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**AMERICAN JEWISH ARCHIVES**

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

Series D: Adam Gamoran Papers. 1991–2008.

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

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Box  
60

Folder  
7

Miscellaneous. Correspondence, notes, and reports,  
May 1993-August 1993.

Pages from this file are restricted and are not available online. Please  
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May 30, 1993

Dear Annette,

If I remember correctly, I am supposed to draft the 1993-94 contracts for the field researchers, and send them to you. Is that correct? I will be proposing a salary increase of 3%, keeping pace with inflation, rather than the 5% allowed in our budget. I will make a few revisions in the description of job responsibilities, in line with changes in the project over the last year.

We have one major issue to deal with: Claire has informed me that she does NOT intend to continue with the project next year, i.e. she is resigning as of July 31. After several discussions with her, it is clear that this decision is firm. We have not yet informed the rest of our team or anyone in Atlanta, but Claire would like to begin telling people this Thursday, June 3. Her explanation will be that she has decided to return to classroom teaching.

On balance I am disappointed about this, but it is not all bad; it gives us an opportunity to rethink the needs of the project in light of unanticipated changes in the way CIJE and the communities have moved.

Claire will write the report on educators in June and she will finalize it in July. She'll prepare a draft of the report on visions and mobilization in July and the rest of the team will edit it for submission in September as scheduled. She will be turning over all her notes to us. So I don't think we'll lose out in terms of products. The major loss to us will be in the excellent rapport that Claire has established with Lauren, and the time she has spent becoming acquainted with the Atlanta Jewish community.

(As an aside, you may be interested in knowing that the job has had a transformative effect on Claire. She has become an observant Jew (from being totally secular in the past) and she has found a home for herself in Atlanta.)

Do we need a replacement? Ellen and I have thought about this, and we are firmly convinced that a replacement is necessary (assuming Atlanta remains as a lead community). After September, we will not be able to provide more than minimal coverage of Atlanta without a field researcher in place. I propose that we start in July to search for Claire's replacement.

What qualities will we look for in a replacement? The unique strengths Claire brought to our team were experience in classroom observation and knowledge of emergent literacy (which we thought we could apply to Jewish literacy). It has become clear, however, that our project has a greater need for someone with experience in educational measurement and

evaluation. This person would need to be an experienced interviewer and observer, as Claire was, but would also have expertise in quantitative measurement. Ideally this person would be familiar with Jewish education, but we view that as less critical at this time.

Finally, if Atlanta remains as a lead community, we would conduct a local search prior to a national search. We would avoid candidates with close ties to the major Atlanta Jewish institutions (because we need an "outsider"), but would be open to other Atlanta residents.

Would you like to discuss these issues with Ellen in June? Or do you want to have a conference call? Please let me know how you wish to proceed.

Yours,

Adam

cc: Ellen





THE HEBREW UNIVERSITY OF JERUSALEM

THE SAMUEL MENDEL MELTON CENTRE  
FOR JEWISH EDUCATION IN THE DIASPORA

THE HEBREW ASSESSMENT PROJECT:

FEEDBACK AND DIAGNOSIS OF ACHIEVEMENT  
IN JEWISH DAY SCHOOLS IN THE DIASPORA





## ABOUT THE MELTON CENTRE

The Melton Centre for Jewish Education in the Diaspora represents the commitment of the Hebrew University of Jerusalem to the improvement of Jewish education the world over. Established in 1968 at the joint initiative of the Hebrew University's School of Education and Institute for Contemporary Jewry, the Centre for Jewish Education in the Diaspora was created to seek solutions to the challenges and concerns of contemporary Jewish education. Today, the Centre bears the name of Samuel Mendel Melton, the noted educational pioneer and philanthropist, who endowed it in perpetuity in 1976.

The activities of the Melton Centre include: M.A. and Ph.D. programs in Jewish education, the Summer Institute for Jewish Educators, the Senior Educators Program, training programs in formal and informal education, the development of curricula and other educational materials, and research in Jewish education. Consultation services are provided by the Melton Centre to schools and educational networks throughout North and South America, Western and Eastern Europe, South Africa and Australia. The Centre houses a Library and Pedagogic Centre with one of the largest collections of Jewish educational materials in the world, and the Florence Melton Adult Mini-School Institute, a pioneering institution devoted to basic adult Jewish literacy.

The Melton Centre's Hebrew Assessment Project, which provides diagnostic feedback regarding Hebrew achievement in Jewish day schools, has been operating in North America since 1987. This project was initially funded in cooperation with the Boris Shteinshleifer fund of JESNA in New York. As of 1993, the Doron Foundation has enabled the project to expand first to Western Europe and then to South America.

**THE HEBREW ASSESSMENT PROJECT:  
FEEDBACK AND DIAGNOSIS OF ACHIEVEMENT  
IN JEWISH DAY SCHOOLS IN THE DIASPORA**

Academic Director: Prof. Elana Shohamy

Project Coordinator: Nava Nevo

**A Unique Evaluative Project**

The Hebrew Assessment Project of the Hebrew University's Melton Centre for Jewish Education in the Diaspora provides Jewish day schools with diagnostic feedback regarding the Hebrew achievement of their students and the attitudes of both students and parents towards the study of Hebrew. This diagnostic information aids schools in identifying problems in their Hebrew language program and in implementing changes to improve Hebrew language instruction.

At the core of the assessment project is a unique, interactive model which stresses cooperation between participating schools and the University's assessment team. This model is based upon new and innovative approaches and principles in the fields of evaluation and second language acquisition:

- \* Schools are partners in the assessment process.
- \* Hebrew tests administered as part of the assessment are tailor-made to suit the specific Hebrew curriculum of each participating school.
- \* Tests measure achievement in all four skills of language -- reading, writing, listening, and speaking.
- \* Tests measure two kinds of linguistic knowledge: the ability to comprehend Hebrew in the school's specific curriculum, and the ability to comprehend Hebrew encountered in "real life" situations.

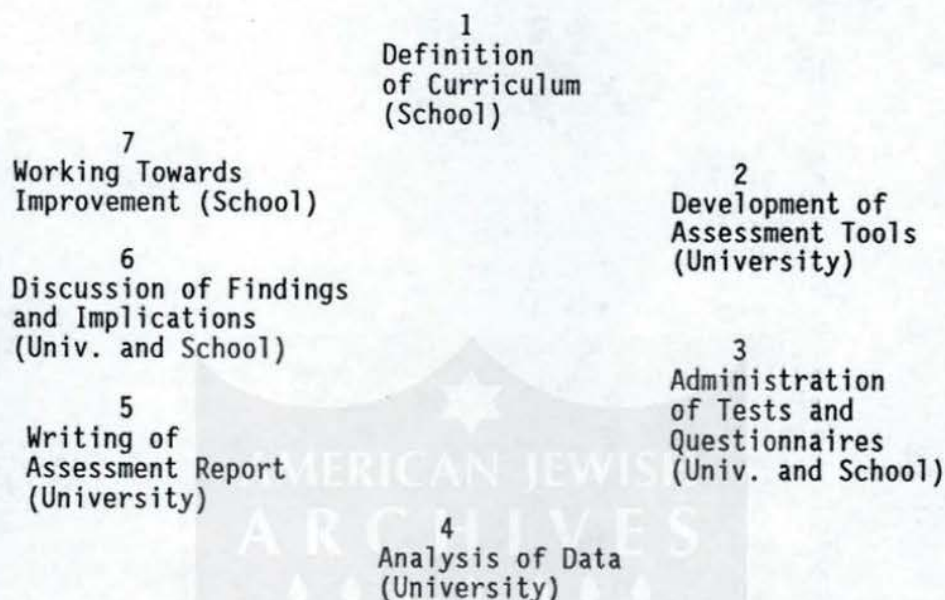


- \* Schools receive diagnostic feedback in a detailed manner which facilitates actual improvement in each area identified as problematic.
- \* Feedback serves a variety of populations: principals, teachers, and parents.
- \* Schools receive information suited to their own specific goals, as well as data comparing the achievement of their students to those of similar schools.
- \* The assessment process is conducted annually, in order to monitor changes over time.





## The Phases of the Assessment



1. **Definition of Curriculum**  
Following a workshop with a representative from the assessment team, the principal and Hebrew faculty of each school review their Hebrew program and define its content and objectives.
2. **Development of Assessment Tools**  
Based upon the school's definitions, the assessment team develops tailor-made tests for each school and constructs attitude questionnaires for students and parents.
3. **Administration of Tests and Questionnaires**  
The assessment tools are administered in each school by the assessment team and the school's Hebrew faculty.
4. **Analysis of Data**  
A trained team evaluates the tests and questionnaires, analyzes the data, and formulates diagnostic feedback for each school.
5. **Writing of Assessment Report**  
The assessment team prepares a report of its findings for each school. This report provides detailed information regarding each linguistic area studied. This information pertains to specific aspects of linguistic knowledge (e.g. grammatical ability, communicative ability, partial understanding versus global understanding, etc.).

**6. Discussion of Findings and Implications**

The assessment team and the school faculty discuss the findings, their significance, and the implications for the school's Hebrew program. Each school considers the findings in light of its own unique context, and decides on measures for improvement.

**7. Working Towards Improvement**

Schools implement a variety of measures to improve their Hebrew program in the linguistic areas identified as problematic.





### The Assessment Tools

In order to evaluate achievement in the four main skills of language, four distinct tests are specially developed for each school by the assessment team:

- The Reading Comprehension Test presents the students with a variety of texts. Some of these texts originate in the school's Hebrew learning materials (e.g. stories, poems, Biblical texts, etc.), while others are taken from real-life situations (e.g. signs, advertisements, invitations, etc.).
- The Writing Test asks the students to write a note, a letter to a friend, a congratulatory letter, etc.
- The Listening Comprehension Test is comprised of a videotape which presents the students with natural Hebrew spoken by native Hebrew speakers.
- The Speaking Test, which is administered individually, requires the students to use Hebrew in conversation and in role play exercises.

In addition to the tests, questionnaires are designed by the assessment team to measure the attitudes of students and parents towards the study of Hebrew in general, and towards the school's Hebrew program in particular.



### Additional Activities and Services

The Hebrew Assessment Project is involved in the planning and development of a variety of additional activities and services for participating schools:

- \* The training of master teachers to serve as on-site experts in evaluating achievement in individual schools.
- \* The development and expansion of a resource bank of test items, which may be accessed by the schools.
- \* Guidance in the collection and analysis of additional data regarding the school's students.
- \* Referrals to resources for enhancing Hebrew instruction.

### For Further Information Please Contact:

The Hebrew Assessment Project  
The Melton Centre for Jewish Education in the Diaspora  
The Hebrew University of Jerusalem  
Mt. Scopus, Jerusalem 91905 Israel

Telephone: 972-2-882-229

Facsimile: 972-2-322-211

"The Hebrew assessment project is an effective tool which helps me and the teachers update the Hebrew curriculum in accordance with the students' levels and needs. . . . The tests are varied, and expose diverse aspects of the students' linguistic knowledge."

-- M. M., Elementary School Principal (K-6)

"The most important thing for me is drawing conclusions based upon the findings, and working with the staff to remedy weaknesses and implement improvements."

-- R. W., Hebrew Department Chairperson

"This dynamic model demands minor or major changes in our curriculum every year, and points us in the right direction."

-- B. G., Junior High School Principal

"The findings of the project have a tremendous effect upon our decision-making. The project serves as a mirror for our teachers."

-- E. S., Elementary School Principal (K-8)

Friday June 11, 1993      field researcher conference call

Agenda:

- 1) Madison meeting agenda
- 2) Reports

2) Reports on Professional Life

These were issues raised when Julie and Claire brainstormed based on their reading of the Atlanta interviews on the Professional Life of the Jewish Educators:

- o collegiality
- o partnership among the education directors and faculty
- o connecting children's lives with the larger Jewish community - curricular issue (autonomy by default)
- o how do teachers connect what they are doing with the larger Jewish community - what theory are they using?
- o multiple roles of education directors - multiple jobs and roles {career implications} {specialists or generalists}

Julie pointed out that we are viewed as technicians. We get blamed for producing the wrong items. The overall issue is that we are trying to please Seymour rather than our main clientele, the communities.

1) Madison meeting

- o STRATEGY FOR MAINTAINING CONTACT IN ATLANTA
- o Claire's replacement - time framework, advertising
- o what happens with Claire's data
- o vision and mobilization reports
- o year 2 plan
  - o programs?
  - o funding of Jewish education
- o meeting the communities' needs
- o feedback to the CIJE: what and how
- o feedback to the communities: what and how
- o Best Practices
- o definitions:
  - o personnel
  - o mobilization
  - o Best Practices
  - o Lead Community Project
- o staffing and roles
- o visiting the other communities
  - o field researchers and project advisors

Friday June 11, 1993      afternoon      phone conversation with Ruth Cohen

- o *schedule of future meetings*
- o *our attendance at planners/lay people meetings*



adam's s-s-s rev's

To: Annette, Seymour, and Shmuel

+ s-bseg rev's

From: Ellen and Adam

Subject: Notes for Upcoming Meeting with Ellen

Date: June 3, 1993

We have suggested a number of issues to discuss when we meet on June 13:

- 1) Updates since the Cleveland meetings
- 2) Update regarding the Educator Survey, and
- 3) Next steps for year two of MEF Project (including Claire's resignation).

Year two of the MFE project should continue to monitor community mobilization, visioning, and the professional lives of educators. (per the project outline). We should continue to improve upon our feedback loops both to the communities and CIJE. It is clear, however, that the project must continue beyond these crucial areas.

The next logical step is to begin to collect baseline data in each community so it will be possible to ascertain outcomes as the lead community project proceeds. This make take several forms:

- 1) If the communities articulate specific goals, we can begin to collect process and outcome data that pertain to specific programs initiated as part of the lead community effort. This evaluation would entail both observations of specific programs, interviews of participants and personnel, and quantitative outcome measures. Similarly, the field researchers would aid the communities in developing evaluation components for each initiative and monitor the process by which scope, content, and quality become part of the Lead Community concept.
- 2) It is crucial to put on the agenda for all the lead communities their self-studies for the fall. Like the educator survey, a common approach should be taken to the self-study. The information from the self-study will be crucial for measuring outcomes both in, and across communities.

To the extent that the self-study involves educational outcomes such as participation rates, teacher turnover rates, and so on, we are interested in contributing to the design of the self-study.

- 3) Considerable attention must be given to the measurement of outcomes. We will need to educate ourselves about available tests, surveys, and questionnaires pertaining to Judaica and Hebrew and get access to experts to help with the development of such measurements for Jewish education. Surveys and other "tests" will need to be developed. We may want to begin the process of commissioning papers to address the concrete outcomes of Jewish education and their measurement.

Given these suggestions we propose that Claire's replacement have skills in qualitative research methodology, as did Claire, but also have a strong background in evaluation and quantitative measurement. The new field researcher could then play an important role, under our guidance, in contributing to the self-study and developing the quantitative parts of the evaluation project. This is consistent with the team approach to our project.

and implementation?

**TO: ADAM GAMORAN**  
**FROM: CLAIRE ROTTENBERG**

This is a copy of the Cleveland reaction update I sent to Ellen this morning.

June 8, 1993

I met with Lauren on Monday to discuss the Cleveland meetings. Her reaction was that not much had happened at the meetings.

Specifically, her comments related to the following items:

1. Several things were clarified for her. She now understands what CIJE means by "enabling options." The word "options" had her confused--she was under the impression that training and mobilization were choices for the communities. She said she now understands that everything the community does in relationship to CIJE has to include a teacher training component.
2. She got the impression that Milwaukee is way ahead of Atlanta and Baltimore. Lay leaders were included from Milwaukee because Milwaukee is structuring the project differently than the other two communities.
3. Lauren thought the most productive parts of the two days were the small focus groups Seymour and Annette had with each of the communities.

I asked Lauren about her role for next year. She will be in charge of planning for Jewish education. This will not, however, be restricted to only the lead communities project.

I'm meeting with David Sarnat on Thursday, June 10th.



THE MANDELL L. BERMAN INSTITUTE —  
**NORTH AMERICAN  
JEWISH DATA BANK**

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33 West 42 Street  
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(212) 642-2178

June 25, 1993

Dear Potential Data Users:

As you know from my past correspondences, the 1990 *National Jewish Population Survey* data set is available and can be obtained in a variety of formats. To date a number of college professors, academic writers, news writers, Jewish Federation planners, active lay participants, and Jewish communal professionals have utilized the NJPS Data Set for a variety of purposes. Over 90 reports, major articles, and formal publications have resulted from the use of this data. Additionally, a number of my academic colleagues have used NJPS data as a valuable teaching tool.

The original NJPS data set is in the form of a 10 inch cartridge tape, which can be mounted onto a mainframe. The data is also available on a 3-1/2 inch hard disk for use with a PC. The hard disk contains all of the original files which were compressed and can easily be restored using a series of commands.

The NJPS data is lastly available in a 5-1/4 inch floppy disk for use with the Microcase Computer Software Program. This data set includes two diskettes; the first diskette, being the individual file and the second including the weighting and category of Jewishness. The program is in Microcase language and can be exported into an ASCII file.

An NJPS data set also includes:

1. A User Guide which contains the coded questionnaire, questionnaire summary, weighted frequencies, unweighted frequencies, several papers which utilize survey data and other methodological notes.
2. A full methodological report.



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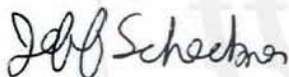


3. Periodic updates of information relating to the data.

The cost for the Data Set in either the cartridge tape or 3-1/2 inch hard disk format is \$250. The cost for the materials in the two diskette format for use with the Microcase Program is \$50. This set, however, requires the purchase of the Microcase Computer Software Program, which can be provided at a cost of \$250.

If you would like more information about any of the NJPS data sets, and their format, please let me know. At that point, I could send to you the appropriate order forms. Finally, I attach several flyers which contain information about our recent publications, should you wish to purchase them.

Sincerely,



JEFF SCHECKNER  
Data Bank Administrator

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Edited by Paul Ritterband and Barry A. Kosmin

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06/22/93

How does the Best Practices Project relate to personnel?

How does the BPP constitute "content" as noted by Seymour in Cleveland? This is very unclear to us and to many others who met in Cleveland

How does BP get implemented into the communities? A conceptual design would be helpful.

#### **VI. Reports**

What are the logistics and time frames for reports on the educators survey, the combined professional lives and educators survey, and visions and mobilization?

#### **VII. Inclusion in LC meetings**

How can we get included in meetings of the CIJE staff in our communities and in combined meetings? Expectations of communities are established at these meetings, therefore, it is critical we attend them. When will the next meetings be held?

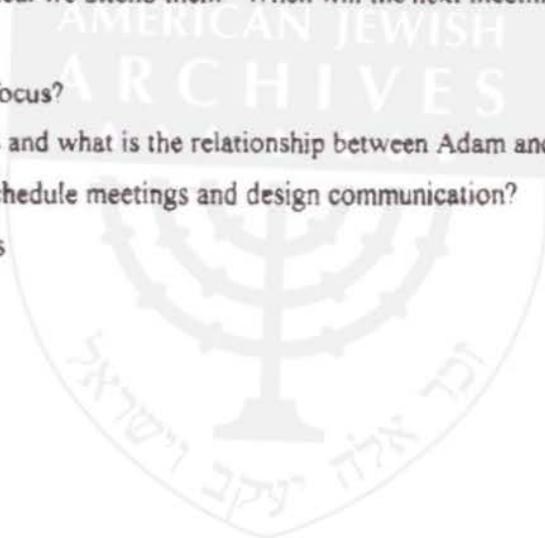
#### **VIII. Year Two**

What will be our focus?

What are the roles and what is the relationship between Adam and Ellen?

How should we schedule meetings and design communication?

Status of contracts



This fax consists of 22 pages including this cover page. If you have problems with its transmission, please contact Roberta Goodman at 608-231-3534.

Memo to: Adam Gamoran  
Ellen Goldring  
Julie Tammivaara  
Claire Rottenberg

From: Roberta Goodman

Here you will find the first draft of my report on the Professional Life of Jewish Educators in Milwaukee. Please note that often I indicate a place for a quotation with a person's name. If you think that a quotation is not required at that point, please let me know. ✓

I am concerned that many people will be identifiable in this document because of how I describe them. My feeling is that I want permission from that person rather than change the text to obscure their identity. I will do the latter if they want me to. ✓

I have chosen not to name people. Names give away much about the people. I constantly use the phrases "one educator" or "one education director" or "one teacher." I would like feedback on that. Several educators are quoted or referred to within the text, but you cannot tell that because I use these phrases which obscure their identity. ✓

I have found data to support the areas that we were to address that have policy implications. Within each of the six categories, I tried to let the data speak for itself, telling the story from the perspective of the Milwaukee educators, rather than imposing a structure or sub-categories from the outside. I hope this is effective. ok ✓

Do know, that these six categories related to policies do not cover the richness or range of issues that the data holds. We should talk about what to do with this additional data. ✕

I look forward to your comments!



lead community - AFA 67-68

- local labs
- comm. inst
- bottom-up
- 3 initial...

lead community project

- new progs & units in LCS - <sup>content</sup> Scope - LCC p. 4, 9-10  
~~LC p. 9~~ <sup>quality</sup>

"The LC Proj" - the entire CITE-LC enterprise - joint cont. & collaboration end in Feb (ProG p. 1)

personnel - one of two <sup>necess cond. ts - "building blocks"</sup> ~~enabling elements~~ A + A p. 49-50  
- all 16 pro; address personnel 55-63  
- who are personnel & all those who work in field of j ed  
- pervasive - not ~~by~~ & volunt, formal & informal

mobilization

- one of two necess cond. ts - "building blocks" - A + A p. 50  
~~leadership~~ 63-66  
- human & financial, lay & professional

visions for change

- need devel ideas - what will be content of change?

LCAW  
p. 2

- PIG p. 26 - "heart & strategy plan is mission (or vis) stat"  
"aspirats of the comm"
- LCC p. 9

systemic reform



best practices - (ATA p. 67 ~~8~~ - BP m/c's) ATA p. 69 - "inventory"  
- guide to T ed success - "success starter"  
- often encouragement + pos assistance to LC's &  
PIG p. 31-32

MEF

goals project - LCC p. 7

partnership - LCC p. 2

<sup>stet</sup>  
~~Content/scope/quality~~ - see LC proj



# ambiguities

①

lc

from common perspec, already are lc's  
from CISE perspec, becoming lc's

- select as off. mat they are doing
- current state
- potential

"bottom up" - implies hierarchy - confl w/ idea of partnership

- CISE is mandating certain elements

partnership

- pers, mobil
- struc = <sup>lay lead</sup> ~~federation~~ <sup>provisional</sup> central address
- = <sup>goals</sup> ~~mission~~ <sup>start + 35-yr plan</sup>
- BP comes off as top-down reform
- MEF

- reason for probl: because focus has been only on struc, not content

- partnership - can they elab on what the partnership involves?

- really, intercontinental

lc proj

- how define <sup>important</sup> content, high qual, wide scope?

- ~~what if lc proj, has~~ how will lc proj constt systemic reform

- community wants to own its <sup>initiatives</sup> ~~own~~ - eg Meyerhof proj in Balt

- do all lc proj come from central pl process, or can they start from the grass roots  
as long as it satisfies the criteria

- is the term counterproductive?

get es from p. 5



ambig (5)

personnel - "enabl option" is a misleading term  
we've ~~discov~~ discov this was used in back papers &  
minutes of the commission

- dropped from ATA, but still used

- eg Nov mtg - on <sup>Annette's</sup> overhead

- mpt ~~to~~ <sup>sh</sup> avoid this term

~~need~~ ~~some~~ ~~claim~~ that pers refers not only to A's

~~confusion~~ about

- confusion about personnel

- eg some lc partic think pers refers  
only to teachers & teacher training  
in ~~apparently because of central of~~  
~~of Mel~~

~~mobilizat.~~

- haven't raised G's donors issue in Milwaukee

- relative ~~emph on~~ <sup>emph on</sup> ~~mob~~ <sup>res. mobilizat</sup> ~~of~~ <sup>Financ</sup> & human <sup>res.</sup> ~~mobilizat~~

- hum refers not just to major donors  
but to persons across the spectrum

- incl partic ed who program are  
to be mold beyond their formal roles  
and have yet to be engaged  
in this capacity

sequencing of ~~face of~~ ~~implem~~  
content

- how set <sup>vs. mobil</sup>

- donors involved w/o content  
- ~~discussed~~ <sup>discussed</sup> by Jane/Kouss in May  
- also issue in Baltimore



## visions

ambigu in def vis, goals, miss start  
at what levels are visions stated?

## goals/pr

note that LC's have not yet had any involvement  
- no coord, <sup>inter</sup> effort + set  
- common pers as "tease"

## MEF

ambigu about how feedbk to CITE (update memos)  
- how filtered to other func, persons in CITE  
- decentralized model: R prepped D Petarsky  
- centralized model: all filters thru A+S  
- how will Barry get prepped?

BP great deal of  
confusion in communities about how BP supposed  
to contrib to building blocks  
- remain on shelf? what is seq of events  
- quote Feb rept

- how ~~does~~ BP consistent w/ syst reform  
- quote Feb rept

term "inventory" is problem because not syst, not complete  
- acknowledged

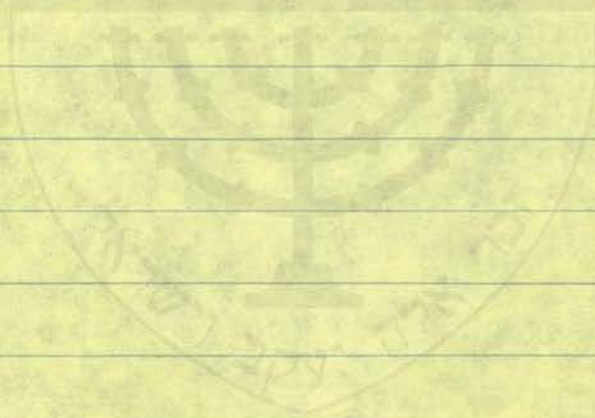


amb.s - (4)

Syst ref

W-tu - are there some necess <sup>partners?</sup> ~~but not s-f-r?~~  
are some partners more essent. than others?

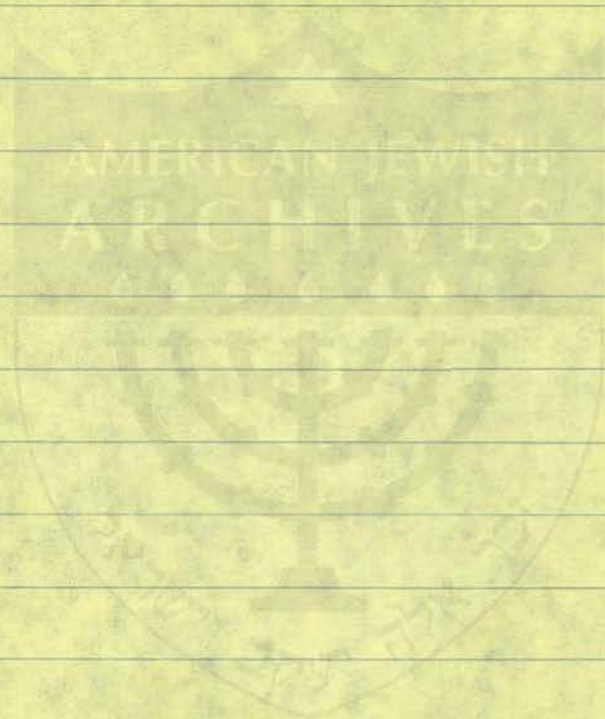
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need for formal intros in all 3 communities

Julie will help with survey development





AG

CIJE Evaluation Project  
Madison meetings -- June 30 - July 2, 1993  
Tentative Schedule

All meetings will take place in room 8411 of the Social Science Building, 1180 Observatory Drive.

Wednesday

9:30 - 12:00 Definitions: Discussion of key CIJE terms and concepts that need clarification and elaboration. We may create a glossary which can be checked with other CIJE staff. Terms include: lead community, lead community project, personnel, vision, mobilization, scope/content/quality, best practices, monitoring/evaluation/feedback, goals project.

✓partnership  
wall-to-wall coalition  
systemic reform

12:00 - 1:15 Lunch: Update on the status of lead communities -- reports from Julie, Roberta, and Ellen.

1:30 - 5:30 Critique and revisions of Milwaukee report on educators. Time permitting, we will also discuss the Atlanta report.

7:00 Dinner at the Goodmans'.

Thursday

8:00 - 10:30 Adam and Ellen meet separately.

10:30 - 12:30 Update from Ellen to Adam, Roberta, and Julie:  
(a) CIJE roles and relationships  
(b) Our evolving responsibilities -  
(c) Covering Atlanta

②

12:30 - 1:30 Lunch

1:45 - 5:30 (1) Continue work on report(s) on educators (if necessary).

- (2) Plans for summer updates  
(a) Reconsideration of Adam's May 26 memo  
(b) discussion of June updates  
(c) plans for July/August updates

A ①

\* (3) Final report for 1992-93 on visions and mobilization.

- (4) Plans for 1993-94  
(a) Substantive issues and reports  
(b) Roles and relationships  
(c) Communication and meetings  
(d) Research travel  
(e) Contracts and other logistics

③

- credit cards for E. is  
- calling cards for Art  
- data storage  
- note for

Friday

8:00 - 12:00 Continue with (1), (2), and (3) from Thursday afternoon, as needed.

\*

feedback loop

ambigu - in consensus - how does info get dissem  
- w/in CITE - ~~same~~ how info dis-se-ssed, used, dissem





404-352-2400  
ATLANTA JEWISH TIMES - NAT LONG  
 $\frac{1}{4}$  page ad - tabloid size  $5\frac{3}{4} \times 6'' = 274.50$   
 $\frac{1}{8}$  page  $3\frac{1}{4} \times 4 = 122$   
2 column  $\times 3'' = 91$   
Business Card ad  $3\frac{3}{4} \times 2 = 76$

- need copy by 5:00 PM - Tuesdays
  - need copy by 5:00 PM - July 5
- payment in advance  
can be put on credit card - VISA or MASTERCARD



Sched

Wed  
9:30 - 12

Glossary ???

Definitions

- add - BP  
- scope, content, quality

- we will come up w/ defs for the four items  
- then get cont, elab, correct.

12-1 lunch - ~~discuss~~ update on status of lead committee,

1:30 - 5:30 critique, proposed revs of Milne rpt  
- time permitting, disc Atlanta also

7:00 dinner at the Goodmans

Thurs

8:00 - 10:30 Adams & Ellen meet separately

10:30 - 12 ~~discussion~~ update from Ellen

(a) ~~Atlanta~~ roles + relationships

(b) our evolving respns. b. 17th

(c) covering Atlanta

1 - 5:30 (1) continue work on Report on Educators (if necessary)

3 - 5:30 (2) Plans for summer updates  
- reconsid. of May 26 memo  
- disc of June updates  
- plans for July/A-S updates

Friday

8:00 - 12

(3) Plans for year 2

(a) ~~reports~~ Issues + reports

(b) Roles + relationships

(c) Communication + meetings

(d) contracts + other logistics



CJIE EVALUATION PROJECT -- STAFF ROSTER --JULY 1993

Field Researchers

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fax (615) 343-7094  
home (615) 356-5504  
bitnet address: goldrieb@vuctrvax



From: IN%"GOLDRIEB@VUCTRVAX.BITNET" 5-JUL-1993 14:43:32.76  
To: IN%"gamoran@ssc.wisc.edu"  
CC:  
Subj: draft of update memo to A&S for your comments

Return-path: <GOLDRIEB@VUCTRVAX.BITNET>  
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<01H06Q58TMHCAR2I0L@ssc.wisc.edu>; Mon, 5 Jul 1993 14:43:18 CST  
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF #3899 ) id  
<01H06QMUY2Z48WY0JP@ctrvax.Vanderbilt.Edu>; Mon, 5 Jul 1993 14:39:34 CDT  
Date: 05 Jul 1993 14:39:34 -0500 (CDT)  
From: GOLDRIEB@VUCTRVAX.BITNET  
Subject: draft of update memo to A&S for your comments  
To: gamoran@ssc.wisc.edu  
Message-id: <01H06QMUY2Z48WY0JP@ctrvax.Vanderbilt.Edu>  
X-VMS-To: IN%"gamoran@wiscssc.bitnet"  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

To: Annette and Seymour  
From: Ellen and Adam  
Date: July 6, 1993  
RE: MEF Update

We have just completed a round of meetings in Madison with Julie and Roberta. We had very productive meetings and wanted to update you about the following:

1) We are drafting our plan for MEF for next year and will forward it to you this week.

2) We will proceed with searching for a replacement for Claire. We will forward a formal job announcement to you this week. We will communicate with personal contacts at Emory University and other universities in Georgia, and will be asking Ginny to place an ad in the Chronicle of Higher Education. When we have a suitable pool of candidates the MEF team will interview the candidates.

3) The report on the Professional Lives of Educators in Milwaukee (qualitative data) will be ready in about three weeks. We will give the report to you and Ruth Cohen simultaneously for comments. We will also give a copy to an ad hoc reviewer. You may want to share the report with Michael Inbar as well. The report from Atlanta will take a bit longer, *due to Claire's father's death.*

4) The quantitative data from the Educator Survey in Milwaukee is being entered and analyzed. It will be another few weeks until we have the initial results.

*We will have the initial results in a few weeks.*

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5) Adam will contact Esther Leah Ritz and arrange a meeting with her in Milwaukee ~~as soon as~~ <sup>as soon as</sup> the MEF plans are clarified.

6) Adam will house the data from the Field Researchers (interview tapes, transcripts, etc) in the short term. As soon as CIJE has offices and a process has been established for research and dissemination, he will move the Field Researcher's data to CIJE.

We have one additional question: Our field researchers tell us that there should be some type of follow up in Atlanta about Claire's departure. CIJE needs to affirm that Claire's departure has no impact on our commitment to Atlanta. They suggest that a human presence needs to be in Atlanta to affirm this as well as indicate that Roberta and Julie will be carrying on Claire's work as part of the team until a replacement is found.

How can we best proceed with this? Is there going to be a CIJE person going to Atlanta soon? Is anyone going to Atlanta to meet with Janice, at JES? If so we would like to consult with this person to talk about our project, ~~to inform Janice~~. Ellen could certainly call Lauren and Steve and discuss the status of our project, but we thought a visit would also be warranted.

*Jan Janice can be informed about*

We look forward to hearing from you and seeing you in August.



From: IN%"GOLDRIEB@VUCTRVAX.BITNET" 5-JUL-1993 12:51:29.91  
To: IN%"gamoran@ssc.wisc.edu"  
CC:  
Subj:

Return-path: <GOLDRIEB@VUCTRVAX.BITNET>  
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<01H06MUY9YBKAR2IP5@ssc.wisc.edu>; Mon, 5 Jul 1993 12:50:59 CST  
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF #3899 ) id  
<01H06MPJ2Q008WY50A@ctrvax.Vanderbilt.Edu>; Mon, 5 Jul 1993 12:46:34 CDT  
Date: 05 Jul 1993 12:46:34 -0500 (CDT)  
From: GOLDRIEB@VUCTRVAX.BITNET  
To: gamoran@ssc.wisc.edu  
Message-id: <01H06MPJ2Q0028WY50A@ctrvax.Vanderbilt.Edu>  
X-VMS-To: IN%"gamoran@wiscssc.bitnet"  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

To: Alan Hoffman  
From: Ellen Goldring  
Date: July 6, 1993  
Re: Hebrew Language Assessment

Hi! I hope all is well with you. I have just returned from Madison where I met with Adam and the other Field Researchers. I presented the "Shohamy" plan for Hebrew Assessment and we talked about how it would fit into the Monitoring, Feedback and Evaluation Plan for next year. Everyone was very excited about it. I am sending a draft of a memo which I will send to Annette and Seymour

proposing this as part of our work for next year. I will also send a copy to Elana for her comments. Please respond with any feedback before I send the memo to Annette and Seymour.

We had a few questions as well: What grade levels does Elana test? What is the time frame for the cycle of the project? How long do you recommend we wait between testing times, two or three years? Is it possible for us to use data that you have collected from other schools in other communities, so we can compare the Lead Community schools with these other schools?

#### Assessment of Hebrew Language Achievement

We propose that part of the MEF plan for next year include assessment of Hebrew language. We suggest that we collaborate with Elana Shohamy from the Melton Center to begin this assessment process. Elana has developed a diagnostic system for Hebrew Language assessment for day schools and is presently developing



such a system for supplementary schools. This system is unique in that it takes into account the specific curriculum of each school and provides the school with diagnostic feedback based on the results of the test.

This system will serve the MEF project by providing baseline data about Hebrew language for the Lead Communities. In addition, the project will provide feedback to the schools about their Hebrew language achievement and MEF can re-evaluate Hebrew language two or three years later, thus providing longitudinal data and learning about the processes of change in these schools. In addition, if LC's are focusing on personnel and other key building blocks for educational improvement, we should see changes in the Hebrew language performance of students. We believe that this is an important resource that CIJE can make available to the communities. Elana has carried out this assessment in numerous day schools in the US, and can immediately begin work with CIJE.

*in 1993-94*  
We propose the following plan ~~for next year~~ for Day Schools:

1) After approval of this aspect of the MEF project, Elana Shohamy and each Field Researcher will meet with the LC coordinator in each community explaining the project. We anticipate this will occur in the fall (Elana will be in the states).

2) After this initial meeting, each LC coordinator will decide what is the best way to approach and contact the day schools. Elana can do this with a letter and a follow up, *it can* be handled centrally by the LC coordinator, etc.

3) After initial contact has been made with the schools Elana will contact the principals to explain the project and begin to set up a work plan with each school.

4) Once a work plan is in place for each school the process begins: Elana and her team meets with the school to learn about the schools curriculum, a test is developed, testing takes place, analyses are done of the tests by the Melton center in Jerusalem, diagnostic feedback is provided to each school by Elana and her team.

5) The field researchers will assist Elana in the process of testing. Elana and her team provide each school with an individual report. The MEF team will provide the LC with a report about the Hebrew Language Assessment of the community based on the results provided in Jerusalem.

6) The FR will monitor the feedback process in the schools and will observe and monitor the processes of change in the day schools during the next two years. In other words, they will be looking at the ways in which the schools are changing and acting upon the diagnosis

provided to them by the Hebrew Assessment. This is a crucial step of the MEF project and can provide information for the

ongoing feedback loop in the community as well.

7) Two years (ELANA AND ALAN< SHOULD THIS BE TWO YEARS OR THREE YEARS? WHAT IS YOUR EXPERIENCE?) after this initial assessment, the assessment will be carried out again. Gains can be measured, and the monitoring information can be used to explain where gains have been found and where no gains have been realized.

8) Since Elan  
a has comparative data from other day schools in the  
US, we can compare the results of the schools in the LC's with  
other, similar day schools, in other communities.

9) Issues of funding for this project will need to be addressed.  
We suggest that CIJE provide the necessary resources to support  
this project.





## Memorandum

**To:** Adam Gamoran  
**From:** Julie Tammivaara  
**Date:** July 5, 1993  
**Subject:** Assorted topics

---

Dear Adam,

Thank you for the rich experience in Madison this past week. I am so glad you are on this continent and glad, as well, the experience in Scotland was as rewarding to your family as it was for you. It was great seeing Marla; she looks wonderful.

I thought of a number of things on the flight back; I'll share these odds and ends in this memo.

I have used the travel form from Cleveland now and found it easy to complete; we need one for office supplies, telephone, fax, etc. The only form we have for these is the one that is out of New York and it includes travel as well. I don't know what Ann's plans are for creating a new form. It might be a good idea to enumerate categories of reimbursable items so Ann will not need to question routine items; then again, maybe not.

A problem has arisen re: the transcribers here in Baltimore. to recapitulate, we hired two non-Jewish women who lowered their rate to \$12.00 per hour because of the nature of our work. They are excellent and have invested in Jewish books to help them decipher Hebrew and Yiddish phrases. One lives ten miles to the east of me, the other ten miles to the west. I deliver and retrieve the tapes and diskettes from them. For several months they would submit their bills to me and I would pay them. In turn, I submitted these bills to CIJE for reimbursement. Since the headquarters moved to Cleveland, Ann has requested they send their bills to CIJE directly. They have been faxing their bills to Cleveland and receiving payment 17 to 20 days later. Now, Ann wants them to send originals [signed off by me] to Cleveland. This would add another 6 to 7 days to the process which is unacceptable to them. We are in a situation where we must either work something out or switch to transcribers [the going rate is \$25.00 to \$50.00/ hour] who can wait for reimbursement. I would much prefer to keep the transcribers we have as they are attuned to the discourse of our interviews and they are excellent transcribers. Do you think something could be worked out? It would save the CIJE a tremendous amount of money if it could.

I am enclosing a check for \$18.00 for Claire's father's memorial. Forgot to give it to you in Madison.

Roberta has told me she shared a page of her notes from a conference call with you. There is a paragraph that reads: "Julie pointed out that we are viewed as technicians. We get blamed for producing the wrong items. The overall issue is that we are trying to please Seymour rather than our main clientele, the communities." The first



sentence is, more or less, what I said; the rest of the paragraph is not my sentiment, although one might conclude such from the text. I believe certain things are problematic in this endeavor, but the issue for me is not one of pleasing Seymour at the expense of our communities. Just wanted you to know that.

You mentioned again my reporting on the BJE in my quarterly report. I have reviewed my text again and still do not see what the problem is. I wonder if you could provide an analysis similar to what you did with my feedback report in Madison to help with this. Here are my three references to the BJE:

To further their goal of inclusiveness and broad participation, an innovative single-entity structure is currently being considered by Baltimore's Jewish community leadership. Called the Center for the Advancement of Jewish Education [which consists of the groups formerly called the Commission on (Jewish) Education] this entity would be directed by the current executive director of The Associated and his community planning and budgeting staff. They would direct efforts of three federation functions: educational planning and service delivery, budget and grants review [fund allocation], and financial resource development [fundraising]. The current executive director of the Board of Jewish Education would direct the educational planning and service delivery function. [When he assumes these duties, he will move from his office at 5800 Park Heights Avenue to The Associated's downtown headquarters.] Both that function and the budget and grants review function would serve four entities: higher education, communal religious schools, day schools, and providers of informal education. Several groups participated in designing this structure. They include: the officers and directors of The Associated, the lay board of The Associated, the Rabbinical Council, the lay Council of the Day Schools, the Board of Jewish Education, and Lead Community Project staff. It is hoped that this structure will facilitate the perspective strongly held by federation staff that Baltimore is a "living laboratory" for the enhancement of Jewish education and to consensus decision-making to which Baltimore is deeply committed. P. 5

Participants cited the Board of Jewish Education as a strength of the educational community. More than one educational director reported being in contact with the BJE on a daily basis. The efforts of the BJE to be responsive to educators' needs by ceding control of the structure of in-service education for religious school teachers to the Principals' Association was seen as a smart decision. [In the past, BJE personnel planned a series of five workshops of which attendance at four was required for a monetary bonus. Now, principals plan more than thirty workshops a year from which teachers may choose.] Speculation on the effectiveness of workshops is mixed. While some report observing significant improvement as a result of attendance, others are convinced that "some of the worst teachers take the most courses." Pp. 9-10.



Participants agreed that Baltimore's commitment to education, the presence of two institutions of higher learning, and the Board of Jewish Education are strengths in the community. They agreed, as well, that while enhancing education would help further Jewish continuity, it would not be the whole answer to this challenge. Participants varied with respect to what specifically should be addressed in an education initiative and how challenges should be met. P. 10. {nb This is a summary statement}

In your February 16 memo to us, you included Annette's summary of reactions to our paper. In that memo she states: "By the way -- CIJE has NO interest nor has it taken a position as regards structural reform (p.17)." This is from the first page of her February 14 memo to you and is the basis for my remark in Madison. Please advise how I am misunderstanding this issue.

I am not clear on Ellen's role on the MEF team. I understood she was an associate while you were in Scotland; now that you are back, what will her role be and what is our relationship to her?

My aunt and uncle are celebrating their 50th wedding anniversary next week. My parents have cajoled me into attending, so I will be in the Bay Area 10 July to 14 July. This will count three days of my holiday, and I hope it is okay with you.

Finally, I would like to discuss with you by phone an issue that has been niggling at me regarding the development of quantitative measures. I feel my skills in this area are being underutilized. Would you be willing to discuss this with me?

All for now.

Warmest regards,

Julie

ps. Have enclosed copies of interview protocols.  
J



To: Annette, Seymour, and Shmuel

From: Ellen and Adam

Date: July 7, 1993

RE: MEF Update

We have just completed a round of meetings in Madison with Julie and Roberta. We had very productive meetings and wanted to update you about the following:

- 1) We are drafting our plan for MEF for next year and will forward it to you this week.
- 2) We will proceed with searching for a replacement for Claire. We will forward a formal job announcement to you this week. We will communicate with personal contacts at Emory University and other universities in Georgia, and will be asking Ann to obtain permission for us to place an add in the Chronicle of Higher Education. When we have a suitable pool of candidates the MEF team will interview the candidates.
- 3) The report on the Professional Lives of Educators in Milwaukee (qualitative data) will be ready in about three weeks. We will give the report to you and Ruth Cohen simultaneously for comments. We will also give a copy to an ad hoc reviewer. You may want to share the report with Michael Inbar as well. The report from Atlanta will take a bit longer due to Claire's father's death.
- 4) The quantitative data from the Educator Survey in Milwaukee is being entered and analyzed. We will have the initial results in a few weeks.
- 5) Adam will contact Esther Leah Ritz and arrange a meeting with her in Milwaukee after the MEF plans have been clarified.
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7) We have one additional question: Our field researchers tell us that there should be some type of follow up in Atlanta about Claire's departure. CIJE needs to affirm that Claire's departure has no impact on our commitment to Atlanta. They suggest that a human presence needs to be in Atlanta to affirm this as well as indicate that Roberta and Julie will be carrying on Claire's work as part of the team until a replacement is found.

How can we best proceed with this? Is there going to be a CIJE person going to Atlanta soon? Is anyone going to Atlanta to meet with Janice, at JES? If so we would like to consult with this person to discuss how Janice can be informed about our project. Ellen could certainly call Lauren and Steve and discuss the status of our project, but we thought a visit would also be warranted.





To: Alan Hoffman

From: Ellen Goldring

Date: July 7, 1993

Re: Our Continued Communication

Hi! I hope all is well with you. I have just returned from Madison where I met with Adam and the other Field Researchers. I presented the "Shohamy" plan for Hebrew Assessment and we talked about how it would fit into the Monitoring, Feedback and Evaluation Plan for next year. Everyone was very excited about it. I am sending a draft of a memo which I will send to Annette and Seymour proposing this as part of our work for next year. I will also send a copy to Elana for her comments. Please respond with any feedback before I send the memo to Annette and Seymour.

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This system will serve the MEF project by providing baseline data about Hebrew language for the Lead Communities. In addition, the project will provide feedback to the schools about their Hebrew language achievement and MEF can re-evaluate Hebrew language two or



three years later, thus providing longitudinal data and learning about the processes of change in these schools. In addition, if LC's are focusing on personnel and other key building blocks for educational improvement, we should see changes in the Hebrew language performance of students. We believe that this is an important resource that CIJE can make available to the communities. Elana has carried out this assessment in numerous day schools in the US, and can immediately begin work with CIJE.

We propose the following plan for Day Schools in 1993-94:

- 1) After approval of this aspect of the MEF project, Elana Shohamy and each Field Researcher will meet with the LC coordinator in each community to explain the project. We anticipate this will occur in the fall (Elana will be in the states).
- 2) After this initial meeting, each LC coordinator will decide what is the best way to approach and contact the day schools. Elana can do this with a letter and a follow up, or it could be handled centrally by the LC coordinator, etc.
- 3) After initial contact has been made with the schools Elana will contact the principals to explain the project and begin to set up a work plan with each school.
- 4) Once a work plan is in place for each school the process begins: Elana and her team meets with the school to learn about the schools curriculum, a test is developed, testing takes place, analyses are done of the tests by the Melton center in Jerusalem, diagnostic feedback is provided to each school by Elana and her team.
- 5) The field researchers will assist Elana in the process of testing. Elana and her team provide each school with an individual report. The MEF team will provide the LC with a report about the Hebrew Language Assessment of the community based on the results provided in Jerusalem.
- 6) The FR will monitor the feedback process in the schools and will observe and monitor the processes of change in the day schools during the next two years. In other words, they will be looking at the ways in which the schools are changing and acting upon the diagnosis provided to them by the Hebrew Assessment. This is a crucial step of the MEF project and can provide information for the ongoing feedback loop in the community as well.
- 7) Two years (ELANA AND ALAN< SHOULD THIS BE TWO YEARS OR THREE YEARS? WHAT IS YOUR EXPERIENCE?) after this initial assessment, the assessment will be carried out again. Gains can be measured, and the monitoring information can be used to explain where gains have been found and where no gains have been realized.

8) Since Elana has comparative data from other day schools in the US, we can compare the results of the schools in the LC's with other, similar day schools, in other communities.

9) Issues of funding for this project will need to be addressed. We suggest that CIJE provide the necessary resources to support this project.

Allan, we need to present our work plan to Annette and Seymour as soon as possible, so I would appreciate any feedback you have this week.

I hope I will see you in August. Warmest regards!





# Systemic Reform + the Need for Clear Goals

ATA lacks goals

- needed now
- for any meaningful reform
- not just list but priorities
- not vague but precise
- not just long-term but medium-term
- hope for systemic reform

problems with setting goals

- who decides?
- how use?
- who will enforce?
- how measure?
- disincentives for goal-setting
- risk

Can the CIST/EC partnership overcome those barriers?

1) goal-setting process in insts

- resources
- aided by the minds

2) community-wide response

- coord. nat
- Ed Jon - raise the level of discourse
- stimulate expecs



GAMOS type ellen.prn

From: IN%"GOLDRIEB@VUCTRVAX.BITNET" 8-JUL-1993 11:13:28.26  
To: IN%"GAMORAN@ssc.wisc.edu"  
CC:  
Subj: RE: suggestions for memos

Return-path: <GOLDRIEB@VUCTRVAX.BITNET>

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<01H0AQBCK7KAR2JYX@ssc.wisc.edu>; Thu, 8 Jul 1993 11:13:01 CST

Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF #3899 ) id  
<01H0APS6JOR48WYLE6@ctrvax.Vanderbilt.Edu>; Thu, 8 Jul 1993 11:08:59 CDT

Date: 08 Jul 1993 11:08:59 -0500 (CDT)

From: GOLDRIEB@VUCTRVAX.BITNET

Subject: RE: suggestions for memos

To: GAMORAN@ssc.wisc.edu

Message-id: <01H0APS6JYEA8WYLE6@ctrvax.Vanderbilt.Edu>

X-VMS-To: IN%"GAMORAN@WISCSSC.BITNET"

MIME-version: 1.0

Content-transfer-encoding: 7BIT

Some minor comments on your memos:

The letter, I would make our requests from The Israel group clearer and specific by indenting, numbering and using a colon after I am writing to ask: 1) Are our definitions accurate?

2) are there other terms that should be added to this glossary?

3) Would you like to distribute....

Second paragraph, We are forwarding to you as a type of feedback the ambiguities that we discussed. Some of these may be easily settled by you; others cannot... we would appreciate your responses to those ambiguities that can be easily addressed. ( can you put this into a specific questions as well?)

The definition memo is fine.

The ambiguity memo

I would cap and bold the terms to make it easier to follow.

In the first paragraph, the February is not clear, state the February summary report presented to you by the MEF team.

Goals Project, I would omit tease and I do not think the issue is a deliver date but

a concrete product that the LC can use, something like the goals project is may be perceived as a CIJE project, dangled in front of the community with no real concrete products or materials or discussion papers ...

Lead communities..I would move the sent Members of the communities see...immediately after the sent that says from the community perspective ..are lead communities.

MEF The they in the fifth sent is not clear, say the content of the feedback... I would change the last sent and not ask should we establish...but ask, how should the contents of the feedback be shared with and available to CIJE staff. I am not sure that what Roberta did with Dan is feedback in the same way that we mean that CIJE staff should also benefit from our feedback.

What R. did with Dan is updating and informing for a specific purpose, not same as ongoing, so I am not sure I like the term decentralized feedback loop,



perhaps just informal updating and reporting?

That's it, I think they will be very useful to the folks in isarel. Talk to you at 1:00.



**Memorandum**

**To:** Adam Gamoran  
**From:** Julie Tammivaara and Roberta Goodman  
**Date:** July 8, 1993  
**Subject:** Definitions and Ambiguities

---

**CC:** Ellen Goldring

**Definitions**

**Best Practices** A CIJE project to develop an inventory of effective educational practices which will serve as a guide to Jewish educational success.

**Ambiguities**

1. What is a "practice?" The first document, "The Supplementary School," details much information on seven school sites but does not detail *practices*, that is, particular ways of ways of doing things that could be judged as more or less effective for a given purpose.

2. The relationship between a best practice (or, collectively, best practices) and the two building blocks of personnel and mobilization is not clear. How would/should the adoption of a best practice articulate with personnel and mobilization issues?

3. How should a community go about selecting a best practice? Who is contacted by whom? What supports are there for effecting the adoption?

4. During the Cleveland consultation it was stated that the Best Practices Project would serve as the "content" for personnel and mobilization. What does "content" mean in this context?

5. How does the Best Practices Project support and articulate with the concept of systemic reform? The site by site descriptions are independent and free-floating and do not have a systemic focus. Also, as they are descriptions of existing programs, they represent "business as usual."

Baum

Baum

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explain

NO!



## Definitions and Ambiguities

07/08/93

Page 2

**Goals Project** An effort to stimulate a high level of discussion on the goals of Jewish education. Discussants include: the lead communities, CIJE, the Mandel Institute, the Melton Centre at Hebrew University, Hebrew Union College-Jewish Institute of Religion, Yeshiva University, and the Jewish Theological Seminary.

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1. Who is in charge of initiating and sustaining this discussion?
2. What will be the forum for the discussions? Will they occur face to face, in writing, through telecommunications, and/or what?
3. Who will decide what goals will be discussed, that is, what will be the parameters for the concept of "goals?"
4. How will this project be introduced to the lead communities?
5. Are there two levels to this project, that is, are the discussions both continental and local?
6. Should the goals project be considered a third building block? Milwaukee is talking about it as if it is.

A

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Roberta  
- explain  
- incorp. it  
- approp.

Definitions and Antiquities

07/08/93

Page 03

**Lead Community** A geographic community serving as a local laboratory for the development of exemplary models of Jewish education. A lead community sets high educational standards, raises funds dedicated to the enhancement of Jewish education, and utilizes a broad coalition of participants to guide its educational reform efforts. On 26 August 1992 Milwaukee, Baltimore, and Atlanta were selected as the first three lead communities in North America.

1. Does the designation "lead community" represent an affirmation that a community is currently on the "cutting edge" of Jewish education or does it imply a willingness to venture to the cutting edge. We have observed that the communities ascribe to the first definition, the CIJE to the second.

2. In re #1, it is unclear what the oft-used term "business as usual" means. Does the extension of any reform initiated prior to the LC designation constitute "business as usual?" For example, Baltimore is in the process of implementing a community-wide strategic plan approved in 1989 and has just completed a strategic plan for Jewish education. Since work on these plans began prior to the LC designation, do these plans which entail systemic reform not meet the standard of reform as conceptualized by the CIJE?

3. How does the CIJE acknowledge the history of each of the respective communities? At times, it appears to the communities that the CIJE is asking them to "forget" their histories and build a system of education *de nova*.

4. There are inconsistencies in the understandings of "top-down" and "bottom-up." Within this metaphor, the LC/CIJE relationship appears at times to be dominated by the CIJE or to be "top-down." For example, the CIJE has specified the building blocks, the federation as the central address, a new position [lead community director], monitoring designed by CIJE, and other specific roles for consultants and CIJE staff. Best Practices also comes across as "top-down."

5. The metaphor of "partnership" conflicts with the hierarchical metaphor implied by either "top-down" or "bottom-up."

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## Definitions and Ambiguities

07/08/93

Page 4

**Lead Community Project** 1] New programs and initiatives in lead communities characterized by wide scope, high quality, important content, and continuous evaluation. 2] The entire CIJE/LC enterprise, a joint continental-local collaboration for the enhancement of Jewish education.

1. What are the criteria by which a new program or initiative could be characterized a lead community project? While the domains have been specified, no accompanying criteria have been articulated. This has arisen as a problem in Milwaukee. A rabbi wanted to name his entire supplementary school program a lead community project.

2. From whence do lead community projects originate? Must they arise from the central planning or visioning process or can they arise from other individuals or groups so long as they meet the [yet to be specified] criteria? If they can arise outside the process, who decides whether the criteria are satisfied and how can they be integrated into the systemic vision? If they must arise from the planning process, how can the good ideas of those not directly involved be included?

3. Who owns an LC project? Many philanthropists appreciate [even insist on] some ownership and even control of the projects they fund. If a project is designated an LC project, how can they be funded by such philanthropists? For example, recently the Meyerhoff Fellows funded Machon L'Morim, a program for selected teachers from three day schools in Baltimore, one each from the Reform, Conservative, and Orthodox movements. It would likely meet any criteria for an LC project but funders would want to maintain ownership of the project.

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## Definitions and Ambiguities

07/08/93

Page 5

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**Mobilization** Mobilization refers to organizing people and institutions for action directed toward the enhancement of Jewish education and the financial support necessary for such action to be undertaken. Within the context of the CIJE, mobilization refers to securing the involvement of people from differing movements and occupational categories, as well as both lay and professional leaders. Full involvement implies a "wall-to-wall" coalition. Mobilization is considered one of the two essential building blocks for the improvement of Jewish education.

1. We have consciously chosen the term "building block" as used in A Time to Act in preference to "enabling option" which has created confusion in the communities. We strongly recommend the former term be used to refer to mobilization and personnel.

2. During the May consultation, the involvement of major donors emerged as especially important during the discussion of the Milwaukee report. Have all the communities been informed of this special importance? Are there certain persons or groups who must be involved for mobilization to be effected? Are there degrees of mobilization possible or is this a yes/no proposition?

3. One barrier to involving donors is the current uncertainty as to what the specifics of the CIJE effort are. In general, professionals in all three communities solicit funds based on clarity of what is to be funded and calculated high probabilities for success of such programs. Without the specifics of LC projects, professionals have no "ammunition" for soliciting funds.

4. What is the special role of educators in the mobilization process? That is, on what basis should their involvement be solicited and what roles can they play in the LC process?

**Monitoring, Evaluation, and Feedback**

A component of the LC Project whose goal is to document the efforts and gauge the success of the lead community process. "Monitoring" refers to observing and chronicling the planning and implementation of changes; "evaluation" entails interpreting information in a manner that will strengthen each community's efforts to improve Jewish education; and, "feedback" consists of offering oral and written responses to community members and the CIJE.

1. Will written reports and memos to Jerusalem be disseminated to other CIJE staff and consultants and, if so, how?

2. Field researchers interact with CIJE staff in North America, for example, Daniel Pekarsky, Barry Holtz, and [formerly] Shulamith Elster. Is this "decentralized" feedback appropriate? If so, should regular conversations be instituted with various CIJE staff on this continent?

*use this**use this**I like mine better**A**use this*



## Definitions and Ambiguities

07/08/93

Page 6

**Partnership** The relationship between CIJE and the lead communities in which both partners share ideas, plans, and policies for their mutual benefit. Partnership also characterizes relationships within a lead community.

1. Please elaborate on this concept as per the Cleveland consultation.

2. The concept of partnership conflicts with the idea of "top-down" and "bottom-up."

Same?

**Personnel** All those who work in the field of Jewish education including formal and informal education and professional and volunteer staff. Attention to personnel is one of the two building blocks necessary for the improvement of Jewish education. Personnel issues must be addressed in all lead community projects.

1. What personnel issues are included in this term? Some people have the impression teacher training is central; others define personnel more broadly.

2. A close reading of A Time to Act leaves on with the impression "personnel" refers to new recruits rather than to those already in the field. Please clarify CIJE's position on this.

no!

**Systemic Reform** A plan for change that recognizes that one cannot improve Jewish education by reforming one element at a time. The entire enterprise must be considered in a coherent and coordinated fashion. Systemic reform requires a unifying vision and a broad-based [wall-to-wall] coalition of change agents.

1. In Ms. Hochstein's memo to the MEF project in February, she stated the CIJE was not interested in structural change. How is structural change differentiated from systemic reform?

no!

**Vision** A desired state or process in Jewish education toward which the community as a whole or segments thereof are working. Vision is a characterization of Jewish education in terms of structure, content, and process.

1. Does vision refer to an ideal or to the possible as, for example, might be found in a strategic plan?

?

why not this level of critique re Baltimore

This fax consists of 2 pages including the cover page. For problems with its transmission, contact Roberta Goodman at 608-231-3534.

Memo to: Ellen Goldring  
Adam Gamoran

From: Roberta Goodman

Thursday July 8, 1993

The attached sheet is part of a report to the Bader Foundation which funded Ruth's position. I found this comment in the report. I want to know if we should respond to her assertion about what the Monitoring, Evaluation and Feedback project can or can not do.

I put this item on the agenda for our phone call later today.





Page 3

- o Conducts meetings and telephone conversations with key rabbis, teachers, school principals, agency professionals and local Foundation staff.
- o Attends regularly the meetings of the Principals Council.

3. Relationships with national resources:

- o Initiates telephone conferences with key professionals representing a large number of organizations (i.e., JESNA, Whizin Center, Federations in Boston, Cleveland, Baltimore and Atlanta; central agencies for Jewish education in Washington D.C., and Baltimore). These contacts are used to gather information and receive feedback on new ideas and tentative plans. Establishing this relationship creates valuable links for the Lead Community Project and develops a pool of future consultants. These potential consultants can add a new dimension to Milwaukee's current and future efforts.
- o Attended a conference in Chicago on "Research in Jewish Education". The information gained will help Dr. Cohen assume a major role in the development of evaluation systems to assess the impact of local initiatives. (Apparently, this will not be within the realm of responsibilities of the field researcher.)

4. Relationships with CIJE:

- o Initiates contacts with national and international CIJE resources and secures a timely CIJE response to Milwaukee's needs and timetable.

For example: Due to the Project Director's plan to complete the Educators Survey before the end of the school year, CIJE agreed to convene a group of consultants, field researchers and the project directors from Milwaukee and Baltimore to develop the survey questionnaire within Milwaukee's time frame.

- o Works with CIJE staff, provides feedback on their services and clarifies Milwaukee's needs, so that CIJE staff can be most useful to the community on site visits.

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## Facsimile Cover Sheet

**To:** Prof. Adam Gamoran  
**Company:** University of Wisconsin  
**Phone:** 608 263 7829  
**Fax:** 608 262 ~~2100~~ 4747

**From:** Julie Tammivaara  
**Company:** Council for Initiatives in Jewish Education  
**Phone:** 410 653 4648  
**Fax:** 410 653 3727

**Date:** 07/15/93

**Pages including this  
cover page:** 3

### Comments:

Response to July 12 memo.





**Memorandum**

**To:** Adam Gamoran  
**From:** Julie Tammivaara  
**Date:** July 15, 1993  
**Subject:** Response to Definitions and Ambiguities memo, 12 July 1993

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I have quickly read your latest memo and have formulated a quick reply.

**Ambiguities and Uncertainties**

**Page 2.** Under Lead Community, second paragraph, you have done a good job of explaining Baltimore's "business as usual" dilemma. If what they are doing (even if begun prior to the existence of CIJE) is in the spirit of what CIJE is about, should this not count? This becomes relevant as we consider Milwaukee and their planning. If they follow the same route as Baltimore, should their efforts count as *not* "business as usual" even if their process and/or plans look exactly the same as Baltimore's? Additionally, there is the intrusion of CIJE rhetoric into what Baltimore is doing since the initial conversations with CIJE. For example, in the December interviews participants (Darrell, Marshall, Nancy, Chaim, etc.) talked about Baltimore as a "living laboratory," the CIJE as a "catalyst" for change efforts, etc. The point being that even though the strategic plan process began prior to the existence of the CIJE, CIJE has influenced its direction and spirit. I would add that Baltimore planners believe their pace is appropriate for *them*, not necessarily that this pace would be appropriate for anyone else. There *are* stirrings in the community as to when this project will get going on a broader basis from those not centrally involved, for example, administrators at BHU.

In paragraph five, the text counters the point of the preceding paragraph; that is, the CIJE is currently, or has in the past, employed a "top-down" model while the rhetoric, particularly from the communities is one of "partnership" which is different from a hierarchical model. The issue is which metaphor should be operant. According to the definition of "partnership," there is no place for either a "top-down" or a "bottom-up" model. I would delete this paragraph, or make the issue one of choosing a metaphor.

**Page 3:** Paragraph 2 under mobilization is not correct from my (and, I think, Roberta's) view. I have no evidence that Baltimore does not understand that mobilization refers to "persons throughout the community, including, in particular, educators." I believe it is the case in both Milwaukee and Baltimore that this definition is in use; the issue is that *complete* mobilization has not yet occurred in their view but *some* mobilization has occurred in both communities. I heard Fox and Zucker say in Cleveland that without the participation or substantive involvement of donors, there was *no* mobilization. In both communities, educators are participating but there is some confusion (in our minds) as to what and how participation counts as "mobilization." There is uncertainty as to whether specific *individuals* must be involved in specific, CIJE-defined *roles* for mobilization to have occurred. For example, they seemed to indicate in

Response to Definitions and Ambiguities memo, 12 July 1993

07/15/93Page 2

Cleveland that without Esther Leah Ritz' participation both as a planner and a donor, mobilization could not be said to have taken place. Of course, this goes for the educators, as well. Put another way, is mobilization a zero-sum game or are there degrees of mobilization possible?

Page 4: It is incorrect to say "some participants seem to think..." if by "participants" you mean community members. At the Cleveland meetings, the CIJE staff seemed to imply that by "personnel" they meant "teacher training." This is a much narrower definition than that currently held by people in both Baltimore and Milwaukee (and, I presume, Atlanta).

Thank you for acknowledging my memo; I look forward to your comments. As to preparing feedback for Baltimore planners and other individuals in the form of raising critical questions, I have done this for seven months now and will continue to do so.

I will be out of town until Sunday, July 18th. I will be meeting with Shulamith re: BHU involvement in teacher training and other CIJE-related matters.

CC: Roberta Goodman





## MEMORANDUM

July 18, 1993

To: Annette, Seymour, and Shmuel  
From: Adam  
CC: Ellen, Roberta, Julie  
Re: Ambiguities in CIJE terms and concepts

Attached are two documents:

- (1) A **glossary** of key terms and concepts for CIJE, which you may wish to circulate.
- (2) A discussion of **ambiguities** related to these terms and concepts. This is intended as feedback to CIJE.

Here's a brief explanation of the documents:

### Glossary

At the May meetings in Cleveland it emerged that many of the key terms and concepts of CIJE were not fully clear to all participants. Consequently we decided to prepare a glossary of terms and concepts. The primary purpose of the glossary is to ensure that our own understandings are correct. However, we think the glossary might have more general usefulness. For example, you may wish to circulate it among CIJE staff, Lead Community staff, and/or lay people. I'm writing to ask the following:

- o Are our definitions accurate and reasonably complete?
- o If you wish to distribute the glossary more widely, are there other terms you'd like us to add?

### Ambiguities

Preparing the glossary provided an excellent opportunity to discuss the issues and concepts represented by these terms. We reviewed many long-standing ambiguities and raised new issues as well. Hence, another reason I'm writing is to advise you of the ambiguities we discussed. Some of these may be easily settled by you; if so, we'd appreciate your quick response. Others cannot be addressed simply, but we hope that by raising the questions we can help you prepare for future deliberations within CIJE and with the lead communities and others. Thus, the discussion of ambiguities is intended to be feedback to CIJE.

CIJE -- A GLOSSARY OF TERMS AND CONCEPTS  
July 1993

**Abbreviations used in the Glossary**

|       |  |
|-------|--|
| ATA:  | <u>A Time to Act</u> , The Report of the Commission on Jewish Education in North America. Lanham, MD: University Press of America, 1990. |
| BPSS: | <u>Best Practices Project: The Supplementary School</u> , edited by Barry Holtz, CIJE, 1993.   |
| CSR:  | "The Challenges of Systemic Reform: Lessons from the New Futures Initiative for the CIJE," by Adam Gamoran, CIJE 1992.                   |
| GJE:  | "Goals for Jewish Education in Lead Communities," by Seymour Fox and Daniel Marom, CIJE 1993.  |
| LCAW: | "Lead Communities at Work," by Annette Hochstein, CIJE 1993.   |
| LCC:  | "Lead Community Consultation", minutes of the CIJE/Lead Community meetings held in Cleveland, OH, May 12-13, 1993.                       |
| PlaG: | <u>Planning Guide</u> , CIJE, February 1993.   |
| ProG: | <u>Program Guidelines</u> , CIJE, January 1992.  |

**Glossary of Terms**

Best Practices -- A CIJE project to develop an inventory of effective educational practices which will serve as a guide to Jewish educational success. As a resource, Best Practices can be adapted for use in particular Lead Communities.

Further reading: ATA 67, 69; PlaG 31-32; BPSS 1.

Content/Scope/Quality -- See *Lead Community Project*.

Goals Project -- A collaborative effort to stimulate a high level of discussion on the goals of Jewish education in Lead Communities. Participants include: Lead Communities, CIJE, Mandel Institute, Melton Centre at Hebrew University, Hebrew Union College-Jewish Institute of Religion, Yeshiva University, and the Jewish Theological Seminary. Papers on "The Educated Jew" serve as a resource for this discussion.

Further reading: GJE 1 - 2.



Lead Community -- A geographic community serving as a local laboratory for the development of exemplary models of Jewish education. A Lead Community sets high educational standards, raises additional funds for education, and establishes a *wall-to-wall* coalition to guide its educational reform efforts. On August 26, 1992, Atlanta, Baltimore and Milwaukee were selected as the first three Lead Communities in North America. (See also *Lead Community Project*.)

Further reading: ATA 67 - 69; ProG 2.

Lead Community Project -- This term has been used in two ways: "THE Lead Community Project" refers to the entire CIJE/LC enterprise, a joint continental-local collaboration for excellence in Jewish education. "A Lead Community Project" refers to new programs and initiatives in Lead Communities. These programs and initiatives are characterized by: 1) wide scope, 2) high quality, 3) important content, and 4) an evaluation component.

Further reading: ProG 1; LCC 4, 9-10.

Mobilization -- Mobilization refers to organizing people and institutions for action directed towards the enhancement of Jewish education, and the financial support necessary for such action to be taken. Within Lead Communities, mobilization means involving people from differing movements and roles, and to both lay and professional leaders; a mobilized community has a "*wall-to-wall coalition*." Mobilization is one of the two essential building blocks for the improvement of Jewish education.

Further reading: ATA 50, 63-66.

Monitoring, Evaluation and Feedback -- A component of *The Lead Communities Project* that documents its efforts and gauges its success. "Monitoring" refers to observing and documenting the planning and implementation of changes. "Evaluation" entails interpreting information in a way that will strengthen and assist each community's efforts to improve Jewish education. "Feedback" consists of offering oral and written responses to community members and to the CIJE.

Further reading: LCAW 5-7.

Partnership -- The collaborative relationship between CIJE and the lead communities, in which both partners share ideas, plans, and policies for their mutual benefit. Partnership also characterizes relationships within a Lead Community.

Further reading: LCC 2 - 3.

Personnel -- All those who work in the field of Jewish education including formal and informal education and professional and volunteer staff. Attention to personnel is one of the two building blocks necessary for the improvement of Jewish education. Personnel issues must be addressed in all *lead community projects*.

Further reading: ATA 49-50, 55-63.

Systemic Reform -- A plan for change that recognizes that one cannot improve Jewish education by reforming one element at a time. Instead, the entire enterprise must be changed in a coherent and coordinated fashion. Systemic reform requires a unifying *vision* and *goals* and a broad-based (*wall-to-wall*) *coalition* of change agents.

Further reading: CSR; also Marshall S. Smith and Jennifer O'Day, "Systemic School Reform," Politics of Education Association Yearbook 1990, 233-267.

Vision -- A desired state or process in Jewish education toward which the community as a whole or segments of the community are working; an ideal characterization of Jewish education in terms of structure, content and process.

Further reading: PlaG 26; LCC 9; LCAW 2.

Wall-to-Wall Coalition -- The *partnership* within a Lead Community among participants across denominations and levels of agencies and institutions. It includes lay people as well as professionals. (See also *Mobilization*.)

Further reading: LCAW 4; ATA 63-66.



## Ambiguities and Uncertainties July 1993

Best Practices -- There is still a great deal of confusion in the communities on how Best Practices relate to the building blocks of personnel and mobilization. How is Best Practices supposed to be translated into action? How does it reach the educators? What sequence of events is planned?

The concerns we raised in our Summary Report of February 1993 are still relevant:

"With Best Practices under way, the central challenge lies in strengthening what is currently a vague articulation between CIJE and the communities in the content area. How, exactly, will the Lead Communities and the Best Practices project interact?...Will the communities initiate the relationship by requesting assistance in particular areas? Or will Best Practices provide them with a "menu" from which to choose? Is Best Practices to serve as a source of information, inspiration, or both?

"The link between Best Practices and the communities may become stronger and more clear after community educators have been drawn into the Lead Communities process. Presumably, contacts between Best Practices and the communities will occur with educators, not mediated by communal workers. When educators are drawn into the coalitions, they are likely to develop content-related ideas for change that fit their contexts, and to call on Best Practices to help them implement their ideas. Hence, the need for better articulation may be best addressed by mobilizing the educators" (Summary Report, Feb. 1993).

The role of Best Practices in systemic reform is also unclear. As we commented in February:

"Another concern is utilizing Best Practices in the context of systemic reform. A principal feature of the Lead Communities project is that instead of addressing isolated institutions or programs, it aims to reform the entire system of Jewish education in the communities. This feature is seen as a strength by many respondents across the three communities. Yet the Best Practices project, which focuses on particular institutions one at a time, appears to conflict with the systemic approach. How will CIJE encourage systemic use of Best Practices? Broader mobilization of the community is required to ensure that Best Practices are drawn upon in a coordinated rather than a fragmented way" (Summary Report, Feb. 1993).

This issue is a source of great confusion and uncertainty in the communities, particularly in Milwaukee and Atlanta. At the meetings in May, we came to understand that Best Practices will be a resource upon which the communities can draw as they translate their visions into site-based action. How this process will work is still not clear in the communities.



Goals Project -- This is not yet a coordinated and integrated effort, and the lead communities have not yet been involved. What will push the goals project off the drawing board? What will be the forum for discussions? Also, some community members in Baltimore and Milwaukee are wondering when they will receive the Educated Jew papers.

Lead Community -- We have observed over time, and it was clear in May, that CIJE staff use the term differently than residents of the three communities. From the community perspective, Atlanta, Baltimore, and Milwaukee are lead communities; members of the communities see their cities as models already. From the perspective of CIJE staff, they are in the process of becoming lead communities. CIJE staff know these cities were selected for their potential for radical reform in Jewish education, and the quality of current policies and programs was not the key consideration.

Thus, for example, what CIJE staff term "business as usual" in Baltimore is seen as "the lead community process" by members of that community. I may be oversimplifying a bit, but I think it's not inaccurate to say that Baltimore federation leaders see their plan, which has been progressing since 1989, as one of systemic reform, and one which is consistent with CIJE's approach. CIJE has not effectively communicated to them, or has not succeeded in convincing them, which elements are missing, and which if any elements are misdirected. The two partners have at least agreed to disagree on the pace of change: CIJE believes it is too slow, and Baltimore leaders believe it is the correct pace for effective change.

A perception held in Baltimore is that the strategic planning and visioning that is being initiated in Milwaukee, under CIJE's guidance, has already occurred in Baltimore. While this was not brought about by CIJE per se, it was very much influenced by the Mandel Commission and by A Time to Act, as one can see by the language of Baltimore's strategic planning documents.

Another ambiguity concerns the term "bottom-up" used in ATA (p.68). We found this term confusing (and omitted it from our glossary definition) in two respects. First, the logic of "bottom-up" vs. "top-down" implies a hierarchy, but more recently CIJE has described its relationship with lead communities as a "partnership." Second, "bottom-up" implies reforms generated from within the community, but thus far CIJE has specified not only the two "building blocks," but numerous structural elements such as the federation as the "central address" for the project, a new role of lead community project director, monitoring designed by CIJE, and other specific roles for consultants and CIJE staff. Best Practices also seems to come across as a "top-down" reform, although it is not intended that way.

Thus far, discussions between CIJE and the communities have mainly focused on structure. Perhaps as content becomes more central, the reform process -- and the relation between CIJE and the communities -- will be more one of partnership.



Lead Community Project -- Within the communities, there is still much uncertainty about (a) what constitutes a "lead community project" and (b) how the criteria of content, scope, and quality are to be applied. Do all lead community projects initiate with the central planning (visioning) process within the community, or can they begin from the grass-roots as long as the criteria are satisfied? (For example, a rabbi in Milwaukee wants to name his entire supplementary school a Lead Community Project.) If the latter, who is to decide when the criteria are to be satisfied? If the former, how can the good ideas of those not directly involved be included?

Planners in Baltimore and Milwaukee have expressed concerns about the "ownership" of Lead Community Projects as they think about mobilizing large donors. How will they provide a satisfactory level of recognition to donors who fund Lead Community Projects? What degree of control can be granted to donors, and what level of accountability should be worked out? I wouldn't call this a problem at present, but it is on the minds of community planners. A current example is the Machon L'Morim, a Meyerhoff-funded program for selected teachers from three day schools in Baltimore, one each from the Reform, Conservative, and Orthodox movements. It appears likely to meet CIJE criteria, but must be clearly identified as a Meyerhoff program.

Finally, if there is room for grass-roots projects (i.e., those initiated outside the central planning process) to become Lead Community projects, how can they be incorporated into systemic reform?

Mobilization -- We are avoiding the term "enabling option" which, although it does not appear in ATA, has often been used by CIJE staff, and is the source of much confusion. "Enabling option" sounds as if one has a choice about it, but that is not so in CIJE's model. It is important that CIJE staff stop using the term "enabling option."

During the staff meeting in May, the involvement of major donors emerged as especially important during the discussion of the Milwaukee report. To our knowledge, this issue has been raised with Milwaukee participants to the extent of encouraging them to get Esther Leah Ritz involved with the Milwaukee Commission and/or Steering Committee. If the concern is a broader one, it still needs to be addressed.

From the community perspective, a difficulty in involving major donors now is the current uncertainty as to the specifics of Lead Community projects. Ordinarily, we are told, professionals in all three communities solicit major gifts for designated purposes. Without the specifics of Lead Community Projects, professionals feel they lack sufficient "ammunition" for soliciting funds. One can think about this problem as a sequencing issue: Which comes first, development of content or mobilization of funds? In May, Milwaukee participants explained that they wanted a better idea of the content of their reforms before they approached major donors about funding the reforms.

Another ambiguity is that so far, mobilization in the communities has meant representation of diverse constituencies rather than full involvement of these constituencies. At this time, Commissions are generally inclusive in the sense that they involve representatives from a wide variety of institutions. However, there is no established mechanism for these representatives to inform and galvanize support in their constituencies. We are particularly concerned with the involvement of educators. What CIJE or community resources will be devoted to involving educators, not just as representatives of institutions, but more broadly as developers and implementers of educational innovations?

Monitoring, Evaluation and Feedback -- Two important uncertainties about our project both have to do with dissemination. The first concerns feedback to CIJE. Most of our reporting is directed towards Annette, yet much of what we have to say is relevant to other staff. What is the mechanism for distributing our update memos (such as this one) to other staff members?

We can conceive of two approaches to feedback: one in which our reports go to Annette, and they are then distributed as you see fit; and a second in which we report to whomever we see fit as the occasion arises, including but not exclusively Annette.

The second uncertainty concerns feedback to the communities. We have not established any regular procedure or mechanism for getting feedback disseminated outside our central contacts. We have had many informal conversations in which we provided feedback requested by community members, but as we learned in May, these do not concern the issues of central interest to CIJE.

Partnership -- Unfortunately the minutes of the May meetings did not reflect the depth of discussion on what "partnership" means, and we welcome any elaboration.

Wall-to-Wall Coalition -- Are there some absolutely essential partners (e.g., large donors)? Are some partners more essential than others?



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## Facsimile Cover Sheet

**To:** Professor Adam Gamoran  
**Company:** University of Wisconsin, Sociology  
**Phone:** 608 262 2921  
**Fax:** 608 262 4747

**From:** Julie Tammivaara  
**Company:** Council for Initiatives in Jewish  
Education  
**Phone:** 410 653 4648  
**Fax:** 410 653 3727

**Date:** 07/20/93

**Pages including this  
cover page:** 5

**Comments:**



**Memorandum**

**To:** Adam Gamoran, Ellen Goldring  
**From:** Julie Tammivaara  
**Date:** July 21, 1993  
**Subject:** Response to MEF Project Plans for Year Two

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I will divide these remarks into two parts following Ellen's method suggested in Madison: organization and content.

*role of*  
**Organization.** I agree with Roberta that, as organized, the document appears to put our ongoing, primary mission on a par with two important but not as comprehensive pieces of our work, that is, the self study and the Hebrew language assessment. I would suggest the document begin by describing the ongoing efforts in a "regular" text format and then bulleting or otherwise indenting the smaller pieces. As noted on the telephone conference, Roberta and I believe there should be three smaller pieces: self study, Hebrew language, and special topics, the latter to be left unspecified.

**Content.** This section has three parts that I will discuss separately.

*Ongoing Monitoring and Feedback.* I am wondering why "evaluation" is not included in the title here. As noted in our conversations, at least two major lay leaders (one of whom is funding at least in part this project) and some professionals in Baltimore are eager for some evaluation effort. However valuable the Hebrew language endeavor is, it is limited to less than half the day schools and does not touch many projects people would like to see examined. I think we should re-think the exclusion of this part of our mission.

While I would agree that monitoring is central to this project, mobilization and vision are probably most central in the beginning and will decline in centrality as the project progresses. Therefore I would leave out "central," or specify centrality in the early phases. As for professional lives of educators, we have not touched upon informal educators and higher education. Should these not be in the plan for next year?

I have a problem with the three questions. First, they did not emerge from our first year's work but were formulated long before we entered our communities. Second, they are framed in a yes/no fashion that does not imply monitoring but rather ticking off on a checklist. An example of a more fertile question would be: What is considered when a new project is proposed, that is, who is informed, what entities are considered, what steps are taken in what order, etc.

The reference for a "treatment plan" is neither appropriate for the work we are doing nor is it descriptive of how communities see themselves. Milwaukee, in particular, has eschewed experimental language and would not, I am guessing, find this term welcoming.



## Response to MEF Project Plans for Year Two

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With respect to refining specific questions, I would suggest we not lock ourselves into consulting with the CIJE for this. They probably wouldn't care, but it is preferable, I believe, to request they suggest topics rather than question formulation.

Finally, what is the difference between products three and four? That is, what will be in the cumulative report that goes beyond mobilization, visions, and personnel?

*Community Self Study.* I agree that as described, this should be called "community profiles" instead of "self studies." The thrust seems to be completely quantitative which is the hallmark of profiles not self studies. Why not use this language as the title of the section?

Since cultivating enthusiasm and securing ownership of efforts is so important, why not make this a step in the process? Whatever its faults, Baltimore has recognized the importance of laying groundwork, and this, I believe, is one key factor to its success in several projects. I would add that a real partnership effort that goes beyond getting "input" should take place. I would not advocate the process used in developing the educator and principal surveys. Since the communities will need to devote their physical and financial resources to this project, they should have a meaningful role in developing the areas they would see as important. It would make sense to have several core areas common to all three communities and then some that may be specific to only one or two communities. For example, Baltimore may want to know something about higher Jewish education that is not relevant to the other two communities. In any case, the rationale and goals of this effort could and should be articulated early on by us; then, within this framework, the communities could formulate, as partners, the substance of the profile. This would be an appropriate topic for one of the planning meetings all communities attend.

It is unclear what "methodology" means in the second paragraph. As written, it seems to refer to the report and does not include design and data collection pieces of the effort.

My work with accreditation agencies for the past fifteen years has been permeated with the recognition that numerical information has limited discriminative power. They have found that schools known to be excellent obtain the same profiles as schools known to be poor. Many (if not all) accreditation groups have moved to including the collection and analysis of qualitative data to better distinguish more effective from less effective institutions and programs. Perhaps we might consider doing the same for this project.

I hope this effort can be underway "in the fall" but the CIJE will need to move fast if this is to be a reality. I strongly suggest we avoid having to deliver by a particular date whether or not we are ready. Perhaps we could begin conversations with our communities about this prior to official okays so the experience of the surveys is not repeated

*Assessment of Hebrew Language Development.* I have read Shohaney's reports and am impressed with much of what she says. This is, however, a very limited effort touching only a very few educational institutions and clients in each community. For example, Baltimore has nine day schools but only four would qualify for this project. I think this



## Response to MEF Project Plans for Year Two

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may be a factor in persuading the communities to go along (meaning devote resources) to the effort. There are a majority of people in all three communities who do not see day school education as either feasible for most young people or necessary or both for continuity. This may be a hard sell.

I am not sure what is meant by the first sentence in this section...please explain or delete. As this project is so limited, I can't see it adding much to the long term study of change in a whole community. Support for this assertion is needed.

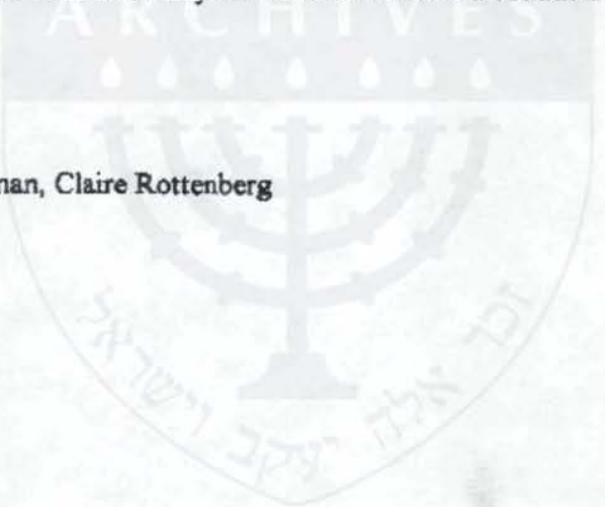
As noted on the telephone, either explain "high level of agreement" phrase or delete. The assessment will provide baseline data about Hebrew language in *some* day schools, not for the community in general. Is there an assumption by Shohaney that language proficiency is preferable to language achievement? If so, the Orthodox schools will fare poorly as they tend not to advocate conversational, real world proficiency but ability to "read" (meaning decode) the texts. This may not be relevant.

The fall starting date leaves little time to develop buy in with the communities. How can this be expedited? Again, I think this phase should be part of the plan.

Finally, a "special topics" section should be added although not terribly specifically described. These refer to small idiosyncratic efforts within a community.

All for now,

CC: Roberta Goodman, Claire Rottenberg





# CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION



**THE ASSOCIATED**  
JEWISH COMMUNITY FEDERATION OF BALTIMORE

## FOR YOUR INFORMATION

July 16, 1993

ALVIN D. KATZ  
CHAIRMAN

DR. CHAIM Y. BOTWINICK  
EXECUTIVE DIRECTOR

Dear Principal/Director of Education:

As you know, Baltimore has been designated a lead community by the Council for Initiatives in Jewish Education (CIJE). As part of the relationship between Baltimore and the CIJE, a field researcher, Dr. Julie Tammivaara, has been assigned to our community. Her duties include interviewing people who participate in the field of Jewish education, observing meetings related to education, engaging in ongoing conversations with community members, providing feedback to interested parties and collecting and analyzing printed documents related to Baltimore's Jewish community.

Julie brings considerable experience and expertise to her position. She has worked with diverse cultural and ethnic communities with an eye toward discovering, documenting and understanding them. She has written accounts of these communities in order that they could learn about themselves and make more informed decisions about their own lives.

This summer, Julie will be assisting the Baltimore Jewish community by interviewing educators and educational directors of both day and congregational/communal religious schools. The interviews will focus on educators' stories as to how they became involved in service to the Jewish community, what they have learned since becoming involved, what rewards and challenges they face, with whom and how they relate to others professionally, and their visions and aspirations as Jewish educators. We hope this undertaking will positively strengthen our grasp of Jewish education as we work toward the enhancement of Jewish education in our community.

Julie will be contacting you in the near future to arrange an interview and discuss who, among your teaching staff, should also be interviewed. Your participation and the voices of your teachers are important, so we hope you will provide the time to work with her. The average interview lasts about one hour but she is willing to spend more time with you, should you desire.

On behalf of the Center for the Advancement of Jewish Education, we would like to express our sincere appreciation to you for taking the time out of your busy schedule to meet with Julie.

With best wishes for an enjoyable summer.

*Alvin D. Katz*

Alvin D. Katz  
Chairman

Sincerely yours,

*Chaim Y. Botwinick*

Dr. Chaim Y. Botwinick  
Executive Director

cc: Darrell D. Friedman  
Nancy R. Kutler  
Marshall S. Levin

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Council for Initiatives  
in  
Jewish Education

Date sent: 7/26

Time sent:

No. of Pages (incl. cover):

To: ADAM GAMORAN

From: GINNY LEVI

Organization:

Phone Number:

Phone Number:

Fax Number: (608) 263-6448

Fax Number: (216) 391-5430

Comments:

Adam

Ellen + I agreed that you should see  
the attached.

Ginny

If there are any problems receiving  
this transmission, please call:  
216-391-1852



replacement for

Claire - get someone who can do eval + grantit

- whenever we want

- local - Atl or GA

- Emory - Blumenthal

- Prichard

- U of GA

- Vanderbilt

staff - exec

proj off

Barry

Ginny

consultants

fr's

Adam present at 60 mtg  
Aug 26

(1) MET

(2) Ed Survey

Aug 24-25? staff mtg?

proposal for yr 2

- more detailed proposal needed

- budget ok

- don't pressure communities to come up w/ goals

- do the self-study? - hire someone to do it!

- seminar on outcomes of Jewish Ed

take laptop + <sup>w/cord</sup> m cable

take Cleve materials

- goals proj, descip
- "tips" memo

① glossary (amb, s, v)

② contacts in ATL

- Robinson
- ask AP about ED
- Ehrlich of Highm Ed

and Ginny for  
calling card, et

③ board prog rpt

④ outline of report on mobilz + visions

⑤ memo to Ginny re accounting  
call Ginny re claims

⑥ comments to Claire

- for
- survey res
  - devel, analy
  - inter
  - data entry
  - writing



**Memorandum**

**To:** Adam Gamoran, Ellen Goldring  
**From:** Julie Tammivaara and Roberta Goodman  
**Date:** August 16, 1993  
**Subject:** Suggestions from the Field: Issues to discuss with Alan Hoffman during Baltimore meetings

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As field researchers we have spent several months monitoring the lead communities of Atlanta, Baltimore and Milwaukee. In this time several issues have emerged in our communities. With the advent of a full-time executive director and a new chief education officer, we believe this is an excellent time to address some of them. We would like to offer the following suggestions.

**Organizational structure**

It has never been clear to the communities what positions are included among the CIJE staff, and this has hampered their ability to receive information in a timely manner. Therefore, we recommend:

*An organizational chart noting positions, responsibilities, and persons holding those positions be prepared and distributed. This chart should all relevant personnel including the field researchers, Ginny Levi, Ann Klein, etc.*

It has never been clear who is "in charge" of this project, or how one staff member is related to others and to the communities. For example, what is the nature of the relationship between Daniel Pekarsky and Gail Dorph? Therefore, we recommend:

*A brief description of the relationship of individuals in the CIJE staff to one another and to key members of the communities be developed and distributed.*

**Components of CIJE.**

The CIJE consists of several components, e.g., the Monitoring, Evaluation, and Feedback Project, the Best Practices Project, etc. The role of the seminaries is, at present, ambiguous. Therefore, it would be helpful to new and continuing participants to have

*A single document iterating, describing, and stating the relationship among these components. This document should be available to all CIJE staff and the communities.*



Suggestions from the Field: Issues to discuss with Alan Hoffman during Baltimore meetings

08/16/93

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### **Roster**

Given the addition of new members to the CIJE staff and new key participants in the communities, we recommend:

*A roster indicating names, addresses, telephone numbers, and fax numbers be formulated and distributed among CIJE staff and the communities.*

### **CIJE Resources**

The communities are eager to partake of the expertise of CIJE staff and consultants but are unsure about what those resources are and how to access them. Communities have expressed an interest in a number of things including assistance in developing visions, community planning, program implementation, program evaluation, contacting potential funders, grant writing, development of new sources of teaching personnel, and developing new definitions of educator roles. Therefore, we recommend:

*A clear statement of what CIJE's resources are and how they can be accessed by communities be developed and circulated.*

### **Communication**

A particularly knotty problem has persisted since the announcement of the lead communities and that is communication among CIJE staff, between CIJE staff and the communities, and across communities. There is no reliable system of communication which leads to unnecessary problems. For example, in Baltimore one religious school was chosen as a best practice site; this upset other religious schools as they were unaware this project was underway and felt passed over. Recently two new persons have assumed key roles in the CIJE. As of today, the MEF Project staff have not been officially informed they are on board, although educators across the country know contracts have been signed. The Jewish educational community in the US is a fairly tightly knit group and it does not take long for rumors to spread. Often this information is accurate; sometimes it is not. In any case, the rumor mill is not the classiest way for vital information to be circulated. Therefore, we recommend:

*A concrete, reliable system of communication be established. Memoranda should be regularly sent to all staff so people are not taken by surprise. A system of communication should also be developed between lead communities so they can be regularly updated. Perhaps a newsletter can be initiated.*

A planning meeting will be held in less than one week. At this time the field researchers have received not written communication regarding the participants, agenda items, or the schedule of meetings. Twice, participants in Milwaukee have scheduled important communal meetings only to discover after the fact that important CIJE meetings were scheduled for the same dates. Therefore, we recommend:

*A calendar of CIJE meetings including board meetings, lead community meetings, etc. be developed and distributed.*



Suggestions from the Field: Issues to discuss with Alan Hoffman during Baltimore meetings 08/16/93 Page 3

Conferences such as CAJE, the Research Network, etc. are settings where a variety of CIJE and lead community persons gather. Therefore, we recommend:

*Prior to important conferences, plans should be made to take advantage of these gatherings by scheduling receptions or other get togethers.*

Some key CIJE staff reside in Israel, which creates obstacles both financially and logistically for community personnel. Therefore, we recommend:

*A plan to facilitate US-Israel communication be developed and shared with the communities.*

