identify what has already been done; and consider what other demographic information might be helpful to collect in the future.

Part II - Negotiating Our Role in the Lead Communities

Establishing a trusting and working relationship with the lead community members.

Part III - Vision

A. Content of the Vision

1. professionalization
2. mobilization
3. programs

B. Evolution of the Vision

1. content
2. process
3. critical reflection

C. Relationship among the community members

1. positions of power and influence
2. communication

Part IV - Actuality

A. What is the community doing now in terms of Jewish education?

1. professionalization
2. mobilization
3. programs

B. Relationships

1. positions of power and influence
2. communication

Part V - Key Concepts

A. What are they?

B. How are they being defined?

South 4319 Miami
Spokane, WA 99223

27 August 1992

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

Dear Adam:

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

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

I spent about 90 minutes talking with Agar who presented the methodological challenges of his journey to Austria. He emphasized the demise of nice, coherent, tightly bounded research settings a la the Trobrianders, for example, and discussed how loose, fluid communities

might be approached. Appropriate, eh? Anyway, he promised to send me all he has of his latest work. This pleases me as I have always loved his stuff but had never met him. Even better, he is now at University of Maryland, College Park which is a stone's throw from Baltimore. I, of course, did not know that then.

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

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

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

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

We are each extremely pleased with the site selections and are hopeful that the negotiating process will confirm those choices. I very

much wanted Baltimore and, of course, Roberta was rooting for Milwaukee and Claire for Atlanta. In the meanwhile, we are working hard and eager (at least I am) to make contact with our communities.

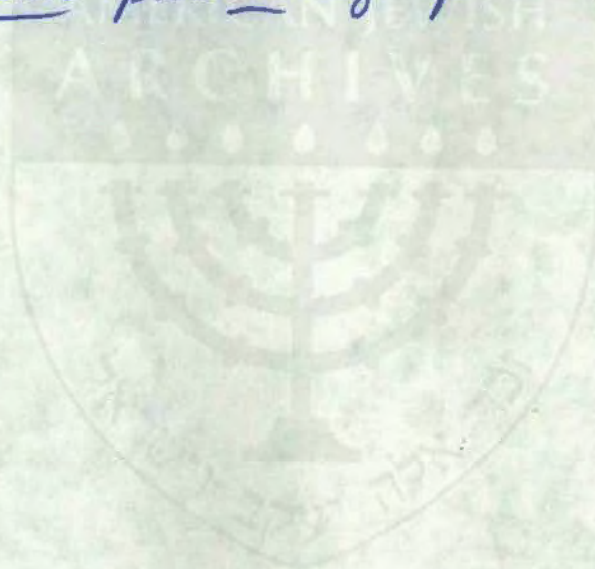
All for now,

Peace,

Julie

Julie Tammivaara

p.s. How in the world does one pronounce "Pseudonym?"
p.p.s. Tentative preliminary questions enclosed. *J*





CENTRE FOR EDUCATIONAL SOCIOLOGY

A Designated Research Centre of the ESRC

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Fax: 031 668 3263

General: ext 6708/6803
Personal: ext

August 28, 1992

Ms. Annette Hochstein
Mandel Institute of Jerusalem
22a Hatzfira St.
Jerusalem 93012 ISRAEL

Dear Annette,

As usual I enjoyed our visit today and found it very helpful for stimulating my thinking about the evaluation project. I enclose a draft of the tentative schedule for field research. Following our discussion, I would add the following items:

(a) Late October: conference call with evaluation staff (AG, EG, and field researchers) and AH and SF to discuss the probable content of the January reports. This will be preceded by informal sharing of ideas about what might go into the reports within this group and with others e.g. Art, Barry.

(b) Mid-January: advisory committee (SF, AH, JC, MI) will review a draft of the report to be released at the end of the month. We will get this to you as early in January as possible, and we will need a quick turnaround on your response.

The tentative schedule was prepared to give us a sense of what our workload is and how much we can get done in a year. It is definitely subject to modification to take into account the needs of the lead communities and other contingencies that may arise.

As I explained today, the initial visit is not intended to be a rigorous data-gathering exercise, but is aimed more at orienting ourselves to the communities, introducing ourselves to the local CIJE organizers, finding a place to live for Claire and Julie, etc. It will be a low-key visit. I think your suggestion of asking Shulamith to introduce us to the local CIJE leader(s) will facilitate this approach. It may be useful to arrange a meeting with her first, to work out the guidelines for entry into the lead communities. Alternatively, we may work on this long-distance and ask her to meet with each researcher separately for a short time immediately prior to their first trip to their own communities.

The second set of visits (Nov.-Dec) will be more intensive, consisting primarily of interviews which will address all three of our substantive questions. Because the visit will be only a week long, the number of respondents will be limited, probably including the first and part of the second segments of our "snowball" sample (local CIJE leaders and leading educators).

With regard to the question you raised about what if a respondent says, "I don't know about goals, you tell me," the interviewers will have a variety of probes which may simulate responses despite initial hesitation. More generally, I agree that we need to prepare the field researchers as well as possible so such responses will not take them by surprise. I hope that by posing the question about goals, we will stimulate participants in lead communities to think about aims for

If you prefer to reimburse me in dollars, this comes to \$430.

650-5959

From: CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB 28-AUG-1992 15:03:07.25
To: EKJC68
CC:
Subj: Re: hello!

Via: UK.AC.NSFNET-RELAY; Fri, 28 Aug 92 15:03
Received: from vax.nsfnet-relay.ac.uk by sun.nsfnet-relay.ac.uk
with Internet SMTP id <sg.23147-0@sun.nsfnet-relay.ac.uk>;
Fri, 28 Aug 1992 15:02:05 +0100
Received: from [129.59.1.22] by vax.NSFnet-Relay.AC.UK via NSFnet with SMTP
id aa04200; 28 Aug 92 14:47 BST
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF £3172)
id <01GO3XEC8RA88Y5NKK@ctrvax.Vanderbilt.Edu>;
Fri, 28 Aug 1992 08:52:27 CDT
Date: 28 Aug 1992 08:52:26 -0500 (CDT)
From: GOLDRIEB@Edu.Vanderbilt.ctrvax
Subject: Re: hello!
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Message-id: <01GO3XECD1LU8Y5NKK@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"
MIME-version: 1.0
Content-transfer-encoding: 7BIT
Sender: GOLDRIEB@edu.vanderbilt.ctrvax

Dear Adam, I am very glad we have established communication. First I will tell you about the meetings in New York, very briefly because obviously I could say lots, let me just say, that I understand now a lot more about your attitudes towards this project and your modes of operation. On the one hand it would be very easy to get totally involved in this thing with one hundred and one meetings, on the other hand I think it is crucial that we keep a distance, that is one of my conclusions is that as everyone wants an Evaluation, everyone, including Annette, are very concerned how things turn out and therefore I now understand what you said, we must, and I repeat must keep a distance and be as independent as possible. I hope you know what I mean, my sense was that there are many differences of opinion, the strongest one being the issues of autonomy and control of the communities, are we macro managing this from CIJE or are the communities autonomous and I think Annette came across very strongly as wanted to "control" what the communities can and cannot do (this is just between us). I think we had a little disagreement over this and I just left it alone, but Shulamit said later that this is a major issue..who is in control here, so just keep that in the back of your mind. I really said nothing in the Board meeting, Annette said it all, and that was fine.

My other impression is that ART is not really "concerned" or interested in this aspect of the project, or that he expects us to do our job with little contact with him, I asked him some questions alone about entering the communities, lines of communication for reporting, him first, the communities see drafts, etc, he basically said however you work it out is fine, and discuss it with Annette...I thought he would have interests in these types of questions due to the sensitivity of the outcomes.

I know about the funding, and someone in the board meeting asked about he funding for the evaluation, asked to see the budget, etc, so I sense we have to prepare good documents to show them it is worth it.

As for entering the lead communities, as you wrote, that seems to be settled I will talk to Shulmat next week to get the ball rolling on this. Roberta is going to be in New York and set up a meeting with Barry Holtz, I think she can be the point person on this. Julie will move to Baltimore, I already talked to her. Annettes last words to me were just go ahead and get the f.r. settled because if we wait for things to move, who knows, this is lots of uncertainty about how to start the project, letter of agreement, seminars etc. I agree but worry sometimes that they will move and who knows, will a city decide not to join? If a city decides not to

joint it will be later not earlier, because they would need to see what this is all about.

I also talked to Annette about my time, there spoke of tones of meetings, including visits to the communities to explain the projects, evaluation and best practices,

I guess Barry is working lots of hours on this thing, but I do not see me going to all the communities with Shulamit and Barry to present the projects, can each field

researcher do that?

Lastly, I think there needs to be a stronger link with JESNA, he Woocher was at the meetings, he is very good and knowledgeable about these communities and data which has been collected in the past. How should we develop this link? He, of course, wanted to set up a meeting with me to come to JESNA and meet with their researchers and him etc. This isn't immediate but is something to think about. I am not sure that Roberta is the right person for this job, given her lack of "research" approach. Oh, Annette asked lots of questions about Roberta, kind of worrisome, do you know why?

Well, that is it for now, I will respond to your letter in my next message.
\$

mail

MAIL> send

To:ellen

CC:

Subj:meetings

Enter your message below. Press CTRL/Z when complete, or CTRL/C to quit:

You're not kidding when you say one could get totally swamped by the CIE!

But so far I haven't let that happen, although as I mentioned in our last

New mail on node ERCVAX from CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB (15:22:16)

But so far I haven't let that happen, although as I mentioned in our last

Cancel

%MAIL-E-SENDABORT, no message sent

MAIL> read/new

£1 28-AUG-1992 15:22:14.75

NEWMAIL

From:CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB

To:EKJC68

CC:

Subj:Re: draft letter to Annette following my meeting with her in London

Via: UK.AC.NSFNET-RELAY; Fri, 28 Aug 92 15:22

Received: from vax.nsfnet-relay.ac.uk by sun.nsfnet-relay.ac.uk

with Internet SMTP id <sg.24028-2@sun.nsfnet-relay.ac.uk>;

Fri, 28 Aug 1992 15:21:21 +0100

Received: from [129.59.1.21] by vax.NSFnet-Relay.AC.UK via NSFnet with SMTP

id aa04651; 28 Aug 92 15:11 BST

Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDf £3172)

id <01GO3Y45XVBA8Y5NKK@ctrvax.Vanderbilt.Edu>;

Fri, 28 Aug 1992 09:16:24 CDT

Date: 28 Aug 1992 09:16:22 -0500 (CDT)

From: GOLDRIEB@Edu.Vanderbilt.ctrvax

Subject: Re: draft letter to Annette following my meeting with her in London

To: EKJC68@UK.AC.EDINBURGH.ERCVAX

Message-id: <01GO3Y4600H48Y5NKK@ctrvax.Vanderbilt.Edu>

Press RETURN for more...

MAIL>

£1 28-AUG-1992 15:22:14.75

NEWMAIL

X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"

MIME-version: 1.0

Content-transfer-encoding: 7BIT

Sender: GOLDRIEB@edu.vanderbilt.ctrvax

Dear Adam, this is my second message, hope you received the first one.

In regard to your letter to Annette, just two points, I would emphasize the paragraph about modification of the schedule given the pace of the whole project, etc, as I said, there are lots of uncertainties and it is very difficult to know how our work will proceed.

Two, I am not sure I agree with the paragraph about the outside institutions, at this stage of our work, Yes I agree it is good for background and learning but how does it help answer our research questions, or guiding questions, I guess what I am saying is that given the task and time line, I am not sure this is useful at this point in time
So I would leave this for later, I do think meeting with Barry would be

Press RETURN for more...

MAIL>

£1 28-AUG-1992 15:22:14.75

NEWMAIL

important.

Lastly, I suggest copies be sent to the FR as well.

I will call the FR,so far I have just spoken to Julie, I do not know what happened to Clair in the hurricane. I will call Shulamit and ask her to set up meetings with the FR in their communities as soon as possible, meanwhile, I will tell Julie and Clair they can go to the communities for a few days and look for a place to live in the event that it will take a while before SHulmat can meet with them and introduce them in the community. Please confirm this plan . My view is that the sooner the FR get into the communities, even as "private people" they will be able to begin working!

Have a good weekend, Ellen

MAIL>

%MAIL-E-NOMOREMSG, no more messages

MAIL> send

To: ellen

CC:

Subj: messages

Enter your message below. Press CTRL/Z when complete, or CTRL/C to quit:

Thanks for your messages. You're not kidding when you say one could get overloaded with CIJE meetings! But so far we've been able to avoid that. Thanks for your comments on the letter. I will incorporate your suggestions. The advantage of speaking with persons from the training institutions is that it may help prepare the FRs for the types of responses they may get to the visions question. But I agree that for now the most we can do is meet with Barry. Sometime this year I think it would also be useful for the FRs to meet with someone from HUC (perhaps Sara Lee) and someone from Yeshiva University (perhaps Alvin Schiff). [I think another reason for meeting with the training instits. is it gets THEM to think about visions. I suspect that's part of Annette's agenda.]

On the issue of control, I think there is less disagreement in practice than there may be in meetings. I think Annette/Seymour understand well that they can't simply dictate to the lc's. On the other hand, they firmly want to establish standards. Their ideal is for this to work out through dialogue among the lc's and between the lc's and the CIJE. Esc-ctrl: ^] help: ^]? port:l speed: 9600 parity:none echo:rem VT102 We'll see see how it works out in practice!

Between us, another control issue is Seymour/Annette vs. Art. Everyone SAYS Art is in charge, and I think we should behave as if he is the boss.

I'm glad you will be talking with Shulamith next week. The main thing is that we need her to introduce our folks to people in the lc's, and that before the introductions take place some guidelines need to be worked out for how to approach people at the outset--very low-key and friendly and helpful as opposed to aloof and offish. I suspect Julie would be good at working this out--perhaps she and Shulamith together would be good at working out guidelines? Should since Shulamith lives in Baltimore, perhaps they could meet to do this before any meetings with lc people take place? What do you think?

I think we can go on the assumption that these 3 communities are in. Probably

I think it very unlikely any will drop out this year--but if they do we need to think it very unlikely any will drop out this year--but if they do we need to be in place to study and document what happens.

I don't think you should go to each lc to present the project. Each FR could do that, after meeting with Shulamith and/or talking with you about what to say. They should be sure to stress the team aspect of the evaluation stuff.

Regarding JESNA, and again between you and me--I'm not sure how much they have to offer. As far as I can tell they function as an information bank, not much more. Perhaps you should tell them you'll meet with JESNA "next time you're in New York, @". Aside from information on possible survey items, what service do you think they could provide for us? Perhaps your impression was better than mine./

Finally, Annette had some dealings with Roberta during the Commission process and was not impressed. Roberta tells the story that Annette wanted her to pull together a group of educators to tell them what the most effective practices in Jewish education are--an unmanageable task for one meeting, and this is what eventually evolved into Barry's b.p. project. Whatever the cause, the bad impression is not good because A&S don't have a history

of changing their minds about people. And some of the concern is of course warranted--Roberta is not after all an experienced researcher. I think we need to be very careful about setting up conditions in which her inexperience will not impede her gathering data in Milwaukee. Of the three, she probably needs the closest monitoring, don't you think? Perhaps if you are going to visit one lc, it should be Milwaukee, (or later) it should be Milwaukee, so you can see her at work and/or help see that the entry is smooth. S&A ~~are but it has~~ insisted moved. Anyway, having Shulamith with her should help ensure a smooth entry, and Annette was reassured when I explained the first visit on our calendar was not supposed to be an intensive data-gathering period. I am impressed that despite those reservations, Annette told us to go ahead. That shows her confidence despite her concerns.

I hope you reach Roberta and Claire today. I ~~do~~ guess Claire fled to Phoenix if she could get out, so she may call you. Roberta has an answering machine so you could at least tell her a message about Milwaukee --it would be nice if she heard it from us first.

By the way, the only response I got from my first letter to the fr's is that Claire sent me a typed version of the tentative calendar. Did Roberta or Julie type anything up? And what did they think about my suggestions for a div of labor? Are they going to start work on the instruments in Sept? Exit

\$ POST /TO=goldrieb%vuctrvax /AT=UK.AC.EARN-RELAY /OPTION U4:[EKJC68]MAIL\$20C018A_000774A8.TMP;l

Enter your option(s) below. One option per line. Press CTRL/Z when complete:

Subject: messages
Sender: JANET"EKJC68@UK.AC.EDINBURGH.ERCVAX" <EKJC68@UK.AC.EDINBURGH VAX>

Mail request 15176 has been queued

MAIL> ex

\$ log

CPU time used = 5.73 seconds.

EKJC68 logged out at 28-AUG-1992 16:58:49.04

Call duration: 00 :32:17 Segments out: 5674 Segments in: 5841

Resets: 0 Breaks: 0 Errors: 0

*** Cleared

From: CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB 29-AUG-1992 19:57:31.98
To: EKJC68
CC:
Subj: Re: messages
Via: UK.AC.NSFNET-RELAY; Sat, 29 Aug 92 19:57
Received: from ctrvx2.Vanderbilt.Edu by sun3.nsfnet-relay.ac.uk with Internet
SMTP id <g.27360-0@sun3.nsfnet-relay.ac.uk>; Sat, 29 Aug 1992 19:56:55 +0100
Received: from ctrvx.Vanderbilt.Edu by ctrvx.Vanderbilt.Edu (PMDF #3172)
id <01GO5MHTE9C08WX41A@ctrvax.Vanderbilt.Edu>;
Sat, 29 Aug 1992 13:55:41 CDT
Date: 29 Aug 1992 13:55:41 -0500 (CDT)
From: GOLDRIEB@Edu.Vanderbilt.ctrvx
Subject: Re: messages
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Message-id: <01GO5MHTE9C28WX41A@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

Dear Adam, brief up date. I did speak to Robertta and Julie, still not sure where Claire is, but Roberta and Julie are also trying to reach her, I will try to get Shulamit to commit to some dates where the fr will meet her in the lead communities

Julie said she will send me (and you) copies of the things they have been working on and then we can see, i stressed to both Julie and Roberta the need to be low-keyed, introductory, team work etc I agree, Julie will be the best, Roberta will come across as "knowing it all" and I will continue to stress this point, that is why I think it is important that you send them copies of the memo as well. At this point I think it is crucial to get the FR in the communities, the moving process will take Julie some time, she wants to sell her house and maybe buy a house in Baltimore, although I suggested she rent for a few months first. Claire, I imagine has less to "do" and will move quickly. With Roberta I think we have to work out how she will do her "Time" in Milwaukee given it is so close to her home, I suggested that when all the FR meet in Milwaukee they should all, including herself, stay in Milwaukee.

I know you keep saying ART is in charge and Shulmat says that he is very good about that, but at the meetings it was as if Annette, not Seymour was in charge, although she did not always get what she wanted.

As for JESNA, i think they can help with two things, one instruments and two past surveys and info they have about the lead communities. Do we want Robertta to be in charge of getting this info on one of her trips to NY? She also has a meeting set up with Sarah Lee during the same trip she is meeting with Barry Holtz.

As for equipment, as I mentioned, Julie wants a Compaque with more memory, she will get me the quote of the price and I will draft a memo for you to see before passing it on, we will see if it fits into the budget.

I'll be in touch again as soon as I talk to Shulamit.

reporting

separate st. g's
what's the gap b/w percep + reality?
eg - satisfac - kids + parents
knowledge - rabbits

Hirschhorn will ~~be~~ head Bd subcommittee on eval
- may need to brief subcommittee in Feb

what about eval CITE, concept of lc, even eval pro
consult mid Jan

Need to know what baseline data req. in
- work w/ Jack on this self-study

need to tie out ideas for rpts - Ellen
- in meeting case call in Nov. ^{Annex 10}

audiences

CITE

CITE mgmt - Art

board - Hirschhorn s-b-committee

advisory committee - Coleman, Zucker, SF, AH

lcs

local CITE - ~~lay~~ chair & staff
other partic - will help us decide
how to dissem

ongoing informal

CITE, local, st. comm.

written rpts - Art will decide in Nov what to do w/ it

Sched

what do we expect to happen
what are pitfalls

Need to consult
w/ adv. Bd
on 1st rpt
in early Jan
so finished by
late Jan.
consult mid Jan

II. WHAT ARE THE OBJECTIVES OF THE MONITORING AND EVALUATION PLAN?

- 1. Carry out ongoing monitoring of progress in the lead communities in order to assist community leaders, planners and educators in their daily work.**
- 2. Evaluate progress in lead communities in terms of the impact and effectiveness as well as suitability for replication.**
- 3. Provide a continuous feedback loop between local and central planning bodies and practitioners in the field so ongoing adaptation can occur.**
- 4. Provide a basis of comparison of programs and successes in lead communities to generate ideas about how programs can best proceed.**

FIRST YEAR FOCUS: THREE SPECIFIC OBJECTIVES

- 1. Stimulate and assist the planning process**
- 2. Enumerate the goals that lead communities intend to address**
- 3. Identify current practice so that progress towards goals can be addressed in the future.**

ent 1-7

need training on entry to communities

- Shulamith?
 - see if Julie & Shulamith could put together guidelines
 - Barry? what might be goals of es system, should?
 - issues
 - IC's need to see us in positive role
 - philos, way presented, impress. made by f.r.
 - do simulations? - serious, knowledgeable
 - what do when respondent says "doesn't know goals?"
 - probes
 - soft functioning
- disc w/ Ellen

dis. on goals

evaluator clarifies articulates what aims are, given present discussion, & how they may be monitored

lay out tentative items on Jan rpt

- set feedback

can't call AG, EG, FRS, SF, AH - if poss, FRS in one place - early am us time
btw 10/20 & 11/8 to simulate what goes into the Jan rpt - Mondays best

III. WHAT IS THE CONTENT OF THE MONITORING AND EVALUATION PLAN?

- 1. What is the process of change in lead communities?**
- 2. What is the outcome of change in lead communities?**

FIRST YEAR FOCUS: THREE SPECIFIC QUESTIONS:

- 1. What are the visions of change in Jewish education held by members of the community?**
- 2. What is the extent of community mobilization for Jewish Education?**
- 3. What is the nature of the professional life of educators in this community?**

IV. WHAT ARE THE METHODS OF MONITORING AND EVALUATION?

- 1. A team of field researchers (two will live in the lead communities) will accompany the lead communities project.**
- 2. They will document the processes and products of change in the lead communities through observations, interviews and documents.**
- 3. They will supplement community self-studies with data to provide a baseline of information about the community.**
- 4. They will attend meetings in the communities.**
- 5. They will assist in the selection and collection of survey data (years 2 and 3).**
- 6. They will report on a regular basis to provide feedback for participants in the lead communities.**

Content

Best prac prog, should be accompanied by goal stud
- eval can help: someone who went thru this prog. nald.

we are building content - it's not there yet

how can training instits contr.b to lc's
- take lead n/ poss. in lcs - def goals, visions

To: Prof Adam Gamoran

MONITORING, EVALUATION, AND FEEDBACK IN LEAD COMMUNITIES

I. WHY DOES THE LEAD COMMUNITIES PROJECT NEED EVALUATION?

1. Provide information about the extent to which the lead communities have succeeded in creating better structures and processes for Jewish education.
2. Provide information so decisions can be made about how to encourage other cities to emulate the programs developed in lead communities.
3. Document the processes, efforts, programs, and impact of the CLJE lead communities project.
4. Provide ongoing, timely information during the processes of planning and implementation.
5. Provide an open exchange of experiences, ideas, information, and successes among lead communities.

Post-It™ brand fax transmittal memo 7871 # of pages = 3

| | |
|------------------|----------------------|
| To: Adam Gamoran | From: Ellen Goldring |
| Co. U of Wis. | Co. |
| Dept. Sociology | Phone # |
| Fax # | Fax # |

262-4747

August 31, 1992

Dear Roberta, Claire, and Julie,

Hello from Edinburgh. I was delighted to hear that three communities have been selected. And how kind of them to pick Milwaukee--now we will essentially have a researcher on-site in each location. As you can imagine I'm quite pleased about that.

Last Thursday (August 27) I was briefed on the selection by Annette Hochstein and Seymour Fox in London. As you may recall, Annette and Seymour have been a key intellectual force behind the CIJE and the lead communities project, and they are members of the advisory board for the evaluation project (recall that the others are James Coleman, University of Chicago, and Michael Inbar, Hebrew University). At my meeting with them in London, they raised some concerns to which I have responded in the accompanying letter. The main issues were:

(1) Entering the lead communities: They agree that we need to enter the communities as soon as possible, but they were very concerned that our introduction to the communities be low-key and friendly, rather than aloof and pushy. I was able to reassure them with a couple of points: (a) The philosophy of our project is "to enlighten and empower;" (thanks, Julie) (b) We designed the initial visit on our schedule (Sept.-Oct.) to be a low-key visit mainly geared toward getting oriented, meeting a few key people, and finding out about the communities. They liked this plan, and offered two suggestions: That we ask Shulamith to introduce us to the folks in the l.c.'s, since she has met them and is on good terms with them; and that we work out some guidelines for entry before starting to meet the l.c. leaders. I propose that since Julie has the most experience in entering new communities for evaluation purposes, and since she and Shulamith will both be living in the Baltimore area (!) perhaps they could work out some guidelines together. I understand from Ellen that she has already contacted Shulamith about going to the l.c.'s with you.

(2) Goals/visions: Annette and Seymour wanted us to meet with people outside the l.c.'s, particularly people from the national training seminaries (Jewish Theological Seminary, Hebrew Union College, Yeshiva University) so we could hear their ideas about goals for Jewish education. They wanted us to have more background knowledge about the possible range of goals that we may or may not hear about in the l.c.'s. (I think they are also hoping that by asking, we would stimulate those in the seminaries to start thinking about goals!) I agreed that this is a good idea in principle, but I'm not sure we have time to work it into the schedule. In my letter, I suggest that we should probably meet with Barry Holtz, from JTS, who is also the leader of the "best practices" project of the CIJE.

(3) Reporting: Annette and Seymour wanted to know, generally, what's going to be in our first (January) report. I said we couldn't say that yet. First, we haven't prepared our instruments yet. Second, we don't know what contingencies may arise in our data-gathering efforts. I indicated that we would have a better idea about what the first reports might consist of prior to our first intensive visits to the communities in Nov.-Dec. So, we agreed that we would circulate possible ideas for the content of the reports and discuss them in a conference call in late October (or early November).

Page 2

I was glad to be able to share the tentative calendar with them--thanksvery much for sending it, Claire. As you'll see in my letter to Annette, I agreed that we would allow time for our advisory board to give us comments on our first report before we release it at the end of January. I think that would be a good general practice for us to follow.

I understand from Ellen that you have begun working on data-collection strategies and/or instruments, and I look forward to receiving copies. Just to make sure we are all on the same wavelength--myunderstanding is that the three of you are going to prepare initial drafts of interview protocols (to be used in Nov.-Dec.), and that Ellen and I will have plenty of time to see them and make suggestions before you begin using them. Is that the plan?

Hope all is well and that you are enjoying the work. Keep in touch.

Best,

Adam

cc: Ellen

COPY



September 1, 1992

CENTRE for EDUCATIONAL SOCIOLOGY
Department of Sociology

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Edinburgh EH8 9LW
Scotland

Ms. Roberta Goodman
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Madison, WI 53705

Fax UK (0)31 668 3263

Email CES@uk.ac.edinburgh

Telephone UK (0)31 650 1000

or direct dial UK (0)31 650 4186/4187

Dear Roberta,

Thanks very much for forwarding the "Field Researchers' Plan." It looks very promising. I have a few comments, which I hope you can raise with the group:

(1) What is the linkage between this plan and the tentative calendar? One possibility is as follows:

Part I, A - E: Begin addressing during informal visit in Sept. - Oct.

Part II: Also begins during initial visit, carries through first intensive visit in Nov. - Dec.

Parts III - V: Begin during first intensive visit, Nov. - Dec. Part IV based at first mainly on interviews, supplemented by observations during second intensive visit (Jan. - March) and throughout by f.r.'s in own communities. Limited sample of respondents during first initial visit, wider sample during second intensive visit and throughout the period in own communities.

I realize we can't be sure about this yet, but I think we need a better sense of what we hope to accomplish at each of the stages we listed in the calendar. This should also help us address issues of reporting that I mentioned in my letter of Aug. 31.

(2) Regarding Part I, E (demographics), we will want to be in touch with the local CIJE contact person to coordinate our efforts with those of the local self-study.

(3) One important point seems to get buried--I assume that monitoring the community's efforts to mobilize and plan is incorporated under Part III, section B, point 2 (process). I have no objection to the way the issues are organized, but I wanted to point out that this is important so it doesn't get lost. Perhaps the mobilization and planning process really incorporates all of section B (evolution of vision).

Thanks for keeping me up to date! From the logistical standpoint, I'm just delighted about Milwaukee. Ellen mentioned to me the plan that for intensive visits, you would stay with the others in Milwaukee. That sounds like a good plan. But for supplementary visits, phone calls, etc., it's practically like having you on site!

Regards to all, Adam

cc: Julie, Claire, Ellen, Annette

From: CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB 4-SEP-1992 19:31:26.18
To: EKJC68
CC:
Subj: LETTER TO gINNY

Via: UK.AC.NSFNET-RELAY; Fri, 4 Sep 92 19:31
Received: from ctrvx2.Vanderbilt.Edu by sun3.nsfnet-relay.ac.uk
with Internet SMTP id <sg.06384-0@sun3.nsfnet-relay.ac.uk>;
Fri, 4 Sep 1992 19:30:49 +0100
Received: from ctrvx.Vanderbilt.Edu by ctrvx.Vanderbilt.Edu (PMDF £3172)
id <01GODZNZMSTS95N2VC@ctrvx.Vanderbilt.Edu>;
Fri, 4 Sep 1992 13:31:21 CDT
Date: 04 Sep 1992 13:31:21 -0500 (CDT)
From: GOLDRIEB@Edu.Vanderbilt.ctrvax
Subject: LETTER TO gINNY
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Message-id: <01GODZNZN2GY95N2VC@ctrvx.Vanderbilt.Edu>
X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

To: Ginny Levi

From: Ellen Goldring

RE: Equipment Acquisition for Field Researchers

Date: September 5, 1992

In continuation of our conversation, I am enclosing a list of equipment we would like to purchase and approximate costs. We expect that you will order the equipment and notify us when it arrives so we can arrange for delivery to the field researchers.

this is not enough info - have f.r.'s get quotes from sellers (non-profit Assoc. Foundat)

| | |
|--|--------------------|
| 1 Mac Powerbook 145 4Mg, 40 Hard drive | \$2,400 |
| 1 Compaque 386 4Mg, 120 | \$2,500 |
| 2 Okei Data 400 Laser Printers | \$1,258 (629 each) |
| 3 Transcribers Sanyo 90-10 | \$987 (329 each) |
| 3 Intelli Fax 600 | \$1,164 (388 each) |
| 1 Tape Recorder CTR85 Radio Shack | \$30 |
| 1 padded case | \$8 |
| 2 Mikes | \$30 |

- actual? cases?

no - misc. //

Total \$8377

cc:
Adam Gamoron

From: CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB 4-SEP-1992 19:38:10.94
To: EKJC68
CC:
Subj: COMMENT ON LETTER TO GINNY

Via: UK.AC.NSFNET-RELAY; Fri, 4 Sep 92 19:38
Received: from ctrvx2.Vanderbilt.Edu by sun3.nsfnet-relay.ac.uk
with Internet SMTP id <sg.06781-0@sun3.nsfnet-relay.ac.uk>;
Fri, 4 Sep 1992 19:37:32 +0100
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF £3172)
id <01GODZOXM46E95N2VC@ctrvax.Vanderbilt.Edu>;
Fri, 4 Sep 1992 13:37:58 CDT
Date: 04 Sep 1992 13:37:58 -0500 (CDT)
From: GOLDRIEB@Edu.Vanderbilt.ctrvax
Subject: COMMENT ON LETTER TO GINNY
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Message-id: <01GODZOXM46G95N2VC@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

dEAR adam, A few things, I just sent you a copy of

a draft of the letter

to ginny. What do you think, I know the prices are high, but at this point this is what the FR want. The MAC is without a student discount, we can still try to have Roberta buy it but have to deal with transfer of funds etc, other than that, I couldnt read your hand writing what kind of mikes? Do the FR need cases for their computers? Is that an additional charge? I did not add in the battery packs either, as I do not have the prices on that is that extra or included? Since it is around the 9000 mark, the budget i think it is OK.

Other up dates, Clarie and Julie have set dates to meet with SHulamit in the lead communities around the 17 of sept, Clair is going to Atlanta on the 11 and wil meet with Shulamit on the 17 and has already spoken to a key person in Atalata who invited her to Friday night dinner. I think in that way, Claire will have an easier time than Julie. Claire plans to move between 15-25 of Oct, and will not go back to Atlanta until she moves after this initial visit. OUr sense is that the first official visit with all 3 FR may be best in Atlanta around the end of Oct.

Lastly, when do we get paid I have not received a payment for August?

Monday is a holiday so I will look for your reponse to the memo and hopefully mail it to Ginny on Tues.

BEst to the family, how are they doing/ What is school like there?

\$

no

Sounds good

I'll write to NM





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September 9, 1992

Dr. Julie Tammivaara
South 4319 Miami
Spokane, WA 99223

Dear Julie,

I was so pleased to receive your letter with the draft of the interview questions. I think the team is making excellent progress. I've taken a few extra days to respond since you've given me a lot to respond to!

I'd like to raise three general issues, and then a few specific points about each section:

GENERAL QUESTIONS

(1) All three lists of questions are termed "Questions for Jewish Educators." Yet questions about vision and about mobilization need to be asked of a broader set of respondents, including professional and lay leaders in communal organizations, parents/congregants, members of JCC's, perhaps unaffiliated Jews, etc. How will you handle these different audiences? Will you develop separate protocols for each category? I'm sure that many of the same questions can be asked of different types of persons, but some questions might be more appropriate for educators than for other respondents. Particularly in the questions about vision, we need to think about varied ways of approaching the subject.

Perhaps we should step back and lay out the possible different categories of interviewees. These might be:

- professional educators (mainly teachers and principals)
- rabbis (who are educators to varying degrees)
- students (would need to limit this: e.g. secondary only?)
- parents of students
- congregants who are not parents
 - especially lay leaders of congregations
- JCC members
- professional leaders of communal organizations (eg, Fed, JCC)
- lay leaders of communal organizations
- persons unaffiliated with congregations and JCC's

I want to raise some questions about this list. First, what have I left out? Second, how are we going to prioritize conducting interviews with persons in these groups? Will we omit some of them? Which ones? Third, how will the interview questions be modified for these groups of respondents?

As a first cut, let me go back to the methods section of my "tentative plan" which I presented in August. I listed three starting points from which we would snowball outward:

- (1) Key actors involved in the l.c. proposal
- (2) Leaders of community organizations involved in education
- (3) Random samples of lay persons not included in (1) or (2)

If we follow this plan, we would first need interview questions for professional and lay leaders of communal organizations, professional educators and rabbis, and lay leaders of congregations. (Perhaps lay leaders of communal organizations could have the same interview questions as lay leaders of congregations.) This plan gives lower priority to interviewing students.

This discussion leads me to conclude that you will need three versions of the questions about vision, and possibly mobilization:

- (a) questions for educators
- (b) questions for other professionals
- (c) questions for lay persons, including leaders of communal organizations and of congregations, parents, etc.

Time permitting, there could be a fourth version of the questions about vision for students.

How does this sound to you? I'd be happy to hear about alternative approaches. I'm sure there will be a lot of overlap among these versions of the questions--perhaps the main difference would be in the way you introduce the questions.

(2) There are a lot of questions here!! I am concerned about the length of the interviews, particularly for educators, who would presumably be responding to all three sections. How can these questions be prioritized? Here are a couple of alternate ideas:

- (a) Ask only the visions questions in the Nov.-Dec. visits. In the Jan.-Apr. visits, ask the mobilization and professionalism questions of persons interviewed previously, and ask the visions questions of a broader sample. In the May-June visits, ask again about visions and mobilization (to monitor changes), and ask about professionalism from a broader sample.
- (b) From a limited sample, ask about all three subjects in the Nov.-Dec. visits.

(Non-educators would not be asked about professionalism.) Broaden the sample and ask about all three subjects in Jan.-Apr. For the May-June visits, return to key respondents to monitor changes in vision and mobilization.

My concern with plan (b) is that there would be a lot of questions for one round of interviews. Of course, many variations on these ideas are possible. For example, you could follow plan (a) but add mobilization questions numbers 1 - 7 for the Nov.-Dec. interviews. I hope you will discuss these and other plans that you devise and let me know what you intend to do.

(3) Do you have any plans to pilot the questions? I urge you to do so. The easiest thing is to try them out on each other, and that is certainly a good way to start. But I suggest finding some interview subjects outside the lead communities who would be willing to help out by responding to the questions. As you well know, practice interviews of realistic subjects will help prepare you for the kinds of responses you may receive in the I.C.'s. In addition, practicing the interviews will show if I am right to be concerned about the length of the interviews.

SPECIFIC QUESTIONS

Generally I think you've devised some high-quality questions. A few reactions:

Vision questions:

Obviously you need some sort of warm-up here, and as I noted above, the warm-up will likely be different for different categories of respondents. Non-educators will have much less to say about these questions. What sort of probes can we devise to help them along? For example:

What should Jewish education in this community look like in five years? How does that differ from what exists today?

What kind of Jewish education would you like your children or grandchildren to receive? Is that type of education available today? (If not): What changes are needed to bring that about?

Mobilization questions:

Again, some sort of introduction is needed. What is the process referred to in question 1?

What are the points behind questions 8 and 9? (I can make some guesses, but I'd like to hear your views. I'm not criticizing, just wondering.)

I think question #13 is great. Why does it come under mobilization? Does it link up with the visions questions?

What do we mean by "policy and funding decisions" in question #16? We definitely need to know this, but I wonder if we need a more subtle way of asking it.

Professionalization questions:

We've been using "professionalization" and "professionalism" as a shorthand for referring to this topic. Let's not lose sight of the fact that most Jewish educators are not full-time professionals, and many are not making a career of Jewish education. Nor should we take it as given that this is a goal of the reform of Jewish education. So let's use our shorthand, but remember that, more accurately, these questions are about the professional lives of educators, i.e. the conditions under which they work and the efforts they expend. We can take it as a given that one goal is to improve the professional lives of educators--that is a required element of A Time to Act.

Unlike the other sections, these questions are clearly intended only for educators. Questions for non-educators about the professional lives of educators would come under vision.

At the beginning of this section (or elsewhere), we need to establish some basic background information such as how much they teach/administer, what their subjects are if they are teachers, how long they've been Jewish educators, etc.

Generally I think these questions get at the heart of the matter. Someone should review the Los Angeles Jewish Teachers Survey--and any other community teacher survey--to see if there are other ideas.

I hope these responses are helpful, and that you can discuss them in upcoming weekly conference calls as well as in group meetings. I just heard from Ellen that the first "official" team visit may be to Atlanta in late October, so that leaves about five weeks to address these issues and polish the questions. I would appreciate the opportunity to respond at least once more to the next draft of the questions and to any decisions you make regarding which sections to ask of whom at what point in the year. If time gets short, remember that you can reach me by fax.

Thanks much for keeping me up-to-date.

Best,

Adam

cc: Roberta, Claire, Ellen, Annette

From: CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB 9-SEP-1992 17:20:25.73
To: EKJC68
CC:
Subj: Re: fax

Via: UK.AC.NSFNET-RELAY; Wed, 9 Sep 92 17:20
Received: from ctrvx2.Vanderbilt.Edu by sun3.nsfnet-relay.ac.uk
with Internet SMTP id <sg.01334-0@sun3.nsfnet-relay.ac.uk>;
Wed, 9 Sep 1992 17:19:42 +0100
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF £3172)
id <01GOKUG40YWW96W21L@ctrvax.Vanderbilt.Edu>;
Wed, 9 Sep 1992 11:19:53 CDT
Date: 09 Sep 1992 11:19:52 -0500 (CDT)
From: GOLDRIEB@Edu.Vanderbilt.ctrvax
Subject: Re: fax
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Message-id: <01GOKUG418K296W21L@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

I never received copies of the interview questions which you responded to
Julie said she sent them to me, but I never received them, it seems that you
gave the very detailed, thoughtful comments!

I dont think people are concerned about he Lc feeling threatened but I am
sure that is an underlying issue that is why a Q&A session is crucial in
my eyes and letting the lc talk about their needs. as well as providing
them with a clear understanding of our procedures, timelines, and objectives
as well as explaining that we are not there to "judge them" in any way.
What do you want to do about the issue of the reports?

From: CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB 9-SEP-1992 14:57:22.16
To: EKJC68
CC:
Subj: Re: quotes

Via: UK.AC.NSFNET-RELAY; Wed, 9 Sep 92 14:57
Received: from ctrvx1.Vanderbilt.Edu by sun3.nsfnet-relay.ac.uk
with Internet SMTP id <sg.22714-0@sun3.nsfnet-relay.ac.uk>;
Wed, 9 Sep 1992 14:56:44 +0100
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF £3172)
id <01GOKPCHZIJK95NGNJ@ctrvax.Vanderbilt.Edu>;
Wed, 9 Sep 1992 08:57:17 CDT
Date: 09 Sep 1992 08:57:17 -0500 (CDT)
From: GOLDRIEB@Edu.Vanderbilt.ctrvax
Subject: Re: quotes
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Message-id: <01GOKPCHZIJM95NGNJ@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

Spoke to Ginny, I was right, they are going to try to purchase all the
equipment using their purchasing agent and only if they get quoted a
higher price will the fr purchase so I hope to get the memo out
to her today as I sent you with the additions of the battery
packs and cases, minus the tape recorders.

I assume you are just receiving the fax from SHulamit, I will try to

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128 • New York, NY 10003

Phone: (212) 532-1961 FAX: (212) 213-4078

MEMORANDUM

September 8, 1992

| | |
|-----------------------|----------------|
| Transmittal memo 7671 | # of pages 1 / |
| From | S. ELSTER |
| Co | |
| Phone # | |
| Fax # | |

Over the past week it has become clear that issues before our debut in the

AMERICAN JEWISH ARCHIVES

in Baltimore, Claire in Atlanta, As I thought about the initial staff people during which I preliminary plans about how she

about the importance of having so that each community has the bases are covered. We could then of this meeting.

this meeting? The communities should this initial meeting include an staff? How should lay leadership be says that their key leadership wants to I think this would be nice and we

together, perhaps by teleconference, to discuss this.

in New York for the remainder of this week. You may want to discuss with Claire and Roberta before getting back to me. Use your best judgement as to how to proceed and let me know.

Best regards.

From: CBS%IL.AC.HUJI.HUJIVMS::ANNETTE 24-SEP-1992 17:51:33.44
To: EKJC68
CC:
Subj: Re: ss £

Via: UK.AC.NSFNET-RELAY; Thu, 24 Sep 92 17:51
Received: from vms.huji.ac.il by sun3.nsfnet-relay.ac.uk with Internet SMTP
id <sg.05533-0@sun3.nsfnet-relay.ac.uk>;
Thu, 24 Sep 1992 17:50:49 +0100
Received: by HUJIVMS (HUyMail-V6j); Thu, 24 Sep 92 18:50:53 +0200
Date: Thu, 24 Sep 92 18:50 +0200
From: ANNETTE <ANNETTE@IL.AC.HUJI.HUJIVMS>
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Cc: Goldrieb@vuctrvax, Annette@hujivms
Subject: Re: ss £

Dear Adam,

I logged on to tell you of a conversation with Jim Coleman - and found your message waiting - thank you very much.

We spoke with Jim today and I used the opportunity to bring him up to date on your project. He was very pleased to learn that your field researchers are in the field and that the project is off the ground. Regarding the famous gap between the monitoring-evaluation piece and the rest of the Lead Communities project, his response was largely similar to yours. He believes that this provides for an opportunity to focus on the launch and the gearing up process as subjects for study.

"the researchers ought to be particularly sensitive to the task of getting in gear, getting going... They should note [progress, impediments, etc...]. They should take the ethnography of how communities are getting launched, also because it will be useful for other communities to learn from this experience..." etc.

In order to keep Jim abreast of progress and to be able to take advise with him when necessary in the most effective way it might be a good idea to share with him relevant parts of our correspondance or selected documents that you might feel comfortable sharing with him (e.g. the three year plan; your memo following our visit; the exchange on the field researchers' list of questions, etc...). If you feel comfortable with this you might perhaps send him a package of materials.

We also told him about Ellen - he remembered her from that great Alma Mater of you all.

As to the other fronts: Art Rotman will be visiting here during Succot. At that time we will discuss the real launch work. Following that Seymour and I will probably go to the US (mid-November) to have a staff meeting (wanna come? we will suggest to Art that Ellen and the field researchers be invited) and to meet with planners of the Lead Communities to discuss the project, the year's work, Seminar, workplan, etc.

I don't believe any significant launch work will take place prior to that time. Does this affect any of your workplan?

This will reach you after London -- I hope you all enjoyed the trip.

We here at the Mandel Institute wish Marla, you and your children a very healthy, happy, creative and fruitful year. May you succeed in all your endeavors (just don't catch the accent!) - and peace onto Israel.

Annette

cc: Ellen Goldring
\$

From: CBS%EDU.VANDERBILT.CTRVAX::GOLDRIEB 1-OCT-1992 19:06:03.79
To: EKJC68
CC:
Subj: Re: update

Via: UK.AC.NSFNET-RELAY; Thu, 1 Oct 92 19:06
Received: from ctrvx1.Vanderbilt.Edu by sun3.nsfnet-relay.ac.uk
with Internet SMTP id <sg.07991-0@sun3.nsfnet-relay.ac.uk>;
Thu, 1 Oct 1992 19:00:09 +0100
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF £3172)
id <01GPFO8MGPOW99F9WA@ctrvax.Vanderbilt.Edu>;
Thu, 1 Oct 1992 13:00:48 CDT
Date: 01 Oct 1992 13:00:48 -0500 (CDT)
From: GOLDRIEB@Edu.Vanderbilt.ctrvax
Subject: Re: update
To: EKJC68@UK.AC.EDINBURGH.ERCVAX
Message-id: <01GPFO8MGPOY99F9WA@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN%"EKJC68@ERCVAX.EDINBURGH.AC.UK"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

Hi adam, a few issues to discuss:

1) these are the dates of the fr's visits to the lc's
Atlanta Nov 1-8
Milwaukee Nov 15-23
Baltimore Dec. 6-14

Baltimore asked to be late sicne the want to have some formal kick-off in the community before the fr come. I guess I should go see the fr in one fo the communities, for a day or two also so I get a first hand "sense" of what they are doing. Do you agree? If so do you think it matters which one, and can the budget sustain such a trip, since I will not go over a Saturday night most likely, but then maybe I will, I will have to see.

Then the FR will come to Nasvhille for a working session after the have rough drafts of the reports for each commuity. When do you think this should occur, right after you and I have read their drafts? Again, does this fit into the budget, their trips to Nasvhille? I suggested to them that they work on Atalanta's report first, and it could maybe serve as a prototype fo the others.

They were also asking whether anyone , including Annette and Seymourhad any agenda or desires about hte report format and content, and if so could this be expressed to them as soon as possible. I told them our thinking that they should begin to think of general outlines for the reports, and they are very pleased with this but do not want someone to come out after the fact and say, why didnt you write about... at this point they are thinking about two main sections. 1) porcess of becoming a lc--getting together and getting organized, and 2) specifics about getting organized around vision, professionalization and mobilization. This is very general at this point.

Let me knkow what you think.
\$

30 sept

Dear Adam, I just returned from the holidays and found your message and then one minute ago Shulmat called to say, "Roberta was excellent, just terrific" she said that Roberta was highly respected as Jewish educator and this created a real bonding with the community, of course they wanted to use her expertise in Jewish Education and she explained that they could not (I think that will be an issue to constantly remind Roberta) but SHulamit said it was just great! They worked on a Letter of understanding with Milwaukee as well, and Jack and Shulamit are going to Atlanta and Baltimore, so in a week or so, all the communities will be up and running. Claire is moving to Atlanta around the 20 of October, and Julie has a contract on a house in Baltimore, so we are getting in gear, although very slowly still!

I think the real tension is between "israel" folks and NY, or at least I sense this from SHulmat that Israel wants to teach and push and control what the communities will do, and use some of their other projects rather than let the communities be more in the driving seat, but that is not our problem.

I am going to New York as you said, more for SHulamit than any other reason, I am going and coming back on the same day. At some point, we need to talk about the first report, I said to the FR that it should wait until their first collective field visit in Atlanta so that they could make some suggestions based on this first visit.

Esc-ctrl: ~] help: ~]? port:1 speed: 9600 parity:none echo:rem VT102

resp to 30-9 & 1-10 messages

great to hear about R - prelim: 3 winners

yes, pref to see the FR's in LCS - earlier the better?
- either ~~AtI or Mita~~
end of AtI or beg of Mita

yes, Nash right after drafts

yes, in budget

ok, do Atlanta 1st

yes, do want input on form & content
- purpose of conf call ~~like~~ like to have before AtI
or els b/w AtI & Mita
- gen sections send right

~~to the~~ follows - resp to Annette

A H Cms

Robert's memo

- content of vision

- vision for goals of progs

- outcomes

send A + S bks materials

- questions for indigenous

get rapid feedback if any problems arise

hold on training inst. for except Barry

Natl Atlanta

15 Balt

Dec 6 Milw

From: CBS%EDU.BERKELEY.GARNET::GAMORAN 28-AUG-1992 18:36:44.57
To: EKJC68
CC:
Subj: Hello out there!

Via: UK.AC.NSFNET-RELAY; Fri, 28 Aug 92 18:36
Received: from vax.nsfnet-relay.ac.uk by sun.nsfnet-relay.ac.uk with Internet SMTP
id <sg.06359-0@sun.nsfnet-relay.ac.uk>; Fri, 28 Aug 1992 18:35:58 +0100
Received: from [128.32.136.6] by vax.NSFnet-Relay.AC.UK via NSFnet with SMTP
id aa07811; 28 Aug 92 18:22 BST
Received: by garnet.berkeley.edu (5.57/1.33.2) id AA12688;
Fri, 28 Aug 92 10:28:00 -0700
Date: Fri, 28 Aug 92 10:28:00 -0700
From: gamoran@edu.berkeley.garnet
Message-Id: <9208281728.AA12688@garnet.berkeley.edu>
To: EKJC68@uk.ac.edinburgh.ercvax
Subject: Hello out there!

Hi Adam. Thanks for the email. I had sent you mail to your old address, but it came back to me. I thought maybe it would be forwarded or something. Anyway, I'm glad to have your new address. I hope this mail arrives!

Yes, I did get the letters from Marla and Joel. What a treat! I was really impressed with Joel's letter and especially with his representation of how the score of the soccer game changed. Maybe I could use it in a paper! Bruce and I are going to write back soon!

Things here are good. The semester began this week, so there are a lot more people around campus. Also the extra job I had (on teacher assessment) ends August 31. I'm looking forward to that, 'cause it's been too much work! Bruce and I were in New Jersey visiting his family and I went to see Reuben and Sherry for a night. I really like their new house. It reminds me a lot of your first house in Madison.

I've been hearing from Mom that you are busy and are going to London. Are you all settled in to your house? How are the facilities at the University. I guess you had an idea of that from your previous visit. Do the boys like school? I hope all is well. Love from me and Broos.
-Mim