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Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),
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Miscellaneous. Correspondence, notes, and reports,
September 1993-October 1993.

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From: EUNICE:"iaron@eis.calstate.edu" 10-SEP-1993 11:29:38.54
To: gamoran
CC:
Subj: Roberta Goodman's assignment

> Hi Adam!
> Hope you had a wonderful year in Scotland. I heard that your
> daughter had heart surgery, but that it was successful. Lots of stress,
> I'm sure.
> I wanted to talk to you about the possibility of assigning part of Roberta
> Goodman's time to help monitor a project we are involved with in a Reform
> congregation in Milwaukee. Roberta thought that it might fall within her
> purview
> as a CIJE researcher keeps tabs on some of the changes occurring at
> local institutions. She said that her time has not yet fully been
> allocated, and that the final decision is yours to make.
> The full scope of HUC's project is too complex to summarize in this
> e-mail message (although I can fax you all sorts of prospectuses) -- but
> it involves working with 5 congregations around the country on a process
> of re-thinking and re-structuring their educational programs (including
> offerings to adults, as well as children). Funding from this project has
> come from Mort Mandel and from the Cummings foundation. From the outset,
> the Mandel people seemed very keen that we work in at least one lead
> community, and everyone's first choice is a particular congregation in
> Milwaukee. (I don't know its name, but the rabbi is Terry Bookman). We
> haven't approached Terry and Amy (the educator) yet, but we have reason to
> think they'll be interested.
> An integral part of the project will be an on-site research team, drawn
> from members and staff of the congregation, to conduct participatory action
> research on the change process. HUC's contribution to this will be a
> research team leader. This is a very part-time position. Since most
> research team leaders will be flying in from other cities, we have
> conceptualized their work as occurring in concentrated periods of time,
> spread out over the year. Somewhere between 20-30 days of work over the
> course of the year is what we project; the project will last three years.
> Roberta, who is very close to Sara Lee, and to all of us, has been
> involved in helping us conceptualize this project, and has expressed an
> interest in participating as a research team leader. At first we thought
> of simply hiring her, but she feels that she doesn't have the time, unless
> her participation in this project would be considered part of her CIJE
> work. She has all sorts of justifications for it, but it all really
> depends upon what your plans are for her.
> We would, of course, pay all of Roberta's travel expenses, as well as
> other expenses. We could also discuss our paying for part of her time, if
> you think that would be appropriate.
> Let me know what you think. You can call me at 213-939-7021 on Sunday,
> Monday (12-2 my time), or Wednesday all day. On Tuesday after 1 p.m. I can
> be reached in Sara Lee's office at HUC: 213-749-3424. Alternately, you
> might just send me an e-mail message.
> If I don't get to talk to you before Rosh Hashana, Shana Tova to you,
> Marla, and kids. Hope your daughter's recovery is speedy.
> Isa
>
>

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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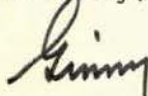
Dr. Adam Gamoran
University of Wisconsin-
Madison
Social Science Building
1180 Observatory Drive
Madison, Wisconsin 53706

Dear Adam:

Would you please ask Claire Rottenberg to send the computer, transcriber, and fax machine purchased for her work with the MEF project to me at 4500 Euclid Avenue, Cleveland, Ohio 44103. She may want to take them to a commercial mailing company to ensure that they are safely packaged. We will be happy to reimburse her for any expenses incurred.

Thank you very much.

Cordially,


Virginia F. Levi



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November 5, 1993

Professor Adam Gamoran
Wisconsin Center for Education Research
1025 W. Johnson Street
Madison, WI 53706

Dear Adam:

This letter is a follow-up to our phone conversation of several weeks ago, regarding the possible assignment of Roberta Goodman as "research team leader" for HUC's Experiment in Congregational Education (ECE). Since our initial conversation, I've discussed the matter at length with Alan Hoffman, and have had a brief E-Mail exchange with Barry Holtz. In this letter, I will try to state the case for the CIJE's assigning Roberta to our project for a total of 20 days, spread out over 1994.

Our Proposal

We propose that during 1994 Roberta be assigned, as part of her CIJE responsibilities, to be a research team leader for the ECE. This would involve working with the volunteer research team at Congregation Sinai in Milwaukee, as they study and reflect upon their efforts at restructuring the educational programs of their congregation. Roberta would facilitate and supervise the work of this research team, and write summaries of their findings; this task would involve a total of 20 working days, spread out over the course of the year. If you wish, we could pay a proportion of Roberta's annual salary. After the first year, assuming that Roberta would have completed her doctoral dissertation, she would continue to work on this project as a paid consultant, in addition to her CIJE job, for two additional years. Although the CIJE would no longer be paying her salary, her work on the ECE could still be considered an integral part of CIJE's monitoring, evaluation and feedback effort.

What's in it for Roberta

Roberta has expressed great interest in participating in this project, since it joins together two of her deepest interests: *congregational change and action research*. As much as she would like to participate, however, Roberta has made it clear that her highest priority (appropriately, we all agree) must be the completion of her doctoral dissertation by December of 1994. Thus, Roberta's participation in the first year of the ECE is contingent on this work being considered as part of her CIJE assignment.

Professor Adam Gamoran
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November 5, 1993

What's in it for the CIJE

While it would be presumptuous of me to tell you how to structure the monitoring, evaluation and feedback project, my conversations with you and Alan made it clear that the CIJE has yet to reach a principled decision on the extent to which the field researchers will monitor specific projects in each lead community. So, in a way, this decision will be precedent setting. While it might seem a difficult precedent to set, there are, I believe, some good reasons for the CIJE to enter into this partnership with the ECE:

- a) Both the CIJE and the ECE are funded by the same donor. I believe that Mr. Mandel would be pleased to know that two of his grantees are pooling their resources in service of an improved product.
- b) Both the CIJE and the ECE stand to gain from this form of cooperation. The ECE is the type of project that may be of interest to a number of congregations in the lead communities. In return for "lending" us a researcher, the CIJE could certainly expect to have access to the data generated by the project. Alan and I discussed the possibility that the CIJE might wish to convene certain meetings in which participants in the ECE would speak of their work. Likewise, it might be possible to arrange for professional and lay leaders in the lead communities to attend the ECE annual gathering, and for CIJE staff to participate in ECE workshops (this, in fact, has already happened, with Barry attending our conference in May, and both Barry and Gail having been invited to a November 21 planning meeting).

From HUC's perspective, it is equally important for us to enter into a partnership with the CIJE, because it will create a synergy with more broad-based efforts and inform a broader audience of our work.

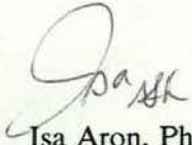
But over and above these instrumental benefits, there is a more principled reason, I believe, for us to try to work this out. The turf wars in Jewish organizational life are legendary. Given that so many of us have personal ties with one another, wouldn't it be a fine statement to have our organizations become partners?

I realize, of course, that our proposal poses certain problems for you: 20 days spent on the ECE are 20 days that Roberta would not be devoting to another, perhaps equally compelling project. If you have any further questions about my proposal, or suggestions of further comprises or "deals" that might be struck to make this work for all of us, please let me know. I know that your team will be meeting on November 14. As I may have told you, I will be out of the country from the 7th to the 15th. If you need to talk to someone at our end, Sara Lee can be reached through Faye Anderson, our departmental secretary. Sara is fully apprised of the situation and has discussed it with Alan.

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For your information, I am enclosing a fairly detailed description of the ECE, which outlines more fully the role of the research team leader. I look forward to hearing from you after your meeting.

B'shalom,



Isa Aron, Ph.D.
Professor of Jewish Education

c: Alan Hoffman



The Experiment in Congregational Education
Description and Protocol
Tishrei, 5754

What is the Experiment in Congregational Education?

The Experiment in Congregational Education (ECE) is a project undertaken by HUC - JIR's Rhea Hirsch School of Education (RHSOE) in cooperation with the UAHC Commission on Jewish Education. The ECE will bring together a small number of Reform congregations (between four and six) to re-think and re-structure the *full* range of their educational programs, as they affect *all* age groups. Its ultimate goal is to widen the definition of education in the congregational setting, and to assist congregations in their efforts to transform themselves into learning communities.

On what assumptions is the ECE based?

Underlying the project are a number of beliefs which derive from our understanding of both the needs of Reform institutions and the realities of institutional change. These assumptions are hinted at in the project's name -- the *Experiment in Congregational Education*.

Education, in our view, involves much more than schooling. It is the full range of activities through which a culture or heritage is transmitted. Education employs both formal and informal modalities, and involves people of all ages. A key ideological principle of the Reform Movement is that of "informed choice." Underlying the ECE is a belief that being informed is much more than simply absorbing information -- it requires spiritual and emotional, as well as intellectual engagement with the subject at hand.

The *congregation* is the primary Jewish community for most American Jews. Its mission is to create opportunities for its members to participate more fully in *Torah* (learning), *Avodah* (worship), *u'G'milut Hasadim* (acts of kindness and justice), the three pillars of the Jewish Tradition. For the congregation, the study of *Torah* (interpreted broadly) is both an end in itself and a means of sustaining community.

Every aspect of the congregation's life, from services and sermons to fundraising and management, is a potential arena for Jewish education. Thus the work of re-thinking and re-designing *congregational education* demands the attention of the entire leadership, as well as the full spectrum of the congregation's membership.

Finally, the ECE is an *experiment* in congregational education. We chose to characterize it as an experiment for a number of reasons:

First, this attempt at self conscious re-conceptualization of education in Reform congregations represents a departure from previous efforts. In choosing to participate in this project congregations are entering uncharted territory; neither the process nor its results can be fully predicted ahead of time. Among the consultants to the ECE are nationally known experts in organizational and educational change, as well as congregational leaders who are engaged in similar attempts at re-configuration. Even so, the ECE's approach to reforming congregational education is, as yet, untested.

There is a second reason, as well, that the term *experiment* was chosen, and that relates to the critical role of research in this project. Too often in Jewish life, changes are initiated without any provisions being made for documentation. Thus, whatever the project's outcomes, outside observers (and even the key actors themselves) are no closer to an understanding of the change process or the determinants of success than they were before. The ECE has been designed to assure that what transpires in the participating congregations (both process and outcomes) will be studied, and that the insights gained from these experiences will be available to congregations which attempt similar reforms in the future.

But while research is central to the ECE, the kind of research to be conducted is different from more conventional social science research, in which outside observers collect and analyze the data. Congregations which join the ECE will engage in *participatory action research*, in which the professionals and members of the congregation will serve as the primary researchers. Proponents of participatory action research, which is relatively new (though increasingly popular) in the field of education, claim that it has three important advantages over more conventional research: First, by conducting research themselves, those involved in the change process are provided an opportunity to reflect critically on their activities; this reflection leads to greater self-awareness and receptivity to change. Second, participatory action research provides a continual feedback loop; this process of *formative* (rather than *summative*) evaluation means that participants don't have to wait until the conclusion of the project to catch their mistakes, but can provide corrections mid-course. Finally, the knowledge generated through participatory action research is more useful to practitioners than the knowledge obtained by more conventional research. Since the research questions and issues are generated by participants themselves, the findings are less academic and more relevant to their practical concerns.

Three additional assumptions of the ECE, while not implied by its name, are equally important:

Education in the congregational setting calls for changes that are broad and systemic. Congregations have tended to view education as synonymous with schooling; and past efforts to improve the congregational school have tended to be additive and incremental, taking the existent structures as given, and instituting new curricula, teacher training, or (most recently) family education. The ECE is based on the assumption that these limited changes have led, at best, to limited outcomes. The challenges facing Reform Jewry call for changes that are more dramatic and far-reaching -- in a word, *transformational*.

Transformational change can only occur when an institution's key stakeholders are prepared to explore and challenge one another's core values and assumptions. This process is arduous and risky, bringing to the surface conflicts and contradictions that may have heretofore been glossed over. Its rewards, however, are many: for individual participants, new insight and deeper understandings; for the institution as a whole, a heightened sense of community and a renewed sense of purpose.

The discussion of the core values and assumptions of congregational education must be set in a Jewish context. Jewish texts, Jewish concepts and Jewish activities must serve as points of reference throughout. The process of exploration itself must be a form of *talmud torah*; participants must never lose sight of the fact that they are engaged in a holy task.

What are the ECE's goals for its first three years?

While each participating congregation will set its own specific goals, we expect that participating congregations will accomplish the following:

- evolve a collective vision of the congregation as a *kehilla kedosha*, a holy community, and of the place of Jewish learning within that community.
- arrive at consensus on what it means to be an educated, committed and practicing Reform Jew within that *kehilla*.
- agree on a long-term plan for re-structuring the congregation's educational programs, in order to help all its members become educated Jews;
- implement a number of more immediate changes that will move the congregation towards its long-term goals;

- develop a communication mechanism whereby members of the congregation can be informed of and participate in the shaping of the vision and the long-range plan.
- create a written record of both the issues that have been explored, and the processes through which this exploration has taken place.

What will congregations participating in the ECE do? What activities will the project entail?

While the specific issues facing the participating congregations will vary according to their particular circumstances and needs, a common pattern will guide their activities:

Convening a Task Force

Each congregation will convene an educational task force, whose purpose is three-fold:

- a) to serve as the catalyst and focal point for a myriad of conversations aimed at articulating a vision of Jewish life and Jewish education;

Some of the issues particularly salient for members of the task force might be:

- What are the key elements of being a literate Jew? Are knowledge of Hebrew and a facility with traditional texts criteria for Jewish literacy?
- What constitutes a Jewish role model? To what extent are those who serve in a teaching capacity role models for their students?
- Should a certain level of achievement and participation, rather than hours spent in a classroom, be prerequisites for becoming a Bar or Bat Mitzvah?

To initiate and sustain these conversations the task force might employ parlor meetings, speakers, sermons, articles in the bulletin, and so on.

- b) to inquire into every aspect of the current educational program; to assess its strengths and limitations as measured against their vision; to investigate alternative institutional arrangements and educational modalities; and to derive from this inquiry a plan for restructuring. The full plan may take 2 or 3 years to formulate, and as long as 5 - 7 years to implement (although parts of the plan will be amenable to implementation much sooner, as discussed below). At every step the task force should involve as many members as possible in its deliberations, and utilize a variety of mechanisms to keep members informed of its decisions.

- c) to institute a series of smaller, more immediate innovations that will be steps towards the ultimate goal; to use these changes as testing grounds for their ideas. For example, the congregation might:

- broaden its conception of "teacher," and recruit a larger number of individuals to serve the congregation in some educative capacity;
- create new mechanisms for trans-generational education;

- give educational themes more visibility in its public events.

The task force should represent a broad range of stakeholders in the congregation, including: the rabbi(s) and other senior professional staff, teachers and other staff members, lay leadership such as the chairs of the Board and the education committee, and congregants ranging in age as well as level of involvement in synagogue life. The task force should meet 6 - 8 times a year, attempting (wherever possible) to meet for extended periods of time in surroundings which are conducive to dialogue and reflection.

A respected lay leader should serve as Chair of the task force. Working closely with the Chair will be a Coordinator, who will oversee the work of various subcommittees, gather the requisite information and resource materials, maintain constant communication with members of both the task force and the congregation at large, and perform other functions aimed at facilitating the task force's work. We project that the Coordinator may require as much as a day a week to fulfill these responsibilities. Each congregation will have to decide whether the Coordinator ought to be a professional already working at the synagogue (who would be relieved of other responsibilities), or a lay person (with experience in group facilitation, experience in Jewish educational settings, and a strong Judaic background). In addition, the congregation may wish to engage a process consultant.

Assembling a Research Team

In addition to the task force, each congregation will recruit a research team, composed of 4 - 6 individuals, some of whom should also be members of the task force. Functions of the research team will include:

- collecting baseline data on current educational programs;
- studying the various subcommunities within the synagogue, their needs, interests and patterns of interaction with other subcommunities;
- keeping an anecdotal record of the work of the task force;
- collecting data on the tangible outcomes of restructuring;

Coordinating and guiding the work of the research team will be a Research Team Leader (RTL), who will be hired and paid by the ECE. The RTL, who may not live in the same city as the congregation, will receive documents regularly, maintain phone contact, and meet with research teams at each site three times during the year (travel costs will be paid by the ECE). The RTL will also work closely with the task force Chair and Coordinator, so that the task force will have an opportunity to request the collection of pertinent data, as well as timely access to the findings of the research team.

Collaborating with Other Congregations

- Participating congregations will be paired with one another for "critical friends' visits," opportunities for members of the task force to visit one another's sites and discuss common concerns. Each congregation will be

- visited at least once during the three years of the project; and leadership teams from each congregation will participate in at least two visits.
- Participating congregations will have other opportunities to share resources and work collaboratively on specific issues, such as teacher recruitment and training, curriculum development, and family education. The ECE will have on its staff a "network manager," responsible for creating and sustaining networks among congregations. This person will also help the congregations find needed educational resources.
 - The ECE will sponsor an annual event for all participating congregations. At this event common concerns will be discussed, and cases written by the research teams analyzed.

What kinds of congregations is the ECE looking for?

From the perspective of the RHSEO, the primary criterion for a congregation's participation in the ECE is its commitment to deliberate for an extended period of time on a number of key issues: its ideal for itself as a *kehilla* (community); the role of education within the *kehilla*; and the fit between its current educational programs and this ideal.

Congregations who join the ECE must share the view that education is the purview of the entire synagogue, rather than just the school. Top lay and professional leaders must become actively involved in the task force process, and be able to sustain their commitment for a period of five to seven years. In addition, a wide range of members must be represented in the task force.

A third characteristic of participating congregations must be their willingness to take a number of risks: to re-think and revise some of their assumptions; to explore alternative institutional arrangements; and to allow their deliberations to be written up and shared publicly as part of the research.

Finally, a participating congregation must be able to recruit a number of individuals who have expertise in one or another of the research tasks this project will require. To become a participant in the ECE, a congregation must entice a number of these talented people to take on limited research assignments.

What will the congregation receive from the ECE?

- assistance in structuring its deliberations regarding Jewish life and Jewish education;
- assistance in strategic planning;
- specific expertise in areas of Jewish education, such as curriculum and staff development;

- expertise in group process;
- a semi-annual workshop for leadership teams;
- opportunities to network with, visit, and be visited by other congregations undertaking similar efforts;
- a Research Team Leader (RTL), who will visit the site 3 times a year, to work with the task force and the research team;
- travel grants to partially offset the costs of attending "critical friends' meetings" and semi-annual events of the ECE (these will vary in amount depending upon the congregation's location and resources);
- assistance in raising funds from local and national foundations, to cover the cost of hiring the Coordinator, sending teams to ECE events, and other task force expenses.

What commitments must a congregation make to the ECE?

- to convene a high profile task force in which the various constituents of the congregation are represented.
- to bring on board a task force Coordinator, who will be able to devote approximately one day a week to the project. This person might be a professional (relieved of other responsibilities to accommodate this task) or a lay leader with expertise in education, organizational development or planning.
- to recruit a research team of 4 - 6 members who will work to document the planning process through observation and interviews.
- to assume the travel costs:
 - for a team of at least two to travel to the semi-annual workshops;
 - for a team of three or more to travel to other ECE congregations for "critical friends" visits twice during the three year period.

The ECE has a limited fund for defraying a portion of these costs, and will assist the congregation in raising funds from outside agencies.
- to host one "critical friends" visit during the three years of the project.

How should a congregation decide whether or not to join the ECE?

The decision to join the ECE should be made through a series of explorations and conversations with an ever-widening circle of participants, according to the following schedule:

Initial Conversations

- At least four key leaders should be involved in the initial conversation: the senior rabbi, the educator, the congregation president, and a lay leader with educational responsibilities. This group might begin by reading this

document very carefully, noting areas of agreement and disagreement, questions and concerns.

- After this group has had a chance to discuss the document, a conference call should be arranged with Dr. Isa Aron, Director of the ECE. During this conversation, questions will be answered and specific issues discussed.

Expression of Interest

If the group finds itself in agreement with the major premises of this document, and feels that it can meet the expectations delineated above, it should designate one or more of its members to summarize the main points of their conversations in a written "expression of interest," comprised of the following:

- 1) a cover letter, indicating the congregation's interest in joining the ECE, and its ability to:
 - convene a high level task force;
 - engage a Coordinator for a period of two and a half years;
 - recruit a research team;
 - allocate funds for travel over a period of two and a half years.This letter should be signed by the congregation's president and senior rabbi.
- 2) a short essay (1-2 pages) addressing the following questions:
 - Why is the congregation interested in joining the ECE?
 - What are the leadership's current thoughts about the nature of the synagogue community, and to the role of Jewish education within that community?
 - How would participation in the ECE fit with the congregation's other spheres of activity and special foci?
 - With what "big issues" is the congregation grappling at the present moment? How might these issues impact on the work of the task force? How might the task force impact on these "big issues?"
- 3) a single page "data sheet" on the congregation, including:
 - the demographic breakdown of its membership;
 - a list of the educational programs, and the number of participants in each;
 - size and description of the educational staff;

If the congregation has engaged in a process of long range planning at some point in the past five years, it would be helpful if summary documents pertaining to this planning process could be included.

This written expression of interest should be sent to Isa Aron, at the RHSOE, by November 15, 1993.

Widening the Conversation

- In subsequent weeks, the initial group should cast its net more widely, involving other members of the congregation, drawn from different constituent groups, in conversations similar to the one it has begun. This might be done by means of parlor meetings, sermons, articles in the Bulletin, or other mechanisms. The ECE staff is currently working to gather and produce materials which will serve as appropriate conversation starters.
- Concurrently, the congregation should begin to think about potential members of the task force and research team, and, especially, the Chair and Coordinator of the task force. ECE staff members and consultants have thought a great deal about the composition of both groups, and would like to assist the congregation in recruiting appropriate individuals.

Site Visit by a Research Team Leader

In January or February, 1994, a Research Team Leader designated by the ECE will visit the congregation for two or three days. This visit will serve as an opportunity for the congregation to learn more about the ECE, and for the ECE to learn more about the congregation. Arrangements should be made for the Research Team Leader to meet with diverse groups, such as the Board, the professional staff, and, ideally, a range of congregants. These meetings will afford an opportunity to discuss some of the larger issues which will be raised in the course of the process, and to consider which congregants should be invited to join either the task force or the research team. If possible, the Research Team Leader should have an opportunity to meet with some of these individuals.

When and how will the formal decision regarding the congregation's participation in the ECE be made?

The decision regarding participation in the ECE will be a joint decision between the congregation and the RHSEO, to be made in the winter or 1994, after the site visit has taken place. If the congregation finds itself in agreement with the goals of the ECE, and able to meet the conditions outlined on pp, 6 & 7 of this document, a letter of agreement, outlining the mutual obligations of the ECE and the congregation, will be drafted. We recommend that participation in the ECE and the establishment of the task force be voted upon by the synagogue Board, and that the Board require the task force to report on its activities at regular intervals.

When will the project officially begin?

By the time the agreement is reached, the initial phases of the experiment will have been well underway. We hope to have all ECE participants on board by the end of February. The official "launching" of the project will be a workshop for team leaders from all ECE congregations, to be held in the spring of 1994 at a location to be announced.

Tentative Timeline

October, 1993	<ul style="list-style-type: none">• initial phone calls to congregations• congregation receives this document; small leadership group meets to discuss reactions• conference call with Isa Aron to ask questions and discuss concerns• congregation begins work on letter of application
Oct. 21-22	<ul style="list-style-type: none">• UAHC Biennial -- individual and/or group meeting with interested congregations can be arranged
November 15, 1993	<ul style="list-style-type: none">• letter of application due
Jan. & Feb., 1994	<ul style="list-style-type: none">• site visits by Research Team Leaders
Feb. or March, 1994	<ul style="list-style-type: none">• official invitation to join project
Spring, 1994	<ul style="list-style-type: none">• first workshop for leadership teams of participating congregations

Developing a Personnel Plan for Your Community

AN EXAMPLE: Using Data about Professional Development of Jewish Educators

Background:

Half of the Jewish educators in Milwaukee (N=92) have at least one degree in education. One third of Milwaukee educators (33.3%, N=61) hold a graduate or professional degree. Over two-fifths (43.8%) have certificates in general education.

Selected Findings:

Milwaukee educators were asked, "How helpful were the workshops that you attended in the past two years in the following areas (Judaic subject matter, Hebrew language, Teaching methods, Classroom management, New curricula, Art/Drama/Music)?"

The results indicated that educators with college and university degrees who majored in any type of education (e.g., curriculum and instruction, reading, special education) are less pleased with the helpfulness of workshops than is the group of Milwaukee educators as a whole. Those with degrees in education rate the workshops as less helpful than other educators.

Next, Milwaukee educators were asked, "In which of the following areas do you feel you would like to develop your skills further?" (They were instructed to check all the areas that interest them). Overall, more teachers are concerned with improving child motivation skills than any other area of skill development. The next most popular skill area is creating materials followed by classroom management, curriculum development, and parental involvement. These results are presented in the following table:

<u>RANK OF SKILL DEVELOPMENT AREAS</u>		<u>NUMBER</u>
<u>SKILL DEVELOPMENT AREAS</u>		
I. CHILD MOTIVATION SKILLS		127
II. CREATING MATERIALS		112
III. MANAGEMENT SKILLS		92
IV. CURRICULUM DEVELOPMENT		90
V. PARENTAL INVOLVEMENT		83
VI. CHILD DEVELOPMENT		69
VII. LESSON PLANNING		56
VIII. COMMUNICATION		55
IX. OTHER (INCLUDING ART)		10

Then, we asked whether teachers in different settings indicate different needs for professional growth. The results indicate that teachers in different settings often have different priorities. For each skill development area in which teachers wish to grow, the total number of teachers interested were reported by their teaching setting. The results are reported in the next table:

SKILL	% OF TEACHERS DESIRING SKILL DEVELOPMENT BY SETTING			
	DAY SCHOOL	SUPPLEMENTARY SCHOOL	PRESCHOOL	OTHER
CHILD MOTIVATION	32.8%	36.9%	21.3%	9.0%
CREATING MATERIALS	31.5%	38.9%	25.0%	4.6%
MANAGEMENT	28.9%	40.0%	21.1%	10.0%
CURRICULUM DEVELOPMENT	32.2%	36.8%	23.0%	8.0%
PARENTAL INVOLVEMENT	21.3%	42.5%	27.5%	8.8%
CHILD DEVELOPMENT	35.8%	28.4%	28.4%	7.5%
LESSON PLANNING	25.5%	49.1%	18.2%	7.3%
COMMUNICATION	20.4%	33.3%	29.6%	16.7%
TOTAL POPULATION	32.4%	42.2%	20.5%	5.4%

This table suggests, for example, that supplementary school teachers are highly interested in lesson planning and parental involvement, while their counterparts in day schools and preschools do not necessarily share this interest.

Questions:

- 1) What issues do these findings address?
- 2) What do these findings mean? What do they say?
- 3) What policy implications do these findings have for personnel planning in your community?

CIST staff mty on MFP - notes

Adam - intro, overview
- purpose, methodology 30 min
- conflicting purposes

Julie - the narrative meth - 5-10 min

Ellen - surveys as a policy tool - 5-10 min

Roberta - feedback loops - 5-10 min
- probs of feedback

Adam - ~~Good reviews of CIST~~

major confl

- serving 2 masters
 - what's an LC per se
 - responsibility of proj ^{eval is, up to}
 - dissemination of products
- from monitoring ^{within CIST} to evaluation & beyond

conversat w/ Alan H 11/6/93

1. Atlanta - Gelman leaving

- replaced by #2 person in Fed
w/ resp for edc + LC

ideally - would be best to ^{smooth the edges} ~~soften the blow~~ - see if Ellen can so

- es Mon/Tues Nov 21/22 w/ AH, GD

- intro to LA, DS, JA, lay

2. telecon

- to keep Annette involved work plan for MEF

① - go over work plan

② - partic w/r/t data + policy papers

③ - go over agenda for Nov 14

④ - advis council mty, in Feb

send agenda
to Annette
& to Alan

3. Nov 14 agenda

- send tentative agenda to Annette,
for discussion in telecon

put together a set of documents for the Nov 14 mty
- would be easier if waiting at hotel Sat night
- or earlier if poss - G. may can tell how to distrib

Nov 14

3 hrs MEF presentation
- a wk in the life of an FR

9-12

$1\frac{1}{2}$ hrs further MEF issues 12-1:30

3 hrs goals etc, 7 w/ J + R ???

Robinson

not made policy - not become a major action

Nov 7 / ~~JES~~ JES - spons teacher conf
- Gail D. - prof lives of J educators
- Joel G. - what I studied last wk
- D Blumenthal
- other locals

- all teachers - preschl, day, s-pplem
- ^{by note} 2 session, workshops
- lunch for
- workshop session
- closing

Oct 10 - Jewish continuity conference
- set up by Ted, no contact w/ JES
- for educators - can go free

November 8, 1993

To: Annette
From: Adam and Ellen
CC: Alan
Re: agenda for Nov. 9 telecon

We are looking forward to tomorrow's teleconference. Here's the agenda that we worked out with Alan:

- (1) MEF work plan for 1993-94 (see July 1993 memo).
- (2) Schedule for data and policy papers.
- (3) Tentative agenda for Nov. 14 meeting in Milwaukee on MEF (see attached).
- (4) Advisory committee: scheduling a meeting in February. Time permitting, we will also discuss the composition and tasks of the advisory committee.



Draft #4
November 9, 1993

Interview Schedule on Systemic Change
Institutional Representatives

A. Background

Name	Approximate Age
Gender	Institution
Synagogue Affiliation	Native to Milwaukee
Children/Grandchildren (ages)	

1. Of all the ways you could be involved in Jewish communal life, you have chosen Jewish education. What led you to select Jewish education as a focal point in your Jewish communal involvement?

Q1

2. In what ways are you involved in Jewish education at this time? [Probe i.e. chair a committee, attend a study seminar?]

Q2

3. Would you consider how you are involved now, greater or less, than three years ago. Explain.

Q2

4. What satisfactions do you derive from being involved in Jewish education that are different from those you get from involvement in other aspects of Jewish life?

Q1, Q2

B. Views on Jewish Education and the Milwaukee Jewish Community

5. In your view, what is the purpose of Jewish education?

Q1

6. Is this purpose that you just gave me, different from what you thought to be the purpose at some earlier point in your life?

Q1

7. Given what you think Jewish education is all about, tell me about the Jewish educational system in Milwaukee?

communal level; Q1

8. What kinds of things do you think need to happen to make Jewish education fulfill the purpose you delineate?

communal level; Q1

9. I have just arrived from Argentina. I want to become an involved vital member of Milwaukee's Jewish community. What do I need to know?

Q3

10. What three things about Jewish education in Milwaukee would you like to improve?

communal, Q1

C. Change in Your Institution

11. In your institution(s), what major issues have appeared on your Jewish educational agenda over the last decade?

Q3

12. Think of an important change in your institution. Take me by the hand and lead me through how that change happened. What happened first, second, third.

Q3

13. What triggered the change?

Q3

14. Were there any points that you thought this was not going to go?

Q3

15. What moved the change along?

Q3

16. What and who posed barriers?

Q3

17. In your estimation, how typical was this particular experience of how change occurs in your institution? Explain.

Q3

18. In what ways did people respond to the change?

Q3

19. What impact did this change have on Jewish education in your institution?

Q3

20. What three things would you like to improve about Jewish education in your institution?

institutional, Q1

D. The Lead Community Project

21. Where did you first hear about the Lead Community Project?

Q2; Q3

22. What have you heard about since and from whom?

Q2; Q3

23. At this point, what do you think the Lead Community Project is about?

Q4

24. What do you think, if anything, the Lead Community has achieved?

Q4

25. In what ways do you feel you have been involved in the Lead Community Project?

Q2; Q3

26. Because of your knowledge of the Lead Community Project, in what ways, if any, have your thinking about Jewish education changed?

Q1; Q3

27. Imagine that the Lead Community Project and process worked, was successful. What kinds of things about Jewish education will be different.

Q4

28. Milwaukee has been a Lead Community for over a year. What changes in Milwaukee's Jewish education system have you observed in that time? [e.g. programs, organizations, structure, institutions, relationships, leadership, purpose, issues, ideas, policies]

Q3

29. What changes do you see emerging in the near future?

Q3

30. Who is making these changes in Jewish education happen? [Probe: only individuals making the changes happen? any groups i.e. Federation, rabbis, educators?]

Q2; Q3

31. Who is not involved in the process and should be?

Q2; Q3

Transition: We have been talking about the communal level. Let's go back to the institutional level.

32. What does [your institution] gain from participating in the Lead Community Project?

Q1; Q3

33. What does [your institution] lose by not being fully involved in this Project?

Q1; Q3

34. How is your institution involved in this communal effort to improve Jewish education?

Q2; Q3

35. What level of participation would you like to have?

Q2; Q3

36. What is keeping you from that level of participation?

Q3

37. 5 years from now, a person from another community seeks your wisdom and advice. This person wants to know what you have learned about the process of changing Jewish education. What will you say?

Q3

cant call 11/9/93

d.st.nc b/w (a) data (b) policy rpt (c) action plan
——— for personnel

first audience (after CISE) local commission

Amroth - what are highest priority data needs?

ok on self-study - it high priority
CISE needs to do its part to intro the self-study

issues from tsr mtgs -- date from Annette

- 1) working w/ lay leaders
- 2) a plan for personnel in each community
 - eg training in tsr or US
 - eg summer seminar
- 3) goals & mō, ready for practical turn
- 4) dissemination
 - how learn from raw data
 - who should get what
 - for personnel plan, + case for it
 - for mobilizat^{finance} - resources

Memorandum

To: Chaim Botwinick, Ilene Vogelstein, Genine Fidler
From: Julie Tammivaara
Date: 10 November 1993
Subject: Feedback Memo: October, 1993

Now that the Committee on Lead Communities Project has formally met for the first time, I will give you some of my perceptions and raise some questions regarding it. Also, I will share some ideas concerning the CIJE/Lead Community relationship.

Committee Meeting

The introductory remarks by Ilene and Genine were useful and engaging. They conveyed to the participants both the importance of the endeavor and the honor they should feel in being selected as members of the Committee. It was my impression that very few of the members had very much of an idea what they were getting themselves into, not to mention having an understanding of the CIJE and the Lead Community Project or, even, the Center for the Advancement of Jewish Education.

In monitoring the audience during Gail and Barry's remarks, it was clear they lost interest early. This had to do with the lack of focus and length of their remarks in my opinion. In talking with some of the members at a later time, their perception was that several of the concepts [e.g., systemic change] were multiply defined and led to greater, not lesser, confusion. My sense that the audience was lost to the speakers came in the form of body language [crossed arms, brief cat naps, glazed eyes, and whispered conversations that had nothing to do with what was going on].

Given the failure of the speakers to connect with their audience, the decision to intervene before it was completed [even though the speakers had used all their time] was a good one. The discussion that followed showed that members were taking the project seriously, and they were successfully re-engaged. It is no small task to lead a group in an endeavor that is as yet largely defined. The questions that occurred to me are these:

- Given the ambiguous nature of the CIJE, the Lead Community Project, and the Committee on Lead Communities Project at this point and the lack of clarity as to how, exactly, the parts of the Center will tachlitically relate, would it be a good idea to acknowledge the ambiguity and cast the Committee's mission in the form of collective pathfinder?
- In speaking with members, many expressed to me that they did not know which constituency they were representing. I understand this was intentional, but this limits the dialogue to those in the room. Is this what you want? Are there possibly advantages of identifying constituencies so that when initiatives are formulated ownership will be more widely shared?

- In planning for the next meeting, has consideration been given to drawing the members enthusiastically back into the fold? That is, will there be a manageable focus that can draw the very disparate membership into a common orientation?
- Some members are also members of other Committees or task forces. What steps have or can be taken to ensure there is continuity of message across these groups? I have not observed any variation, but I think it is a possibility.

I would like to be as helpful and useful to you as possible in providing you with feedback. I am open to suggestions as to how I can best do this. One possibility is to provide you with monthly written feedback such as this accompanied by oral sessions where issues may be discussed in concert. As things progress, perhaps you could let me know what you prefer.



Tasks of Monitoring, Evaluation, and Feedback Field Researchers

Julie Tammivaara and Roberta Goodman

November 1993

For the Field Researchers, no two weeks are alike. Over the past year, the MEF project has taken on its own flow with greater attention given in some areas at some times, in other areas at other times. For example, when preparing for a special report such as the Professional Lives of Educators, a period of intensive interviewing will occur, followed by data analysis, followed by writing. Similarly, our travel schedules are not evenly paced. At certain times, there is a flurry of travel, at others we are in our communities for extended lengths of time. There are, however, two constants throughout the year: [1] whatever our responsibilities or priorities of the moment, we always stay in contact with key members of the community to remain updated on what is going on; and [2] we are continuously engaged in communication with one another as we strive to maintain and increase our effectiveness in the communities. We engage in ongoing work defining and reflecting upon our role.

Because our work is anything but routine and predictable, we rely on extensive communication among ourselves to stay abreast with what is happening elsewhere and to share what is happening in our own domains. We describe our job to outsiders as a "new age" job where going to an office is supplanted with the development of a communication system using sophisticated technology: computers, fax machines, three-way telephone calling, and, in the case of Adam and Ellen, e-mail. Constant communication is necessary to help us accurately and validly analyze and interpret our data. The multiple perspectives available in these consultations insure a minimum of going astray by putting too much [or not enough] emphasis on a particular event or interaction. Our communications also become occasions for us to raise questions with one another to broaden our grasp of any given phenomenon.

With these things in mind, what follows is an outline of the things we do. There is always more to be done than can be reasonably accomplished in a usual work week. We often, in fact usually, work more than a 40-hour week. Neither of us managed to take the vacation time due us in the first year. Priorities are determined through consultation with Adam Gamoran and Ellen Goldring. Should any "slack time" seem to appear, there is always something we can work on.

Planning:

- Defining concepts
- Conceptualizing data collection needs
- Conceptualizing and designing interview protocols
- Scheduling interviews and other meetings with community members
- Piloting interview protocols
- Revising interview protocols
- Planning data sources [people, groups]
- Get feedback on documents [updates, feedback memos, reports, etc.] through faxes.

Data collection:

- Conducting Interviews: Formal and scheduled
 Informal scheduled and unscheduled
 Follow-up conversations for clarification
- Gathering written documents [bulletins, minutes of meetings, handbooks and brochures, news items, both secular and Jewish, community reports, budgets, etc.]
- Monitoring and observing events [meetings, classes, workshops, etc.]
- Preparing transcripts [editing transcribed interviews]
- Participating in conference calls: Field researchers only
 MEF team
 With individual CIJE staff members and consultants
Conference calls are used to set priorities, share new developments or information with one another, plan data collection foci and strategies, engage in data analysis, set task parameters and deadlines, etc.
- Periodic conversations with community members to remain updated and become aware of new developments.
- Periodic planned and serendipitous encounters with community members for purposes of updating and clarification of issues.

Data Analysis:

- Planning and conducting analysis of data: Interview transcripts
 Fieldnotes
 Archival data

Writing:

- Taking fieldnotes
- Producing monthly updates
- Feedback memoranda to community]
- Reports
- Collaborating with team members in editing written documents
- Editing written documents

Presentations

- To CIJE staff and consultants on our role and products of our work
- Feedback to community [planning staff, task forces, commissions, etc.] on our role and products of our work, e.g., Professional Lives of Educators report.

Ongoing Professional Development

- Attendance at relevant conferences, e.g., Research Network for Jewish Education, CAJE, Forum on Urban Ethnography, etc.
- Presentation of papers at conferences
- Writing for publication
- Reading of professional literature in journals, texts, and other written documents.
- Participating in North American Jewish education communication network, i.e., staying in touch with others outside our communities in academe or in the field.

Administrative, clerical:

- Arranging for travel and applying for reimbursement of travel expenses
- Purchasing and applying for reimbursement of office supplies
- Communication with and coordination of transcribers

Travel:

- To other lead communities to assist in data collection
- To Lead Community Project meetings
- To MEF staff meetings
- To conferences

Narrative Method in Social Research

Julie Tammivaara

As field researchers in the Lead Community Project, Roberta and I are uniquely positioned to gain certain kinds of information that lead to otherwise undiscoverable working hypotheses that, in turn, could lead to programs of research in other Jewish or even secular communal settings. My purpose today is to describe for you some of the assumptions and characteristics of this process and present some examples of what we have learned. My remarks are divided into three sections: the importance of "naive skepticism," the centrality of "ongoing involvement" and "reflective collaboration," and producing the "big picture."

Naive Skepticism

The work that we do is underpinned by a conscious stance of *naive skepticism*. In different ways, Roberta and I are working amongst people that are not entirely alien to us. While she has never resided in Milwaukee, she is Jewish and has long been involved in Jewish education. While I have never resided in Baltimore and am not Jewish, I have long been involved with education and communal work. We have resided in the US for most of our lives as have most people with whom we work. Both of us have lived in Atlanta but neither of us are primarily responsible for studying that community. The point is, neither of us is as unfamiliar with our settings as would have been the case had we been transported to the Jewish community in Buenos Aires, for example. We use this knowledge and experience to help us make sense of what we see and hear. However, because we are familiar with some aspects of the cultures we are studying, it is important for us to maintain a stance of *naiveté*; to act as if we do not know about the lives of our informants even if we think we do.

Concomitantly, we must also maintain a stance of skepticism. What this means is that we seldom take things at face value or, put another way, we assume that things are rarely what they appear to be. Sometimes they are, but we should not assume that they are.

Our skeptical stance dictates that we triangulate important findings. What this means is that a single individual's [often outrageous] reporting of an event or its interpretation is not considered sufficient to draw a conclusion. We try to triangulate by obtaining sources that are likely to hold different perspectives and to the extent that the reports converge, we are assured of some validity. The frequent collaboration between Roberta and myself and between the field researchers and the directors of the project help us to avoid premature interpretations.

Example:

An example of how our past experience, present knowledge, and openness to the new articulated is the development of the interview protocols for the Lives of Professional

Educators study. I was familiar with and had used Professor Lortie's interview protocol in other studies. His study focused on the lives of secular teachers. I developed a shortened version of his interview and Roberta made a strong contribution by adding items that spoke particularly to the Jewish educational context. After using the protocols with several people, we revised it further to take into account things we learned about Jewish educators in the three lead communities.

A second example centers on our having lived in Atlanta and knowing that southern culture. In the north, people tend put work before pleasure. That is, professional relationships are followed by social ones in the workplace. In the south, the reverse is true. No "work" happens until one has proved oneself socially. Thus, while social invitations came my way several months into the study, Claire's experience was the reverse. She was invited to dinner at the homes of several of her key informants prior to her being able to do her work. They were "checking her out," seeing if she would be okay to work with. It is our experience in the south that if you do not pass this test, you never really are able to enter into meaningful interaction with those around you. People will be very "nice" and exhibit enthusiasm for whatever you say, but they will not take you seriously.

Involvement and Reflection

Our work hinges on two central realities of field research: ongoing *involvement* with the group under study and continuous *reflective collaboration* with one another and with the project's directors. By participating in the day-to-day lives of the people in our communities, we can learn about structures and relationships that would otherwise elude us.

As all narratives are told from a point of view, so too are any individual's or group's stories told from a point of view. The particular point of view from which one might expect another's story to emerge cannot always be determined in advance, but there will always be a point of view. No individual has but a single loyalty, so, for example, someone who is interviewed as a member of a Commission on Jewish Education which is housed at a federation may or may not relate events from the perspective of that federation or that Commission. Her loyalty may be more strongly bound to other groups or individuals such as her movement, her mother, who is also active in the Jewish community, her spouse's commitments, and so on. Similarly, a group's ethos may collectively be recited as one thing but in reality be played out another way. By being continuously involved and securing the trust of participants, we are able to enter their worlds in ways that can reveal these underlying but still tacit structures. By reflexively collaborating upon what we learn, we can construct interpretations that would not otherwise be possible. This is something like trying to describe a Rodin statue. One person describing it from one perspective will produce a less complete description than a description that takes into account the perspectives of four people positioned at different points around the statue.

Example:

In both Milwaukee and Baltimore committees have been formed with memberships representing a broad range of people. In both communities, leaders told us and the CIJE that they had established a wall-to-wall coalition. What we learned over time--and could not have known at the outset--is that in both cities, these representatives either do not have a well-defined constituency that meets regularly to whom they can report or involve in the process, or they have not involved their constituencies. In both cases, the leadership interpreted wall-to-wall coalition to refer to committee membership, not to involvement in the project *through* the representatives.

The Big Picture

While no researcher or team of researchers could ever legitimately claim to completely and accurately capture the lives of any group for even a nanosecond, field researchers are uniquely positioned to grasp their communities in a way no single member of that community could. Any individual has major and minor commitments within his life. While one always has multiple commitments, one never can have as many as are possible within a whole complex community. For example, if I am a teacher in a day school, I know a lot about what it means to teach in an intensive Jewish educational environment. I will know something of the challenges of administering such an institution, I will be aware of the fact that my federation plays a role in the survival of my institution, I will know that parental satisfaction is important. In this simplified scenario, my life as a teacher at a particular day school intersects with three other communal entities: schools administrators, the federation, and parents. My life may not intersect at all with other important sectors of my community, for example, higher education, the institute for family education, movements to which I do not belong, and so forth. Yet, on a macro level, these other institutions or entities do impinge upon mine, but I do not know it or know how they do. Field researchers can delineate the "big picture" by preparing accounts that bring together the multiple and often contradictory voices within a given community. In my experience, this is a most powerful gift to communities. Even communal leaders who know about all the entities within their domain, are quite surprised and usually grateful to have access to voices of people and groups they thought they knew but discover they did not.

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(OFTEN OUTRAGEOUS)

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CIJE Staff Meeting
Sunday Morning, Nov. 14 1993
9:00am - noon

Agenda

- I. Introduction and overview -- 30 minutes (Adam)
- II. Methods for MEF
 - A. The narrative method -- 5-10 minutes (Julie)
 - B. Surveys as a policy tool -- 5-10 minutes (Ellen)
- III. The feedback loop -- 5-10 minutes (Roberta)

We are allowing about one hour for presentation, during which we will address questions of clarification; questions of substance will be written on a flip chart and addressed subsequently. We expect that the presentations will stimulate many important questions, and we will have about 2 hours to discuss them. At the outset, we consider the following four questions to be critical:

(1) How do we satisfy our aim of serving the communities, when our agendas are set by CIJE?

(2) What constitutes a Lead Community Project, and what determines whether a given project should be monitored and evaluated by the MEF team?

(3) How do we determine the boundaries of responsibility between MEF and implementation, with particular respect to the use of knowledge produced by MEF?

(4) What are our policies and procedures for disseminating MEF products (a) within CIJE; (b) within the communities; (c) beyond CIJE and the communities?

5) How can MEF contribute ^{in a timely manner} to specific issues w/ which CIJE is grappling?

6)

7) Why are we not evaluating Ted as it now exists?

8) What is the conceptual linkage b/w what we monitor & what we need to know?

9) To whom do we feed back, & about what, in the community?

10) Does CIJE want feedback about itself?



7275 North Port Washington Road
Glendale, WI 53217
(414) 352-0070

Concrete questions

- ① Robert's role in dissem
- ② PL reports in Milw
- ② R+E's role in helping Peter deal w/ survey
- ③ Dissem of MEF documents
beyond CIFE - ~~reports~~
- ~~instruments~~
- ④ Evaluation of MLIM
of ECE
- ⑤ principal survey
- ⑥ informal educator survey

Nov 14 pres - Overview of MEF

I. Why do we have an MEF?

- ① Reason we began with - replic, extend, gen2
 - so we can do it again, everywhere
 - how does MEF contribute?
 - so others can learn how we did it
 - chronicle
 - so we & others can find out whether it worked
 - evaluate
 - 2 poss domains of eval
 - specific proj
 - common as whole

② Ongoing feedback

- to help CITE & community staff take corrective action as work progresses
- eg - no ^{advance} planning in Milwaukee
- in principle, ① & ② are not contradictory
 - not an experim - no claim of cause & effect
 - indeed, eval is explicit recogniz as part of "cause"
- in practice there are (pol. &) diffics
 - loyalties
 - rapport
 - boundary on feedback
 - probl of g #1 - what we have to offer not necessarily what common wants to hear

because of 1st goal

③ evaluat-minded communities

- latest addit to our larger purpose
- mtlu of ELR, Hirschhorn
- again raises q#1

- not all conceivable purposes

- es not experim cause-eff

- why not? no goals
hard to do

would need much larger study

- not primarily an eval of CITE

- you'll not find in propos, or in my head,
idea that purpose is how to succeed as
an outside agent

- we look at CITE only in its interest
w/ communities

- es no eval of BP per se

- only raise q's about use in LC's

- not evaluate of efftiness of Ted
in LC's

- indeed, orig intent was not to
get baseline quant data

- that was supposed to be a
community function

- we've picked it up

- + those same things we aren't

- what we are: eval for genz; fdr; eval in consens

II. Goals + accmpt for '92-93

A. ~~B~~ recogniz - process, outcomes

- so far, no outcomes

- so start w/ process

- ask 3 g's

- vis, mobz, prot lives of eds

- m + f from ATA

- v is the outcomes g

- hope to stimulat thought about this

B. To do this - hired 3 frs

- hired before communs selected

- nat search

- my sched

- fr tasks ① design, pilot interviews on those 3 g's

② carry out inter - where access

③ ~~monitor~~ ^{monitor} by attending mtgs, collect ^{informal inter} data

④ write analyses addressing the 3 g's

⑤ provide ongoing fdbk to CITE + communs

- at first thought rpts ev. 3 mos.

- then found ~ monthly updates better

(more on meths later)

(for full range of fr work, see handout)

C. In addit, asked to des. & analyze
(not administer) the Ed Survey - Ellen

D. Accompl^{to date} - descr in bks papers

- monitoring
- feedback loop (more later)
- monthly updates to CITE
- instrumentation
 - interviews
 - survey quest

- reports

- prot lives (M & A; B in process)
- survey rpt (m) - policy paper to come
- mobz / vis - under revision
- also rpts last Feb

- commun vers not permitted to release
- CITE version said to be helpful
- in bks notes

- use of products ^{uncertain} ~~confusing~~

- prot lives - what's our role in presenting in Milu?
- can it ^{should} be distrib elsewhere?

- same q's for survey rpts

- q's #3 > #4 on our list

IV Plan of work for this yr

A. Cont. in man + task

- key g's - mechs for diffusion
- incorp of educators
- ~~use of info from MEF~~
- lay s-ppt for projects vs. uple lc
- trans of "strat plan" to coherent vision
- special topic ^{now} ~~pts~~ ^{utilize into from ed rpts}

B. Evaluat - ^{proj-spect} ~~common as a whole~~

1. LC proj

- nothing to eval yet from LC core
- but - new proj w/in common could easily justify our atten
- Machan binosim (B)
- ECE (M)

- special top. ^{pts} ~~pts~~

- this is g #2

2. exploring poss of Shokany test for LC day 5. mls

- DESCRIBT

th

C. common notiles

- we've been asked to carry at
- this yr - hopefully - org ecology of communities
- in future - needs analysis / mkt surveys

to both

- not lives + ed survey
- both raise great ambig. w/r/t ~~the~~
our role in use in communities
- g#3
- also ambig - d. strit
- g#4

Ellen's pres

backwards mapping — what do they want to know?
— what are the issues

design

— also serves mobilz

implem

Att

need open d.sc w/ communities
on ground rules for feedback

— develop a protocol

MINUTES: CIJE STAFF MEETING
Milwaukee

DATE OF MEETING: November 14, 1993

DATE MINUTES ISSUED: November 19, 1993

PRESENT: Gail Dorph, Adam Gamoran, Ellen Goldring, Roberta Goodman, Alan D. Hoffmann, Barry Holtz, Virginia Levi, Daniel Pekarsky, Julie Tammivaara

COPY TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Morton Mandel, Henry Zucker

Alan Hoffmann introduced the meeting, noting that this would be the first in a regular series of meetings planned to be held in Milwaukee on a bi-monthly basis. The focus of the morning portion of this meeting was to be the Monitoring, Evaluation & Feedback project.

I. Introduction and Overview

Adam Gamoran opened the meeting with a review of the rationale for establishing the MEF project. He indicated that there were three basic reasons for the project.

A. Provide generalizable knowledge which could lead to replication.

The first reason for establishing the MEF project was to extend the vision for Jewish education. It is to have a chronicling function: to document what happens in the Lead Communities. It is also to have an analytical function: to find out whether what we undertake has an impact.

One domain of the MEF project is to evaluate specific projects. It looks for direct and indirect impact and for specific outcomes. For example, it might study whether the Hebrew ability of day school students at a particular grade level improves over a period of years. A second domain is to slice into any aspect of the Jewish community in order to study change over time. This reflects an approach towards systemic change which suggests that any element within Jewish education in a community might change over time as a result of the work of CIJE in that community.

The sorts of evaluation described above are the mandate of the MEF process. So far, in light of the fact that specific goals in the Lead Communities have not been clearly defined, this sort of evaluation has not occurred. The MEF team has begun to gather baseline data with respect to personnel, but has not yet begun to study change.

It was noted that so far the MEF team is focusing most heavily on recording what occurs. The interpretive evaluation has not taken place. The MEF team is waiting to be assigned to monitor and evaluate specific projects.

B. Provide ongoing feedback

The second reason for the establishment of the MEF project was to provide both CIJE and the Lead Communities with feedback which could be used for corrective change. Adam noted that this is not a classic experiment because we are working to revise as we proceed. He noted that, in practice, it is problematic to have the field researchers involved in both providing feedback and encouraging change. The field researchers can point to problems, but should they also be teaching the communities how to correct them?

C. Encourage the communities to become evaluation minded, themselves

We want the communities to treat evaluation as important. In the long run, we hope that the communities will accept MEF as something that they want and will fund.

It was noted that there is some degree of contradiction in the concept of the communities funding a process that responds to CIJE's agenda. MEF is responding to issues related to community mobilization and personnel.

Another challenge for MEF is to contribute more directly to CIJE's needs. The MEF team would like more guidance from CIJE on what to include in the feedback reports.

D. Discussion

It was noted that, in an ideal world, the communities would be more committed to the CIJE issues and the MEF process would respond more directly to both sets of needs.

It was noted that this is not a classic study of cause and effect for the following reasons:

1. There are no clearly articulated goals against which to evaluate.
2. Cause and effect is difficult to study when dealing with systemic change.
3. A classic study would require a much larger sample and comparison with communities in which we are not interceding.

It was noted that MEF is not evaluating CIJE -- not judging whether CIJE is a success or failure. It is only evaluating the role of CIJE in the Lead Community change process. Nor is MEF evaluating the effectiveness of Jewish education in a Lead Community.

In order to determine whether a community has improved through the Lead Community process, Adam envisions taking a "slice across the Lead Communities." In other words, MEF would identify some aspect of the Jewish education process, take a "slice" for evaluation now and do so again in three and five years.

II. Goals of MEF in 1992 - 1993

During the past year MEF has undertaken the following tasks:

A. Studying the process of change

1. Visions for Jewish education
2. The extent of mobilization
3. The status of personnel

B. In order to accomplish this MEF hired three field researchers to:

1. Design and pilot interviews.
2. Carry out interviews.
3. Monitor activities in each community by attending meetings and collecting documents.
4. Write analyses.
5. Provide feedback to the Lead Communities and CIJE on a regular basis.

C. Played a major role in designing and analyzing the Educators Survey.

While this was not originally part of the MEF mandate, it became a task of the project during the past year. Plans for '93-'94 will include further work on this project.

It was noted in discussion that the use of MEF products is unclear. A question was raised with respect to our role in dissemination. What, for example, is our role in presenting the professional lives of educators?

III. Workplan for 1993 - 1994

A. MEF will continue the process of monitoring and feedback. A memo of July 25 outlines the key issues.

B. Evaluation

1. Project-specific

While there are no clearly identified CIJE projects currently under way in the Lead Communities, there are specific related projects in Baltimore and Milwaukee which we have been asked to evaluate. An issue for discussion is which projects MEF staff should get involved in evaluating.

2. Community-wide

Adam and Ellen intend to identify an aspect of Jewish education to begin to study now and re-evaluate periodically in the future. They will develop a proposal for submission.

A question was raised about how we further the evaluation and research agenda in the Lead Communities or beyond. Is it part of CIJE's mission to develop a repertoire of evaluation instruments or to begin training others in evaluation?

3. Community profiles

The MEF team plans to work with the Lead Communities in developing profiles which include a look at their institutions, staff, participation rates, revenues, expenditures, etc.

IV. Methods of MEF

A. The narrative method - Julie Tammivaara

1. Naive skepticism

While the process of research is often designed to "make the strange familiar in exotic cultures," our goal is to "make the familiar strange." We have to consciously look at Jewish education, no matter how well we know it, through "naive eyes." The field researchers must approach their work with skepticism, recognizing that all stories they hear come from a particular person's point of view. Their strategies include getting information on a single topic from multiple sources and looking to see if and where they converge.

2. Characteristics

a. Ongoing involvement with the communities

Being in the communities permits the field researchers to understand what is happening in context. Over time, this should help us understand motives, commitments, and points of view.

A risk of being so closely tied to a community is the potential of "going native," i.e. going from being an observer to becoming a member of the community.

b. Reflective collaboration

By working together as a team, the field researchers have access to broader, more plausible interpretations. For this reason, they try to stay in close, regular contact.

3. The "Big Picture"

The field researchers view each community as a "center." It is the job of the field researcher to stay on the margin in order to identify elements of the community and how they fit into the structure. This process allows the field researchers to provide each community with its own story. It is expected that the increased self-knowledge will help a community set policy and raise issues that would not otherwise be discussed.

In discussion, a question was raised about how we decide where to be involved. It was suggested that perhaps the documentation lacks a set of anchor points which explain why field researchers are looking at one group or organization rather than another. In response it was suggested that it would be extremely helpful to the field researchers to receive feedback on their feedback memos.

B. Surveys as a policy tool - Ellen Goldring

It was noted that the development and administration of surveys was not in the original MEF design. Now that it has become a part of the process, it is important to determine how to incorporate this into the total MEF picture. Following are the steps in the process:

1. Backward mapping

The first step in developing a survey is to determine what a community needs to know in order to make decisions and what kinds of policies are being worked on. Knowing where a community hopes to go is important in designing how to get there.

2. Design instruments and collect data

This process should be interactive, involving MEF-identified experts and community members in a way that serves to mobilize the community around the process.

3. Interpret results for planning and implementation

In discussion, it was suggested that we consult with Professor Hank Levin of Stanford University on how to bring about change in education. He is involved in the "Accelerated School Project." He might be helpful in strategic planning and visioning as well as in learning about the process of change and the implementation of a central idea.

It was noted that the notion of only three Lead Communities is being re-evaluated and that there will be efforts to expand the circle in some way. Part of this might involve sharing specific products as we move forward. For example, we might bring together communities that are interested in the educators survey and train them in the administration and analysis of the survey.

V. The Feedback Loop - Roberta Goodman

The original feedback plan was for the field researchers to write quarterly reports and submit them with no related intervention. It became clear that this was not sufficient. The current approach is to provide regular feedback (approximately monthly) and to raise questions.

In Milwaukee, Roberta has tried several approaches. The first is to write memos which are shared with the core planning group in advance, then discussed with them. Another is to submit written reports with no direct discussion. A third is to provide exclusively oral feedback.

The following questions were raised:

- A. To whom should the feedback be given? Only the core group or to each group observed?
- B. What do we give feedback about? (There is a fine line between being constructive and looking like spies.)
- C. How should feedback to Lead Communities be framed in order to maintain a rapport so that we can remain in the process? (It was suggested that ground rules negotiated with the communities in advance would be useful.)
- D. Giving feedback can be difficult, but it is clearly objective. Providing evaluation would be more problematic.

The suggestion of having a discussion about ground rules with the communities was discussed. It was noted that before such a conversation can take place, we must agree among CIJE staff on what the field researchers should be sharing with whom. We must set the ground rules and communicate them to the appropriate people. Step one is to discuss with each community what we and they need to know. Step two is to negotiate what we will actually do.

It was noted that a mobilization and vision report will be prepared soon and might serve as a "curriculum" in the Lead Communities.

A question was raised about whether CIJE wants feedback from the field researchers. It was suggested that this be negotiated with CIJE. There should be a list of specific issues on which we seek feedback. In addition, field researchers should provide "helpful nuggets" as they arise.

VI. Open Questions

The following is a list of questions raised during the day which remain open for further discussion:

- A. How do we (MEF) satisfy our aim of serving the communities, when our agendas are set by CIJE?
- B. What constitutes a Lead Community project, and what determines whether a given project should be monitored and evaluated by the MEF team?
- C. How do we determine the boundaries of responsibility between MEF and implementation, with particular respect to the use of knowledge produced by MEF?
- D. What are our policies and procedures for disseminating MEF products (1) within CIJE; (2) within the communities; (3) beyond CIJE and the communities?
- E. How can MEF contribute to specific issues with which CIJE is grappling in a timely manner?
- F. Why are we not evaluating Jewish education as it now exists?
- G. What is the conceptual linkage between what we monitor and what we need to know?
- H. To whom do we give feedback, about what, in the communities?
- I. Does CIJE want feedback about itself?

VII. Further Discussion

The remainder of the day focused on discussion of a variety of issues.

A. Third field researcher

The candidacy of William Robinson for the position of field researcher in Atlanta was discussed. It was agreed to recommend his appointment.

B. Montreal

Plans for the Lead Community Seminar in Montreal were reviewed.

C. Emerging re-conceptualization

There was brief discussion about the outcomes of staff meetings which took place in Cleveland on November 7 and 8. It was noted that we are looking at a new way to engage the CIJE board through the establishment and active involvement of committees. Through the

committees, we will work toward developing a total vision for CIJE with long range outcomes identified. Based on this total vision, a workplan will be developed.

D. Goals

Discussion focused on what might happen at a seminar in Israel on goals. The conclusion was to consider a ten day to two week program for members of local commissions as well as school principals and their lay leaders. Portions of the seminar would be addressed to the entire group while separate workshops would be developed for sub-groups. This might be one of the pilot projects which can be offered to Lead Communities as part of the action plan to be developed at the Montreal seminar.



From: EUNICE::"iaron@eis.calstate.edu" 25-NOV-1993 16:47:43.29
To: gamoran
CC:
Subj: RE:a new wrinkle

Hi Adam,

Happy Thanksgiving! I haven't had a chance to get to the phone since the meeting of ECE consultants and research team leaders on Monday, but I wanted to alert you of a new development: At our meeting, we revised several key aspects of our project, including the role of the research team leaders. It's hard to summarize here, but suffice it to say that we have some serious questions as to whether Roberta can now serve in this capacity, since it involves more intervention and less disinterested research. Roberta and I are still hoping to salvage a part of the role and save it for her, but there are many details to be sorted through before this decision gets made.

In any case, I wanted to alert you that even if Roberta can participate in our project, from either your standpoint or ours, we're probably talking about less than 20 days a year.

I think there might be a number of creative ways to involve Roberta in our project, but I can't yet spin them out fully. Sorry I can't be more definitive at this point, but I thought I should alert you a.s.a.p. You can e-mail your response, or, if you want to talk -- I'll be at home on Monday : 213-939-9021. Even if I don't hear from you, I'll call you to discuss it further, once I have all this sorted out (probably not for a few weeks)

isa



November 29, 1993

To: Julie Tammivaara

From: Adam Gamoran

Re: Evaluation of Machon L'Morim

We have been given the go-ahead to help establish an evaluation component for Machon L'Morim. Please give me a call to let me know your plans for doing this. I know from our past conversations that you've already thought a lot about this.

I know you're busy this week -- we can talk about this next week if that is more convenient for you.



ch feels comfortable now

AG will talk to Chaim

process diary
- everything she's experienced
- who is it being written for
- what

Principles

- share w/ lay chairs

all notes privileged, even after mtg, can't
for any records, expect actual by
signing a copy

effective schls - type indicators
how measure changes? what indicators?
- begin thinking about how
will evaluate this mmt - MEF will do:
- must build in eval component into Action Plan

Speak to Chaim re: Madhan L'Morim
AH will meet w/ AH in Texas
- AH should try to Julie

AH says Chaim agreed to inform MEF into
- so ok to eval

- documenting it ok
- feedback is obvious - into etc. is known
- CB - Julie contributes significantly - picks up actual processes
- but - Cas & Ortho raise probs w/ her - keep eye for detail
- not being Jewish educator
- nuances may be lost
- needs to learn more about Jeduc enterprise



TO: Nava Nevo
Carmon Sharon

From: Ellen Goldring
Fax: (615) 343-7094

Date: October 4, 1993

Subject: Hebrew Language Assessment for CIJE

(7 pages: FAX: 011-972-2-322-211)

I just spoke to Elana Shohamy and she asked me to contact you directly. As you know, I have been talking with Alan Hoffman about incorporating Hebrew Language Assessment in the Lead Community Project of the CIJE.

We would like to move our discussions of implementation a bit further, and in order to do so I will need a specific budget proposal from you regarding the project.

Enclosed is information about the day schools in each community. Please provide a proposal about the cost of your project for each community separately. Please indicate exactly what the cost entails, how you carry out the assessment, and the time frame for your work. At this point I do not have information about the curriculum for each school and the number of Hebrew teachers in each school or grade. Elana indicated that there may be more work involved for some schools depending on their curriculum.

If you need any other information to prepare the proposal, please do not hesitate to contact me again.

I look forward to hearing from you.

CC: Alan Hoffman c/o Ginny Levy

Hillel Day School

(Hillel is an Orthodox Day School. It is one of two community supported, meaning Federation funded, day schools. It is the community's oldest day school.)

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

K-4	10
K-5	10
1	30
2	19
3	15
4	13
5	19
6	12
7	7
8	12
<hr/>	
Total	147

6 Judaic studies/Hebraic studies teachers plus 1 Judaic/Hebraic studies coordinator

WITS (Wisconsin Institute for Torah Study)

WITS has a day school high school, a college program and a seminary. Most WITS high school students come from outside of Milwaukee and live on campus. The school is not supported by the Federation. WITS is Orthodox.

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

9	20
10	20
11	22
12/13	31
<hr/>	
Total	93

5 Judaic/Hebraic studies teachers.

Additional "Institution"

In addition, last year there was a group of 5 girls in a ninth grade program similar to WITS. I do not know if they are continuing this year. I will find out immediately if this project is addressing the Hebrew studies of high school students.

Milwaukee's Jewish Day Schools

Yeshiva Elementary Day School (Orthodox affiliation)

This is Milwaukee's newest day school. I believe it is three years old. These are the actual enrollment figures for the 1993-94 school year:

K-4	16
K-5	14
1	22
2	11
3	14
4	17
5	11
6	10
7	12
8	7

Total 134

12 Hebrew teachers

Milwaukee Jewish Day School

(Attracts mainly individuals associated with the Reform and Conservative movements. It is one of two community supported, meaning Federation funded, day schools.)

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

K-4	30
K-5	30
1	37
2	36
3	35
4	38
5	33
6	54
7	34
8	20

Total 347

10 Hebrew teachers plus 1 director of Hebrew and Judaica -- several of the Hebrew teachers also teach Judaica

Memorandum

To: Ellen Goldring
From: Julie Tammivaara
Date: September 19, 1993
Subject: Day Schools in Baltimore

Beth Tfiloh Community School

Founded: 1942
Students: 735
Grades: Nursery - 12
Tuition: \$4500 - \$6200
Affiliation: Orthodox
Budget: \$4,000,000

**Mechina High School of Ner Israel
Rabbinical College**

Founded: 1945
Students: 200
Grades: 9 - 12
Tuition: \$3200
Affiliation: Orthodox]
Budget: 4,400,000
[for whole rabbinical college]

**P'TACH Institute of Baltimore
[Special Education]**

Founded: 1979
Students: 50
Grades: K - 8
Tuition: \$9000
Affiliation: Orthodox
Budget: \$250,000

Bais Yaakov School for Girls

Founded: 1942
Students: 1100
Grades: Nursery - 12
Tuition: \$3600 - \$3800
Affiliation: Orthodox
Budget: \$3,200,000

Torah Institute/Shearith Hapleita

Founded: 1952
Students: 375
Grades: Nursery - 8
Tuition: \$4,000 + \$1500 [loan & misc.]
Affiliation: Orthodox
Budget: \$1,500,000

**Talmudical Academy/Yeshivas Chofetz
Chaim**

Founded: 1917
Students: 572
Grades: Nursery - 12
Tuition: \$3200 - \$4700 + 1250
Affiliation: Orthodox
Budget: \$3,200,000

Day Schools in Baltimore

09/19/93

Page 2

Yeshivat Rambam

Founded: 1991

Students: 125

Grades: K - 5

Tuition: \$4,000 - \$4500 + \$500 [banquet]

Affiliation: Orthodox

Budget: \$750,000

Krieger-Schechter Day School

Founded: 1980

Students: 400

Grades: K - 8

Tuition: \$6,000

Affiliation: Conservative

Budget: \$1,700,000

Baltimore Hebrew Day School

Founded: 1991

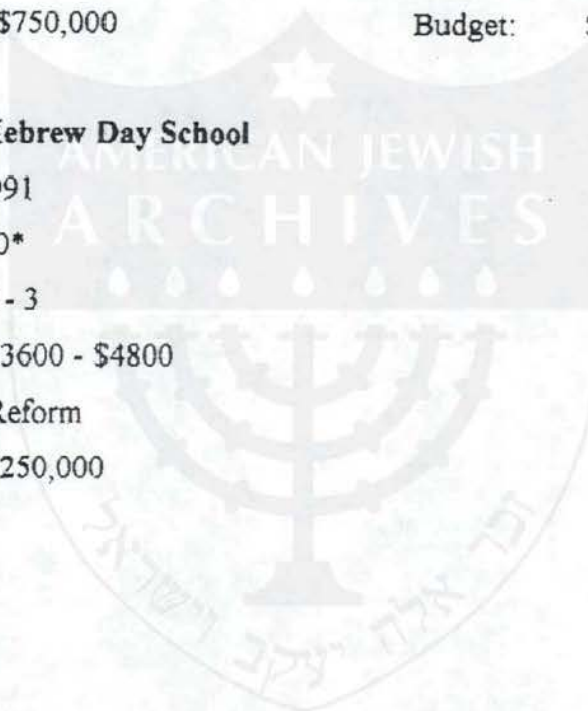
Students: 40*

Grades: K - 3

Tuition: \$3600 - \$4800

Affiliation: Reform

Budget: \$250,000



Atlanta's Day Schools
Information gathered by Roberta Goodman

Atlanta has five day schools. Three which cover the elementary and middle school years, one high school, and one new day school which has only the early elementary grades.

1) The Greenfield Hebrew Academy

The Greenfield Hebrew Academy is Atlanta's oldest day school. The day school started as a community day school. Its orientation is traditional. I did not explore its affiliation.

# of 6th grade students	54
grade range	PK - 8
total # of students	532
Hebrew teachers	10 teachers who only teach Hebrew 20 Judaic teachers who teach in Hebrew

Some of the Judaic subjects, but not all, are taught in Hebrew.

2) Epstein School

The Epstein School is a Conservative movement Solomon Schechter Day School. It used to be housed at one of the synagogue's, but now has its own location.

# of 6th grade students	45
grade range	early childhood program K - 8
total # of students	EC program: 200 K - 8: 385
Hebrew teachers	20

All Judaic subjects taught to 3rd graders and up are in Hebrew. This is an ivrit b'ivrit program.

3) The Torah Day School

This school started almost ten years ago. This school serves the Orthodox community and the Jewish community in the northeast side of Atlanta. It came into existence when Hebrew Academy was talking about leaving the neighborhood. I did not explore its official affiliation.

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6082316844

of 6th grade students 22
(they are divided into classes for girls and boys
at this age level)

grade range K - 8

total # of students 177

of Hebrew teachers 11

Several of their limudai kodesh (Judaic) subjects are taught in Hebrew, but some are taught speaking in English but the texts they use are in Hebrew.

4) Yeshiva High School

This school is traditional in its orientation. Boys and girls are taught separately at least for their Judaic courses. The school is primarily for students living in Atlanta. They did not have commuters when I lived in Atlanta. I share this because this arrangement makes it quite different than WITS - Wisconsin Institute for Torah Study - located in Milwaukee.

The school has been in existence for over fifteen years. It has about 100 students in grades 7 - 12.

5) The Davis Academy

This day school had its first students enter approximately 2 or 3 years ago. The Davis Academy is a Reform Day School serving the Atlanta community. The school is not located in a synagogue facility. Presently, it has extremely limited Judaic and Hebraic content.

The school covers only the early grades although it is planning to grow. There are 55 students in the school.

RECEIVED FROM

6082316844

From: IN:"GOLDRIEB@VUCTRVAX.BITNET" 15-OCT-1993 13:04:52.88
To: IN:"gamoran@ssc.wisc.edu"
CC:
Subj: Memo to Blain (Cleveland Jewish Fed) for your comments before I send

Return-path: <GOLDRIEB@VUCTRVAX.BITNET>
Received: from VUCTRVAX (GOLDRIEB@VUCTRVAX) by ssc.wisc.edu (PMDF #3035) id
<01H4551ZDJVK9BVIIIM@ssc.wisc.edu>; Fri, 15 Oct 1993 13:04:31 CST
Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF #3899) id
<01H454X1SR288WY@YI@ctrvax.Vanderbilt.Edu>; Fri, 15 Oct 1993 13:00:54 CDT
Date: 15 Oct 1993 13:00:53 -0500 (CDT)
From: GOLDRIEB@VUCTRVAX.BITNET
Subject: Memo to Blain (Cleveland Jewish Fed) for your comments before I send
To: gamoran@ssc.wisc.edu
Message-id: <01H454X1TK028WY@YI@ctrvax.Vanderbilt.Edu>
X-VMS-To: IN:"gamoran@wiscssc.bitnet"
MIME-version: 1.0
Content-transfer-encoding: 7BIT

To: Daniel Blain,
Senior Planning Associate

From: Ellen Goldring,
Monitoring, Evaluation and Feedback Project, CIJE

Date: October 15, 1993

Alan Hoffman has forwarded to me your letter of September 20.
I am writing in response to that letter as well as your memo of
September 29 with specific questions.

Enclosed are the interview guides that you requested. We are happy
to share them with you, however we request that you follow the
following guideline
s:

- 1) When you use the interview guides and write your reports please
cite and acknowledge CIJE;
- 2) Provide us with feedback regarding any issues or problems you
may have encountered as you use the material; and,
- 3) Consider these documents confidential. If other communities or
agencies want to use them, please refer them directly to CIJE.

We view these documents as drafts and we would like to continually
develop and update them.

In response to your specific questions:

1)

The educator survey was administered at faculty meetings in each school. This is very important to ensure a high response rate. I would not suggest distributing the questionnaire by mail. The teachers were not permitted to take the survey home, but answered during a faculty meeting. This was coordinated in advance with the principal of each school. The principal did not administer the survey and went out of the room when the teachers were responding. The survey was handed out and collected by people not connected with the school (for example, graduate students hired for this purpose). This is important so that the teachers feel that their responses are truly confidential and do not need to be sanctioned by the school.

Teachers who were absent at the faculty meeting received a survey at home in the mail with a stamped, addressed return envelope to the Lead Community Coordinator, not the school or the principal.

In regard to multiple work settings, as you probably have noted, throughout the survey we asked teachers to respond to questions about a second school if they worked in more than one school. (Very few teachers work in more than two schools therefore we decided to limit the collection of information of the multiple settings to two.) Teachers who worked in multiple work settings responded to the survey once at the first school where it was administered, but in that survey they answered questions about both of their settings. When the survey was administered at their second school, an announcement was made that any teacher who had already taken the survey at another school should not respond a second time. So far, we have not had any complications with this method.

2. For the educator survey of teachers, all teachers in the community who teach in Jewish education were included, therefore the total population was surveyed. We included all pre-school teachers. Non-Jewish pre-school teachers who taught Judaica subjects (versus science, for example) were also included in the population. However, we excluded teachers of secular subjects in the day schools. Therefore, there was no sampling method for teachers as far as the survey was concerned, since all teachers are included.

For the survey of educational leaders, all principals or designated administrators of formal Jewish education programs were included. In other words, the head of the programs where the teachers were surveyed. This excludes (as does the teacher survey, adult education and informal education).

We have not completed survey for informal educators or adult educators, so it is difficult for me to answer your question at this time.

3. The response rate for the teacher survey in Milwaukee was 88 percent. I have enclosed a separate memo explaining the sampling

method for the interviews.

4. The field researchers were partners in the development of the educator survey but were not actively engaged in distributing it. The field researchers conducted all of the personal interviews. They did the analysis of the interview data and prepared reports based on the interview data.

5. The surveys are coded and analyzed by a data analysis firm that is working closely with me. I am directing and consulting with them in all stages of their work. We are coordinating this process closely with CIJE personnel, the staff of the monitoring and evaluation project, and the Lead Community coordinator. This is an interactive process, where I am brokering the process. Personally, I feel this is a crucial step. For example, we have outlined the types of analyses we want as well as the content of the report and provided this to the data analysis firm for execution.

The information will be shared back to the communities in a series of reports. The first report is the analysis of the interviews, called, The Professional Lives of Educators. The second report will be the reporting of the results of the surveys. The final report will be an analytic al-summary report, integrating the analyses and results of the interview and survey data. Adam Gamoran and myself will be preparing the integrative report. The field researchers prepared the first report, and the data analysis firm is preparing the second report.

Please do not hesitate to contact me if you have additional questions.



From: GAMO::GAMORAN 18-OCT-1993 16:05:11.44
To: DLNECK
CC: GAMORAN
Subj: a question out of the past

Here's a question out of nowhere for you: In Olneck and Kim (19xx), you showed that the marginal return to a high school diploma had increased, not declined, as might have been predicted by human capital theory. Is it possible that this occurred because a high school diploma is now more likely to lead to higher education, which raises income, than in the past? In other words, could this be an indirect effect?

I am contemplating accepting a commission from the National Assessment of Vocational Education to write a review paper on the effects of academic coursework (or test scores, if there isn't enough on coursework) on employment outcomes for students who do not attend 4-year colleges. I'd like to be able to compare the benefits of a diploma to the benefits of specific courses and/or skills. Can you point me towards any relevant literature, off hand? So far I've identified several unpublished papers by John Bishop....

By skills I mean academic skills, i.e. test scores. By employment outcomes I guess I mean job vs. no job, and wages.



GAMOS type annette.prn

From: IN%"ANNETTE@HUJIVMS.BITNET" 22-OCT-1993 00:29:09.88
To: IN%"GOLDRIEB@VUCTRVAX.BITNET"
CC: IN%"gamoran@ssc.wisc.edu", IN%"annette@hujivms.BITNET"
Subj: RE: (Annette, could you pass this on to Seymour also? Thanks.)

Return-path: <ANNETTE@HUJIVMS.BITNET>

Received: from HUJIVMS (ANNETTE@HUJIVMS) by ssc.wisc.edu (PMDF #3035) id
<01H4E6PDXOCW9BVL11@ssc.wisc.edu>; Fri, 22 Oct 1993 00:28:46 CST

Received: by HUJIVMS (HUYMail-V61); Fri, 22 Oct 93 07:25:36 +0200

Date: 22 Oct 1993 07:25 +0200

From: ANNETTE@HUJIVMS.BITNET

Subject: RE: (Annette, could you pass this on to Seymour also? Thanks.)

To: GOLDRIEB@VUCTRVAX.BITNET

Cc: gamoran@ssc.wisc.edu, annette@hujivms.BITNET

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Dear Ellen and Adam,

We miss you dearly at the CIJE seminar, and I wanted to share with you some of what is being discussed and worked on - even as the seminar is going on.

The meetings began with a report on implementation by Gail. She framed the report in terms of 6 or
xxxxxxxxxxxxxxxxxxxxxx

or 7 major implementation questions such as:

"what is our role: facilitator, initiator, implementor"? "what is our place vis-a-vis the local community's strategic planning process?" "let's re-visit our goals - now that we know more about the field".

These were presented as an outcome of real-life experience and heightened the sense that we are finally dealing with the implementation situation and its complexities - rather than having some foreplay. Her questions shaped the agenda - and we have been struggling for two days now with our personnel and enabling options as they are being played out by real people and real communities. Most interesting is the fact that our assessment of the three communities is being shaken and altered. For example it is now felt that Atlanta holds most promises, while Milwaukee has serious professional and lay leadership weaknesses.

We dealt with the educators survey at very great length. Our feeling is that if used judiciously it could be a fantastic tool for community mobilization (placing several major issues such as minimum training or knowledge on the community agenda), for negotiation of improvements (e.g. working with specific groups of institutions at an in-service training program based on evidence concerning the their current personnel's weaknesses and the absence of in-service training) and -- mainly -- to guide the preparation of a comprehensive plan for the personnel of each community by their personnel committees - based on the findings.

It was felt that the policy orientation of analysis will provide a powerful tool for all of these. It was also felt that the critical policy questions we or rather you may want to focus on should perhaps be such that offer "self-evident" want to focus on should perhaps be such that focus or highlight "self-evident educational truths" (e.g. judaics teachers having no judaics schooling can't teach judaics because we know that you better know something about what you teach... Same for pedagogic training, etc...). This would make a powerful tool for initiating the debate on change.

We were wondering whether this sort of thinking is helpful to you as you prepare the report? Whether you had in mind a report that would have such a strong policy focus or whether in fact this is a further translation of findings?

It also became clear in the discussions that the educators survey could afford multiple uses with multiple audiences, that we may want a whole spectrum of releases -- some of them being oral presentations, other being a variety of a executive summary to a main policy oriented to document to a complete analysis.

I've asked Mike Inbar to share some wisdom on this - he has helped me in the past with the rhetorical aspects of policy documents -- his field is argumentation. I was wondering whether you would be interested in a conference call with him on this topic -- whenever you are ready for it.

Gail will call one of you do report more fully on the meetings and on our discussions about the survey -- It is clear to us all that we must in the future avoid having such meetings without at least one of you present.

Hope you are doing well. Saw yesterday a bitnet come off the machine as I was leaving the office -- will respond as soon as I read it.

Best Regards,

Annette

Memorandum

To: Adam Gamoran, Ellen Goldring, Roberta Goodman, Chaim Botwinick, and Virginia Levi
From: Julie Tammivaara
Date: October 21, 1993
Subject: Travel schedule: November, 1993

Here is my travel schedule for the next month. Since I'll be out as much as in, I thought you might find this helpful.

22 October - 26 October: Seattle, WA [vacation]

Contact: 206 524 4575 [daughter]

206 630 0907 [sister]

6 November - 8 November: Nashville, TN MEF Project

Contact: 615 329 1000 [MedCenter Inn]

615 329 1000 ext. 107 [fax]

13 November - 15 November: MEF Project

Contact: has not been decided

16 November - 17 November: Milwaukee, WI, CIJE Project Meeting

Contact: has not been decided

23 November - 29 November: New York, NY [vacation]

Contact: 212 977 4000 [Holiday Inn Crown Plaza, Manhattan]

Adam and Ellen,

I'll have a draft of the visions report to you by 11/28. I'm sorry to be so late on it.
Will fax it to you then.

J