



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
4

Gamoran, Adam. "Social Indicators of Religious/Ethnic Heritage:
The Case of North American Jewry." Abstract, overhead slides,
and correspondence, 1998.

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

SOCIAL INDICATORS OF RELIGIOUS/ETHNIC HERITAGE: THE CASE OF NORTH AMERICAN JEWRY

Adam Gamoran
University of Wisconsin, Madison, USA

ABSTRACT

Social indicators are an essential gauge of the health and well-being of a community or society. Applied to a religious/ethnic group, they describe the extent to which a heritage of lore, tradition and values is preserved across generations. Based mainly on demographic information, many observers of North American Jewry foresee a dramatic decline for this religious/ethnic group. About half of U.S. Jews currently intermarry, and only about one quarter of their children are raised as Jews. These figures would result in a population decline of 40% over one generation. Although the figures may be exaggerated, the fact of Jewish population decline cannot be disputed. At the same time, there is a need for more information about the quality of life in the Jewish community. What is the current status of participation in Jewish institutions? Is Jewish learning central to those who remain committed to their heritage? Jewish education is seen as a key aspect of Jewish life as well as a possible mechanism for preserving Jewish continuity. This paper describes a new indicator system for describing the status and trends in Jewish life in North America. Based on a survey of educators in three communities, it provides data on the quality of the educational system. Broader indicators of Jewish life are outlined for future research.

SOCIAL INDICATORS FOR NORTH AMERICAN JEWRY

I. INDICATORS OF JEWISH EDUCATION: INPUTS

A. Preparation and Working Conditions of Educators

- Formal Educators: Training, professional growth, salaries and benefits
- Informal Educators: Formal and informal learning, ongoing development, salaries and benefits

B. Community Support for Education

- Communal financial allocation to education
- Other philanthropic contributions to education
- Per capita spending on education
- Lay participation in educational initiatives

C. Quality of Institutions

- Attendance/participation
- Satisfaction

II. INDICATORS OF JEWISH EDUCATION: OUTCOMES

A. Jewish Identity

- Strength and persistence of Jewish identity
- Rates of intermarriage

B. Centrality of Jewish Learning

- Participation in Jewish education
- Attitudes towards learning
- Jewish literacy

C. Involvement in Jewish Life and Jewish Institutions

- Participation in various activities and institutions

D. Concern with Social Justice

- Participation in volunteer work
- Charitable giving

Social Indics of a Relig/Ethn Grp: The case of N Am Jews

I. Intro

A. Increasingly, govmts + soc agencies are recognizing value of soc indicators as guide to policy

1. heightened fears due to exagg stats
- calmed by the real #'s

2. same time, acc analysis of soc life can help pinpoint the probs - enhance policies

B. N Am J common is a case in pt ^{- relig + ethn}

1. decl #'s has led to sense of crisis

a. dosed by controversy - are they real

b. need for more extensive ~~ex~~ research

2. decl quantity is not the whole story

- what abt quality?

- indic syst broadly conceived can help

C. why interested in relig/ethn grp?

1. Interest of members - pass on lore + tradit

2. Interest of all - preserve diversity of society

Persons working on "continuity" view education

D. ~~In our view, Educ is a key mech~~

for preserv goal of life in a relig/ethn grp

1. - partic one such as Jews that is ^{indic} text-centered

2. so our syst focuses heavily on ed syst

3. recognz indic syst ^{- inputs + outputs} does not demand causal

II. Proposal for an Ind. Syst

A. Chars of Ed Syst

SLIDE

1. Prep + ongoing prof growth of
 - a. ~~B.~~ leaders of schs - training, growth, sal/ben
 - b. ~~B.~~ teachers in schs - training, growth, sal/ben
 - c. leaders of informal ed - 3 bks, ongoing lgs, prof trng, ^{sal/ben}

2. community s-ppt for J ed EXPL - structure - ed as publ good
 - a. financ alloc to ed
 - b. other philanthr contr.b to ed
 - c. per capita spending on J ed

3. high-quality insts - vision, life-long opps, rich content
 - a. attendance
 - b. satisfac

- (4. involunt of rabb.s ~ / ed - time spent, trng in ed)

B. Examples - EXPL CITE study of Eds

1. Training of Ts - EXPL 2 areas, det, SLIDE
2. Training of Leaders - EXPL 3 areas, det, SLIDE
3. Prof Dev - EXPL workshops, SLIDE, expl stds
4. Salaries - EXPL SASS, SLIDE

5. Discuss levels of analysis - SASS is nat, but CITE data is really common

C. Chars of J life = "outcomes"

1. J identity

a. strength of identity

b. intermarriage - not same but rel to fam^{life} next gen

2. Centrality of J lng

a. partic in J educ - all ages

b. atts to J lng

c. J literacy

3. Involvement in J life - partic in other insts

4. Concern w/ Social Just. - as an ex of a J value

- a J value as evid of thriving J commun

a. partic in volunteer work

b. charitable giving

D. Examples - J Identity - EXPL GSS

1. strength of Identity over time FIG 1

2. strength of Identity across cohorts FIG 2
- expl + hat cohorts really driving the time trend

3. intermarriage of cohorts FIG 4

4. intermar related to identity FIG 5

III Conclusion - implies for policy

A. Should Develop an indicator system

B. Even little we know can advise us

- EXPL policies for t's & leaders

- t's - pd

- leaders - recruitment & training

C. Value of examining rel/ethn gap

- preserve diversity in society

Comments

Why Jews?

- preserve diversity
- relig + ethn link

- special concern w/ disappearance

- religiosity is an anchor for ethnic identity

what's connected to identity data?

- need to create trend data for edc

Notes for WC indic pres

B.II R

- spares current
rel. vs relig. mass

intro - social indic as a guide for policy
- wild fears - need evid

- ~~NA~~ N Am Tons as case mpt - decl #'s
- need more - quality of J life

- rel./ethn/gp - pass on lore, trad. tr

- in everyone's interests - preserve diversity of soci

- educ as a key mech

~~indic~~ - of course, an indic syst does not stem causally

inputs - chars of ed syst - es's

outcomes - features of J pop & J life - es from GSS

slides on educators

slides from GSS

implics for policy

I. intro

II. a plan

ARE CHANGES IN JEWISH IDENTITY OVER THE YEARS RELATED TO GENERATIONAL CHANGES?

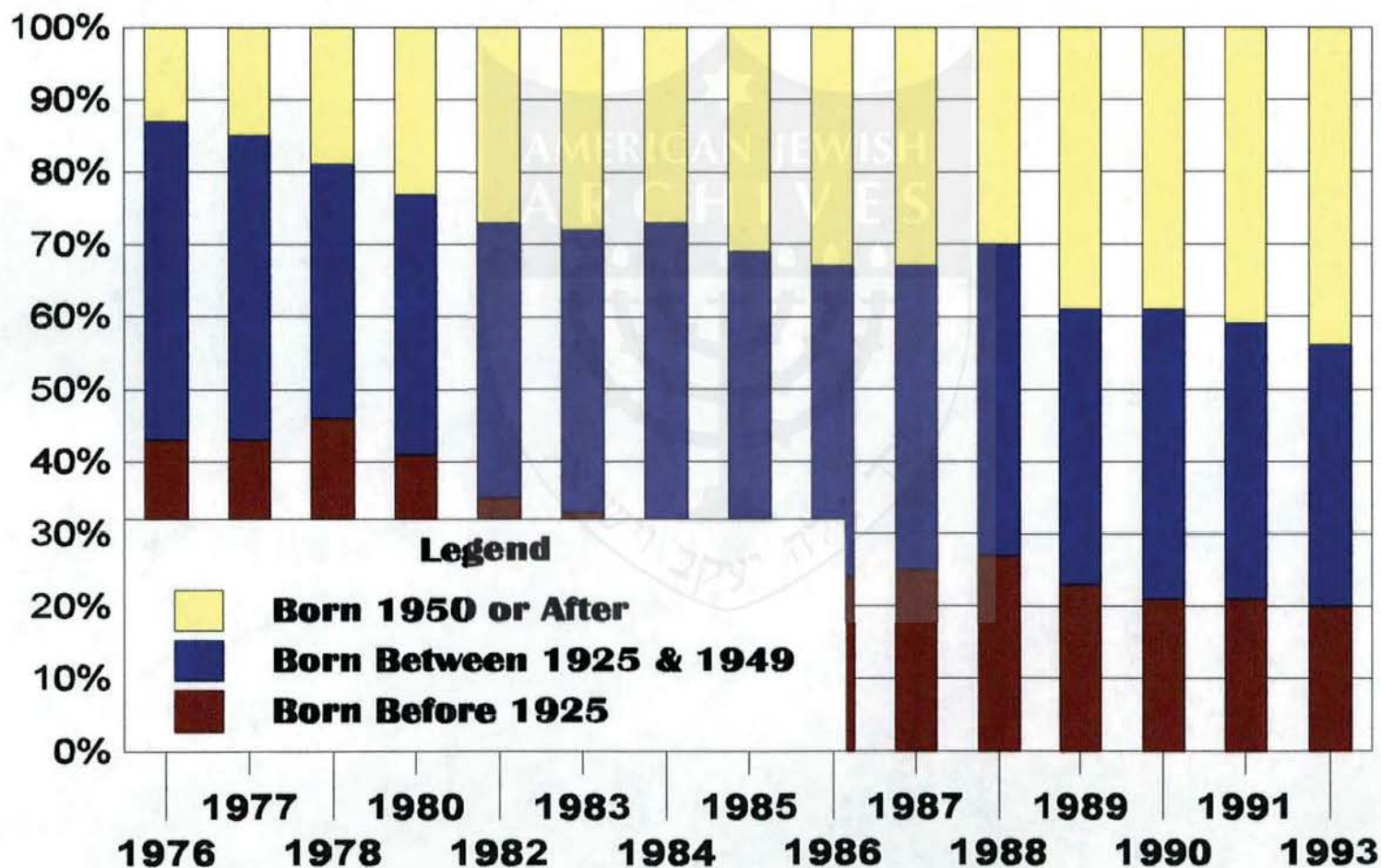


Figure 3: Proportion of Birth Cohorts in Each Survey Year

DO INTERMARRIAGE RATES ALSO DIFFER FOR DIFFERENT AGE GROUPS?

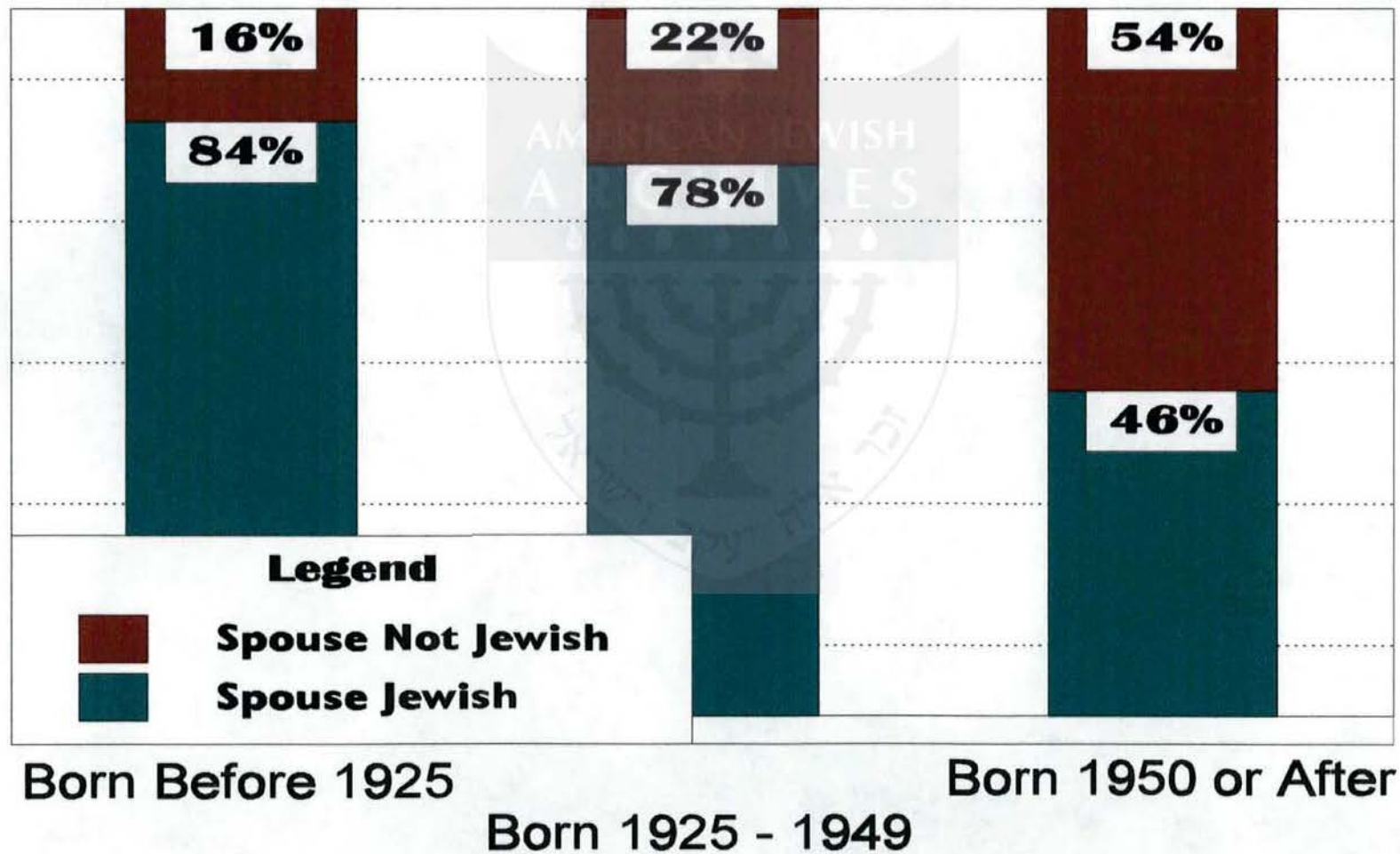


Figure 4: Intermarriage Rate by Year of Birth

IS THE STRENGTH OF JEWISH IDENTITY RELATED TO INTERMARRIAGE RATES?

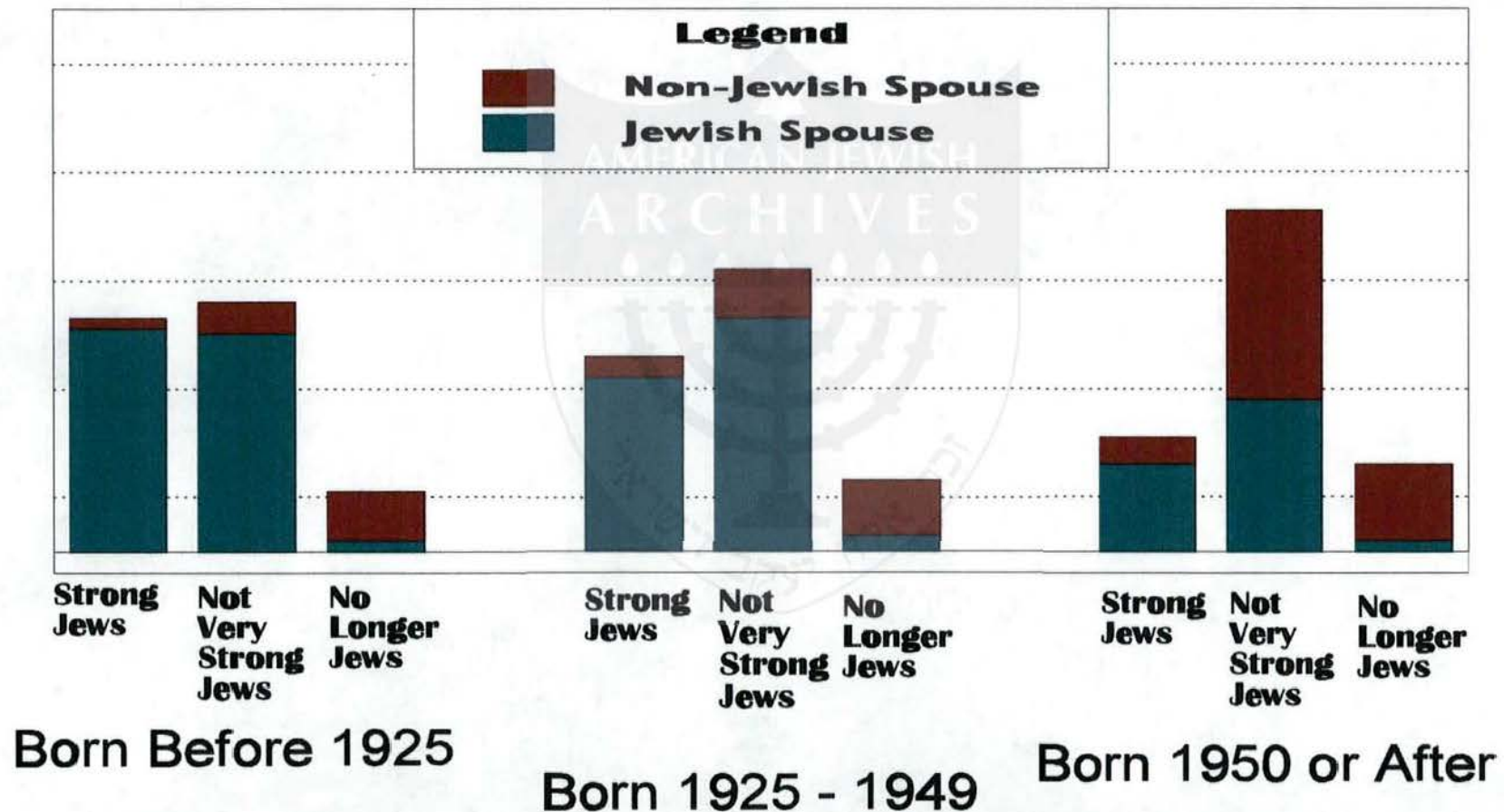


Figure 5: Rates of Intermarriage and Strength of Jewish Identity by Birth Cohort

HAS THE STRENGTH OF JEWISH IDENTITY CHANGED OVER TIME?

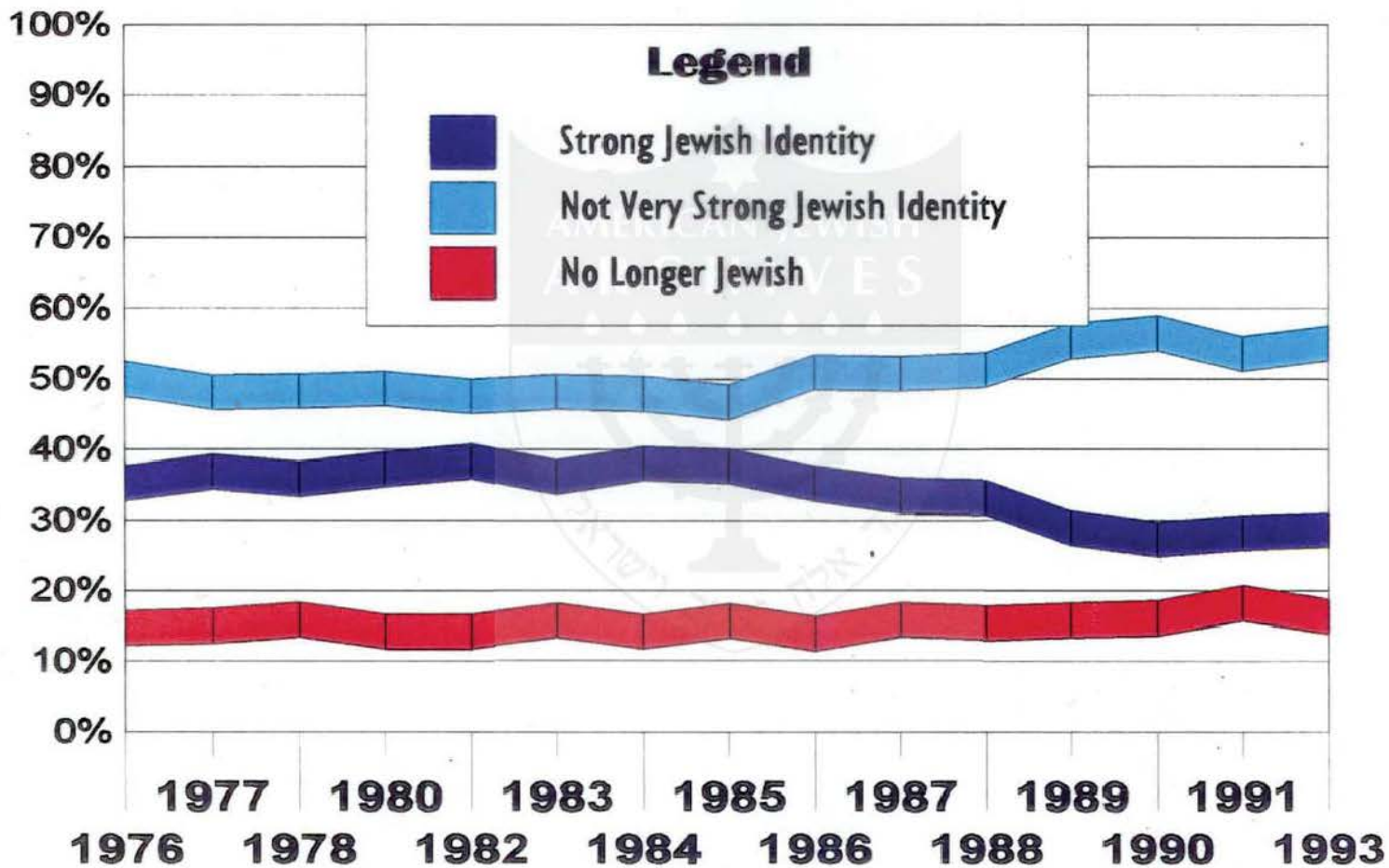


Figure 1: Strength of Jewish Identity

DOES THE STRENGTH OF JEWISH IDENTITY DIFFER FOR DIFFERENT AGE GROUPS?

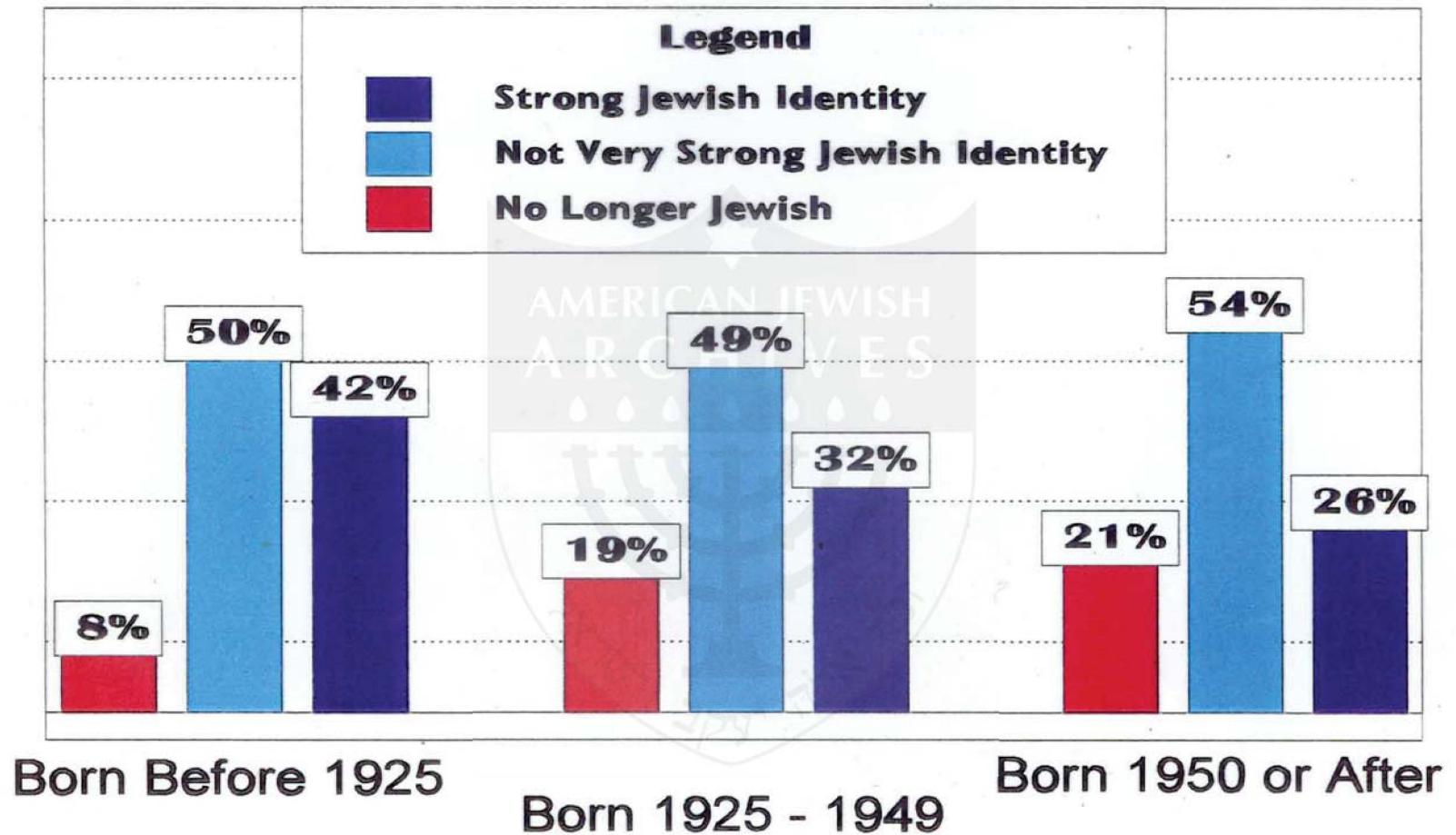


Figure 2: Strength of Jewish Identity by Year of Birth

SOCIAL INDICATORS FOR NORTH AMERICAN JEWRY

I. INDICATORS OF JEWISH EDUCATION: INPUTS

A. Preparation and Working Conditions of Educators

- Formal Educators: Training, professional growth, salaries and benefits
- Informal Educators: Formal and informal learning, ongoing development, salaries and benefits

B. Community Support for Education

- Communal financial allocation to education
- Other philanthropic contributions to education
- Per capita spending on education
- Lay participation in educational initiatives

C. Quality of Institutions

- Attendance/participation
- Satisfaction

Average Number of Workshops in a Two-Year Period

<i>Setting</i>	TEACHERS	LEADERS
DAY SCHOOL	3.8	4.4
SUPPLEMENTARY SCHOOL	4.4	5.6
PRE-SCHOOL	6.2	5.4

Source: CIJE Study of Educators



Average Day School Salaries, 1990-91

<i>School Sector</i>	TEACHERS	PRINCIPALS
TORAH U'MESORAH	\$19,273	\$43,624
SCHECHTER	\$19,354	\$52,774
OTHER JEWISH	\$15,911	\$42,612
TOTAL PRIVATE	\$18,713	\$25,562
TOTAL PUBLIC	\$30,751	\$49,603

Source: Adapted from D. McLaughlin, C. O'Donnell, and L. Ries, *Private Schools in the United States: A Statistical Profile, 1990-91*. NCES 95-330. Washington, DC: U.S. Department of Education, 1995.

II. INDICATORS OF JEWISH EDUCATION: OUTCOMES

A. Jewish Identity

- Strength and persistence of Jewish identity
- Rates of intermarriage

B. Centrality of Jewish Learning

- Participation in Jewish education
- Attitudes towards learning
- Jewish literacy

C. Involvement in Jewish Life and Jewish Institutions

- Participation in various activities and institutions

D. Concern with Social Justice

- Participation in volunteer work
- Charitable giving

Date: Mon, 27 Oct 1997 17:06:09 +0100
From: isa@sis.ucm.es (International Sociological Association)
Subject: ISA WG06 Call for Papers
Apparently-To: gamoran@ssc.wisc.edu
To: gamoran@ssc.wisc.edu
Reply-To: isa@sis.ucm.es

To: Members of the International Sociological Association

ISA XIV World Congress of Sociology, Montreal 1998
Working Group on Social Indicators, WG06

CALL FOR PAPERS

Working Group on Social Indicators invites proposals for sessions and for papers related to any aspect of social indicators research and the quality of life. Proposed sessions and papers should reflect the general theme of the Congress, "Social Knowledge: Heritage, Challenges, Perspectives".

Abstracts must clearly describe the paper and reflect both theory and methodology wherever possible. Abstracts must be under 150 words, typed double-spaced and be received by Programme Coordinators by November 30, 1997.

K. Victor Ujimoto
Department of Sociology and Anthropology
University of Guelph
Guelph, Ontario N1G 2W1
CANADA

Fax: 1-519-837-9561
E-mail: vujimoto@uoguelph.ca

Merlin Brinkerhoff
Department of Sociology
University of Calgary
2500 University Drive NW
Calgary, Alberta T2N 1N4
CANADA
E-Mail: brinkerh@acs.ucalgary.ca

Possible sessions are as follows:

- Social Knowledge and the Quality of Life
- Quality of Life in Comparative Perspectives
- Cross National Comparisons of Human Rights
- Aging and the Quality of Life in Later Life
- Social Indicators of Well-Being
- Directions of Societal Well-Being and the Quality of Life in Third World Countries
- Social Indicators Theory and Methodologies
- Democratic Transitions and the Quality of Life
- Environmental Degradation and the Quality of Life
- Health Technologies and the Quality of Life
- The Quality of Life of Women
- The Quality of Life of Children, Youth and the Elderly

*Mailed
1/6/98
et*

*Please
mail to
Prof. Ujimoto*

*Please
make a
copy for
me -
Thanks!*

*Thanks,
Adam*

1998



sociological
abstracts, inc.

26 July - 1 August 1998
Montréal, Québec, Canada

ABSTRACT FORM

Author: Gamoran Adam
(Last Name—First Name—Middle Name/Initial)

Additional Authors: _____

Institutional Affiliation: University of Wisconsin, Madison, USA
(first author only)

Address of Institution: Dept. of Sociology, 1180 Observatory Dr., Madison, WI 53705
(street, city, state or country, zip code) USA

Tel: 608 263-4253 Fax: 608 265-5389 E-mail: gamoran@ssc.wisc.edu
(including area code)

Title (including Subtitle) of Paper: Social Indicators of Religious / Ethnic Heritage:
The Case of North American Jewry

Title translation (if other than English): _____

Language of paper: _____

TYPE ABSTRACT DOUBLE SPACED BELOW
(ATTACH ADDITIONAL SHEET IF NECESSARY)

Social indicators are an essential gauge of the health and well-being of a community or society. Applied to a religious/ethnic group, they describe the extent to which a heritage of lore, tradition and values is preserved across generations. Based mainly on demographich information, many observers of North American Jewry forsee a dramatic decline for this religious/ethnic group. About half of U.S. Jews currently intermarry, and only about one quarter of their children are raised as Jews. These figures would result in a population decline of 40% over one generation. Although the figures may be exaggerated, the fact of Jewish population decline cannot be disputed. At the same time, there is a need for more information about the quality of life in the Jewish community. What is the current status of participation in Jewish institutions? Is Jewish learning central to those who remain committed to their heritage? Jewish education is seen as a key aspect of Jewish life as well as a possible mechanism for preserving Jewish continuity.

TO BE COMPLETED
BY SESSION
CHAIRPERSON

RC No.

Please circle type of session and print name of RC:

Plenary
Ad Hoc

Symposium
WG SSO

Name of Session Chairperson:

(Print)

(Signature)

DEADLINE: Please submit your abstract as soon as possible to your session chairperson, allowing time for forwarding to the Montreal Congress Secretariat by the deadline, 15 February 1998.

This paper describes a new indicator system for describing the status and trends in Jewish life in North America. Based on a survey of educators in three communities, it provides data on the quality of the educational system. Broader indicators of Jewish life are outlined for future research.



To: Adam Garnorn, Mandel Institute

From: Bill Robinson

Re: Overhead Transparencies -- DRAFTS

Date: June 19, 1998

6 pages, including cover

Adam,

The colors of the faced transparencies are as follows:

Figures 1&2:

Strong Jewish Identity: Dark Blue

Not Very Strong Jewish Identity: Light Blue

No Longer Jewish: Red

Figure 3:

Born 1950 or after: (Pale) Yellow

Born Between 1925 & 1949: Dark Blue

Born Before 1925: Maroon

Figures 4&5:

Spouse Not Jewish: Maroon

Spouse Jewish: (Pale Hunter) Green

The same colors are used in the report. And, in the report:

"CIJE Indicators Report: Jewish..." is in Dark Blue

"Seeing one's Jewishness as ..." is in Maroon

All other text and CIJE logo is in black.

Do you want any changes to the overheads?

TO WHERE DO YOU WANT IT SENT?

Bill

HAS THE STRENGTH OF JEWISH IDENTITY CHANGED OVER TIME?

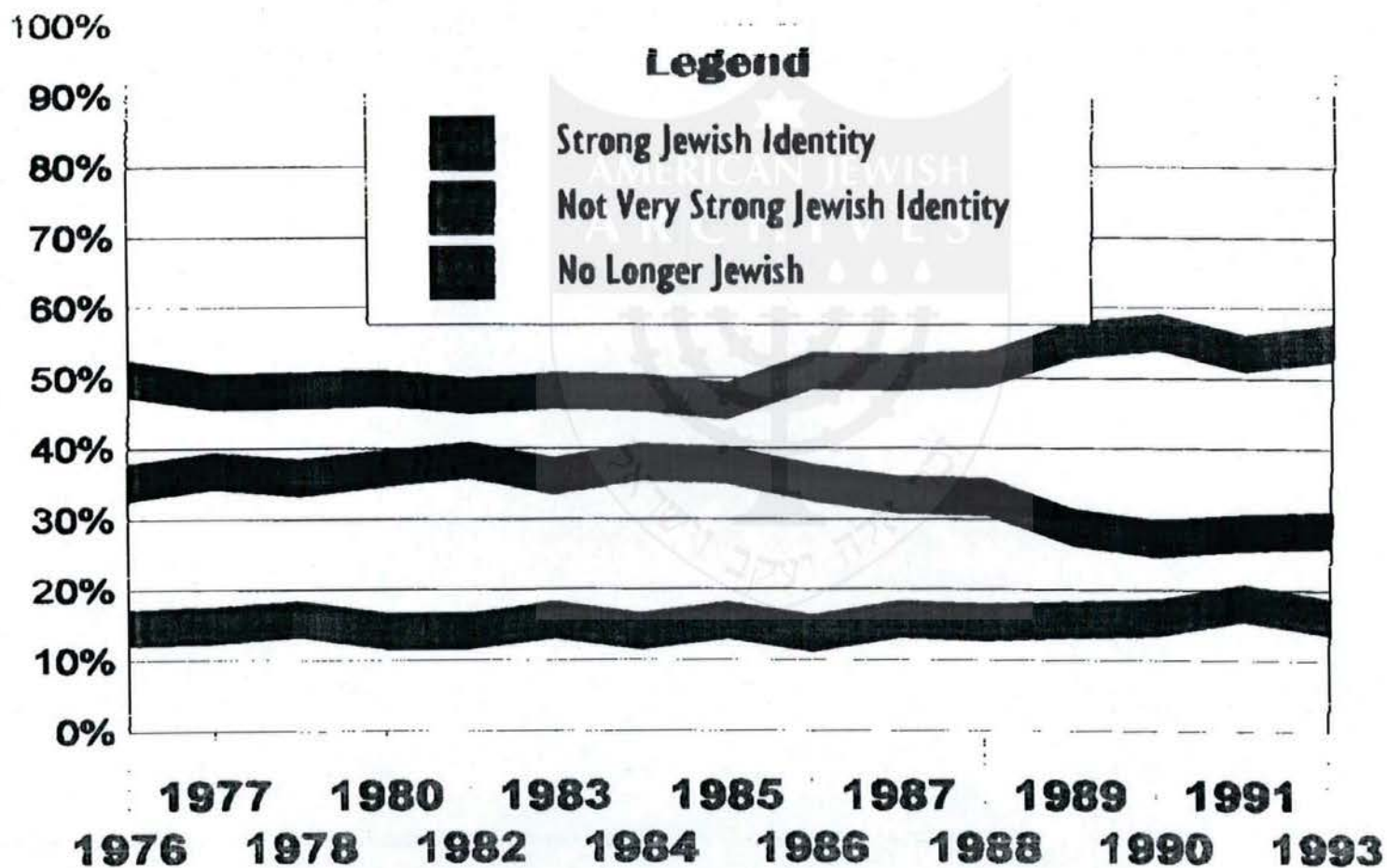


Figure 1: Strength of Jewish Identity

DOES THE STRENGTH OF JEWISH IDENTITY DIFFER FOR DIFFERENT AGE GROUPS?

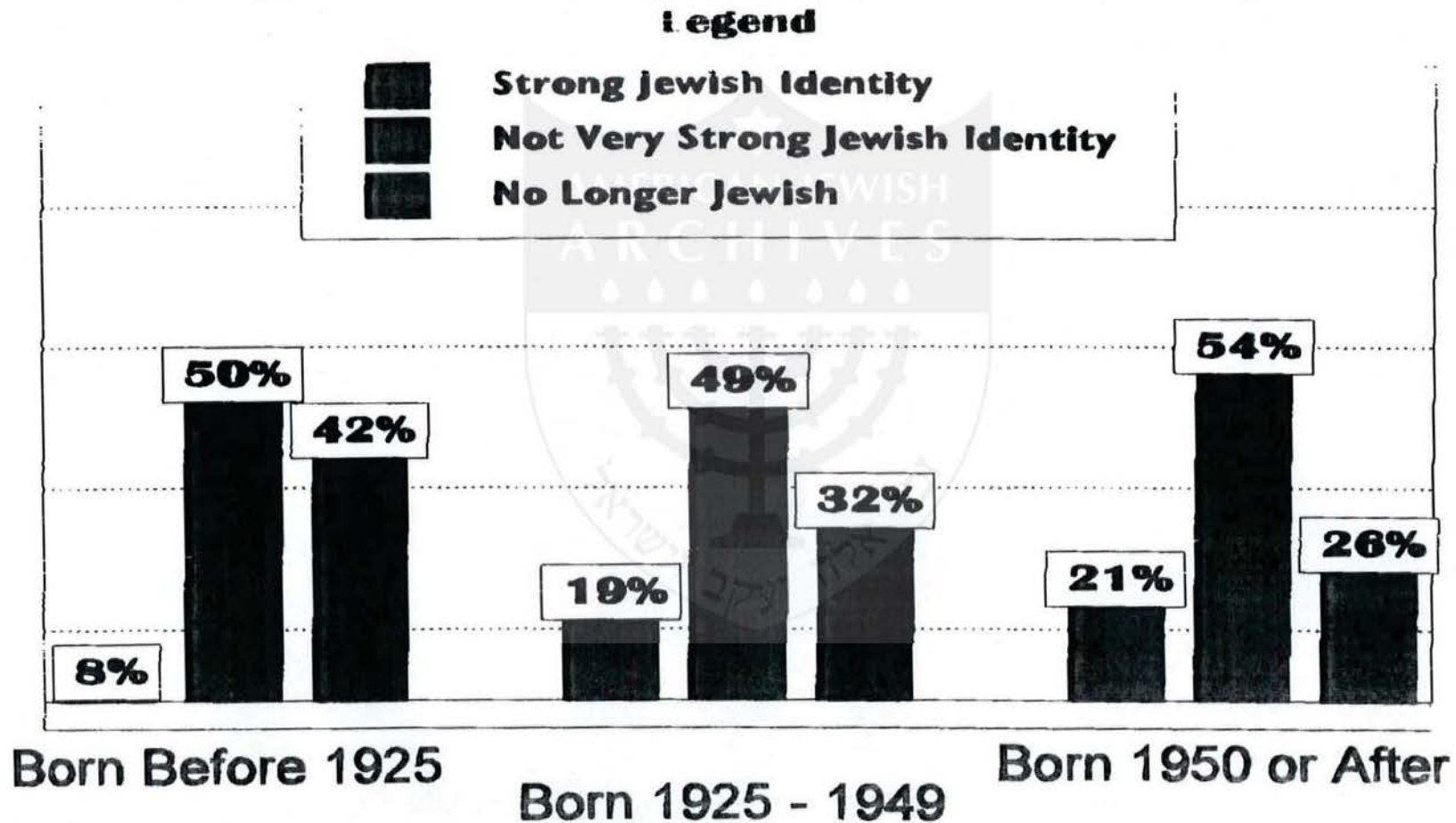


Figure 2: Strength of Jewish Identity by Year of Birth

ARE CHANGES IN JEWISH IDENTITY OVER THE YEARS RELATED TO GENERATIONAL CHANGES?

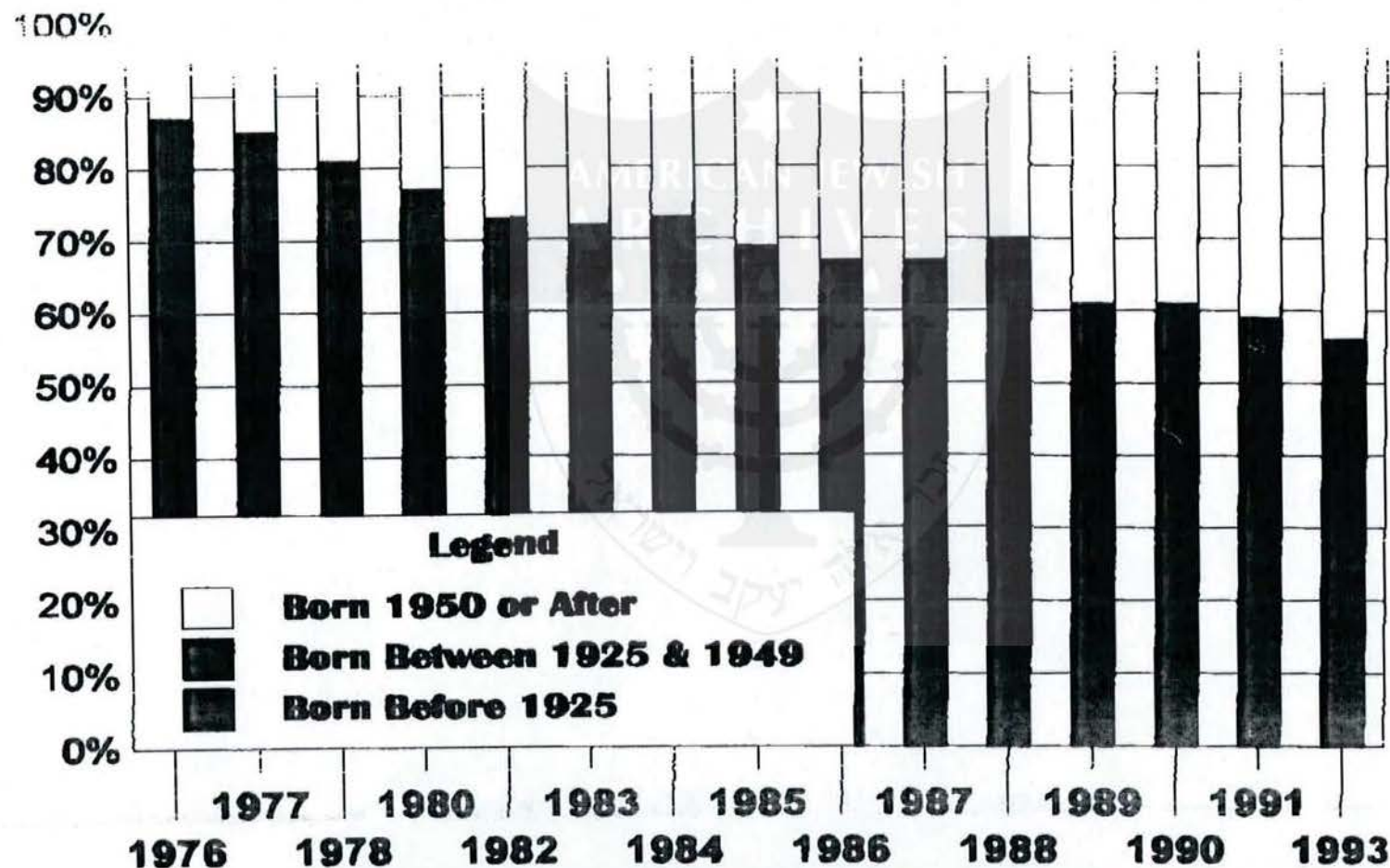


Figure 3: Proportion of Birth Cohorts in Each Survey Year

DO INTERMARRIAGE RATES ALSO DIFFER FOR DIFFERENT AGE GROUPS?

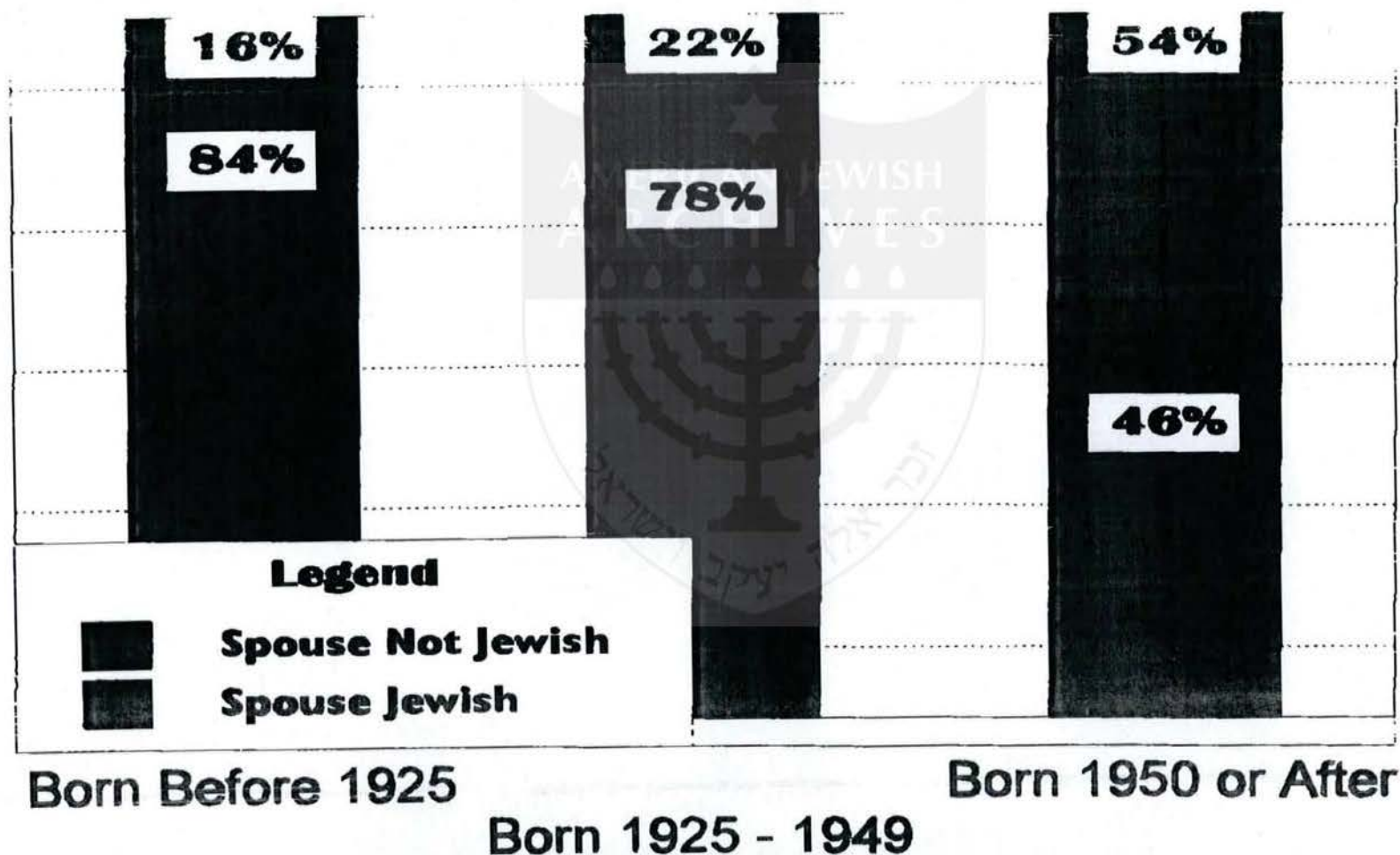


Figure 4: Intermarriage Rate by Year of Birth

IS THE STRENGTH OF JEWISH IDENTITY RELATED TO INTERMARRIAGE RATES?

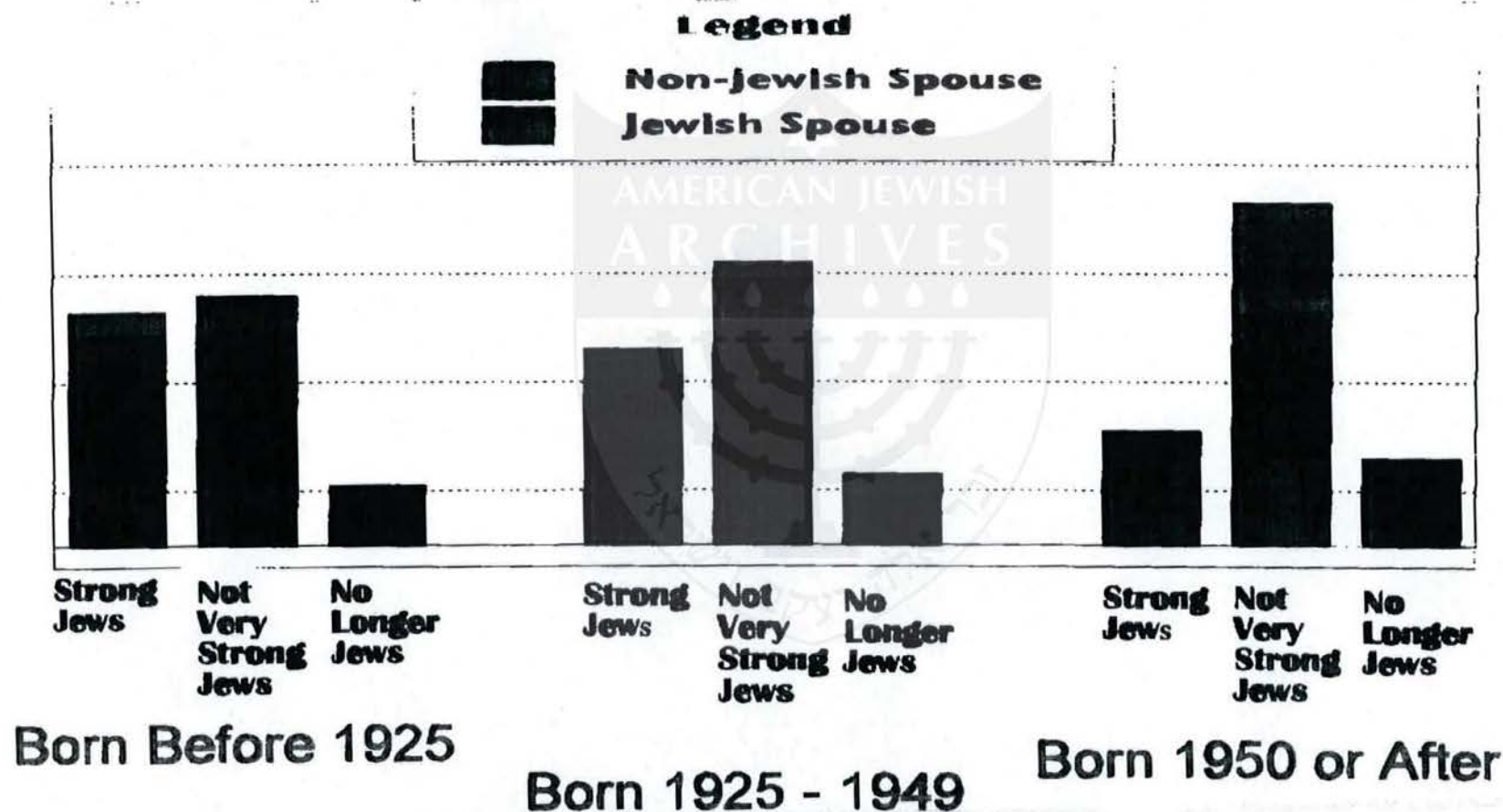


Figure 5: Rates of Intermarriage and Strength of Jewish Identity by Birth Cohort

FROM: Professor Victor Ujimoto, INTERNET:vujimoto@uoguelph.ca
TO: Adam Gamoran, AGamoran
DATE: 6/4/98 10:58 PM

Re: Re: WG06 session

Sender: vujimoto@uoguelph.ca

Received: from ccshst09.cs.uoguelph.ca (ccshst09.cs.uoguelph.ca [131.104.96.18])
by hil-img-3.compuserve.com (8.8.6/8.8.6/2.11) with ESMTP id PAA17601
for <AGamoran@compuserve.com>; Thu, 4 Jun 1998 15:58:45 -0400 (EDT)

Received: from ccshst01 (ccshst01 [131.104.96.14])
by ccshst09.cs.uoguelph.ca (8.8.6/8.8.6) with SMTP id PAA01698
for <AGamoran@compuserve.com>; Thu, 4 Jun 1998 15:58:44 -0400 (EDT)

Date: Thu, 4 Jun 1998 15:58:44 -0400 (EDT)

From: Professor Victor Ujimoto <vujimoto@uoguelph.ca>

X-Sender: vujimoto@ccshst01

To: Adam Gamoran <AGamoran@compuserve.com>

Subject: Re: WG06 session

In-Reply-To: <199806010856_MC2-3EC8-68C4@compuserve.com>

Message-ID: <Pine.HPP.3.95.980604155434.14699G-100000@ccshst01>

MIME-Version: 1.0

Content-Type: TEXT/PLAIN; charset=US-ASCII

Your presentation in the preliminary program was for Session 10, WG06,
July 31 at 16:30 - 18:30. I do not have the final program so I cannot
confirm it. Please check with the congres@bcoc.umontreal.ca
See you in Montreal.
P.S. Web site is <http://www.bcoc.umontreal.ca/>

On Mon, 1 Jun 1998, Adam Gamoran wrote:

> Dear Professor Ujimoto,
>
> I'm making plans for travelling to Montreal for the World Congress, and I
> wonder if you can tell me when my session of the Working Group will take
> place. My paper is on "Social indicators of religious/ethnic heritage: The
> case of North American Jewry."
>
> Adam Gamoran
> University of Wisconsin-Madison
> gamoran@ssc.wisc.edu (or, temporarily, agamoran@compuserve.com)
>



COLLEGE OF SOCIAL SCIENCE
Department of Sociology and Anthropology

December 6, 1997.

Mr. Adam Gamoran,
Department of Sociology,
University of Wisconsin-Madison,
1180 Observatory Drive,
Madison, WI 53706,
U.S.A.

Dear Mr. Gamoran,

Enclosed is the Sociological Abstracts form which I would like you to complete and return to me as soon as possible. I will fill in the Chairperson's name etc. and forward it on to the Chair of your session.

I thank you for your abstract and I look forward to meeting you in Montreal.

Sincerely,

A handwritten signature in blue ink, appearing to read "K. Victor Ujimoto".

K. Victor Ujimoto, Ph.D.,
Professor, Applied Sociology
and Co Chair WG 06.

THE JEWISH INDICATORS PROJECT: GOALS, RATIONALE, AND POSSIBLE INDICATORS

OBJECTIVE

The last decade has seen a flurry of activity by communities and institutions which has been sometimes described under the rubric of "continuity" and sometimes positioned under the umbrella of "Jewish education." New programs, new approaches, and new institutions have been created, sponsored by Federations, foundations, and private givers. Some of these new endeavors are part of carefully planned strategies at the communal level; others are grassroots initiatives; still others come from the intersection of planning and grassroots activity. Fueled by findings of the 1990 National Jewish Population Survey, these efforts have taken on a sense of urgency even as they proceed into somewhat unknown and uncharted territory.

How can communities and institutions know if progress is occurring? In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and track success. In the Jewish world, there seems to be a growing interest in developing quantitative measures of success at the communal, institutional and programmatic level. Some instruments have been created to evaluate the success of education and continuity programs but these evaluations often fall short of what policy makers and funders want to know, "Is this program contributing in a meaningful way to Jewish continuity, to the Jewish involvement and commitment of the participants?"

The challenge becomes even greater when one looks at an entire institution and greater still when a whole community is assessed. Too much attention has thus far focused on a single indicator -- the intermarriage rate -- which suggests that Jewish continuity, measured only in numbers, is on the decline. Demographic continuity, however, is at best a limited index of Jewish communal well-being. We believe that a richer set of indicators that address both the inputs and the outcomes of the "system" of Jewish education, could be a critical tool in the revitalization of Jewish life in America. Such indicators could offer the potential for a more meaningful assessment of strategies to ensure Jewish continuity through education.

The development of more standardized tools and approaches for program evaluation would allow easier comparisons between different programmatic strategies. If standardized indicators could also be developed at the institutional and communal level, it would make possible useful comparisons between institutions and between communities, and could even give sense of national or continent-wide trends over time.

CONCEPT

To measure the success of attempts to revitalize Jewish life through education, it is necessary to first layout hypotheses about the key inputs and to define the desired outcomes of the endeavor.

It is useful to focus on a small number of truly essential goals rather than to try to include all of the things that might be important. Each community has its own goals and its own ideas about key inputs but nonetheless, it is probably possible to create a set of common indicators that cut across the spectrum of Jewish communal life. Such a list might include:

OUTCOMES

- Centrality of Jewish learning
- Strong Jewish identity and Jewish values that permeate most aspects of life
- A high level of involvement in Jewish life and Jewish institutions
- Concern with social justice
- Strong leadership

INPUTS

- Educators who are richly prepared and committed to ongoing professional growth.
- Strong, informed community support for Jewish education.
- High-quality Jewish educational institutions driven by a guiding vision, providing life-long opportunities for learning, and offering Jewish content infused with meaning for those who participate.
- Rabbis who view teaching and learning as integral to their work.

We are proposing to develop a set of indicators, built around a list of goals such as those articulated above. The list would be created by a team of people representing multiple communities and institution. For each goal, an instrument or several instruments would be created that could be used or adapted for use in a variety of settings. All of the instruments could be used for evaluation at the community level, to assess the community's current standing and monitor progress towards these goals. Some could also be used for evaluating programs and whole institutions. Some examples of the type of indicators might be:

POSSIBLE OUTCOME INDICATORS

Goal 1: Centrality of Jewish learning

Rationale: It is our strongly held belief that Jewish learning, in its broadest definition, is the cornerstone of Jewish life. We are after all "the people of the book." Learning for its own sake (torah l'shma) is a core Jewish value, and the Talmud teaches us that "talmud torah k'neged kulam," the study of Torah is equal to all other mitzvot because it leads one to participate in all the other aspects of Jewish life. Children need to learn how to be participants in Jewish life. Even more important, life-long learning for adults is what keeps Jewish life fresh, alive, and meaningful.

Indicators:

- Rates of participation in Jewish education at all levels, from pre-school to adult education
- Jewish literacy
- Attitudes toward Jewish learning

Goal 2: Strong Jewish identity

Rationale: Jewish identity, or seeing one's Jewishness as central to one's life, is a defining feature of a thriving Jewish life. It has an important effect on decisions about who to marry, how to raise children, where and how to conduct one's working life, and generally how to live one's life.

Indicators:

- Jewish identity survey

Goal 3: Involvement in Jewish life and Jewish institutions

Rationale: The extent of involvement in Jewish life and institutions is one important way we will know whether people find meaning in programs and activities that are available in their communities. Such involvement is also essential if Jewish institutions are to thrive. Institutions can nurture individuals, but only if individuals are prepared to invest in institutional life.

Indicators:

- Survey of participation in a broad range of Jewish activities and institutions

Goal 4: Concern with social justice

Rationale: Grounded in prophetic teachings, the concern with social justice is so central to Judaism that it must be understood as a defining feature of a thriving Jewish community.

Indicators:

- Participation in volunteer work (Jewish and non-Jewish)
- Charitable giving (Jewish and non-Jewish)

Goal 5: Strong leadership

Rationale: From Biblical times, through the history of Zionism, down to the present, quality leadership has proven essential to Jewish progress and well-being. In our own day, the cultivation of strong lay and professional leadership is a necessary condition for a viable Jewish community. Leadership is the engine of ongoing innovation and renewal.

Indicators:**Professional Leaders of Key Agencies**

- Preparation (experience and formal training)
- Salaries and benefits

Lay Leaders

- Preparation (experience, Jewish background)
- Diffusion of lay leadership (widespread participation)
- Lay leader satisfaction (leadership is meaningful and rewarding)

POSSIBLE INDICATORS: INPUTS**Goal 1: Educators who are richly prepared and committed to ongoing professional growth.**

Rationale: As recognized in *A Time to Act*, enhancing the profession of Jewish education is one of the key building blocks for revitalizing Jewish education in North America. This goal also reflects the latest thinking in the field of education, which stresses formal preparation and ongoing professional development as a strategy for improving the quality of teaching (Darling-Hammond, etc.) Although being "richly prepared" ideally begins with formal training in appropriate areas, we recognize that not all teachers and informal educators in Jewish settings will undertake formal training prior to entering their positions. Nonetheless, in a high-quality system of Jewish education all Jewish educators, regardless of prior preparation, will engage in a continuous process of professional growth.

Indicators:**Leaders of Jewish Schools**

- Formal training in education, Jewish studies and administration/leadership
- Classroom experience
- Professional growth (number of hours)
- Salaries and benefits

Teachers in Jewish Schools

- Formal training in education and Jewish studies
- Professional growth (number of hours)
- Salaries and benefits

Leaders of Informal Jewish Education (camp directors and JCC educators)

- Extent of Judaic background (formal and informal)
- Ongoing Jewish learning (formal and informal)
- Professional training in organizing an environment for educational growth -- this may be as varied as social work, psychology, education, etc.

- Salaries and benefits

Other educators: We recognize other categories of educators including tour leaders, family educators, camp counselors and unit heads, etc., but at this time we are not prepared to identify appropriate indicators of training and professional growth.

Goal 2: Strong, informed community support for education.

Rationale: The strength of a system of education depends heavily on financial and non-financial expressions of its importance among members of the community. For this reason, *A Time to Act* recognized community support for education as the other essential building block. Innovation in Jewish education will require financial resources, as well as individuals who are prepared to champion the cause of Jewish education. More generally, the effects of the educational system will be enhanced when it is embedded in a supportive community.

Indicators:

- Percentage of community allocation to education
- Extent of other philanthropic contributions to education, e.g. local foundations
- Per capita total spending on education

Goal 3: High-quality Jewish institutions driven by a guiding vision, providing life-long opportunities for learning, and offering Jewish content infused with meaning for those who participate.

Rationale: Jewish educators carry out their work in institutions. To revitalize Jewish education, it is necessary to enhance not only the key individuals working in the field, but also the contexts in which their efforts take place. This goal must be recognized and acknowledged by all participants; rabbis and other educators may take the lead, but all members must coalesce around the central vision of the efforts are to succeed. This goal emphasizes three key aspects of high-quality institutions:

- *Purpose:* Driven by a guiding vision;
- *Structure:* Providing life-long opportunities for learning;
- *Content:* Providing content infused with meaning for those who participate.

Indicators:

By institution – an institutional review that might include:

- Levels of attendance among members of the institutions

- Participants report they gain knowledge that is meaningful to them as a result of their participation
- Survey data satisfaction with education.
- Survey data on knowledge of available options for Jewish education

Goal 4: Rabbis who view teaching and learning as integral to their work.

Rationale: The synagogue is a key setting for substantial Jewish learning. As the leader of the synagogue, the rabbi sets the tone for learning and stands as a role model. Also, the rabbi is fundamentally an educator, and his/her contribution to the quality of Jewish education in the synagogue is enhanced by appreciating the centrality of teaching and learning to his/her work.

Indicators:

- Formal training in education
- Time spent involved in educational activities

NEXT STEPS

- 1) We would like to find 1-2 communities that would like to become pilot sites for the development of these indicators. We hope to engage with these communities and with their key institutions in the development of a list of goals that reflects a broadly defined communal agenda. Then tools and instruments would be created that would be useful to communal and institutional leaders in assessing and evaluating new and ongoing initiatives. These tools would be tested and refined. Ultimately, they would be made available to other communities around the country through the CIJE Evaluation Institute, a program sponsored by the Jacob and Hilda Blaustein foundation.
- 2) We plan to engage researchers/academics to create a scan of the currently available tools in the areas where there are weaker measurement instruments (see exhibit 1 and 2). These scans would outline relevant tools from other fields of endeavor (e.g. general education) and discuss their applicability to measurement of Jewish educational outcomes and inputs.

Exhibit 1 – Outcome Measures

	Communal	Institutional	Programmatic	Availability of measurement tools
Participation in educational activities – Jewish life	X	X	X	Not available but can be easily developed
Literacy instrument	X	X	Standard measures unlikely to be useful	Needs major work
Identity survey	X	X	X	Needs major work
Participation in volunteer work	X	X		Available
Charitable giving	X	X		Available
Survey of lay and professional	X	X	X	Mostly available needs minor work

Exhibit 2 – Input Measures

	Communal	Institutional	Programmatic	Availability of measurement tools
Preparation of educators	X	X	X	Available
Analysis of community support	X	X	X	Currently being developed by CIJE
Institutional review	X	X		Needs major work
Rabbis involved in education	X	X		Not available but can be easily developed

talk given in span 6th overheads in fly
- it worked!

HUMAN DEVELOPMENT INDEX IN VENEZUELA AND INFORMATION SYSTEM FOR LOCAL MANAGEMENT. Mauricio Phélan. Universidad Central de Venezuela, Escuela de Sociología.
(INDICE DE DESARROLLO HUMANO EN VENEZUELA Y SISTEMA DE INFORMACIÓN PARA LA GESTIÓN LOCAL.)
e-mail: mphelan@telcel.net.ve

The Human Development Index (HDI) is a methodological tool introduced by the UNDP (United Nations Development Programme) and it has been considered much broader than the conventional method of measuring development from an economic growth perspective. This index has been applied in Venezuela since 1995 having as result the publication of four HDI reports (1990 - 1994), with the corresponding ranking of the 23 federal states by their HDI values. Additionally the HDI has been calculated by gender and by poverty groups, and the Gini Coefficient has been added to this method of calculation.

This experience has produced a large demand for local indicators. This demand comes from the civil society, and from local and national governmental authorities, who are urged of social indicators to support the process of decision making. In this context, a pilot project has been formulated in order to design an Information System for Local Management. At present this project is its phase implementation.

- will national stats help create the demand for community (& instt) - level stats?
- but no federal syst reqs local info
 - new syst is to process & use data locally, instead of central
 - but data are already being collected

primary
educ
health
nutrit
seos

secondary
publ services

can't - devel countries all seeking new info
resp - a new imperialism
- but can be source of local power

are the data really used for planning? yes
- need for democratic society - put the microdata at d. spot of people

Quality of Life / Indicator issues

① theoretical - Lindenberg, - needs vs wants - scratch etc.

② Empir - "hard" vs "soft"

- eg infant mortality vs life satisfaction

— create "soft" indices for Jones? >

- satisfaction / need, etc.

- n 6 in South Africa, huge diff in "hard" ind. vs less diff in "soft" ind.
— prob refl soc change
- direction of ch

- bivariate (or single var) vs multivariate

CJIE Indicators Report: Jewish Identity 1977-1996

Seeing one's Jewishness as central to one's life is
a defining feature of a thriving Jewish community

IS THE STRENGTH OF JEWISH IDENTITY RELATED TO INTERMARRIAGE RATES?

Yes. For all three age groups, very few of those who described themselves as "strong Jews" were married to a non-Jewish spouse. Intermarriage rates are higher among those less strongly identified. In particular, for Jews born in 1950 or after, about half of those who describe themselves as "not very strong Jews" were intermarried, and almost all of those who were no longer Jewish were married to non-Jews.

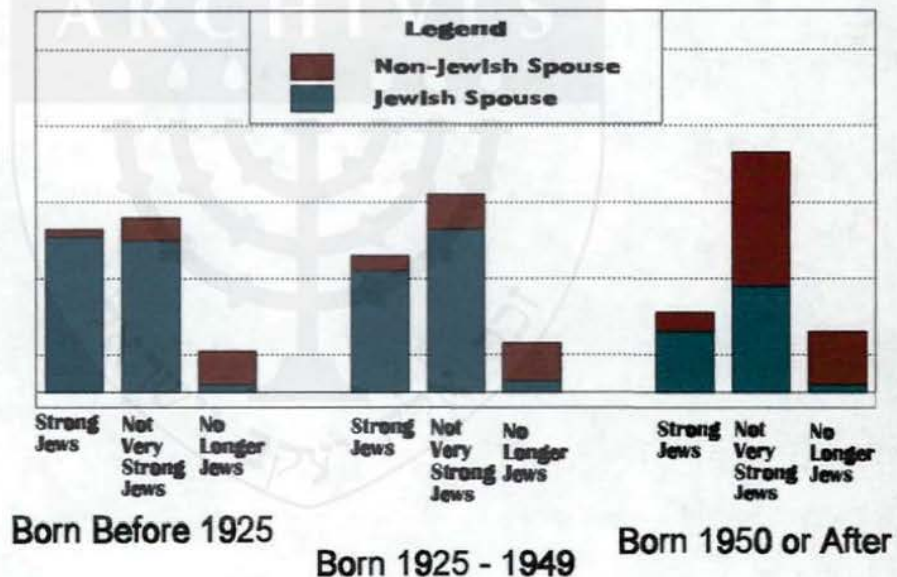


Figure 5: Rates of Intermarriage and Strength of Jewish Identity by Birth Cohort

Of course, these data do not reveal whether a weakened Jewish identity leads to intermarriage or vice versa. Nevertheless, they show that the General Social Survey question about religious identity is a useful indicator of Jewish life, in that it is closely related to a key mechanism of continuity.

CJIE Indicators Report: Jewish Identity 1977-1996



*Seeing one's Jewishness as central to one's life is
a defining feature of a thriving Jewish community*

METHODS

The data for the preceding analyses was obtained from the General Social Survey (GSS) for the years 1977 through 1996, which was conducted under the auspices of the National Opinion Research center (NORC) at the University of Chicago. (Surveys were not conducted in 1979, 1981, 1992, and 1995.) Each GSS involves an independently drawn random sample of English-speaking persons 18 years of age or over, living in non-institutional arrangements within the United States.

The following questions from the GSS were the source of the data on Jewish identity and intermarriage.

- **Current Religious Identity:** *What is your religious preference? Is it Protestant, Catholic, Jewish, some other religion, or no religion?*
- **Strength of (Current) Religious Identity:** *Would you call yourself a strong (give preference indicated in preceding question) or not a very strong (give preference indicated in preceding question)?*
- **Religion Raised:** *In what religion were you raised?*
- **Spouse's Current Religion:** *In what religion was your (husband/wife) raised?*

All respondents to the GSS who reported being raised Jewish were included in the analyses. This yielded a total of 739 respondents who were raised as Jews, of whom 431 were married at the time of the survey. After excluding cases with missing data, the total number of respondents on the question of Jewish identity was 670 and on the question of intermarriage was 372. In the final analysis, which examined both the strength of Jewish identity and intermarriage, the total number of respondents was 338. In calculating the percentages used in Figures 1 and 3, 5-year moving averages were employed.

*This report was prepared by the CIJE Research and Evaluation team:
Adam Gamoran (University of Wisconsin, Madison), Ellen Golddring
(Vanderbilt University), and Bill Robinson (CIJE Staff Researcher).*

CJIE Indicators Report: Jewish Identity 1977-1996



*Seeing one's Jewishness as central to one's life is
a defining feature of a thriving Jewish community*

METHODS

The data for the preceding analyses was obtained from the General Social Survey (GSS) for the years 1977 through 1996, which was conducted under the auspices of the National Opinion Research center (NORC) at the University of Chicago. (Surveys were not conducted in 1979, 1981, 1992, and 1995.) Each GSS involves an independently drawn random sample of English-speaking persons 18 years of age or over, living in non-institutional arrangements within the United States.

The following questions from the GSS were the source of the data on Jewish identity and intermarriage.

- **Current Religious Identity:** *What is your religious preference? Is it Protestant, Catholic, Jewish, some other religion, or no religion?*
- **Strength of (Current) Religious Identity:** *Would you call yourself a strong (give preference indicated in preceding question) or not a very strong (give preference indicated in preceding question)?*
- **Religion Raised:** *In what religion were you raised?*
- **Spouse's Current Religion:** *What is your spouse's religious preference? Is it Protestant, Catholic, Jewish, some other religion, or no religion?*

All respondents to the GSS who reported being raised Jewish were included in the analyses. This yielded a total of 739 respondents who were raised as Jews, of whom 431 were married at the time of the survey. After excluding cases with missing data, the total number of respondents on the question of Jewish identity was 670 and on the question of intermarriage was 372. In the final analysis, which examined both the strength of Jewish identity and intermarriage, the total number of respondents was 338. In calculating the percentages used in Figures 1 and 3, 5-year moving averages were employed.

*This report was prepared by the CJIE Research and Evaluation team:
Adam Gamoran (University of Wisconsin, Madison), Ellen Goldring
(Vanderbilt University), and Bill Robinson (CJIE Staff Researcher).*

IS THE STRENGTH OF JEWISH IDENTITY RELATED TO INTERMARRIAGE RATES?

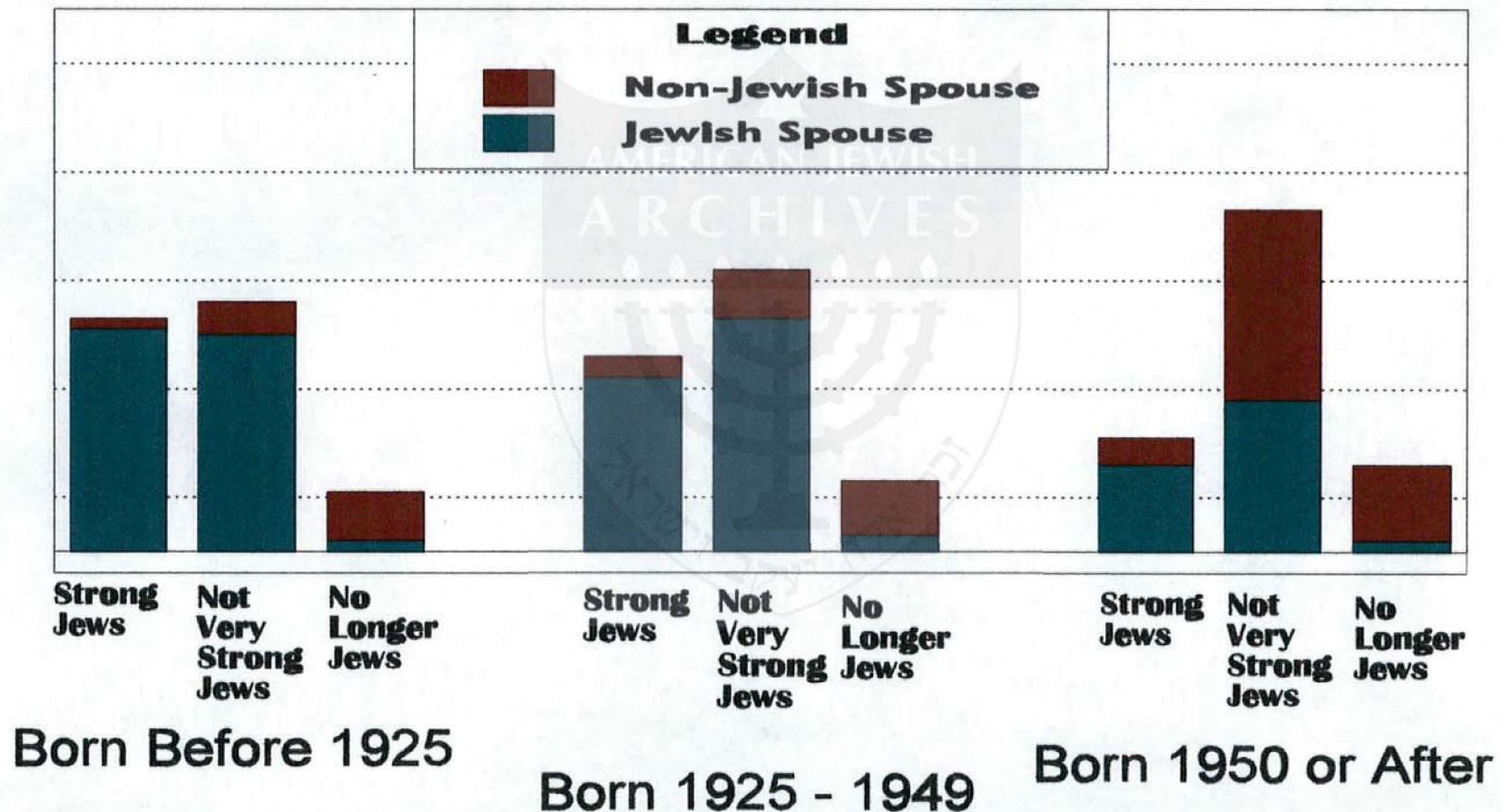


Figure 5: Rates of Intermarriage and Strength of Jewish Identity by Birth Cohort