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Miscellaneous. Correspondence, notes, and reports,
February 1993–April 1993.

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THE JOSEPH AND MIRIAM RATNER CENTER
FOR THE STUDY OF
CONSERVATIVE JUDAISM

THE JEWISH THEOLOGICAL SEMINARY OF AMERICA, 3080 BROADWAY, NEW YORK, NEW YORK 10027 • (212) 678-8988

February 2, 1993

Professor Adam Gamoran
Center for Educational Sociology
University of Edinburgh
7 Buccleuch Place
Edinburgh EH8 9LW
Scotland

Dear Professor Gamoran,

I am writing to invite you to contribute to a multi-author two-volume history of the Jewish Theological Seminary of America that will be sponsored by The Ratner Center for the Study of Conservative Judaism and funded by the Lilly Endowment. Written by an interdisciplinary team of approximately 30 scholars drawn from throughout the United States, Canada, and Israel, this study will provide the first comprehensive history of any modern Jewish seminary. The study will analyze educational programs for training Jewish leaders--rabbis, academicians, educators, cantors, and communal workers; it will examine student life, faculty scholarship and teaching, administrative and board structures, and public programs sponsored by JTS, such as the Ramah camping movement and the Jewish Museum. Moreover, the project intends to investigate the changing mission of JTS vis a vis the Jewish community, as well as other religious and ethnic groups. The results of these studies will be disseminated through publications and conferences aimed at both Jewish and non-Jewish audiences.

The three year project began formally in September, 1992 under my direction. I have formed a distinguished academic advisory board consisting of scholars working in the fields of American Jewish history, American religious history and sociology, and the history of higher education--almost all drawn from outside JTS. After meeting with them, I have developed a structure for the two volume history, and I am recruiting essay writers.

In conversation with Harold Wechsler, who will write on JTS in the world of American higher education, your name was suggested as someone who might be interested in this project. The specific essay I ask you to consider deals with the role of JTS in the development of Jewish education in the U.S. The essay might focus on a specific time period--e.g. JTS and the Benderly circle--or may tackle matters more broadly--e.g. an analysis of the programs and curriculum of the Teachers Institute with an assessment of their national impact on the field of Jewish education. As you consider this proposal, you may wish to formulate a topic that fits in with other research interests. I am open to your suggestions. My concern is that we offer a fresh analysis of JTS programs in the field of Jewish education.

As you consider this invitation, the following information may be of help. The deadline for submission of essays will be the summer of 1994, preferably the early part of the summer. Each contributor will receive an honorarium of \$2,000, payable in two installments--half upon submission of the final draft of the essay and the second half when the final page proofs are approved. Some limited funds

will be available to cover research expenses. Some additional funds will be paid to participants in the conferences that are part of this project. At the present time, I envision essays of varying lengths, some running to 100 manuscript pages, others shorter.

I wish to conclude by stressing that this project seeks to foster dispassionate inquiry. I am not beholden to the Seminary for funding and the Seminary administration has opened the files of the institution to scholars. Furthermore, the advisory board will insure the academic integrity of the project. so that the results will be analytical and critical, rather than celebratory.

I hope you can participate in this exciting new project. I believe the issues are close to your heart and I can assure you that you will be pleased by the roster of contributors I have recruited to date. Feel free to raise questions and suggest alternative topics for your contribution.

Sincerely,



Dr. Jack Wertheimer, Director
The Joseph and Martha Mendelson
Associate Professor of American
Jewish History



February 9, 1993

Dr. Jack Wertheimer
Jewish Theological Seminary
3080 Broadway
New York, New York 10027

Dear Dr. Wertheimer:

I'm writing in response to your invitation to contribute to the project on the history of JTS. With regret, I must decline the invitation, because I am unable to find time for it in my scope of work during the next 18 months. I am sorry not to be able to participate in such an exciting and landmark endeavor.

Wishing you the best of luck, sincerely,

Adam Gamoran
Visiting Professor, Centre for Educational Sociology,
University of Edinburgh (1992-93)
Professor of Sociology and Educational Policy Studies,
University of Wisconsin, Madison

FROM

Peabody College

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-4111

Department of Educational Leadership • Box 514 • Direct phone 322-8000

February 19, 1993

Dr. Ruth Cohen
Director, Milwaukee Lead Community Project
1360 Prospect Avenue
Milwaukee, Wisconsin 53202-3094

Dear Dr. Cohen,

AMERICAN JEWISH
ARCHIVES

Thank-you for sharing your ideas about our continued collaboration with the CIJE evaluation team.

We will work closely with you to provide assistance needed to support your efforts in this project. We are prepared to assist with the design of instruments, data gathering strategies, and interpretation of data in your self-study and survey of educators. Given our other responsibilities, we are not able to administer surveys, analyze data or write reports based upon data you collect. We will certainly be happy to consult with those who are analyzing data and to comment on draft versions of your reports.

We will be collecting qualitative data on the professional lives of educators, as well as observing educational programs. We will provide the community with written reports and share information with you on these topics. The reports will also include information about visions for change and community mobilization.

In addition, we look forward to assisting you in developing evaluation components for programs that you will be implementing in Milwaukee. We will work with your local staff and educators to incorporate evaluation as an on-going, routine practice in the Milwaukee Jewish community.

Sincerely,

Ellen Goldring
Ellen Goldring

Associate Director, CIJE Monitoring, Evaluation, and Feedback Project

Dr. Ruth Cohen
Director, Milwaukee Lead Community Project
1360 N. Prospect Avenue
Milwaukee, WI 53202-3094

Dear Ruth:

Thank you for your thoughtful proposal regarding data collection for the Lead Community project. I particularly appreciate the emphasis on our having a collaborative partnership which underlies your proposal.

I will respond to your proposal first in overarching terms and then in terms of specific requests.

As a CIJE field researcher, I am always available to the community for lending expertise in helping devise research instruments, sharing information about existing questionnaires and evaluation projects, and helping interpret data. Furthermore, I want to help the community make evaluation a normal practice in implementing any Jewish educational program or project.

I will go through your specific requests one by one to help clarify my role. In response to your question III, my comments are as follows:

III. 1. I am able to assist you in the collection of the baseline data for Ia. and Ib rather than being responsible for the collection. I can provide assistance by: 1) helping you develop the instrument(s); and 2) helping you interpret the data gathered.

I can help you develop the instrument by: commenting on the clarity of questions; helping suggest issues or areas to cover. I can help with the interpretation of data in terms of how the quantitative data corroborates with the qualitative data that the field researchers collect.

Additionally, documenting the professional life of Jewish educators is a major focus of the field researchers' mandate. I will include analysis on the professional life of Jewish educators in my reports to the community.

III.2. I will be happy to consult with you as you analyze the data collected in III.1. as specified above. I will review and comment on any drafts you write.

III.3. I can assist you in your development of data gathering processes.

III.4. I can make suggestions as you develop instruments for data collection as specified above in III.1.

III.5. I will document as many of the focus groups as possible.

III.6. I will be happy to consult and provide assistance as you analyze the data as specified in III.1.

III.7. I will review and comment on any drafts that you write including preliminary outlines.

III.8. Observing educational programs is an expectation of my on-going role as a field researcher. I will include my analysis of these programs in my reports to the community.

III.9. At this time, I am unaware of the status of other CIJE research consultants. I cannot comment on what assistance they would or would not be able to provide.

I have already provided you with information on I.c. which asks for assistance in finding out what other communities have done to address personnel issues. I will continue to provide you with any instruments, suggestions, or resources that I happen to come across.

I am excited about working with you on these specific items. I look forward to our continuing collaboration.

B'Shalom,

Roberta Goodman
Field Researcher

This fax has 3 pages including this cover page. If you have any problems with its transmission, please phone in the United States, 608-231-3534 or fax, 608-231-6844.

Tuesday February 23, 1993

Fax to: Dr. Adam Gamoran

From: Roberta Goodman

Along with this cover letter you will find a draft, number four or five, of a letter to Ruth Cohen in response to her specific requests. This most recent draft is based on feedback that Annette received in talking to Milwaukee yesterday. She was suppose to fly there, but because her plane was cancelled, they had a four hour phone meeting. We have had ten inches of snow in the last few days!

I believe Ellen and Annette, as well as I, are waiting for your authorization of this letter.

Thanks!

DRAFT

2/15/93

Milwaukee Lead Community Data Collection Needs - January 1993Date Needed

- Ia. Study of the Status of Teachers/Educators
Salaries/Benefits (comparison with public school
when appropriate)
- 4/1/93 Training (Jewish and secular)
Hrs. of work/week
Teaching experience
In service/continuing education experiences
- Ib. Study of Teachers/Educators Attitudes
Motivation
Career goals
- 4/1/93 Job satisfaction/work environment
Recognition/rewards
Views on "pressing community educational needs"
Administrative support for teachers
- Ic. What Have Other Communities Done to Address
Personnel Issues?
- 3/1/93 (Information can be obtained through JESNA (?))
(Field researcher may have information on data
gathering strategy/methodology?)
- IIa. What Jewish Education Programs Are Currently In
Place? (formal and informal)
- 5/15/93 In areas to be determined by task forces, for
example: family programs, teens programs, special
populations, etc.

Page 2

IIb. How Many Individuals Participate in These Programs?

Formal settings

Informal settings

(MAJE collected data in 1992)

(Census data will be collected in October 1993)

IIc. Brief Description of Each of These Programs

3/15/93

III. How Can CIJE Help Us?

1. Collect baseline data (Ia.; Ib.)
2. Analyze baseline data and write a report (share report with the Milwaukee Lead Community Project)
3. Assist us in setting up a process of data gathering (IIa.)
4. Assist us in development of instruments (other than those needed for collection of baseline data for Ia.; Ib.)
5. Focus groups documentation (Ib.)
6. Collaborate on data analysis (e.g., focus groups)
7. Collaborate on report writing (e.g., focus groups)
8. Observe a sample of educational programs; share information with Lead Communities (in particular areas which have been targeted for change)

Page 3

9. Provide consultants for instrument development, data analysis and other data collection needs which can not be adequately met by the Field Researcher

RC/nm

Revised 2/2/93



DRAFT

Partnership in Information Gathering
(CIJE; Milwaukee Lead Community Project; MAJE)

<u>Organization</u>	<u>Role/Responsibilities</u>
Milwaukee Lead Community Project	<ul style="list-style-type: none">o Identify information needso Decide, in consultation with CIJE, what organization should assume which responsibilities for data gathering.o Facilitate focus groups; analyze and report data (in collaboration with CIJE).o Collaborate with CIJE on design of studies, instrument development and report writing as dictated by the project needs.
CIJE	<ul style="list-style-type: none">o Establish baseline conditions (collect, analyze and report data)o Respond to requests of Lead Communities for data; both qualitative and quantitative.o Observe a sample of educational programs that are in place; in particular, programs in areas which have been targeted for change.o Share with the Lead Community data which will assist the project in its planning process.o Collaborate with the Lead Community on design of studies, instruments, report writing - as requested by project.o Observe and document focus group process; assist in analysis and reporting of data.

Partnership in Information Gathering
(CIJE; Milwaukee Lead Community Project; MAJE)

<u>Organization</u>	<u>Role/Responsibilities</u>
MAJE	<ul style="list-style-type: none">o Collect census data such as school enrollment by grade and by institution.o Update program participation data.o Analyze above data and write a report.o Assist project in collection of data in educational institutions/organizations.

RC/m
Revised 2/2/93



2/4/93
Ruth Cohen

MILWAUKEE JEWISH FEDERATION

1 9 0 2 - 1 9 9 2

recognizing 90 years of service to
the Jewish community

February 2, 1993

Roberta Goodman
Field Researcher
149 Nautilus Dr.
Madison, WI 53705

Dear Roberta:

I enjoyed our meeting on Thursday, January 28 and the subsequent telephone conference call.

The enclosed two documents summarize some of the ideas we have discussed regarding data collection and represent the way in which I would like to work in partnership with the CIJE evaluation team.

Sincerely,

Ruth Cohen

Ruth Cohen, Ph.D.
Director, Milwaukee Lead Community Project

RC/nm

enclosure

cc: Dr. Shulamith Elster
Dr. Ellen Goldring

1360 N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-8338

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Betsy L. Green
PresidentRichard H. Meyer
Executive Vice President

February 28, 1993

Ms. Annette Hochstein
Mandel Institute of Jerusalem

Dear Annette,

I assume that by the time you read this you will be back from your latest trip to the U.S., and I hope it was a positive and productive visit. This week I received copies of the Planning Guide and the Supplementary Schools paper, and I wanted to offer a few reactions. I think both documents are superb, and my comments mainly address implications for the future rather than suggesting any revisions.

I have two minor questions about the Planning Guide: (1) What is the "goals project" which is mentioned in several places? This sounds like a project with which our work should be coordinated. (2) On p. 6, mention is made of "CIJE project descriptions." Which document is being used as the project description for the MEF project? Do you want us to prepare something specifically for this audience?

I also have one minor comment: On p. 18-19, the terms "outputs" and "outcomes" are hard to distinguish from one another, although they are given very different meanings here. I think what is meant is "short-term" and "long-term" outcomes, and that would probably be clearer. (A more jargony terminology would be "proximate outcomes" and "long-range outcomes.")

To me, the most important contribution of the planning guide - aside from the fact that it proposes clear, concrete activities which can be undertaken right away -- is that its approach is systemic rather than piecemeal. As you know, I think this is the major strength of the Lead Communities Project, so it is important that this document reflect the systemic approach. I worry, though, that if and when serious educational planning takes place in the communities, it will occur in isolated programs rather than through ties with broad coalitions, and that the planning taking place in coalitions will not be precise and hard-hitting enough to have significant implications for contact between teachers and students (or counselors and campers, etc.). Part of this concern comes from my reading of the Supplementary School paper from the Best Practices project, which is outstanding in recommending a systemic approach within schools, but could easily be used (or not used) on a school-by-school basis without any wider coordination. At the same time, my limited knowledge of activities which have occurred in the communities thus far does not give me confidence that meetings among persons representing varied constituencies are able to move beyond funding issues, territorial issues, and very abstract goal issues, to attending to more concrete programmatic issues.

What can CIJE do to make sure my fears are not realized, i.e.

that the Planning Guide and the work of Best Practices are utilized in a systemic fashion throughout the community? Part of the answer is already in the Planning Guide, in its insistence on a broad coalition, attention to mobilization of many groups, etc. But how can we ensure that these coalitions contemplate significant educational change? To help me think about this I returned to Smith and O'Day's seminal work, "Systemic school reform." Writing about secular education, they advise state-level initiatives to coordinate curriculum, teacher training, and assessment, and to re-examine responsibilities and policies at each level of the educational governance structure. In Jewish education, there is no body with the authority to initiate change as states can for secular education. (Actually, I'm not sure states have the strength to do what Smith and O'Day recommend, but that's another issue!) What is needed is some kind of leverage that would encourage persons and institutions participating in Jewish education to improve curriculum, teacher knowledge and pedagogy, and assessment, and offer a broader range of services, all in a coordinated fashion.

It seems to me that such leverage may be possible through a partnership of CIJE, local federations, and national movements. This coalition may be able to supply the resources -- financial and intellectual -- that would facilitate the development and implementation of coherent programs. To the extent that this group provides resources -- and I am including foundations when I mention federation -- it should be able to demand a high level of coordination of curriculum, staff development, and assessment. Could CIJE broker a partnership among experts from national movements (e.g., education professors at the seminaries) and the local educators within each movement in the lead communities? Recognizing that ideological differences prevent community-wide coordination of education in most areas, it makes most sense to think about coordination within movements, and to propose that this begin first within the lead communities and ultimately on a national basis.

I hope I've been able to raise some useful questions, even if my suggested responses are too simplistic. As I said above, I think both the Planning Guide and the Supplementary Schools paper are outstanding documents, and I hope as much care will be taken with how they are used as was clearly required for their preparation.

Best,

Adam

1. Overview of work to date
- discuss rpts

2. gradually getting ~~it~~^{communities} to pay for fr's

3. re-think the coming yr

a. continuing in the coming

b. outlook

- think creatively about

max contrib

- not simple how to do that



Seymour, Annette

Mike

Alan H

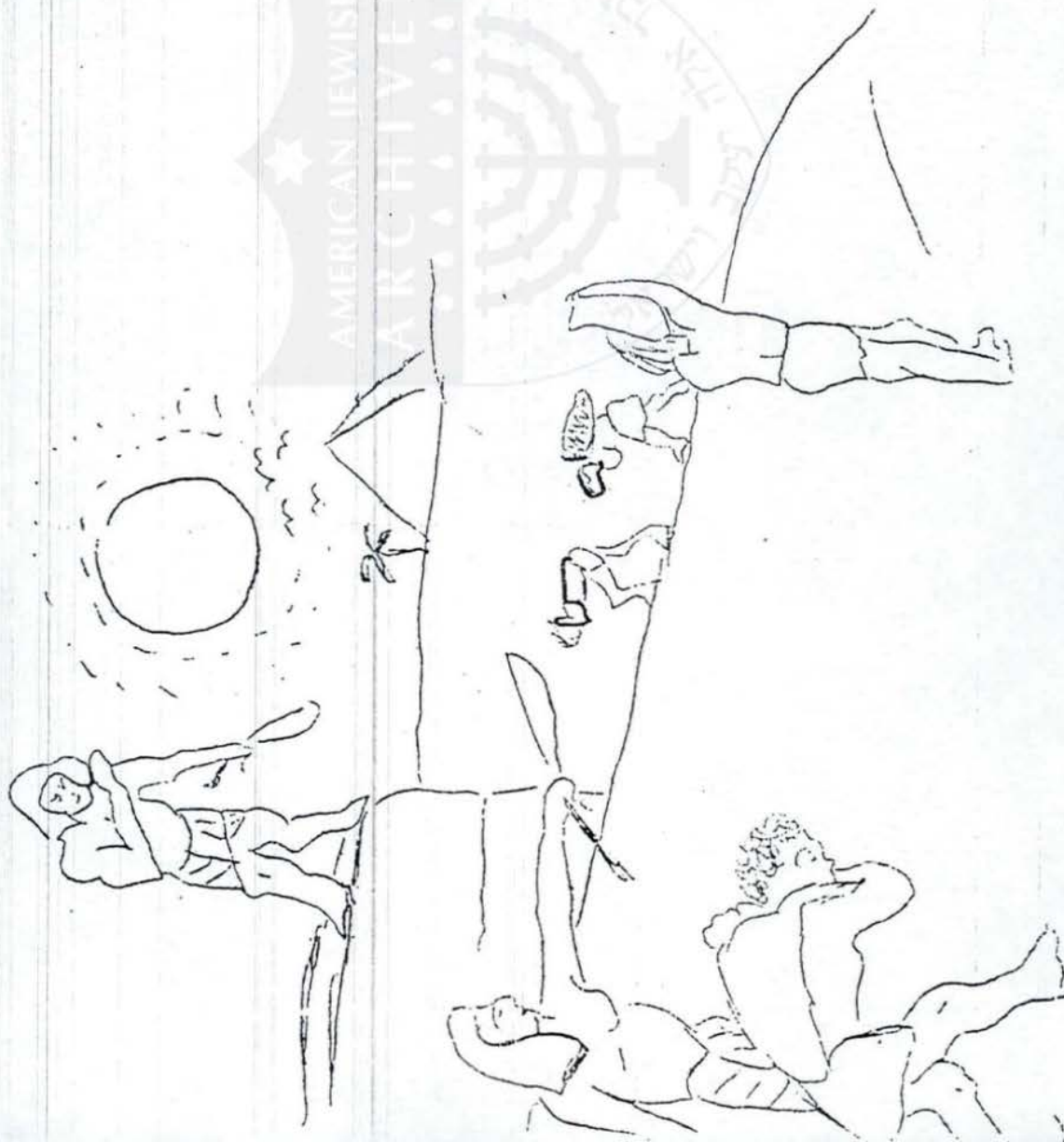
עבדים ה"נו

עבדים ה"נו

עתה בני חורין

Avadin hayinu,
hayinu
Ata b'nei horin,
b'nei horin.

(We were slaves,
now we are free!)



MEMORANDUM

TO: CIJE Staff and Consultants
FROM: Shulamith R. Elster
DATE: March 10, 1993
RE: Senior Advisors Meeting

Participants: Robert Abramson, Jack Bieler, David Dubin, Joshua Elkin, Shulamith Elster, Sylvia Ettenberg, Joshua Fishman, Ellen Goldring, Roberta Goodman, Stephen Hoffman, Barry Holtz, Carol Ingall, Jim Meier, Daniel Pekarsky, Bernard Reisman, Eliot Spack, Daniel Syme, Jack Ukeles, Jonathan Woocher.

I. Introduction and Opening Comments:

Art Rotman made the announcement that he will no longer be Executive Director of the CIJE. The CIJE administrative offices will return to Cleveland. Henry Zucker will serve as Executive Director.

Shulamith Elster welcomed the group, reviewed the agenda and thanked everyone for coming and expressed appreciation to the advisors for ongoing assistance in the work of the CIJE. She introduced Drs. Jack Ukeles and James Meier (Ukeles Associates) and Dr. Ellen Goldring (Director of the Monitoring Evaluation and Feedback project) and Robert Goodman, a field researcher and Carol Ingall, a consultant to the Best Practices Project directed by Dr. Barry Holtz.

II. Update on Lead Communities - Shulamith Elster

In each of the local communities there is already evidence of change with the image of the Lead Community as a local laboratory with emphasis on the enabling options of personnel and community mobilization.

In making the choice of the three Lead Communities a key element was the capability of the Lead Community to move toward change. Among the selection criteria was clear evidence of:

1. committed lay leadership
2. vision
3. commitment

III. Planning in the Lead Communities

Jack Ukeles commented on his planning work in the Lead Communities noting that there is an opportunity for the communities to learn from each other.

He outlined the elements of an emerging planning process. At the Mandel Institute Annette Hochstein and staff are working on a simulation of what a Lead Community might look like a year into the process.

The Planning Manual will detail this planning process.

IV. Best Practices - Barry Holtz

Barry noted that we are not at work to identify all, but some Best Practices within supplementary schools, through ten reports on ten different places.

Carol Ingall: former director of the Providence, Rhode Island Board of Jewish Education described Temple Emanuel in Providence.

The school is a 'best practices' school because of its ability to deal with the challenges it faced. "Change happens as you identify problems. Goals were fresh in minds of the stakeholders. The school felt it was doing a good job but had trouble following goals it had set.

They wanted to make the school into a more religious mode. They moved to provide a mincha service, formed a junior congregation, organized shabbatonim and took students to retreats.

They answered the questions: What knowledge is of "most worth?" Answers: Prayer skills and use of the Melton Bible curriculum. They needed reinforcement of parents which was communicated in school via newsletter and received input from parents. They identified problems and got parents involved through consecration service and family discussions and Chugim for older kids that are parent driven.

Where do we go from here?? We can use this school as an example of a place where they worked to identify a problem. We need a dialogue on problems once they are identified. We can change school culture by dealing with problems. We need consistency of vision.

Discussion Notes:

Pekarsky: How did you decide this was good school?

Carol: My gut feeling--kids seemed happy, parents seemed happy.

Abramson: This is a good example because school is in the same location as day school.

Reisman: There is a need for research on supplementary synagogue schools. We need to see what issues cut across the board. Not just ten reports!

Ingall: This school did not try to build a culture, it formed a culture by:

- a. identifying and answering problem
- b. application of guidelines
- c. making categories broader

Spack: Best Practices is an inventory for Lead Communities to draw from as they build an acceptable school program to fit into and be received by the community. We have to try to analyze why Best Practice happen. We need to account for interactive problems.

Barry: Problem solving was the focusing issue here.

Elkin: This needs to be delved into deeper. We need more written case studies.

Beiler: Who's reading this?

Ettenberg: Are other reports different?

Barry: There are some similarities, some differences.

Ettenberg: Will family education be clarified? What do we do with this?

Barry: We are going to go to Lead Communities and find out what they want and offer what we have. This is the most difficult. There is a desire to learn in the Lead Community. Is there a difference between the attitudes of lay people and professions? Professionals are nervous about this: lay people are very interested.

Abramson: Don't rely on executive summary. There's interest and people will read the longer document.

Best Practices provides technical assistance that is helpful to local communities, leaders, educators, and planner.

V. Technical Assistance - CIJE Resources

CIJE has made a commitment together bring to national resources in the form of:

- National organizations (i.e., JESNA, JCCS, CLAL, CAJE)
- National institutions (Yeshiva, Hebrew University, Hebrew Union College, Jewish Theological Seminary)

Discussion Questions:

What can the CIJE do that is different from what communities might otherwise do on their own? How do we mobilize national resources? How does the CIJE bring national philanthropic leaders together?

VI. Advisors Comments and Discussion

Reisman: As a member of a local commission on Jewish Continuity, can this initiative help others? Pointed to issue of dissemination and sharing. How can we document what's going on in three communities? Can three Lead Communities be trouble-shooters for others? There is a need for this experience to be translated to other communities.

Ukeles: Issue is an important one but there are practical considerations involved in working with twenty-three communities.

Syme: What happened to twenty other communities turned down? We are asking Lead Communities to spend money without offering a carrot? UAHC has regional offices in these cities to supplement the communities efforts. We need to specify what we anticipate. Many organizations have a history with previous programs. Suggest we supplement Senior Advisors with national professionals (non-training institution) resources.

Ukeles: There will be an effort to survey the twenty 'disappointed' communities.

Josh Elkin: What are the issues? Suggests that CIJE filter ideas into communities and keep "mirroring" changes in focus back to community. He feels CIJE is going to national/regional groups too much.

Bieler: Need to better define the problem. A Time To Act jumps to solutions. Needs constant refocusing. Lead communities need to see beyond their own self interest. National organizations - can they take the high-road? - can they be statesmanlike? There are too many "turf" people. Lead Communities are looking to see how much they can get out of this for themselves!

Pekarsky: We must place more emphasis on vision and direction for the enterprise. We need deeper support of teachers and educators. If you don't have a social structure in the Lead Community, it can't work. Need to design a social structure that facilitates cooperation and conflict resolution. Program should be made for everyone's interest.

1. What traditions of cooperation exist? Is there competition?
2. Ask communities about planning and specifically - What structure are you developing so things happen for your own self-interest?

Abramson: There has to be more than incremental improvement. There is not enough self-interest and competition driving us. There is a distinction between enlightened self-interest and statesmanship.

(In response to a specific question about Atlanta, Baltimore and Milwaukee)

Ukeles: I am satisfied with the communities. They have capacity and commitment. The problem is we are dealing with different cultures that have historical differences - the world of the federation and that of the congregations are different. We are trying to them together.

Meier: Commented utilizing the image of "planning circles" with a Commission and a steering committee, ad hoc groups and more people. Comments should try to encompass as many people as possible, more decision makers, more people on task groups.

Pekarsky: There needs to be ongoing planning structure to bring people together.

Meier: There is the planning function and the implementation function - in essence there are two jobs to do and two groups to do it.

Fishman: You must have excitement and passion. Are Lead Communities losing it with all these meetings?

Ukeles: There is a need to clarify if you want to change the level of community action and involvement. You need to give them time to negotiate. Right now we have frustration, not enough meetings and no action.

Meier: Where do we start? Pilot projects may throw money at a solution. We are trying to do things sensibly.

Spack: Cited the catalytic role of the Commission and noted there are several catalytic roles.

1. emergence of a document
2. application process of the Lead Communities

We need to learn from non-chosen who are unencumbered by all this. The non-chosen may be doing better.

Woocher: What would we want to know from the non-chosen and is there an easy way to find out? Is this a project or a process? Is the function of Lead Community clear. This should be an ongoing process.

Ukeles: We need to define the improvement process. We should be clearer about what we are doing?

VII. Monitoring, Evaluation and Feedback (MEF) Project

ELLEN GOLDRING/ROBERTA GOODMAN

Community Focus:

What would you like to learn? How can we help you? As the project develops, how can we share insights with everyone?
Research focus: How can we improve methodology?

Project will monitor progress of the Lead Community, its leaders, and planners. We want to evaluate them in terms of effectiveness.

We are aiming at continuous feedback between local community and planners. How can the change proceed as this is a long-term (305) year plan?

The field researchers began in September (1992) learning about the communities. They are now gearing up for the launch of the project asking: How are you organizing? What are the reactions to being chosen? What is your relationship to CIJE? How are communities making decisions?

The project is striving toward a baseline data. What is the lay and professional visions of change?

The methodology includes three field researchers - one assigned specifically to each community. They are interviewing, meeting with community leaders and stakeholders, collecting documents, forming a relationship with community.

Roberta Goodman described her work as a field researcher in Milwaukee. As a researcher, Roberta is "listening with both ears" and is now able to listen to different community cultures and interpret these.

Ellen and Roberta gave the following assignment to the advisors. It was included in a follow-up mailing with responses directed to Ellen.

QUESTIONS:

1. What would you like to learn from CIJE work in the Lead Communities?
2. How can the project share/disseminate feelings?
3. Comments on methodology

COMMENTS AND QUESTIONS FROM ADVISORS:

Bieler: What is the history and dynamics you are basing questions on? Do some cooperate better? How do you get an idea of how projects are going?

Ellen: We are not yet evaluating. But there is no fear that educators feel they are being judged. Everyone is very open. People are happy to talk. Educators are happy to be asked. There is no personal identification in the report to protect the privacy of interviewee. Transculturization - interviewing and observing. We are trying to mirror implementation. We are using history and the knowledge of the researchers in the community. We are analyzing demographics for their implications. e.g., Milwaukee - sharing facilities, Atlanta - spread out.

Hoffman: Do you feel you know better than federations about the community and its work?

Goldring: Some is self-learning and who knows and who doesn't. Even if some of the report is common knowledge, they (the communities) want to know.

Abramson: Synagogues don't understand what evaluation is.

Pekarsky: We have limited quantitative studies. Are any planned? What baseline data is there?

Goodman: Communities will each undertake educator surveys and the Lead Communities should be doing self-studies.

Goldring: Quantitative studies are not planned yet. We see our role as evolving and in response to what are the needs of the community.

Resiman: If there is a clash of culture? We need to know what problems there are?

Ukeles: Is an ethno-geographic process not a needs assessment? Is it not quantitative assessment?

Pekarsky: Change of role? Would this affect role of researcher? How to expose clash?

Abramson: Attitude or role? Would this affect the role of researcher? How to expose a clash or an attitude change toward Jewish education.

Reisman: When roadblocks occur, what is their source? How do we break through?

Elkin: Don't you have to have an idea of what Jewish education requires? (e.g., interaction of parents with children to reinforce values as opposed to imaging.)

Hoffman: This is just "garbage in - garbage out." We need to know what the interventions are.

Hoffman: Is their value in analyzing what needs to be done?

Fishman: Why are so few kids in Jewish education? Why are we failing kids?

SRE
3/93

Roberta Goodman
Claire Rottenberg
Julie Tammivaara

10 March 1993

Dear Adam,

We have reached a point in the project where we agree that it is imperative we have a telephone conversation with you. Our communities are all "on board" and moving with dispatch toward mobilizing their people (although the time tables differ), and they are all engaged in preparing instruments for a survey of educators. Pilot projects have been or are in the process of being identified. They and we are becoming very clear about how we can best be employed to further the goals articulated in *A Time to Act*. We feel it extremely important that you be brought up to date on these developments, as well as other issues we need to discuss. Both Roberta and Julie have three-way party capability on their telephones so only one of us will be charged for the overseas portion of the call. March 15 and March 17 are convenient days for us. Please fax Julie with your preferred time and day.

We have agreed that our project should be oriented toward success at all steps. That is, we should conceptualize our work in terms of achievable goals that presume an acceptable level of quality. This aim can best be realized by plans that will permit us to proceed on an even and determined pace. We feel that the start, stop, start mode we are now in is not fruitful for our relationship with the communities. We feel very strongly we should make every effort as a project to keep our demands on our communities reasonable and afford ourselves the time we need to integrate our work with theirs, where appropriate. It is crucial that we have a time framework within which to produce a good report. We have each noted that the latest directives conveyed to us by Ellen and affirmed in your fax dated March 8 resemble those to which we were subject last fall and which ended so disastrously. As a start, we would like to offer the following general guidelines for our work.

Monitoring : Our efforts to capture the preparation, mobilization, envisioning, and implementation processes should be continuous and ongoing. This entails attending meetings, interviewing relevant parties, and recording events in the form of field notes. Periodically, there will be a need for special studies that are narrower in focus, more intense in labor, and more delimited in time. The current "professional lives of educators" effort would fall under this category. We are thus suggesting both a continuous thread be maintained while focused inquiries are undertaken.

Evaluation : Our efforts in this domain consist at the moment of assisting communities in their efforts to incorporate evaluation components into their project plans and of helping them in the development of such instruments as the educators' survey.

Feedback : One area that requires further clarification is the audience or audiences to which our written work is addressed. We made some choices in writing our quarterly reports, that is, that they would speak to the needs of the CIJE to become more familiar with the sites and that the reports would inform (or affirm) the communities. The critiques of both the quarterly community reports and the summary report were couched in decidedly technical research terms, an aim we did not have in mind when writing them. Our decision to focus on what would be helpful to the communities and the CIJE arose from two circumstances: the concern expressed that we were being perceived as "researchers" instead of as monitors, evaluators, and givers of feedback, and our attempt to make the reports accessible to the less sophisticated members of our communities. In retrospect, trying to write for more than one audience is probably not a good idea. We would like to propose, therefore, at least three forms of reporting for what appear to us to be at least three separate audiences.

- Periodic reports to the CIJE staff informing them of our activities and efforts on a regular basis. These reports could be monthly or bi-monthly as they would prefer. They would serve as an informative connecting link to the staff and assure them that our time is being wisely used. *— not want substance enough*
- Periodic reports to the more research inclined among the CIJE. These reports would take a more technical format and tone.
- Periodic reports to the communities aimed toward sharing what we are discovering, interpreting it, and raising questions that could fruitfully inform their decisions. We would need to negotiate with our respective communities to discover what and how this can best be accomplished. *yes, ok*

For this, or, indeed any, plan to work, we strongly feel the need for a long-range framework within which our efforts can be imbedded. We would like to work with you to develop fairly specific one- and two-year plans that can serve both to give direction to our efforts and to inform our communities so they can better understand what we are about. We realize that there may be unanticipated needs from time to time and are aware of the need for some flexibility.

We have consulted with one another and agree upon the following schedule for conducting the professional lives of educators piece of the project.

March, 1993

- Refine long interview for individual educator interviews
- Develop short (one time) individual interview
- Develop guidelines for focus groups
- Secure rosters of teachers and administrators in formal and informal educational settings
- Develop maps of educators and define rules for selecting participants
- Coordinate with community planners the substance and scheduling of interviews
- Schedule interviews with educators

April (after Passover) through May

- Conduct interviews
- Transcribe interviews
- Begin analysis of interviews

June

- Continue analysis of interviews
- Write first draft of individual reports for communities, reports for CIJE staff, and cross-site report
- Submit individual drafts to one another for review and revision
- Submit individual drafts to Ellen and you for review and revision

July

- Submit reports to advisory committee and revise as needed

We appreciate how difficult it is for you to manage this project at such a distance. We are hoping that the above suggestions coupled with a substantive dialogue with you will not only help us achieve our mandate but make your task easier as well.

FACSIMILE TRANSMISSION

58 Penny Lane
Baltimore, Maryland
21209

410 653 4648 (res)

410 653 3727 (fax)

TO: Adam Gamoran

FAX NO: 011 44 31 668 3263

FROM: Julie Tammivaara

DATE: 10 March 1993

PAGES: 3 including cover

COMMENTS:

Dear Adam,

Heard you are spending passover in Israel. How great! We are faxing a copy of this letter to Ellen.

J

FACSIMILE TRANSMISSION

58 Penny Lane
Baltimore, Maryland
21209

410 653 4648 (res)
410 653 3727 (fax)

TO: Adam Gamoran
FAX NO: 011 44 31 668 3263
FROM: Julie Tammivaara
DATE: 25 February 1993
PAGES: 4 including cover

COMMENTS:

Dear Adam,

Roberta just relayed the message from Ellen that we are to be focusing on the professional lives of educators for the next report. I have revised the "plan" accordingly but have many questions:

1. Are we to be working with the community planners regarding what data we should be gathering? (Roberta mentioned that our work should coincide with a federation study.)
2. What sorts of data do you or other of our employers want? In-depth and complete coverage of a community the size of Baltimore will take more than three months. Shall we consider minimum in-depth coverage and do a second less extensive interview with others? Put another way, is there some data you want from all the people we interview and other information from a selected and smaller sample?
3. Do you want educational directors and specialists included in this go round?

Any sharing of your and others' thinking on what we should be doing would be most appreciated.

Many thanks,

J.

Evaluation Plan: March, 1993 - May, 1993

Julie Tammivaara
Baltimore, Maryland

- I. When Baltimore's self study is initiated, I will negotiate with them where I can be helpful in providing supplementary data for the purpose of understanding the state of Jewish education in Baltimore.
- II. Contact and ask for informal tours of educational facilities of both congregational religious and day schools. Given the large number of these in Baltimore, this will be an ongoing process that may not be completed in three months.
- III. I will attend meetings related to the lead community project. In addition to the focus on steps they are taking as a lead community, I will focus on the decision-making process in use and the transformation of the Board of Jewish Education into a part of the Center for the Advancement of Jewish Education.
- IV. I will meet with Marshall, Nancy, and Chaim to determine how and where I can be helpful in their efforts to progress as a lead community.
- V. Interviews will focus on professional lives of educators in day schools, afternoon and Sunday religious schools, post-secondary schools, and informal settings. I need to check with The Associated to confirm and correct the list I have. Given the number of schools and settings, progressing through the list will take more than three months.
- VI. To be determined: number of educators and administrators sufficient for each school or setting. Day schools vary in size from very small (K-1 only) to quite large. Size of congregations varies even more dramatically.

Day Schools (8)

Baltimore Hebrew Congregation [R]
Krieger-Schechter [C]
Beth Tfiloh Community School [O]
Rambam [O]
Talmudical Academy [O]
Bais Yaakov School for Girls [O]
Torah Institute of Baltimore [O]
Ner Israel [O]

(Check with The Associated; is this list complete?)

Congregations (44)

Traditional (2)

Congregation Bais Lubavitch of Baltimore
Congregation Chevrei Tzedak

Reform (6)

Baltimore Hebrew Congregation
Har Sinai Congregation
Temple Beth Shalom
Temple Emmanuel
Temple Isaiah
Temple Oheb Shalom

Reconstructionist (2)

Congregation Beit Tikvah
Oseh Shalom

Orthodox (25)

Adath Yeshurun
Ahavas-Israel Tzemach-Tzedak
Augdath Israel
Beth Isaac Adath Israel
Beth Jacob
Beth Tfiloh
B'Nai Israel
Bnai Jacob
Chabad Lubavitch
Congregation Darchai tzedak
Etz Cahim
First Tabernacle Bethel
Greenspring Valley Synagogue and School
Kneseth Israel
Liberty Jewish Center
Moses Montefiore Emunath Israel Woodmoor Hebrew
Ohr Knesseth Israel Anshe Sphard
Pickwick Jewish Center
Rambam On Line
Randallstown Synagogue Center Ahavas
Sholem-Agudas-Achim

INTERVIEW PLAN FOR MILWAUKEE - MARCH 1993 THROUGH JUNE 1993

Background:

The people interviewed in November over represent the Federation. I obtained sufficient information about Milwaukee becoming a Lead Community, preparing for change. Based on what I have done, I propose interviewing the following people with the indicated questions for March 1993 through June 1993:

The Professional Life of Educators

Early Childhood	1 education director 1 teacher
Supplementary (include fam. ed.)	5 education directors 5 teachers
Day School	3 directors 3 teachers
JCC	1 program director 1 program worker
youth groups	1 youth advisor/program worker
adult education	1 teachers

Planning Process
Mobilization
Milwaukee's Jewish Community
Visions of Jewish Education

Early Childhood	1 education director
Congregations	4 professionals 8 lay people
Commission (5 lay people - all fall in another category)	1 professional
adult education	1 teachers 1 lay people
informal education	1 professional 1 lay person

3/12/93

Dear Adam,

Enclosed is a copy of my original 3 month plan (prior to directions to address only professional lives of educators), an amended plan (in chart form), a list of formal education programs and estimated numbers of teachers in each program, and a revised shortened form of our interview to be used with some participants.

In addition to interviewing educators, my plan naturally includes attending key decision-making meetings (CJC, Transition Committee, JES, etc.) and observing and participating in informal educational opportunities.

Hope to hear from you soon with your reactions to the plan.

Claire



Estimated Numbers of Teachers in Formal Education in Atlanta

Day Schools (not including preschools)

	# by Subject/Grade	Total # of Teachers
Epstein School (C)	5 Kindergarten 17 Judaic 6 Hebrew 48 Secular	76
Hebrew Academy	5 Kindergarten 18 Judaic 7 Hebrew 50 Secular	80
Davis Academy (R)	1 Kdg/1 First Grade 1 Judaic/Hebrew	3
Torah Day School (O)	5 Judaic 2 Hebrew 13 Secular	20
Yeshiva High School	6 Judaic 2 Hebrew 18 Secular	26

Supplementary Schools

Tichon Atlanta	27
Hillel School	7
Ahavath Achim (C)	35
Beth Shalom (C)	15
Etz Chaim (C)	32
B'nai Torah (T)	10
Or Ve Shalom (T)	7
Shearith Israel (T)	10
B'nai Israel (R)	5
The Temple (R)	42
Temple Beth David (R)	10
Temple Beth Tikvah (R)	15
Temple Emanu-El (R)	28
Temple Kehillat-Chaim (R)	13
Temple Kol Emeth (R)	34
Temple Sinai (R)	31

Preschools

AJCC	58
Or Ve Shalom (T)	2
B'nai Torah (T)	5
Temple Sinai	12
Chabad (O)	3
Beth Jacob (O)	3
Hebrew Academy	4
Epstein (C)	10

Total Estimated # of Teachers

623

*overestimate
many tchrs. may have
been counted 2 or 3
times since they teach
at more than 1 school*

Professional Lives of Educators Interview Questions (Short Interview)

A. Recruitment

1. At what point did you make a definite decision to become a Jewish educator?
2. What were the main attractions teaching held for you?
3. You are one of many Jewish educators in the United States. What do you think attracts these teachers to the work they do?
4. Imagine you were having a conversation with a prospective educator. How would you describe what you do?

B. Socialization

1. In what ways is your work different from what you expected when you began as an educator?
2. To what extent do you feel free to do more or less what you think best? In what areas of your work do you feel powerful? Not so powerful?

C. Rewards

1. What are the main ways you determine you are doing a good job? In what ways have you been especially successful as a Jewish educator?
2. What are the major satisfactions you receive in your work as a Jewish educator? Have you found a satisfaction in teaching you didn't expect when you began as a teacher? If so, what is it?
3. Looking ahead, what career opportunities do you see for yourself? What career opportunities would you like to see made available to you?

D. Purpose

1. What do you see as the main purpose of Jewish education?
2. How would you like to see your students changed or transformed as a result of your teaching?
3. Describe an ideal fellow educator, that is, one you would especially enjoy working with. What qualities would this person have?
4. What kinds of knowledge and skills must an educator have to be able to do a good job teaching in Jewish education?

E. Discontent

1. What circumstances would cause you to leave your position? When was the last time you were tempted to leave? What happened?
2. What two or three changes would significantly improve your situation?

F. Sentiments

1. What kinds of things make it difficult for you to get your job done?
2. What kinds of decisions do you participate in at your school?
3. How has the status of Jewish educators changed since you became involved either as a student or a teacher?

G. Interpersonal Preferences

1. For what reasons do you seek to meet with parents? For what reasons do parents seek to meet with you? Would you like to meet with parents more or less often? Why?
2. Think for a moment about your fellow educators.
 - a. When and where do you interact with them?
 - b. How are educators as a group perceived by others?
 - c. How do others show they respect (or do not respect) you?
3. Some people think that a school should be operated like a well-run business where everyone's responsibility is clearly stated and the lines of authority are sharp. Others think that schools should be organized loosely and that relationships among members of the staff should tend toward equality. What is your view on how a school should operate?
4. What questions would you ask a school director if you were to seek a position at a new school?



March 14, 1993

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

Dear Annette,

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

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

Balancing monitoring, evaluation, and feedback

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

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

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

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

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

The role of the field researchers

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

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

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

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

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

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

The question of a survey

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

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

Yours,

Adam

cc: Jim Coleman
Ellen Goldring

Categorizing Positions in Jewish Education

The following presents an overarching rubric categorizing positions in Jewish education. Positions in Jewish education are divided into four categories: formal education, informal education, agencies and organizations, and freelancers. The four categories' sub-categories are listed. Each sub-category is characterized later in this document along with the positions that fall under this designation.

A) Formal Education

- 1) teachers
- 2) specialists
- 3) educational administrators

B) Informal Education

- 1) staff
- 2) educational administrators

X C) Agencies and Organizations

- 1) staff
- 2) administrators

X D) Freelance Jewish Educators

Formal Education - Teachers

Characteristics:

- 1) primary responsibility is teaching;
- 2) has designated group of learners;
- 3) learning is sustained over a period of weeks.

early childhood teacher

day school teacher

Hebrew school teacher

religious school teacher

special education teacher

adult education instructor (continuing education)

b'nai mitzvah tutor

college professor or instructor of Judaic or Hebraic studies

college professor or instructor in a professional Jewish communal program

2

Formal Education - Specialist

Characteristics:

- 1) provide direct support services for teachers' or in some way augment what teachers do;
- 2) provide direct programming to learners or teachers;
- 3) specialize in a particular skill, art form, or area related to the curriculum and goals of the institution.

music specialist
art specialist
special education specialist
Hebrew specialist
curriculum specialist
drama specialist
librarian
audio-visual staff
teacher aide coordinator

Formal Education - Educational Administrator

Characteristics:

- 1) primary duties include the administrative functioning of the educational setting;

primary coordinator/supervisor
Hebrew coordinator/supervisor/principal
religious school supervisor/principal
upper school supervisor
b'nai mitzvah program coordinator
congregational education director
day school director
early childhood director
assistant day school director
assistant early childhood director
day school administrator
Judaic coordinator
secular studies coordinator
community high school director

Informal Education - staff/teachers

Characteristics:

- 1) primary responsibility is to staff program implementation, teach courses, or counsel in an informal setting.

retreat director
family educator
family educational program coordinator
camp counselor
Israel program chaperone/counselor

3

Informal Educational Administrators

Characteristics:

- 1) primary duties include the administrative functioning of a Jewish educational program in an informal setting.

youth group director
camp director

Agency/Organization - Staff/Specialists/Resources

Characteristics:

- 1) primary responsibility is the implementation of an agency's or organization's Jewish educational programs, projects or mission.

library/resource/audio-visual/parent/teacher center coordinator
library/resource/audio-visual/parent/teacher center staff
early childhood consultant
day school consultant
family educational consultant
family life counselor
family life coordinator
Reform consultant
Conservative consultant
day school consultant
religious school consultant
evaluation and research director
JCC educator
Israel program coordinator
sheliach/shelichah
senior adult coordinator
elder hostel coordinator
youth group director
youth group advisor
college program director
college program staff
camp specialist
Judaic specialist at a camp
staff member of a private Jewish educational foundation
staff a North American Jewish educational agency
staff of a North American agency with educational responsibilities
staff a regional Jewish educational agency office
staff an Israeli Jewish educational agency office
staff of an Israeli agency with educational responsibilities
congregational program director

4

Agency/Organization - Administrators

Characteristics:

- 1) primary duties include the administrative functioning of a Jewish educational agency or organization.

central agency director

ye JCC director

direct a private Jewish educational foundation

head a North American Jewish educational agency

head a regional Jewish educational agency office

head an Israeli Jewish educational agency

Jewish educational publisher

Freelancer Jewish Educators

Characteristics:

- 1) work in Jewish education;
- 2) contract out for work;
- 3) provide a direct service to a program, agency or organization.

private consultant in Jewish education

freelance Jewish educator

Jewish educational researcher or evaluator

Jewish book or textbook writer/songwriter

storyteller

curriculum writer

This fax consists of 5 pages including this cover page. If you have problems with its transmission, please contact Roberta Goodman in the United States at 608-231-3534.

March 16, 1993

Memo to: Dr. Adam Gamoran
Dr. Ellen Goldring

From: Roberta Goodman

Please have this fax handy at our March 17 meeting. Thanks!



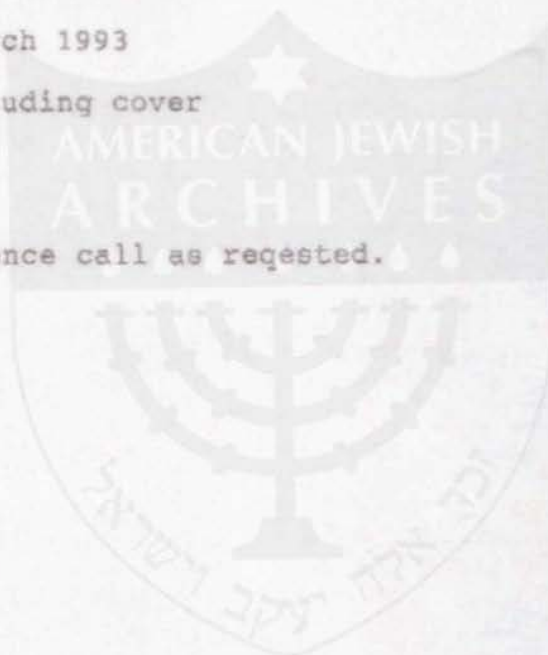
FACSIMILE TRANSMISSION

58 Penny Lane
Baltimore, Maryland
21209410 653 4648 (res)
410 653 3727 (fax)

TO: Adam Gamoran
FAX NO: 011 44 31 668 3263
FROM: Julie Tammivaara
DATE: 24 March 1993
PAGES: 9 including cover

COMMENTS:

Notes on conference call as requested.



Adam Gamoran
Ellen Goldring
Roberta Goodman
Claire Rottenberg
Julie Tammivaara
Conference Call

15 March 1993

Roberta expressed FR concern about dropping in and out of data collection mode in the communities. They cannot be on hold as communities are never on hold.

Ellen summarized her and Annette's perception of the status of the project: Claire should send letter that Steve has to all persons to whom she wishes to speak. It will give her access to community in general. Milwaukee is not problematic because Ruth's in place. Baltimore is okay as Julie is working closely with Marshall and Chaim. Both she and Annette agree the "on hold" business is moot at this point.

Roberta noted that when FRs do a concentrated effort, the flow needs to be maintained. FRs need to avoid appearance of being frenzied. FRs need to be sensitive to timelines of the communities and not impose urgent CIJE needs, or do so sparingly.

Roberta continued by saying that the FRs need to develop a feedback mechanism that is more helpful than annual or even quarterly reports. All communities want to know more and more quickly than is possible now. None have received official feedback as they haven't seen quarterly report.

Adam said he agreed with feedback point and sympathizes with Ruth's complaint that it has been all monitoring and evaluation with no feedback. He hopes Annette will be sensitive to Ruth's remarks. Adam believes the CIJE should allow FRs to make whatever arrangements for feedback seems appropriate. Arrangements do not have to be the same in each community, as timing will be different in each community. Feedback mechanism needs to be decentralized. We need to work this out. Content is a different issue from process. We need to discuss this after process.

Ellen noted that she discussed feedback with Annette. A. said project should discuss feedback with communities and propose a plan. Need to determine who in community would receive feedback. Should avoid having only one person as

communication may not be broadly realized. Need to assure system where dialogue is possible. Maybe feedback should be to three different people or a committee. This is especially true where there is hostility as in Atlanta. Annette suggested maybe one each from laity, federation, and educators.

Roberta noted that there are some more global decisions that have to be made. She said Ruth wants to know immediately after interviews if issues have been raised. This is problematic. It's partly a confidentiality issue but also more. We need to discuss parameters as there are many sticky issues. Who has access to feedback?

Ellen emphasized need to keep feedback in context, i.e., not give it piecemeal.

Julie suggested need for general guidelines for nature of feedback and under what circumstances it should be given. She agreed there should not be one gatekeeper and that who receives feedback will shift depending upon what the feedback's content is. Feedback is not equally relevant to all.

Adam said the question needs to be asked as to who speaks for community and who speaks for CIJE. Community is not one entity. He suggested the gatekeeper issue should be discussed with designated project person in each community. FRs should suggest committee be formed to receive feedback at regular intervals, probably monthly. He proposed agreement that feedback be confidential except by consent of committee and FR. People in communities need to control what gets disseminated and when.

Ellen suggested Shulamith and Steve Hoffman be involved in setting system up in Atlanta because laity and professionals there are having problems sitting down together. Claire agreed noting that they haven't yet hired CJE person to be the link. Community building needs to be initiated there, Ellen added. Ellen said she would contact Hoffman about this issue.

Adam said committee should consist of one person employed by federation, one person not employed by federation but who works with them and one educator not associated with federation.

Julie suggested also including a rabbi as that is an issue in Baltimore. Roberta agreed: two outsiders, two insiders.

Adam said federation needs to have hand in selecting outsiders as trust needs to be there. Need to avoid mavericks.

Adam wants written summary of this conversation. FRs do not have to wait until he shares it with Annette to get started on negotiations with communities.

Issue of single or multiple reports was discussed next. Adam responded to Julie's memo to him on March 10 re: reports to CIJE, communities, and research-oriented reports. Adam said communities need feedback, written and oral addressing our discoveries, interpretations, and questions. For CIJE staff need information similar to quarterly reports every three months at a minimum: what's going on, who's doing what, what the main issues and problems are, etc. These reports should be presented for limited distribution within CIJE at regular intervals. He doesn't see need for distinction between research and non-research reports to CIJE. He wants something policy and evaluation oriented written by all five of us.

Julie agreed but noted the inclusion of research report as a response to nature of feedback from Annette and Inbar. What they wanted is not appropriate for CIJE staff in general. Ellen suggested we have this conversation after Adam returns from Israel. Roberta suggested we indicate to A and S what is doable and appropriate and let them respond. Adam wants a plan. Ellen reported Annette's comment that Seymour "had a lot of fun" with the reports and was concerned with the question of validity. Ellen agrees that they want more research-oriented reports. Annette and Seymour want more detail and documentation than was in quarterly and summary reports. Julie noted that their critiques were methodological. FRs chose not to go that route as the reports were not intended for a research community. Reports should be better documented to CIJE than to communities, Adam and Ellen agreed.

Adam introduced issue of timing. Periodic reports need to be more frequent. Professional lives report can follow suggested schedule for July or August, but there should be feedback to community about mobilization and vision and monitoring to community and CIJE before then, May or June. Need as well to share material for CIJE with someone in community. Julie agreed. Need to avoid previous situation of telling CIJE and not telling communities. Communities should see information but not the evaluative portion, Adam said. He asked if schedule was doable, i.e., can FRs provide Ellen and him with data for well documented report while also working on professional lives study.

Julie noted Israel readers need to understand the context within which FRs work and their time pressures. They are not in academic setting and their plates are full. She thinks FRs can do it but we need to avoid unrealistic expectations from Israel. May report will be fall data plus

more recent material and more carefully presenting it, she understood. They should understand that our reports represent ongoing and correctable conversation, not semester term papers.

Adam noted that such an explanation would be fruitless, they are too results oriented. Julie noted that as it stands, MEF project decisions, however well conceived, will not carry guarantee that Annette and Seymour will agree and we'll be in the soup again. If they have expectations, they need to make them clear up front.

Adam noted that Annette felt content was arbitrary and not relevant to issues we agreed on, e.g., discussion of Orthodox community in Baltimore. Adam said that problem was not that this issue discussed in Baltimore, but that it wasn't discussed in Milwaukee and Atlanta. This makes for problems of comparability. Julie noted that our charge was vision and mobilization and role of Orthodox was raised by Baltimore in this context. In other communities, Orthodox are not necessarily an issue with respect to vision and mobilization. Issue of right wing Orthodox was raised by every interviewee in Baltimore; it would have been negligent to exclude this issue; in other communities, role of Orthodox not raised as an issue. Ellen said the Baltimore report did not make the point about why Orthodox important. Julie argued that given the premise of inclusion owned by Baltimore and expressed in report, consequences of structuring encounters to suit needs of ultra Orthodox affected everyone. She suggested that if Annette did not see this connection, it would have been appropriate for her to ask Julie to make this more clear rather than define the discussion out of the purview of the report; the presence of 17 - 20% right wing Orthodox is central to both mobilization and vision in Baltimore. One cannot talk about why a decision was made without taking them into account. Julie noted that everything FRs do goes through several people before it gets to Annette and Seymour. She argued that there needs to be mechanism of dialogue for FRs and Annette and Seymour if the latter are going to be so prescriptive. She argued further that as Ellen had communicated expectations, our reports were responsive and thus there must be something missing in the communication of the expectations.

Roberta suggested we might need oral feedback with advisory committee as well as community. Julie agreed. We need ongoing dialogue with CIJE staff. They need to know context as clearly Annette's comments reveal a lack of understanding of community contexts even though she says that portion of the reports was what everyone already knows. She suggested monthly reports to CIJE staff that are informal, not the research type. It would be helpful for them to know issues are, what steps have been taken, etc.

The hot issues in a community color what the FR decisions are and if the CIJE knew them, they might better understand the decisions.

Julie raised next item on agenda: what is the function of readers of our reports, specifically advisory committee. She noted that there was a dialogue between Adam and Ellen and the FRs on the preparation of the quarterly report. When report went to advisory committee, they acted as court of last appeal, not as advisors to ensure clarity. If something seemed "arbitrary," then an appropriate response would have been, "I don't see the logic of this, please explain or delete." It was very helpful in preparing the reports to have Adam and Ellen's critiques; it was not helpful to be told we did not meet some criteria of which we were unaware.

Adam asked Ellen to summarize timelines for reports. Ellen reiterated:

1. Need guidelines for oral feedback loops for communities including timelines, content, personnel.
2. Implement monthly feedback memo to CIJE staff: hot issues, etc. in communities.
3. Professional lives of educators drafted in June, presented in July.
4. Update of mobilization and vision in May and June. This will take two forms: one for community, one that is well-documented for CIJE, Adam noted. "Research report" can wait until next year.

Ellen asked if expectations were clear. Julie said Adam and Ellen's expectations were clear; it is not yet clear what Annette and Seymour expect. She suggested Adam attempt to discover any hidden expectations when he goes to Israel. He will try.

Adam wants updates from Milwaukee and Atlanta similar to Julie's update. This could be in monthly memo.

Ellen re-iterated need to get time and scope expectations from Annette when Adam visits her. Roberta agreed we need read and revise mechanism. Need to avoid final report expectation. Ellen suggested another conference call when Adam returns from Israel.

Julie noted that while we need to know Annette and Seymour's expectations, we need to avoid their dictating to us as the FRs are closest to situation and may be in a better position to make certain decisions. We need to present ourselves more pro-actively. If we can make well

rationalized proposals, it will be more politically difficult for the less closely involved to reject our work. Ellen said the issue is how to communicate this. Julie agreed. Roberta noted that we must avoid setting ourselves up for failure or allowing ourselves to be set up for failure. Adam agreed and said we should avoid calling monthly memos the final word; reserve that for professional lives report in July and a year-end report in August. Julie noted that by the time Annette gets year-end report it will be September so say September. That will be the comparative piece. Communities will get the information relevant to them as it arises.

Julie asked when we're meeting with Adam in June. He gets back 10 June 1993; Ellen will be in Israel until 20 June 1993. We'll meet after that. Roberta suggested 28th. We agreed on the end of June.

Adam asked to hear from Claire. She said there is a transition committee meeting on Monday, 22 March 1993. She doesn't know what happened at last CJC meeting, not much happens at those meetings, lots of disagreements, issues batted back and forth between committees, etc. Adam asked about her access to meetings. Claire said there was not problem, she has invitations to meetings. She will call Lauren later this week to be sure there are not other meetings. She is on federation list for meetings. CJC meeting will be on 20 April; Ellen will be there, too. Adam asked about her relationship with people in Atlanta. Claire said last CIJE visit hurt her position inadvertently. Lauren is not returning her calls promptly, an indication something is not right. Lauren told her she was told by CIJE that Claire was not to work with them on survey. Steve Gelfand asked CIJE if Claire could work with them on survey, Annette said, "Absolutely not." Claire feels that now they do not see her value as she had negotiated working with them and now she can't. Ellen thinks the problem might be Atlanta's unpreparedness to do survey at this time; they may not be represented at meeting on 29th. She thinks Annette may have been saying to Atlanta that the survey wasn't Claire's responsibility but theirs. Ellen suggested that Claire phone Lauren about 29th meeting and tell her she (Claire) will be going and will be able to help them with the survey. Tell Lauren assistance is possible, not full responsibility. Adam agreed with this strategy. Ellen said she needs to get beyond Annette's comment and move ahead. Claire has list of educators which will be helpful to federation. Adam asked for copy of who Claire has interviewed; it is in the mail.

Roberta brought up categories for educators. She categorized all educator positions of formal and informal. This left no place for agency people. Current list includes them. She listed all positions, then categorized them:

formal, informal, agency/organization. The question is: how many should be interviewed.

Adam asked who would be in agency who wouldn't also be an administrator in formal education? Adam said agency people (BJE) are not part of this effort. Adam said we are to deal with administrators and educators, but not agency or organization people. Ellen said we are to include those directly involved in delivery of services and their direct supervisors who are on-site. Only JCC director should be included from fourth category. Agency people need to be interviewed differently, Ellen and Adam said. Julie said informal educators should not be randomly selected as efforts are so heterogeneous; we should do programs, not individuals. Adam said that was okay.

Adam said we need clearer picture of questions we want answered via educators survey. Should follow A Time to Act: recruitment, training, career tracks, salary and benefits, and empowerment. He wondered why training and salaries wasn't in our protocol. Julie said these can be more easily asked in quantitative survey. Give less priority to higher education in Baltimore for now. Claire mentioned reality of Emory as institution of higher education in Atlanta. They have proposed a teacher training program for Jewish educators.

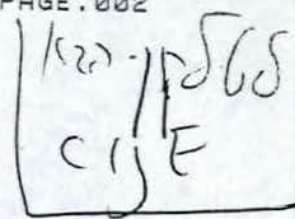
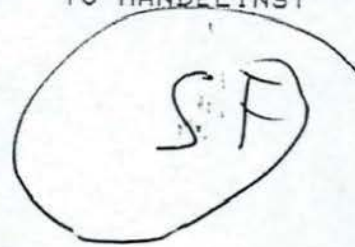
Adam raise concern about unevenness of questions to informants and need to cover core areas with all informants. Julie explained that long interview intended to be two to three sessions; shorter version will be one session and ask same things of all.

Adam will recommend all contracts be renewed for all FRs. Each is to do a self evaluation for Adam's eyes only. He will solicit performance evaluations from Ellen and prepare his own. He will share his evaluation with each of us and ask for feedback. He will note any objections. These should be in his hands when he gets back from Israel, 20 April 1993.

Roberta asked about dissertation request to use data from project. She can use any data for dissertation. She can give dissertation to committee. Any publication has to go through advisory committee to be judged on two grounds: confidentiality of respondents and timing of release of information so as to not interrupt implementation. To deposit in library, need advisory committee approval. The same thing holds for any other publication; criteria do not include agreement with interpretation. We need to trust committee and that trust is warranted, as Coleman made his reputation on academic freedom.

Re: advisory committee. Adam said if Annette is our boss, she has to be off the committee. Julie asked about having someone North America on it. Adam will discuss it. Ellen wants Dan Pitkowski (?), Adam wants Gary Wehlege or a community person like Steve Hoffman. Ellen agreed.

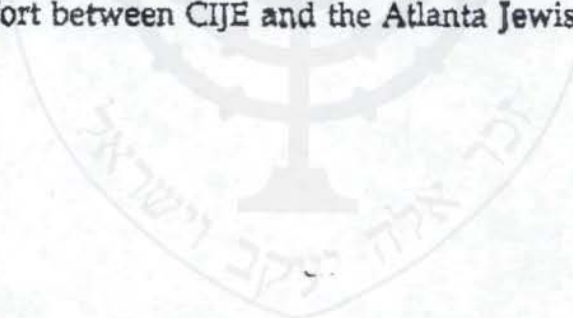




Dear :

As you may know, Atlanta has been selected by the Council for Initiatives in Jewish Education (CIJE) as one of three lead communities in Jewish education in North America. An underlying goal of the Lead Communities Project is to foster Jewish continuity through Jewish education. Essential to this goal is mobilization of the Jewish community behind Jewish educational efforts.

One part of the collaborative effort between CIJE and the Atlanta Jewish community is the CIJE Monitoring, Evaluation, and Feedback project. The purpose of this project is to document the process and implementation of efforts in Jewish education made by Atlanta. Claire Rottenberg is the field researcher for Atlanta. As part of the effort at documentation, Claire will be interviewing a wide-range of community members, including lay leaders, rabbis, educators, parents, and students. She also will be observing Jewish educational programs and meetings related to Jewish education in Atlanta. As part of her role, Claire will be contacting many of you to discuss Jewish education in Atlanta during the course of this project. She looks forward to a collaborative effort between CIJE and the Atlanta Jewish community.



I. Overview
a. accompl to date
b. the reports

Dear Annette and Seymour,

Just a brief note to suggest that our agenda on April 8 include the following:

II. Evaluation project issues

A. Field research

1. roles of the field researchers
2. integration of field research into community efforts
3. the feedback loop
 - a. to the communities
 - b. to CIJE
4. schedules of the above
5. contracts for the field researchers

B. The advisory process for the evaluation project

C. Quantitative research

1. supporting quantitative evaluation in the communities
2. the possibility of a comparative survey some day

III. General CIJE issues that affect the evaluation project

A. Centralization

B. Leadership

C. the meaning of systemic reform

I look forward eagerly to our meeting, and I am especially grateful you are able to make time for it during chol hamoed.

Adam

\$

accomp

to CIJE - assmt of situat w/ CIJE, communities
- accurate as we see it
- issues we see as prominent

to communs - stim dialog - eg of Baltim - our ex stim red experim
- specit assistance - B

- M

- A - help w/ survey? cont r/t's

potential - bkg band incl 100 - interviews, transcribed

feedback plans

monthly? fable to communs
- or or oral or both

- to be negat by fr w/ commun
- guidelines - 3-4 receive, decide w/ fr on broadend strb
- systematic, periodic, not after each inter. / - in context
at this pt, not comparative

monthly feedback to CIJE - also w/ eds by Ellen & Adam w/ fr's - ongoing + correctable
major rpts - eg educators this summer - not term paper

Main Points of Baltimore Meeting (3/29/93)

1. Content

What do the communities want to know about educators?

Baltimore: Get baseline data so follow-up surveys can be used to measure systemic change

Milwaukee: Categories to think about:

- Professionalization
- Recruitment
- Training
- Retention

Need data to guide policy-making

Get background information on teachers:

- In secular education
- In Jewish education
- Teaching experience

Can test hypotheses about Jewish educators:

1. High turnover rate--mobility within system rather than out of system
2. People well-trained stay in profession longer than "fish out of water"
3. Does change in educational director result in change in staff?

Where do we actually want to end up 5 years from now? What do we do with data we collect? How does data get translated to practice?

Have to look at combination of people working together--teachers, principals, rabbis

Survey can't determine if teacher is doing job well--How do we decide if job is done well? Who decides that? Relates to community's goal setting

Survey can find out if teachers can articulate goals

Questions to look at:

How involved are teachers in their institutions?

What contributes to effectiveness of teachers? What are teachers' strengths?

Where is further training needed? How committed are teachers to attending training sessions?

2. Logistics

What sense do we make of data to take action?

Teachers in Milwaukee--think survey will result in higher salary and benefits--
Do we [planners] have authority to make those kinds of changes? Have to be

careful in what is said

Timeline (for Baltimore, Milwaukee):

Finished copy of survey in community's hands by week of 4/19 (from Ellen and Shulamith)

Administer in April, May--target end of June for receiving all responses

Separate surveys for administrators, informal educators

Budget questions:

Address with Shulamith

Community's responsibility--copy surveys, cover letter, administer survey, collect surveys

Ellen's suggestions:

1. Administer through schools at faculty meeting
2. Need sealed envelopes or way to objectively collect

Analysis:

Ellen's role--Find person to work with community (one person in each community or one person for all three communities); negotiate price (for analysis and report)

Cost for process responsibility of each community--more economical if one person for all 3 communities

Discuss with Shulamith how to use CIJE resources to help with process

Coding of surveys by school and teacher

frustration CJE
was put in posn of living
traveling

not appreciated
- insufficient pos feedback
- from other E.R.'s

Janice Aiken
JES
- replaces 1 section
M. BJE
- dir link to ed
- no staff 11
- Michael Hillman, chair of JES
- (la. re s-s mts
w/eds re: ed survey
lots of hostility
btw eds Lauren



were lay invited?

8:30 Annette's house

fax at club Inn
07 334519

AGENDA

ADAM GAMORAN MEETING

Thursday, April 8, 1993

PARTICIPANTS: Seymour Fox, Adam Gamoran, Annette Hochstein, Alan Hoffman,
Mike Inbar, Oriana Or, Carmella Rotem, Shmuel Wygoda

- I. Status Report and work to date
- II. Project scope and composition
- III. Communities' responsibility - Herschorn
- IV. Evaluation project issues
 - A. Field research
 - 1. roles of the field researchers
 - 2. integration of field research into community efforts
 - 3. the feedback loop
 - a. to the communities
 - b. promised feedback to Milwaukee
 - c. to CIJE
 - 4. schedules of the above
 - 5. contracts for the field researchers
 - B. The advisory process for the evaluation project
 - C. Quantitative research
 - 1. supporting quantitative evaluation in the communities
 - 2. the possibility of a comparative survey some day
- V. General CIJE issues that affect the evaluation project
 - A. Centralization n/o guidance —————
 - B. Leadership
 - C. the meaning of systemic reform
- VI. Next steps for the project

ok to integrate Fr's
into communities
- assistance
- feedback
- etc.
- under guidelines
we agree to

April 11, 1993

Dear Adam,

Things are going smoothly for me in Atlanta. I have begun interviewing educators concerning their professional lives using the interview schedules Julie, Roberta, and I have written. I have four interviews scheduled following Passover. In addition, I have collected teacher lists from most of the congregational schools and two of the day schools. I am invited to and attend the Educational Directors Council meetings each month.

I met with Lauren Azoulai on March 31st to discuss the Baltimore meeting and the letter of introduction requested by Steve Gelfand. Our three hour meeting was very productive and congenial. I shared main points discussed in Baltimore concerning the educator's survey (see attached list of points). Lauren composed a memo to Shulamith and Ellen (attached) stating her reactions to the information I shared and her input on the survey. Lauren edited the letter of introduction (I sent Steve Gelfand a draft of the letter several weeks ago and he passed it on to Lauren) and said she would send it out during Passover. She apologized for having taken so long to address the issue of the letter.

At this point in the project, Lauren is the chief person in charge of CIJE in Atlanta. When I arranged the meeting for the 31st with Lauren I requested that Steve Gelfand also be present. Lauren stated that Steve's presence would not be necessary and that she could convey information on the Baltimore meeting to him. When I stated that I'd like to meet with both of them, Lauren said she would check if the scheduled time for the meeting would be convenient for Steve.

Federation is in the process of searching for directors for two new agencies--JES (Jewish Educational Services) and CJC (Council for Jewish Continuity). An offer was made to a candidate for the JES position, but he declined the offer. At the present time, the community is determining whether to offer the position to another candidate who was interviewed in March or do another search for additional candidates.

The Transition Committee is being disbanded. The next meeting of the CJC is set for April 20th to coincide with CIJE's meetings in the community. JES is scheduled to meet on May 6th. I will send you updates on both meetings.

Claire

Fri

Dear Adam,

I decided to use Micha as a messenger and update you a bit, although since I am just on ~~my~~ my way back home now I have not seen the corrections which Rebecca has sent you.

We decided to turn her memo into an agenda so there would be more discussion at this first meeting - and less specifics to write down before the meeting. This may be a strategy to follow for each 1c until we get a sense of how this will go. (I think when we meet in May you & I should meet sometime too, with or without the FR, to discuss in more details the feedback memos).

Since I haven't seen the memo-agenda that Rebecca wrote I do not know what you decided to do with it as it is in the Israel office. If you thought it was O.K then certainly give it to them, if not we will continue revising. You may want to Fax me before you leave Israel (615-343-7094) just to confirm that Israel has seen this & given the O.K. At any event, the meeting on the 22nd will take place as Rebecca will try to open a conversation with all the participants not only Ruth about the issues they want

feedback on. I must run so—

I look forward to seeing you in May—
Have a safe trip home and will be in
touch next week on the computer.

Best regards to all over there,
Ellen





לתשומת ליבכם מספרינו החדשים

טל: (07)334555

פקס: (07)334519

Please note our new numbers

TELEFAX TRANSMISSION COVER PAGE

TO: Roberta Goodman

FAX NO. 001-608-231-6844

FROM: Adam Gamoran

DATE: Apr. 16

NUMBER OF PAGES (INCLUDING THIS PAGE:) 1

MESSAGE: On p.3, under "Questions regarding how a project becomes a lc project", please delete "Explain your response." from each question. (Sounds like a high school essay exam!) Also, revise the first question to read, "Is a lead community project only one that is generated by the Commission, a Task Force, or the Steering Committee?"

I have no other comments, I'll tell Oriana to show the agenda/memo to Annette (with these changes) and we'll see how it goes. If you do not hear from me by Mon. p.m. your time you can send the memo.

I thought Ellen had some important insights, and I hope we can consider her substantive ideas for future feedback meetings.

My phone number this weekend: 972-3-533-7465.
IN THE EVENT OF ERROR IN TRANSMISSION PLEASE PHONE OR TELEX.

Adam

April 18, 1993

Ms. Annette Hochstein
Somewhere in London

Dear Annette,

I apologize for not having paid close enough attention to your schedule to realize you would not be available this weekend, and I hope you will have a chance to look over this letter and the memo by Roberta Goodman on Monday morning (London time). Events in Milwaukee are moving quickly, and we are trying to be responsive.

Roberta was asked to provide feedback at a scheduled meeting of the four core CIJE activists in Milwaukee: Ruth, Howard, Jane and Lousie. The meeting is on April 22 (this Thursday). Roberta has prepared a memo which responds to issues that Ruth had suggested, and conveys some questions which have come to her attention as she has spoken with community members.

Roberta's memo is not an in-depth report, but is meant to serve as a starting point for discussion at the meeting. From our standpoint, an important purpose of the meeting will be to solicit input on what the four Milwaukee participants would like to know about in future sessions. Thus, the agenda includes a discussion of the feedback session, and identifying topics for subsequent feedback. We plan to take this input into account as we prepare more extensive and probing feedback next month.

At this point I have not told Roberta to raise any questions about who should receive the feedback. To the four in Milwaukee it seems obvious that they are the group to whom Roberta should be reporting. I will wait to hear from you before we raise any questions about this.

Since the meeting is this Thursday, we would like to send the memo out on Monday (tomorrow). Thus, it would be very helpful if you could let us know of any substantive or procedural concerns about the steps we are taking. I can be reached by fax at 972-3-640-9477 and by telephone at 972-3-640-8626 (day) or 972-3-533-7465 (evening).

As always,

Adam

cc: Ellen Goldring, Roberta Goodman

4/25/93

Dear Adam,

I'm faxing very short summaries of the meetings between CIJE and the Atlanta Jewish community on April 19th and 20th. Basically, I've listed the people who attended each meeting in terms of affiliations and the main issues or concerns that were raised during the meetings. I hope this information is useful to you and to CIJE (I'll send copies to Ellen and Shulamith).

I met with Michal Hillman (lay leader of JES) on Friday and exchanged information with her about the CJC meeting and the JES meeting (both meetings were scheduled at the same time). I also gave her feedback concerning the educational directors and administration of the educators survey. I suggested that she and Lauren arrange a meeting with the educational directors (of congregational schools and day schools) to discuss how to administer the survey effectively. I emphasized the importance of involving the educational directors in this process--their "buy in" is essential for the success of the survey. Michal will contact Lauren in the next few days to discuss this issue and I'll also arrange to meet with Lauren. Michal has asked me to speak with the JES board on May 18th regarding the importance of the survey and gaining input from the educational directors.

On Wednesday, I contacted and arranged meetings with the 4 people who requested input into the lead communities process. I will be meeting in the next two weeks with Arnie Sidman (member of JES and various other educational committees), Rabbi Goodman (Ahavath Achim), Billy Planer (youth director of AA and representative of youth workers on CJC), and Rabbi Deutsch (Atlanta Scholars Kollel). Next week I'll contact Lauren to discuss the educators survey and the process for providing feedback to the CJC and the Day School Council, and Joanne Barrington (Chair, EDC) to discuss providing feedback to the EDC.

I trust you received my prior update on Atlanta (4/11/93) and my self-evaluation. If you haven't, please let me know. Thanks.

Claire

Summaries of Meetings Between CIJE and the Atlanta Jewish Community
4/19 and 4/20/93

1. Meeting with Rabbis 4/19/93 1:30 - 2:30 PM

Congregations represented: Ahavath Achim (Conservative)
Beth Shalom (Conservative)
Etz Chaim (Conservative)
Shearith Israel (Traditional)
Or VeShalom (Traditional)
The Temple (Reform)

Main concerns raised:

- a) How can the Best Practices project and the Monitoring, Evaluation, and Feedback project assist individual synagogues? Can findings from the evaluation and educators survey be available to assist me in planning for my synagogue's school? [Note: The rabbi who asked these questions serves as rabbi and as educational director of his congregation's religious school.]
- b) How will pilot projects be funded?

2. Meeting with synagogue lay leaders 4/19/93 7:30 - 9:00 PM

Congregations represented: Ahavath Achim (Conservative) 3 lay leaders,
educational director
Kehillat Chaim (Reform) 2 lay leaders
(1 is also part-time
educational director)

Main concerns raised:

- a) How do we raise the status of the supplementary school, especially as status of the day school is raised?
- b) What is the current structure of the Jewish educational system in Atlanta?

3. Meeting with Synagogue Educational Directors Council (EDC) 4/20/93 10 - 11:30 AM

Congregations represented: Ahavath Achim (Conservative)
Etz Chaim (Conservative)
Shearith Israel (Traditional)
The Temple (Reform)

Main concerns raised:

- a) What is the feedback loop for the Monitoring, Evaluation, and Feedback project? [Ellen discussed oral ongoing feedback and quarterly written reports]
- b) Why isn't the Best Practices project looking at best practices in Atlanta since

we are a lead community? Doesn't lead community status mean we must have "best practices" here, also?

- c) What is the next step in compiling and distributing information from the Best Practices project? What can we expect next from CJE and Barry Holtz?

4. Meeting with JES representatives 4/20/93 4:00 - 5:00 PM

JES Board members present: Michal Hillman (Chair, JES)
Arnie Sidman

Main concerns raised:

- a) What feedback can JES get from the Monitoring, Evaluation, and Feedback project? [I discussed this with Michal on Friday and will meet with Arnie next week]
- b) How can we administer the educators survey this year? Can CJE lend us anyone to help us get this off the ground?

5. Meeting with CJC 4/20/93 6:30 - 9:00 PM

Groups represented: Rabbis (AA, Conservative)
Adult Educators (Atlanta Scholars Kollel)
Youth Group Directors (AA)
Day Schools (Epstein, Yeshiva High School)
Community lay leaders (8)
Federation staff (3)

Main concerns raised:

- a) Where are rabbis in the picture? How are they being involved?
Where are informal educators in the picture? How are they being involved?
Where is adult education in the picture?
[I'm meeting in the next two weeks with the representatives from each of these groups to discuss this issue and get their input on mobilization]
- b) What can we measure? Can we get qualitative information on "best practices" and "pressure points" in existing programs? How can we measure if people are living Jewishly?
- c) What is the process of feedback to the CJC?

Atlanta Jewish Federation

1753 Peachtree Road, Northeast/Atlanta, Georgia 30309/404-873-1661/FAX 404-874-7043

March 31, 1993

To: Shulamith Elster and Ellen Goldring

From: Lauren Azoulai, Senior Planning Associate

Claire Rottenberg and I have just met to review the work you did in Baltimore. I was very pleased to see the progress you made. Claire and I discussed the following as possible modifications or additions to the questionnaire:

1. It would probably be helpful to have a standardized blurb which explains the context of the survey and which can be included in the cover letters and introductory statements for the survey. This will insure the same message being given in all three communities to the individuals being surveyed.
2. It would seem to be more logical to have one person analyzing and reporting the results of the survey in all three communities. This would insure better inter-community comparisons and would also allow for cross-referencing in specific areas as well as looking at the total sample from the three communities. For example, if you wanted a bigger sample to look at the question of why teachers have entered the field, you will be able to do it.
3. On page 21 on training, there needs to be a question or a set of questions which enables the respondent to indicate whether they actually have a degree such as Judaic Studies, Religion, Education, Jewish communal work, ordination/smicha, etc.

I look forward to seeing the next version of the questionnaire and to seeing you on April 20th in Atlanta.

LA.331.ELSTER

PRESIDENT—Gerald D. Horowitz • FIRST VICE PRESIDENT—David N. Minkin
VICE PRESIDENTS—Jack N. Halpern, S. Stephen Selig III
TREASURER—Mark Lichtenstein • ASSISTANT TREASURERS—Elliott Cohen, Jody Franco
SECRETARY—Larry Joseph • ASSISTANT SECRETARIES—Candy A. Berman, Ann L. Davis
CAMPAIGN CHAIRMAN—Arnold B. Rubenstein, M.D. • EXECUTIVE DIRECTOR—David I. Sarnat

TO: ADAM GAMORAN
FROM: CLAIRE ROTTENBERG

4/30/93

Dear Adam,

I'm faxing a two page draft outline of my proposed presentation for the meeting in Cleveland. I've followed the suggestions from Steve Hoffman--they seem to cover the broad spectrum of topics and information that would be most useful for CIJE. I'll include examples from my data for each of the points I'm making. I'll fax a short report based on the outline to you and Ellen prior to our conference call next Tuesday.

I'm giving feedback to two groups next Thursday. Michal Hillman has asked me to talk with the JES (Jewish Educational Services) board about the educators survey and the need to get "buy in" from the educational directors and principals through their direct involvement in planning for the survey. She has also asked me to prepare a short (1 page) report for the new JES director (Janice Alper) that will give Janice a sense of the Atlanta Jewish community. I'll pull some of the information from the report that was written in January and from the Cleveland presentation. I'm meeting with Michal on Monday and will have the report ready by then. I'll fax a copy to you Monday morning.

I'm meeting with the EDC on Thursday morning. I talked with Joanne Barrington (EDC chair) and we agreed that it would be best to dialogue with the entire group about the type of feedback that would be most useful to them. I'll also present short summaries of the CIJE meetings last week (the paper I faxed you last week).

I'm meeting with Lauren on Sunday morning, May 9th to discuss the Cleveland meeting and the process for giving feedback to the CJC. We'll have a formal meeting after we return from Cleveland.

I'm looking forward to our conference call on Tuesday and your input on my outline for Cleveland.

Atlanta C. Rottenberg

Outline for Cleveland Meeting (Draft)

I. Coalition Building/Mobilization

A. Who is involved

1. CJC

rabbis/3 movements (Traditional movement not represented)

educational directors:

synagogues

day schools

youth groups

adult education

lay leaders:

"old guard"

"new blood"

2. Synagogue educational directors

a. hiring of JES director

b. CIJE/BP meeting

3. JCC

a. proposal presented to CJC

b. CIJE meeting

4. Emory

a. proposal presented to CJC

b. CIJE meeting

B. Who has asked for involvement

1. Synagogue educational directors

2. Rabbis (?)

6 stayed for CIJE meeting

3 have specifically asked for active involvement

3. Informal educators

4. Adult educators

5. JCC

6. Emory

C. Involvement through MEF project

1. Interviews

Educational directors

congregational schools

day schools

youth directors

adult education (Atlanta Scholars Kollel)

Teachers

congregational schools

day schools

adult education

2. Meetings to discuss mobilization

Rabbis

Adult educators

Lay leaders

II. Decision-Making

A. Perceptions

1. Meeting agendas "prepackaged"--Federation controlled

2. David Sarnat--decisions made prior to meetings

3. "Good old boys" network--parking lot decisions

- B. Southern Culture
 - 1. Slow to change
 - 2. Gentle, polite approach--non-confrontational; no winners or losers
E.g., Teacher resource center

III. Educational Leadership

- A. Community-wide
 - 1. None this year
 - 2. JES director--July 15th
 - 3. No CJC director for next year
- B. Educational Directors/Principals
 - 1. Bright, articulate, knowledgeable
 - 2. Need "buy in"--have to see involvement as real
- C. Federation Professionals--aware of problems
 - 1. Hiring of JES director given top priority
 - 2. Trying to involve educators in decision-making
 - a. governance of Tichon Atlanta
 - b. interview of JES director
 - 3. Spokepersons for educators on CJC:
Michal Hillman, JES president
David Sarnat
Peter Aranson

IV. Visions--Very limited discussions

- A. CJC--P. Brickman--"Vilner" of the South--Center for Jewish learning and Jewish living
- B. Reform Movement
 - 1. Jewish literacy
 - 2. Teacher training
 - 3. Family education
 - 4. Camping
 - 5. Israel experiences

V. Baseline Data

- A. Started plan for data collection on programs--status?
- B. Dialogue opened up--Requests for specific types of information:
Are people living Jewishly?
What are the best practices and pressure points in current programs?

FACSIMILE TRANSMISSION

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TO: Adam Gamoran
FAX NO: 011 44 31 668 3263
FROM: Julie Tammivaara
DATE: 30 April 1993
PAGES: 3 including cover

COMMENTS:

Response to memo of April 26.

B - slow to mobilize
- in keeping w/ its history
- not necessarily negative

Center
plans & direct serv (BJS)
budg & grant review
fundraising
personal programs
budget

partnership
concerns bldg
coordinated

30 April 1993

Dear Adam,

Many thanks for your response to the second Baltimore update. My immediate sense is that the intentions behind my remarks and the effect are somewhat at variance so I would like to take this opportunity to make a couple of clarifications. With respect to the quarterly report, I thought it appropriate to illustrate points of consensus and difference on the various issues, not to use this first communication with the community to critique it, which in any case I think would have been and would be counterproductive. Thus, I tried to note that in the areas of what the community looked like and attitudes toward the federation there was universal agreement. (Of course, one must keep in mind that the participants were chosen and all had some stake in the federation in one way or another so this is not so surprising.) Among the things agreed upon was the fact that the strong history of Baltimore was a two-edged sword; i.e., its very coherence often militated against timely changes, a fact born out by its slowness to mobilize the CIJE project. In the area of what the Lead Community Project could mean there was a range of expectations from "It's nothing new" etc. to great hopefulness. Participants disagreed on the emphasis that should be taken with regard to the improvement of Jewish education and on the ways to accomplish that improvement, etc. etc. I do not think all this is a matter for either applause or condemnation, it is what I found. Similarly, with the updates, I have reported what is happening, not whether it is good or bad. I guess I personally feel that while it is appropriate to report whether one party agrees with another or not, it is not appropriate, at this stage and in the absence of any evaluative criteria, for us to say, "Bravo!" or "Shame!" My guess is that the readers are making evaluations (and that is their right, certainly) but it was not my intention to inject my own at this point. What all this says to me is that I need to strive for greater clarity so as to minimize a mis-interpretation. The fact that there is not anything negative does not imply that the account is therefore positive.

In a similar vein, I think it unproductive to say yea or nay about the CIJE from a personal standpoint and that is why all I have written is from others' perspectives which, I trust, are accurate. I certainly am not interested in using the Cleveland meetings to express my or anybody else's frustration with the CIJE or to say how great Baltimore is and how "messed up" the CIJE is. As noted above, I do not think that that is either the point nor would it be productive. What should be of interest to both the CIJE and the communities is how they can work productively together, i.e., where are the points of articulation between what communities need and what the CIJE has to offer? It is this that I think would be a fruitful dialogue in Cleveland and one to which we as field researchers are in an especially good position to contribute. My suggestion (and it is hard to make oneself understood on a five-way telephone conference) was that our reports should be such that it is as clear as can be what these points are without explicitly specifying them. I personally do not favor (and I have said this many times to many people) putting the communities into a horse race with one another with one leading the others. I found it disturbing, for example, when Esther Leah Ritz publicly informed the leadership of Milwaukee that they were "further along than the other two communities" and I find similar comments in Baltimore equally disquieting. A more appropriate stance, I think, would be to consider the three communities just that: three communities with different local conditions both in the sense of constraints and opportunities. The task at hand is how to move each along in a manner that would be beneficial to its Jewish educational system.

Given this point of view, I am puzzled by the assessment that my reports on Baltimore have been "laudatory," and would appreciate help in discovering how this impression is being conveyed. If Baltimore is in such great shape, why have they bothered to conduct an extensive self-study that concludes with numerous recommendations for improvement? If its educational system is so fine, why have they commissioned a special strategic plan specifically directed at uncovering its needs?

I realize that in working at such a distance from you and Ellen we run the risk of deviating from a common plan and I would like to know if my thinking has done that. Do you and Ellen want us to conceptualize our communities as falling at different places along a continuum so we can say who has won, placed and shown? Do you want us to say to our communities, "Here is where you are on track, here is where you are wrong" and convey this to the CIJE? If so, we need to discuss this in some detail, either in Cleveland or in June in Madison.

Again, thanks for your comments. As always, they are food for thought.

Sincerely,

cc: Ellen Goldring



Narrative and its Uses in Understanding Self and Other

Roberta Louis Goodman
Julie Tammivaara

I. Narrative or stories are the one linguistic form that transcends culture-specific ways of understanding. According to Roland Barthes, the narrative "is simply there like life itself...international, transhistorical, transcultural." At the same time, the narrative form is capable of embodying the specifics of a culture. Narrative is one solution to the problem of how to translate knowing into telling.

II. The dominant ways of collecting, analyzing, and representing human lives and concerns in the modern West does not include narrative. These ways focus on the events, experiences, and thoughts of humans in a manner that is:

- A. Chronological
- B. Linear
- C. Causal

III. Human development theories are presented and explained in a manner that privileges personal events over personal meaning making and remaking. It is possible to critique many great theorists along the lines that their conclusions are drawn from data, analyses of data, and presentations of data that are subject to the imposition of structure and meaning imposed by the data gatherer, not the data giver. Faith development theory suggests that people create meaning through the narratives or stories they construct about themselves. These narratives act as lenses through which we filter information, experiences, and stimuli as we attempt to understand ourselves and our world. The narratives reveal people's values. They tell us about who--individuals and groups--is important in people's lives. Narrative is the natural way, the "methodology" through which people gain understanding.

IV. Example: When asked to relate how they came to choose professional careers in Jewish education, the communal workers with whom we spoke chose the narrative form. Their stories had identifiable beginnings, middles, and ends but were not chronologically bound, linear in form, nor did they necessarily imply causality between preceding events to later choices. All of the stories included as well the Hegelian component of a "social center," that is a mechanism whereby the listener could locate the persons and events told in some political-social order.

V. To recover people's lives in a manner that retains the integrity of their meaning structures, social observers, historians, etc. must provide the opportunity for them to relate their lives through the narrative form or manner of speaking (as Haydon White suggests) and adapt analytic techniques and modes of presentation to these narratives. Investigators employing this approach are often surprised by what emerges in the research encounter. (The act of selecting who will tell their stories entails criteria, for example, some definition of "successful student," "religious person," and so on. What often happens is the external designations do not fit the narrators' views of themselves.)

VI. Example: to illustrate our argument, we will relate the way in which we collected, analyzed and chose to present the lives of a small group of people.

VII. Conclusion

