



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 4: The Jewish Indicators Project, 1996–2000.

Box
66

Folder
3

"Building Evaluation Capacity in North American Jewish
Education: A Proposal to the Blaustein Foundation",
November 1996.

Pages from this file are restricted and are not available online. Please
contact the [American Jewish Archives](https://www.americanjewisharchives.org) for more information.



CIJE Council
for
Initiatives
in
Jewish
Education

Chair

Morton Mandel

Vice Chairs

Billie Gold

Ann Kaufman

Matthew Maryles

Maynard Wishner

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

Lee M. Hendler

David Hirschhorn

Gershon Kekst

Henry Koschitzky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Lester Pollack

Charles Ratner

Esther Leah Ritz

William Schatten

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

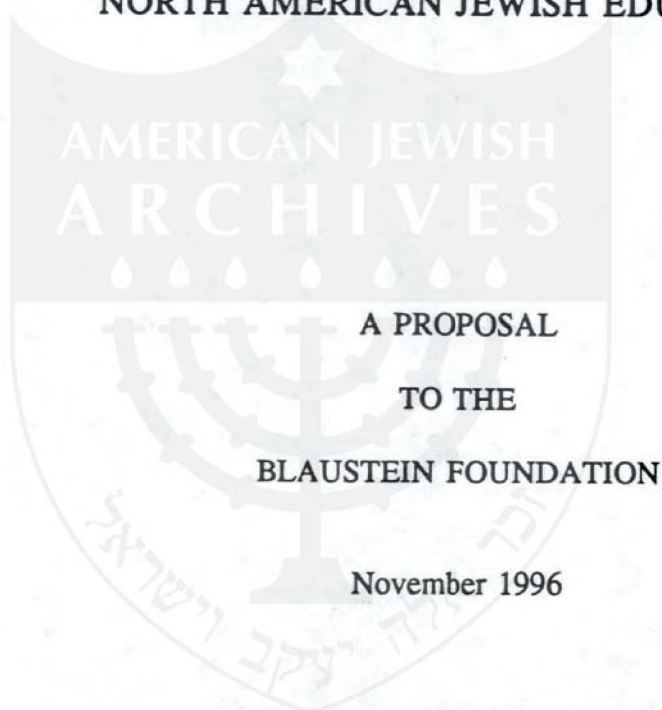
Executive Director

Alan Hoffmann

BUILDING EVALUATION CAPACITY

IN

NORTH AMERICAN JEWISH EDUCATION



Submitted by the
Council for Initiatives in Jewish Education

2. Project Background

From its inception, CIJE has been guided by the principle that initiatives in Jewish education need to be accompanied by evaluation. In this context evaluation has three basic purposes:

- 1) To make implementation of programs more effective.
- 2) To determine, after an appropriate period of time, whether a program is sufficiently productive to warrant further effort and resources.
- 3) To provide knowledge about what works--and how--so that successful programs can be adapted in different places.

CIJE has tried to operationalize this principle in its own programs and initiatives. CIJE's basic approach to the improvement and reform of Jewish education is predicated on intensive involvement in a small, carefully selected group of communities which will constitute 'laboratories of change' that can serve as models for other communities. For this CIJE strategy to be fully effective requires clear goals and a coherent sense of what we seek to achieve. Thus, the articulation of CIJE goals and systematic monitoring, evaluation and feedback establish the basis for assessing achievement and developing effective, replicable strategies.

CIJE has also tried to foster an "evaluation-minded" approach to educational improvement among its Lead Communities (Atlanta, Baltimore, and Milwaukee). In this effort we have had some success. However, community agencies typically lack the capacity to carry out systematic evaluations of their programs. Some communities simply do not know what to do. Other communities appear to avoid evaluation because they are over-committed or because evaluation often brings conflict and avoiding conflict is a high priority for agency staff. Still a third barrier is the paucity of qualified evaluators who can carry out knowledgeable, informative, and fair evaluations.

With support from the Blaustein Foundation, CIJE has integrated evaluation into its research, training, and consultations. Feedback from these initial efforts has had a profound effect on CIJE's own planning and strategies. Feedback has also helped the Lead Communities to direct their work. At this point, Federation staff at least pay lip service to the need to evaluate any new programs that are under consideration. More concretely, budgets for evaluation are being included in new programs. And, most importantly, key staff and lay leaders in all three communities recognize the value of basing decisions on substantive information rather than subjective impressions or anecdotal instances.

CIJE is now ready to expand on its initial efforts. Our research of the last three years shows clearly that the culture of many local Jewish communities ignores or evades evaluation. Even where communities are interested in program evaluation, they lack capacity to evaluate carefully, systematically, and fairly. It is the purpose of this project to increase both local and national capacity for monitoring, evaluation, and feedback and to plan ahead to the institutionalization of MEF in a National Center for Research and Evaluation in Jewish Education.

3. Recent MEF Achievements

During the past three years the CIJE monitoring, evaluation, and feedback (MEF) project has conducted systematic research in three Lead Communities to better understand their visions or goals for improving education, the backgrounds and training of Jewish educators, and the nature and extent of resources mobilized for educational reform. Community-based field researchers have gathered data on these issues from observation, interviews, and questionnaires. With these data in hand, CIJE's MEF staff and consultants have produced a substantial body of reports, policy briefs, and papers.

Among the most important work products of this first MEF effort are reports on the teachers in Jewish schools and the educational leaders in all three Lead Communities. The reports contrasted the stability and commitment of Jewish educators with their lack of preparation and limited professional growth. Based on these findings, the Lead Communities have taken new steps to improve the training and professional lives of Jewish educators. For example, Milwaukee has initiated a distance education collaborative with the Cleveland College of Jewish Studies, and Baltimore is considering up-graded benefits packages for full-time Jewish educators.

The MEF research effort has produced a number of new instruments which have now been revised and compiled in a Manual for the CIJE Study of Educators. The main components of the Manual are a questionnaire for educators, interview protocols for teachers and educational leaders, and coding instructions for field researchers. The Manual is ready for use, and Seattle, Cleveland, and Chicago have already carried out studies of their educators using the CIJE instruments. Several other communities are currently contemplating studies based on our Manual for the CIJE Study of Educators. Eventually, data collected in all the participating communities will become part of a North American database on Jewish education, a valuable resource for future policy research.

CIJE itself has organized two new national programs in response to the MEF research--the CIJE Leadership Seminars at Harvard and the CIJE Teacher-Educator Institute. CIJE's local and national initiatives are now working in concert to create systemic reform in Jewish communities. The Lead Communities are major participants in the CIJE national programs. For example, Atlanta has sent two supplementary school directors to the Leadership Seminars, and its central agency staff and a supplementary school director are enrolled in the Teacher-Educator Institute. As a result, new ideas for the professional development of educators are blossoming in Atlanta, and CIJE's ongoing evaluation will document the changes that are occurring in Atlanta and the other Lead Communities.

MEF research in the Lead Communities has shown the need for a CIJE Manual for Program Evaluation. The Manual, now in development, will provide guidance for program evaluation at the community level. However, the Manual will be fully effective only if we can increase capacity for evaluation in the local communities. Even where funds are available, expertise and will are in short supply. Accordingly, CIJE proposes to initiate an Evaluation Institute which will develop evaluation capacity among lay leaders, educators, and a cadre of evaluation associates.

4. Building Evaluation Capacity

For monitoring, evaluation, and feedback to have a significant impact in the planning and practice of Jewish education, it is necessary to create a context in which lay and educational leaders are supportive of MEF. At present, significant numbers of educators, lay leaders and funders feel unsure about what is "working" with respect to their long and short-term educational goals. They may know, for example, whether students like or dislike a program, but this information does not tell them about the extent to which or for whom the program is achieving its goals. Jewish educators are not alone in this concern; those involved in general education are often puzzled about the impact of their own programs and practices.

Lacking information about the connections between programs, practices and outcomes, educators, lay leaders and funders have difficulty setting priorities, making decisions, and developing arguments with which to convince each other and constituents about their programmatic choices. Data generated from systematic program evaluation can provide information about program effectiveness. With that information, all interested parties can be in a better position to make informed decisions about improvement, continuation, and support.

CIJE will continue to refine and enhance evaluation of its own programs, notably the Teacher-Educator Institute. Lastly, CIJE intends to institute long-range planning for a new National Center for Research and Evaluation in Jewish Education. Together, these related efforts will help to create long-term capacity for evaluation at both the local and national levels.

We also need to develop a cadre of trained professionals who have insight into the workings of the American Jewish life and who are capable of carrying out effective program evaluation. CIJE proposes a CIJE Evaluation Institute as the centerpiece of our new initiatives in the area of evaluation. The proposed evaluation institute will engage communal leaders and educators in the process of evaluation within their own communities and will develop professional evaluation associates in the participating communities who can carry out systematic program evaluation within the community. The Evaluation Institute will create local evaluation capability and create a national network of evaluation advocates and practitioners.

A. The Evaluation Institute

Recent CIJE studies clearly show that monitoring, evaluation, and feedback are poorly understood concepts among both lay and educational leadership at the local level. Even when the concept of evaluation is accepted by community and educational leaders, commitments to evaluation are limited and resources for evaluation are modest. For many communal and educational leaders, the term "evaluation" is synonymous with compliance and accountability and conjures up feelings of fear. Certainly, evaluation information can and should be used for such purposes. However, in proposing the establishment of an Evaluation Institute we are proposing a strategy that will enable educators, lay leaders and funders to value multiple uses of data. In

short, both the culture and the capacity for evaluation need to be radically altered. CIJE proposes an Evaluation Institute that works to transform the culture of Jewish educators, lay leaders and funders into one that values learning from research. The result should be Jewish education that is more effective in accomplishing the goals of those who fund and provide it.

To these ends, CIJE will plan and organize an Evaluation Institute which will draw on three bodies of knowledge and expertise: the first is the field of evaluation with its distinct methodologies and aims, challenges and possibilities; the second is knowledge of Jewish communal life in North America; and the third is new information and approaches developed in recent CIJE initiatives with the Lead Communities, notably the Manual for the CIJE Study of Educators and the CIJE Manual for Program Evaluation in Jewish Education.

The Evaluation Institute will comprise two related seminars. Each of the seminars will have distinct content, but participants in the two programs would meet together. This will ensure that those who "know" the context and those who "know" about evaluation teach and learn together. The CIJE Evaluation Institute will, therefore, facilitate discourse among communal leaders--lay and professionals, Jewish educators, and evaluation specialists. The component seminars CIJE proposes are as follows:

Seminar I: The Purpose and Possibilities of Evaluation

This two-session seminar is intended for Federation professionals, lay leaders and education professionals from participating communities. Its purpose is to help these leaders understand the need for evaluation, as well as its limits and possibilities. Participation will provide local Jewish communities with the advocates for evaluation that will help ensure MEF's role in community decision-making.

This seminar will engage teams of teachers, principals, and lay leaders from four to six selected communities. An Evaluation Institute representative will visit each participating community in advance of the seminar to consult with participants on key issues for which evaluation is needed in that community. This initial consultation will help the community to understand the kinds of questions that can and cannot be answered with data and to distinguish the kinds of questions that require long-term study from those that can generate more immediate usable information. The consultants will help the participants to define their own pilot evaluation project for application in their community.

The first session of the Evaluation Institute will convene the participants for an initial three-day seminar and workshop on program evaluation designed to develop inquiry skills and defines the uses and limitations of evaluation research. The workshop will encourage participants to learn by doing their own small-scale projects. Each team of participants will design a small-scale, short-term evaluation project to be piloted in their community; the team will leave the Institute with a data collection strategy and an understanding that they have the ability to ask systematic questions that will help them in their work. Institute staff will be available to provide guidance and counsel for the pilot projects.

The participating teams will re-convene for a second workshop session to learn how to analyze the data from their local pilot projects and how to draw implications from them. While not all of these exercises will produce significant data or informative analyses, participating in the process of evaluation will help the team to understand the possibilities and limitations of program evaluation. The participants will be asked to provide the Institute with feedback and to report to key constituents on their findings and experience.

We expect the Institute workshops and community consultations to produce a cadre of informed, committed evaluation advocates, lay and professional, in each of the participating communities. For this process to be fully effective, the Evaluation Institute staff will need to stay in touch with the participants in each community. Staff and consultant time is therefore allocated for on-going consultations and maintenance of the network of evaluation advocates and evaluation associates.

Seminar II: Evaluation in the Context of Jewish Education

The purpose of this seminar is to engage program evaluation experts in each participating community in discourse about the specific needs of MEF in Jewish education. Participants in the seminar will be program evaluation experts and social science researchers with the Ph.D. who are experienced in research on education, communities, public agencies or related areas. Through this seminar the participants will be oriented to the distinctive contexts and culture in which Jewish educational reform operates in North American communities with special attention to the politics of evaluation in the organized Jewish communities.

The seminar will provide a training program on the special issues associated with evaluating Jewish education and assist participants to function as a source of evaluation expertise for their local communities. This will enable participating communities to engage experts in long-term, ongoing relationships, assuring continuity in their MEF efforts. In addition, by entering into a relationship with a local expert, organized Jewish communities can exhibit their commitment to take evaluation seriously.

The Evaluation Institute will invite prospective evaluators to participate in a special training seminar and also to work with CIJE staff and consultants in the two-part seminar for communal and educational leaders. The latter will offer advocates and evaluators the opportunity to work together and to create the basis for ongoing collaboration in future. The Evaluation Institute will invite evaluators to become CIJE Evaluation Associates, participants in a network of program evaluators trained to work in the Jewish community.

B. Assessing CIJE Initiatives: The Teacher-Educator Institute

It is also important for CIJE to strengthen assessment of its own ongoing programs, even while building evaluation capacity in local communities. As a prominent exponent of Jewish educational reform, CIJE is obligated to exemplify the best principles and practices of education, including monitoring, evaluation, and feedback. MEF initiatives are essential if CIJE is to document effective programs and to disseminate information about them to a national constituency; they are also valuable for CIJE's own planning and program development.

The CIJE Teacher-Educator Institute (TEI) is a major effort to build the profession, and its evaluation is therefore a major focus of CIJE's MEF commitment. TEI is a multi-year project to create a cadre of outstanding teacher-educators for supplementary Jewish education. Data from the CIJE Lead Communities clearly indicates that professional development programs are infrequent, and their quality is inadequate to meet the challenges of Jewish education. The project brings together teams of educational leaders from communities across North America, including school directors and central agency personnel. These outstanding leaders will form both national and local networks of teacher-educators who share a vision of teaching and learning and who support one another in instituting new models of professional development. Participants will also provide enhanced professional development for the educators of their schools and communities.

Evaluation of TEI will focus on a wide range of outcomes for communities, schools, and TEI participants. At the communal level, CIJE will examine changes in the extent and quality of opportunities for professional development in five communities. In two of these communities CIJE will carry out intensive case studies of changes in the contexts, activities, and beliefs about professional development, and in two schools we will evaluate opportunities for teachers' professional development as compared with the standards articulated by TEI. For individual TEI participants, we will study how the professional development opportunities they design and implement have changed as a result of participation in TEI. The following studies will be conducted through surveys, interviews, and observations:

Study of Professional Development Programs: To assess changes in programs CIJE will compare programs that currently exist to programs established in response to TEI. In contrast to most ongoing programs--which are typically infrequent, isolated, and fragmented--TEI intends to foster new understandings in which particular professional development programs are part of a coherent overall program. By working with key teacher-educators TEI expects to bring about changes in the quantity and quality of professional development in participating communities. The TEI approach will focus on targeted populations, empower participants to learn from their own practice, establish bridges to classrooms, and strengthen relations within and among institutions.

To assess baseline conditions, CIJE has recently distributed a Professional Development Program Survey to central agency staff and supplementary school principals in participating communities. This new data will be combined with information previously

gathered from the Lead Communities to yield a rich portrait of professional development programs early in the TEI process. The surveys will be re-administered in the third year of assessment to monitor changes in professional development programs in five targeted communities.

In addition to the surveys, CIJE will interview TEI participants from five selected communities to document changes in their thinking and practices of professional development. This analysis will uncover the mechanisms through which changes occur in professional development opportunities. The interviews will reveal how TEI participants understand their roles as teacher-educators, how those roles may change, and how participants are working to create more meaningful growth for educators in their schools and communities.

Intensive Case Studies: The potential success of TEI lies only partly in formal programs for professional development. Evaluation is needed to understand the multiple ways in which TEI can promote professional growth. Informal interactions between principals and teachers, for example, can be an important source of professional development. TEI participants and those affected by TEI participants may become more adept at learning from their own professional practices. To examine these kinds of subtle changes, we will need to conduct in-depth analyses that reach beyond surveys and interviews.

CIJE will conduct intensive case studies in two communities to assess changes in the extent and quality of professional growth in both formal and informal activities. The two communities selected for study will have participants from both central agency staff and from the supplementary schools working as teams, since these partnerships offer the kinds of support through which positive changes are most likely to occur. The case studies will include interviews with key participants and observations in selected schools.

Reports from these evaluation efforts will provide feedback to TEI planners and leaders about the effectiveness of the TEI initiative; they will also provide information to local and national Jewish audiences who are interested in implementing or participating in similar programs.

C. Toward and National Center for Research and Evaluation

A basic goal of CIJE, first articulated in A Time to Act, is the building of a capability for research and evaluation of Jewish education in North America. With the generous support of the Blaustein Foundation, CIJE has taken important first steps in that direction. If further support enables CIJE to realize the program described in this proposal, we will be ready by 1999 to move onto a new level of capacity-building: creation of a national infra-structure for effective research and evaluation in Jewish education.

During the next three years, building on the base of recent achievements, CIJE will have served as a catalyst for developing a working cadre of community evaluation specialists, for creating a national database on Jewish educators and Jewish education, and for mobilizing community support for ongoing, systematic monitoring, evaluation, and feedback. Three years from now, the CIJE effort will shift from particular MEF initiatives to the establishment of a National Center for Research and Evaluation, perhaps affiliated with a leading research university, that will provide an institutional framework for research and evaluation in Jewish education.

Accepting this as a long-term goal and initiative, CIJE proposes to use the next three years to gather ideas and recommendations for the organization of the National Center and to develop the Center's mission statement, program goals and objectives, organizational plan, and operating budget. It is important that when the time is ripe for the establishment of the National Center for Research and Evaluation in Jewish Education, a thoughtful, substantive plan be in place, ready for implementation.

This planning effort will require intensive consultations with communal leaders, Jewish educators, experts in research and evaluation, and development specialists. During the next three years, with support from the Blaustein Foundation, CIJE will convene a series of planning meetings, conference calls, and brainstorming sessions to develop a master plan for the proposed National Center. The CIJE planning initiative will make use of CIJE lay and professional leadership, the team of expert consultants who are carrying out the MEF initiatives, participants from the Lead Communities and other communities represented in the Evaluation Institute and the Teacher-Educator Institute. Together, these committed lay and professional leaders will develop a phased plan for the National Center that can help to launch Jewish education on a new course in the 21st century.

5. MEF Project Personnel

CIJE is deeply committed to monitoring, evaluation, and feedback in Jewish Education. Because of this commitment, CIJE board and professional leadership will be actively involved in oversight of each MEF initiative described in this proposal. The CIJE board has carefully reviewed MEF programs to date, and will continue to do so in the proposed three-year grant period. CIJE will also employ its Evaluation Advisory Committee--a distinguished panel of scholars, evaluators, lay leaders, and educators--to refine the CIJE MEF project.

Three nationally outstanding educational evaluators will work with the CIJE staff in the realization of the proposed initiatives. Each of these distinguished scholars brings to the project a wealth of professional experience and abiding commitments to the cause of Jewish education. Their participation will ensure that the MEF programs will conform to the highest standards of American educational and scholarly practice while infusing the evaluation of Jewish education with the methodologies of general education. The three principal consultant-investigators are:

Adam Gamoran is Professor of Sociology and Educational Policy Studies at the University of Wisconsin, Madison. Dr. Gamoran has been Co-Director of Monitoring, Evaluation and Feedback for CIJE since 1991 and is co-author of Background and Professional Training of Teachers in Jewish Schools and Teachers in Jewish Schools, both published by CIJE. Dr. Gamoran is a specialist in educational policy, the sociology of American education, and program evaluation. In this project he will co-direct the evaluation of the Teacher-Educator Institute and participate in developing plans for the National Center for Research and Evaluation in Jewish Education.

Ellen Goldring is Professor of Educational Leadership and Associate Dean of Peabody College at Vanderbilt University. Dr. Goldring has served as Co-Director of Monitoring, Evaluation, and Feedback for CIJE since 1992. She is the co-author of Principals of Dynamic Schools: Taking Charge of Change and other articles on educational leadership and school re-structuring. She is also a co-author of Background and Professional Training of Teachers in Jewish Schools and Teachers in Jewish Schools. Dr. Goldring is an expert in change management, educational leadership, and program evaluation. In this project she will co-direct the evaluation of the Teacher-Educator Institute and participate in developing plans for the National Center for Research and Evaluation in Jewish Education.

Barbara Neufeld is President of Education Matters, Inc. and a lecturer on administration, planning and social policy at the Harvard Graduate School of Education. Dr. Neufeld is an expert on the evaluation of school improvement efforts. Dr. Neufeld is the author of numerous reports and papers; she co-authored Professional Development Schools in Massachusetts and contributed to Professional Practice Schools: Linking Teacher Education and School Reform and Better Schooling for the Children of Poverty. Dr. Neufeld will direct the CIJE Evaluation Institute and participate in developing plans for the National Center for Research and Evaluation in Jewish Education.

6. Plan of Work

The proposed CIJE monitoring, evaluation, and feedback initiatives will be realized over a three-year period, January 1997 through December 1999. Work on the Evaluation Institute, the CIJE program evaluation, and planning for the National Center for Research and Evaluation will continue throughout the three-year period. Work time and budget will shift slightly from 1997 to 1999 as the start-up costs of the Evaluation Institute decline and as planning intensifies for the National Center. The workplan proposed here is predicated on close cooperation among the CIJE staff and consultants and on integration of knowledge and research from all CIJE initiatives.

Year One (1997)

In the first year of the proposed grant period, CIJE staff and consultants will devote major attention to planning and development of the Evaluation Institute. Work on assessment of the Teacher-Educator Institute will continue apace, and planning for the National Center for Research and Evaluation in Jewish Education will come on-line in the second half of 1997. Specific tasks are as follows:

- Planning and organization of the Evaluation Institute (EI) in consultation with CIJE board, staff, and consultants, and with communal and educational leadership in local communities; recruitment of Institute staff and participants; implementation of the first integrated series of seminars in Fall 1997.
- Completion of the CIJE Manual for Program Evaluation and completion of reports on CIJE's Teacher-Educator Institute based on the 1996 TEI program; consultations with the Lead Communities (Atlanta, Milwaukee, and Baltimore) and with Chicago, Kansas City, Cleveland, Madison, and Columbus.
- Implementation of the Intensive Case Studies; observations in Atlanta and Baltimore and interviews of Cohort I and Cohort II TEI participants; drafting of interim TEI evaluation reports.
- Initiation of planning for the National Center for Research and Evaluation in Jewish Education; recruitment of the planning team; consultations with community leaders, Jewish educators, and academic scholars; convening of initial planning meeting and brainstorming sessions (conference calls).
- Preparation of first annual progress report and evaluation; review by CIJE staff and board; submission of revised reports to CIJE and the Blaustein Foundation.

Year Two (1998)

In the second year of the grant period evaluation efforts will continue on all three initiatives. The CIJE Evaluation Institute will recruit and train a second cohort of advocates and evaluation associates, while maintaining ties to the first-year participants. TEI and related program evaluation will continue, and planning for the National Center for Research and Evaluation will intensify as ideas and recommendations are focused and refined. Specific tasks are as follows:

- Continuation of the Evaluation Institute (EI) seminars with Cadre 1; recruitment of a second cadre of participants--from both old and new communities--for the EI; networking and consultations with communal and educational leaders and evaluation associates.
- Ongoing data collection for the Intensive Case Studies; observations in Atlanta and Baltimore; interviews of TEI participants and educators with whom TEI participants work (i.e., teachers and principals); drafting of the second interim TEI evaluation report.
- Community consultations (Atlanta, Baltimore, Cleveland, Milwaukee, and others); collection of data on characteristics of educators in Jewish schools.
- Planning for the National Center for Research and Evaluation in Jewish Education; preparation of written planning pieces; invitational planning meeting of academic researchers in general and Jewish education; consultations on using large databases for studying Jewish education and its effects.
- Preparation of a Policy Brief on professional development in Jewish education in conjunction with CIJE senior staff.
- Drafting of a second annual progress report and evaluation review by CIJE board and staff; submission of revised reports to CIJE and the Blaustein Foundation.

Year Three (1999)

In the third and final year of the proposed grant period, CIJE staff and consultants will complete planning for the National Center for Research and Evaluation in Jewish Education. Evaluation of the TEI and related programs will continue, and the CIJE Evaluation Institute will work with its third cohort of communal and educational leaders and evaluation associates. By the conclusion of this year, CIJE will have developed a national network or infrastructure of evaluation associates who will share in the work of program evaluation within the participating communities. The National Center for Research and Evaluation will mark the next stage of program development for which CIJE will serve as a catalyst and consultant. The primary tasks of this year are as follows:

- Continuation of the Evaluation Institute seminars with Cadre 2; recruitment of a third cadre of participants--from both old and new communities--for the EI; networking and consultations with communal and educational leaders and evaluation associates.
- Follow-up surveys of professional development activities in selected TEI participant communities.
- Drafting and editing of TEI evaluation reports, studies of professional development programs, and Intensive Case Studies.
- Community consultations in Atlanta, Baltimore, Cleveland, Milwaukee, and other communities.
- Completion of planning for the National Center for Research and Evaluation in Jewish Education; consultations with academic researchers, community leaders, and Jewish educators; preparation of a mission statement, program descriptors, implementation plan, and cost estimates; convening of an invitational meeting to review and refine the final planning report.
- Ongoing evaluation of TEI and related CIJE programs; interviews and observations with participants and with teachers and principals in the participating communities.
- Preparation of the third annual progress report and final project report; review by the CIJE board and staff; revision and submission of the revised reports to CIJE and to the Blaustein Foundation.

By the completion of the third year, CIJE will have significantly increased both national and local capacity to undertake program evaluation in Jewish education. CIJE's long-range goal is to alter the culture of Jewish education and communal decision-making so that evaluation becomes an educational strategy integral to Jewish education. In short, CIJE proposes to help develop a national network of inquiring educators, communal leaders, and evaluators who are committed to understand and use effective educational evaluation.

In this important enterprise CIJE asks the support and participation of the Blaustein Foundation.