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Series D: Adam Gamoran Papers. 1991–2008.

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

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Planning notes and correspondence. Includes meeting transcription, 1996-1997.

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

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NORC AND THE UNIVERSITY OF CHICAGO  
1155 E. 60TH STREET  
CHICAGO, IL 60637  
(312) 753-7374

TO: Adam Camoran

COMPANY:

TELECOPIER PHONE: (608) 265-5389

FROM: Barbara Schneider/S. Roman

PHONE: (312) 753-7370

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(TELEPHONE AUTHORIZATION NUMBER)

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TOTAL # OF PAGES (INCLUDING) HEADER SHEET 5

DATE: 09/03/96 TIME: 12:00

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COMMENTS: As you requested - Barbara

To: Members of the CIJE Seminar  
From: Barbara Schneider  
Re: Data Questions  
August 23, 1996

One responsibility for which I volunteered at our meeting was to prepare a memo regarding U.S. data sets and their applicability to some of the issues being examined by CIJE. Additionally, I have been thinking about the type of information that might be collected through supplements to already existing U.S. data bases, issues that might be explored with current U.S. data bases which could focus on Jewish schools, and surveys that could be initiated in the future.

**My interest in large data sets is threefold:**

1) Large national data sets have generalizability and thus, findings can be applied to the nation as a whole. The sampling frames for current U.S. data sets include Jewish schools and Jewish students. The fact that the sampling frames are representative of the country, makes it possible, for example, to compare among students of different religious groups who attend private or secular schools (including Jewish students in both day schools and regular secular comprehensive high schools) the strength of their religious identities, as evidenced by items which ask about their sense of religious identity, and how frequently they participate in religious activities. It may be that religiosity, for example, is more dependent on family social dynamics than diversity of school or community. This type of question could be analyzed with these data sets.

During our seminar I realized that American scholars as well as Israeli scholars, who use these data sets, have paid relatively limited attention to the Jewish sample. It seems to me, that one way to explore some of the questions posed at the meeting, and some others not yet thought about might be through these data sets.

2) While these data sets can yield very robust findings pertaining to the students and the type of school they attend, the sample sizes are too small to do some of the type of analyses, such as comparing the self identity of students or the degree of their parents' involvement in school activities either within or between Jewish schools. Knowing that the National Center for Education Statistics (NCES), which designs and conducts most of these surveys allows for supplements--I began to think about data sets that could be augmented with a Jewish sample. The only drawback, which is a major drawback, is that supplements or augmentations are paid for by the interested party. For example, in the National Educational Longitudinal Study of 1988 (NELS: 88), a special Lutheran sample of schools and students was paid for by an individual, and the state of New York paid to have more schools and students in the sample so

they could conduct in state school and student comparisons.

3) I believed increasingly through the meeting, and perhaps wrongly so, that many of the assumptions being made about the Jewish community in the United States, particularly about the families, the children, and the type of schools they attend, and extra curricular activities they participate in, were being constructed on weak nonrepresentative samples of information or in some instances merely conjecture. During the meeting I became more convinced that if one were really interested in understanding the variation in religiosity and commitment to Judaism and more importantly, how and why it is sustained in U.S. society, one would need a national longitudinal sample of Jewish families stratified by religious group--Orthodox, Conservative, Reform, and others; region of the country, and urbanicity. If one wanted to examine differences pertaining to type of religious education one could begin by stratifying the sample by type of school--Jewish day schools, Yeshivas, supplemental programs (this could be complicated) proportional to attendance among the affiliated and non affiliated Jewish population again stratified by religious group, region, and urbanicity. By examining current U.S. data sets, it seems to me one could see the potential for a new national Jewish survey of families, their children, and schools.

#### **National Data Bases**

A brief non-exhaustive list of data set with particular relevance to CIJE's agenda.

**Schools and Staffing Survey (SASS)**, collected by NCES, this survey is designed to provide national and state representative data describing teacher supply and demand, including teacher background and qualifications, sources of supply of teachers, teacher turnover, and other factors that might explain various facets of issues concerning teacher supply and demand. SASS is a system of surveys containing individual components on public and private schools, school districts, administrators, and teachers. SASS was conducted in the 1987-88, 1990-91, and 1993-94 school years. In 1993-94, library media center, library media specialist/librarian, and student records components were added. The student records component collects administrative data from a SASS subsample of public, private including Jewish schools, and Indian school. In addition, one year after each SASS, follow-up surveys of a subsample of teachers, the Teacher Follow-up Survey are conducted to obtain information on attrition rates and associated factors. As we discussed Adam and Ellen's work could be compared to this national data set. Furthermore, I suspect as Susan mentioned that comparisons could be made between Jewish schools and other private and public schools regarding teacher salary, attrition, satisfaction, and other constructed measures.

**Private School Survey (PSS)** project is designed to build a universe of private schools that is of sufficient accuracy and completeness

to serve as a sampling frame for NCES sample surveys of private schools and to provide reports of the total number of private schools, teachers, and students. The objective is to provide data for private schools to the level of that maintained for public schools in the Common Core of Data (an ongoing universe data base on elementary and secondary public education in the U.S.). I am not familiar with this data set. But, given NCES standards, it is likely to be available to the public, probably on a CD rom. This may be a good source to verify information obtained by JESNA (they may already do this--I don't know). The number of day schools, calculated by JESNA, should be somewhere within a five percent error of population estimates made by the PPS data set. I doubt that the survey includes any information on supplemental schools whether they are Jewish, Japanese, Korean, or any other denomination.

**National Education Longitudinal Survey (NELS:88)**, is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. These sample surveys focus on students who were in eighth grade in 1988 and their schools, teachers, and parents. This cohort of students was followed up at two year intervals in 1990, when the students were sophomores, in 1992, when the students were seniors, and in 1994 two years after high school completion. This longitudinal sample was designed to provide nationally representative data on such issues as high school completion, transition to secondary school, and features of school effectiveness. Transcripts were collected at the end of the senior year. The number of Jewish students in this sample is about 350 out of 20,000. It is possible to conduct analyses of Jewish students, and an article was published in the Sociology of Education, two years ago by an Israeli scholar that compared the achievement of Jewish students with other students. My guess is that the NELS:88 Jewish sample holds many interesting opportunities for further study. The earlier version of NELS:88, was also a national longitudinal study of high school sophomores called **High School and Beyond (HS&B)** conducted in the 1980s. The Jewish sample in this study is slightly larger, but so is the base sample, so the proportion of the sample is approximately the same. One could compare trend data of Jewish students between HS&B and NELS:88.

Two newer studies are currently underway. **The National Household Education Survey (NHES)** is the first major attempt by NCES to collect education data from a household survey rather than from a school survey. NHES is designed as a mechanism for collecting detailed information on educational issues from a relatively large and targeted sample of households in a timely fashion. The NHES is expected to provide data on a wide range of current education issues such as early childhood education, adult and continuing education, school aged children's participation in, before- and after-school programs, access and plans to finance postsecondary education, family support for and parental involvement in

education, school safety and discipline, citizenship, grade retention, extra school learning, and home-based education. I have not seen the questionnaires but my understanding is that there is a religious item.

Another household study which does identify respondents by religiosity is the **General Social Survey (GSS)**. Several different studies have been arranged by the American Jewish Committee to be conducted on the GSS. This is primarily an attitude survey which asks respondents how much they trust in their government, schools, and so on.

Finally the newest study conducted by NCES is the **Early Childhood Longitudinal Study Kindergarten Class of 1998-99 (ECLS)**. ECLS is expected to include a nationally representative sample of approximately 23,000 children enrolled in about 1,000 kindergarten programs during the 1998-99 school year. Children will be selected from both public and private kindergartens, offering full-day and part-day programs. My understanding is that the sample will include Jewish schools. Given CIJE interest in early childhood education, I thought it might be worthwhile to discuss with NCES the possibility of enhancing the Jewish sample by including a Jewish school supplement. I have checked with the government official responsible for this study, Jerry West, and he has given approval. To engage in a supplement, CIJE would have to contact NORC, the contracting agency responsible for the conduct of this study, and decide on how many schools they desire. Size of sample and discussion of additional survey items are issues which would have to be worked out with NORC and NCES. Funding for supplemental work must be secured prior to the onset of data collection. The decision to embark on this endeavor would have to be considered relatively soon as work on the pilot study is scheduled for this coming academic year.

I hope all of this helpful. My sense is that I know too little about what JESNA does to provide a reasonable set of questions about what they could do with current data sets or how to organize new data collection efforts.

# FAX TRANSMISSION

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

15 EAST 26TH STREET  
NEW YORK, NY 10010  
(212) 532-2360  
FAX: (212) 532-2646

**To:** Adam Gamoran **Date:** November 11, 1996  
**Fax #:** 608-263-6448 **Pages:** 5, including this cover sheet.  
**From:** Sarah Feinberg  
**Subject:** Barbara Schneider's memo

### COMMENTS:

Hi. Sorry that it has taken me so long to send this to you. We don't have a clean copy here in the office, so pardon the scribbles.  
Take care.

To: Members of the CIJE Seminar  
From: Barbara Schneider  
Re: Data Questions  
August 23, 1996

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*Beit Ami  
Kosmin*

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# RESEARCH NETWORK IN JEWISH EDUCATION

c/o Dr. Michael Zeldin, Rhea Hirsch School of Education  
Hebrew Union College-Jewish Institute of Religion  
3077 University Avenue, Los Angeles, CA 90007-3796  
Phone (213) 749-3424 \* FAX (213) 747-6128

Karen } for  
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agenda

## CHAIR

Michael Zeldin

## Treasurer

Shulamith Elster

## Newsletter

Leora Isaacs

## CONFERENCE CHAIRS

1997

Harvey Shapiro

1996

Stuart Schoenfeld

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Stuart Schoenfeld

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1992

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Lifsa Schachter

Adam Gamoran

1990

Aryeh Davidson

1989

Isa Aron

1988

Joseph Reimer

Jeff Schein

Saul Wachs

1987

Isa Aron

Hanan Alexander

December 20, 1996

Mr. Alan Hoffman  
Council for Initiatives  
in Jewish Education  
15 East 26th Street  
New York, NY 10010-1579

Dear Alan:

By now you should have received the Call for Papers for this summer's Conference on Research in Jewish Education. As a result of our conversation last May (and the events leading up to that conversation), the Network has made a number of changes that I want to be sure you are aware of. These changes should encourage your CIJE colleagues to participate this year in greater numbers.

The most notable change is the introduction of a symposium format. Under this rubric, CIJE could organize a series of papers around a single theme and submit brief descriptions of all the presentations. The review process of symposium proposals is designed to encourage sessions like this which examine a theme from multiple perspectives. At the conference, the presentations would be followed by a commentary by a respondent designated by the program committee, and plenty of time for audience reaction and discussion.

I hope you will encourage your colleagues to pursue this opportunity, even though I understand some of them will not be able to attend the Research Conference due to a scheduling conflict.

I look forward to continued cooperation between the Network and the CIJE.

Sincerely,



Michael Zeldin, Network Chair

MZ/fa

*Entering Our Second Decade  
Boston, June 1-3, 1997*



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- a business/marketing researcher - add to Jure meeting  
- revis. + s. hold in Jure

update on Eval Instit - ADexter rewriting propos  
dates - BN will do market research  
strat plan - pay to do planning process



X-Sender: gamoran@ssc.wisc.edu  
Date: Thu, 09 Jan 1997 17:00:00 -0600  
To: 104440.2474@CompuServe.COM, Alan <73321.1220@CompuServe.COM>, 73321.1217@CompuServe.COM  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: summary of meeting on research and evaluation, 1/7/97  
Cc: GOLDRIEB@ctrvax.Vanderbilt.Edu, Bill Robinson <74104.3335@CompuServe.COM>, gamoran

#### MEETING SUMMARY

Date of meeting: January 7, 1997  
Attending: Karen Barth, Gail Dorph, Adam Gamoran, Ellen Goldring, Alan Hoffmann  
Topic of meeting: CIJE Research and Evaluation

#### I. TEI EVALUATION

A. AG reviewed the TEI evaluation plan, tracing its development from a list of hypotheses, to a survey design focusing on community outcomes, to the addition of case studies.

B. We discussed a number of questions about the plan, and about the potential impact of the evaluation. KB noted that the TEI evaluation will not answer questions that are of most interest to funders, i.e. Did TEI transform parent satisfaction and student learning in Jewish schools? We noted that TEI was not designed to achieve this outcome, and demonstrating such a change was far beyond the scope of both TEI and our current work. We discussed the possibility of limiting our data collection to the surveys and interviews.

C. ADH noted other effects of TEI which may not show up in our evaluation. TEI has changed the broader landscape for professional development in congregational schools. AG noted that the case studies should provide examples of this change. Also, ADH commented that TEI is creating a language for CIJE to talk about teaching and learning. In this view, developing the teacher educator as a professional cadre is the way to have an impact on teaching and learning. These changes would be revealed by an evaluation of CIJE, which is not currently being undertaken.

D. In conclusion, we decided on the following:

1. We will continue to review the TEI evaluation plan and reflect on its implementation. We will think about possibilities for streamlining, such as cutting out the observations.
2. We will set up a consultation for KB and other interested CIJE staff on the topic of studying cause/effect relations in social science research.

#### II. Evaluation of other CIJE programs/initiatives

EG explained that most other CIJE programs were not worth evaluating beyond the immediate feedback provided by participants, because the programs have limited duration and impact. For example, the Harvard leaders' meetings are evaluated by having participants fill out evaluation forms. This is appropriate, but more would not be worth the effort.

The only other program where more extensive evaluation might make sense is the lay leader pilot project in Milwaukee. The project would need a clearer articulation of its goals if an evaluation component were added.

We decided not to add any evaluation projects until after the strategic plan is completed, due to limits on our capacity.

[We also learned that the Melton Adult Mini-School has been talking with GZD about evaluating their new professional development program. GZD has encouraged Susan Stodolsky to participate.]

### III. Evaluation Institute

The Evaluation Institute is important for developing evaluation capacity, but we should defer it for the present, due to vagueness in its implementation plan, and uncertainty about how it fits into CIJE's strategic mission. We discussed the possibility of establishing a network of social scientists interested in evaluation of Jewish education as a stopgap measure, but decided this would not work. In the end, we decided that 1997 would be a planning year for this project.

[It appears that part of the funds we requested from the Blausein Foundation will be forthcoming. This money, if received, will be used for planning during 1997 to prepare for implementation of the Evaluation Institute in 1998. This is a change to our work plan for which we would need approval from the Foundation.]

### IV. Leading Indicators

A. As a starting point, we considered the Horowitz/Barth memo on this topic. AG and EG noted that there are two tasks to be done: Identifying the important outcomes, and figuring out how to measure the outcomes once they've been identified. We discussed using the strategic plan as a source of ideas about what outcomes matter. We discussed how we might get external comments on selecting and measuring these outcomes. A consultation might take place in Israel to obtain input from Mike Inbar, Steven M. Cohen, Annette Hochstein, and Seymour Fox.

B. Tentatively, we planned on the following:

1. We will compare the outcomes in the strategic plan with those that emerged from research by Bethamie Horowitz. KB will send Bethamie's research to AG and EG.
2. We will engage a small group of broad-thinking methodologists in two tasks:
  - a. How can these outcomes be framed as indicators?
  - b. How can these outcomes be prioritized for measurement?
3. We will consult with (a) Jewish educators and (b) lay leaders on the results from (2).
4. We will meet with a larger group of methodologists for an outside critique of our plan.
5. We will consult with an expert on each indicator to help us operationalize the indicators.

C. AG and EG will prepare a schedule to implement this plan.

D. KB will add Mike Inbar to her list of people to see in Israel.

E. We need to think about how to integrate this process with Barbara

Schneider's memo.

F. KB will inform AG and EG which the staff person from CIJE will work with them on this project.

G. Leading Indicators will be added to the agenda of the Professors meeting in Miami.

#### V. Cleveland

When Mark Gurvis called Gail about Cleveland's policy brief, he thought he had a question about mobilization. However, the answer turned out to be about research. Gail will tell Mark to send copies of the report(s) to AG and EG, and to contact AG with further questions.

ADH noted that we should respond to specific issues, not become general consultants for Cleveland.

#### VI. Research Network

ADH received a letter from Michael Zeldin indicating that the new symposium format was a response to conversations with CIJE last year. AG will e-mail CIJE staff with suggestion options for responding to this call. Note: Papers/proposals are due March 15.



X-Sender: gamoran@ssc.wisc.edu  
Date: Thu, 09 Jan 1997 16:56:07 -0600  
To: 104440.2474@CompuServe.COM, Alan <73321.1220@CompuServe.COM>,  
73321.1217@CompuServe.COM, GOLDRIEB@ctrvax.Vanderbilt.Edu  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: next message  
Cc: gamoran

The next message contains my summary of our meeting on Tuesday. I have left out a couple of confidential items:

1. Because I want to share the summary with Bill, I have left out the part about seeing whether his interviews are of sufficient quality to allow him to continue doing the TEI interviews.
2. It occurs to me that for the Blaustein Foundation, we should represent our work on Leading Indicators as part of the work on Developing Research Capacity discussed in the proposal. It fits well under that category. It will allow us to justify the work on Leading Indicators, and may even help us explain why we have decided to spend a year planning the Evaluation Institute with implementation held up until 1998.

Adam

X-Sender: gamoran@ssc.wisc.edu  
Date: Tue, 14 Jan 1997 15:48:45 -0600  
To: Bill Robinson <74104.3335@CompuServe.COM>, GOLDRIEB@ctrvax.Vanderbilt.Edu  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: I sent this to Karen, Gail, Alan  
Cc: gamoran

Here is a draft of the schedule for working on the Leading Indicators project. The only thing scheduled for sure is the discussion at the Professors Seminar. We are eager to receive Bethamie's document.

I would like to characterize this work as constituting our planning for a Center for Research and Evaluation in Jewish Education. That way it is still consistent with the proposal to the Blaustein Foundation. Even so, it goes beyond our existing work plan and we will need to prioritize.

Please advise.

Adam

JANUARY-FEBRUARY, 1997:

-- Review outcomes listed in strategic plan, and Bethamie Horowitz research (AG, EG, BR)

-- Discuss concept of Leading Indicators, and varieties of possible implementation, with professors group. (AG, EG, GZD, BWH)

-- Commission one professor (Schneider?) to write a memo responding to the Leading Indicators idea.

MARCH, 1997:

-- Produce rough outline of leading indicators (AG, EG, BR)

-- Consultation with a small group of broad-thinking social scientists, possibly in connection with AERA at the end of the month. Given a set of outcomes, how might they be measured, and how should they be prioritized? (AG, EG, BR)

APRIL, 1997:

-- Revised outline for a proposal to specify and measure Leading Indicators (AG, EG, BR).

MAY/JUNE, 1997:

-- Consultation in Jerusalem with Annette Hochstein, Seymour Fox, Mike Inbar, Steven M. Cohen, on the Leading Indicators outline. (AG, EG)

JUNE, 1997:

-- Consultation with Jewish educational researchers at the annual meeting of the Network for Research on Jewish education, on the Leading Indicators outline (AG, EG, BR)

-- Discussion with CIJE staff of the Leading Indicators outline (All)

JUNE-AUGUST, 1997:

-- Draft memo on measuring Leading Indicators. (Not sure whether this will be assigned to AG/EG/BR or someone else.)

NOVEMBER, 1997:

-- Invitational meeting with lay leaders on Leading Indicators (at the GA?).

DECEMBER, 1997:

-- Consultation with top methodologists on detailed plans for measuring leading indicators. (Assigned to whoever will be running the Leading Indicators project.)

-- Consultation with CIJE staff. (All)

Date: Tue, 28 Jan 1997 09:48:17 -0600 (CST)  
From: GOLDRIEB@ctrvax.Vanderbilt.Edu  
Subject: Professors  
To: gamoran@ssc.wisc.edu  
X-Vms-To: in%"gamoran@ssc.wisc.edu"

Any comments? I plan to hand this out, the list of 10 indicators, and the process "workplan".

#### CIJE

#### Leading Indicators Project

CIJE has a vision of what "success" will look like if the American Jewish Community is revitalized through Jewish Education. The vision includes 10 outcomes in the North American Jewish Community.

How can we measure the extent to which we are reaching this vision?

The goal of this project is to operationalize leading indicators, or outcomes of the process of change, and implement a program of research and evaluation so that progress toward the vision can be measured.

Issues for discussion:

- 1) Is this a worthwhile endeavor?
- 2) What is the feasibility of doing this type of work?
- 3) What are different approaches that can be used?
  - a) How can these outcomes be measured?
  - b) What methodologies should be used?
  - c) What type(s) of research design(s) can be used?
- 4) How can we prioritize these indicators?

Which are most likely to yield important information?

To: GOLDRIEB@ctrvax.Vanderbilt.Edu  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: Re: Leading Indicators  
Cc:  
Bcc:  
X-Attachments:

Nope, I will not go to Israel in June. I could stay until May 27, but if we did it then you would miss the research network conference, assuming you stayed on into June. I will put May/June on the schedule, and if you can't go in May and I can't go in June, it will have to be one or the other of us.

On the list/outline, how about if I call it outline (first draft) and outline (second draft)? Or outline and revised outline?

At 10:53 AM 1/14/97 -0600, you wrote:

>I see the list as the result of our discussions with professors, our analysis  
>of stratigic plan, Bethamie's paper, etc. It is a working document to  
>begin the discussion at AERA, whereas the outline in April would include the  
>results of our discussions at AERA, and would included both the outcomes and  
>beginnings of the methods issues.  
>  
>Let's not get ahead of oursevles with the visit to Israel-- But, would you  
>consider going back to Israel after the network, sometime in June?  
>That could be a better option for me if I really need to go to the network.  
>Perhaps we should say MAY/JUNE Consultation in Israel, because May is terrible  
>for me, unless it is at the every end.  
>  
>The rest is fine, but I would add consultation with CIJE STAFF in there  
>somewhere perhaps after a first draft of the final memo/before meeting with  
>lay leaders.  
>  
>  
>  
>

November 21, 1994

What Should We be Studying?  
Researchers' Advice about Research and Jewish Continuity

Dr. Bethamie Horowitz  
UJA-Federation

I. Overview

In mid-August, 1994 the Research Workgroup of the UJA Federation Jewish Continuity Commission sent out a letter to 33 leading academics and practitioners working in the Jewish community to ask their views about:

1. What is the most important question in the area of Jewish Continuity and/or Jewish identity formation that research could realistically help answer? If you had \$500,000 available for each of the next two or three years for the broad area of "Jewish Identity Research," what projects/studies would you undertake? Please describe it (or them) briefly.
2. How might the results of such a study or studies be helpful to policy-makers in general and those involved directly in the work of allocating money for Jewish continuity projects?
3. Briefly describe the needed methodology (including size of sample and timetable) which you would suggest.
4. Who do you think would be the most appropriate collaborators for the research you have described?
5. How important do you think it is for the Jewish community to undertake a long-term longitudinal study of Jewish Continuity and/or identity formation?

The main purpose of the exercise was to begin to articulate a research agenda to bridge the thinking of researchers and policy-makers. As of November 21st we have received 15 responses to our query, and although there was no overwhelming consensus about the single issue the study of which would solve all of our problems, the very thoughtful responses overlap significantly.

## II The Responses

The responses fell into two large groupings:

- A. Those which proposed that we need to know more about the phenomenon of being Jewish in America and about how American Jews understand their Jewishness.
- B. Those which advocated studying the types of interventions, settings or programs which have an impact (or claim to have an impact) on Jewishness of participants.

These seemed to be the basic lenses that people chose, although these are not mutually exclusive categories. Indeed, the first may be a broader way of looking at the second. In fact, a number of respondents proposed both approaches – the first in relation to their own interests in the phenomenon, and the second addressed specifically to policy-makers and funders who are perceived to need a more targeted approach.

In addition to these two large clusters, some respondents proposed that the object of study be the communities' efforts at addressing "continuity" – whether in terms of taking an historical overview of continuity efforts in the Modern Period (J. Sarna), or examining the various approaches taken by different Federations in the past few years (L. Isaacs; Incidentally, J. Ukeles began this effort in a paper we distributed to the Workgroup last year.).

Finally, one response suggested that in raising the question of a longitudinal study we should not overlook another sort of continuity question related to research capacity: Will there be Jewish researchers and research institutions in the Year 2000? Kosmin and Mayer recommend basing research in the university so as to train a next generation of Jewish social scientists (via fellowships, etc.).

### A. Study the Phenomenon of Being Jewish

This approach begins with the observation that Jewishness in America is complex, diverse, dynamic, not a single construct, and advocates going out and learning more about a host of factors, beyond the by now 'traditional' battery of ritual observance questions routinely included in demographic studies of American Jewry. Taken together, this cluster of eight responses offers a picture of what we don't know about American Jewish identification and identity development, but ought to consider:

**1. Diversity of Jewishness**

American Jewish identity is diverse and dynamic, influenced by time of life, time of year, time in history, place, etc. (Israel, Chazan. S.P. Cohen, Isaacs).

**2. Affective and motivational aspects of being Jewish**

We need to explore the broad range of feelings, beliefs, meanings and practices associated with diverse Jewish identities (S.P.Cohen, Israel, Chazan).

**3. Different paths lead to different Jewish outcomes**

We need to explore the paths that lead (or appear to lead) to different Jewish lifestyles (Chazan, S.P. Cohen, Mann). What is the role of intensive Jewish settings ("total environments") in fostering Jewishness (Wertheimer, Laufer)?

**4. Family as a crucial setting for identity development**

Be certain to look carefully at the family:

..as a locus of decision-making (Ukeles, Davidson, S.P.Cohen)

..as part of the dynamics affecting identity (S.P.Cohen, Wertheimer)

**B. Study the Settings or Types of Programs That Seem to Have an Impact**

Six respondents emphasized the lack of a systematic knowledge base (or the prevalence of untested assumptions) about the array of program settings or environments that are thought to have an impact on the Jewishness of people who experience them. Respondents mentioned synagogues, summer camps, youth groups, the university campus, retreats, outreach efforts and trips to Israel as worthy of investigation.

**1. Describe/evaluate the "Best Practices" of particular program types**

We should document the community's endeavors in various modes – synagogues, camps, supplemental schools, etc.— in terms of successes (Laufer, Aron, Isaacs, Wertheimer) and failures (Bayme), with an eye towards identifying the salient features. What makes a program particularly effective (or ineffective)?

**2. Examine the impact of specific settings on participants/alumni**



We need to ascertain the impact that each experience/program has on the participants, either by following participants over time or by interviewing them retrospectively (Dorph, Bayme, S.M.Cohen, Israel, Isaacs, Kosmin/Mayer).

### **3. Motivations and Obstacles to Participating in Programs**

A better understanding of what leads people to join up as well as what inhibits their participation will assist us in broadening recruitment (S.M.Cohen, Laufer).

### **C. A Longitudinal Study**

Eight of the fifteen respondents (S.P.Cohen, Isaacs, Mann, Chazan, Israel, Davidson, Mayer & Kosmin, Bayme) said that longitudinal research was important, two said it was not worth doing (Dorph, Laufer), four did not address this question (Ukeles, Aron, S.M.Cohen, Wertheimer), and Sarna favors it, but in terms of studying communal continuity efforts over time. Several people felt that the community lacks patience for this sort of longterm enterprise, but some suggested that it would be essential to get going with an initial baseline cross-sectional study with at least one round of follow-up.

\query.nts

Date: 21 Jan 97 13:37:38 EST

From: Sarah <74043.423@CompuServe.COM>

To: Deborah Ball <dball@umich.edu>, Gail Dorph <73321.1217@CompuServe.COM>, Bill Firestone <wilfires@rci.Rutgers.EDU>, Adam Gamoran <gamoran@ssc.wisc.edu>, Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>, Alan Hoffmann <73321.1220@CompuServe.COM>, Barry Holtz <73321.1221@CompuServe.COM>, Francine Jacobs <fjacobs@emerald.tufts.edu>, Sharon Nemser <snemser@ibm.cl.msu.edu>, Barbara Neufeld <neufelba@hugsel.harvard.edu>, Moti Bar Or <baror@netmedia.net.il>, Danny Pekarsky <danpek@mac.wisc.edu>, Anna Richert <annaer@aol.com>, Barbara Schneider <schneidr@norcmail.uchicago.edu>, Susan Stodolsky <sue@cicero.spc.uchicago.edu>, Ken Zeichner <zeichner@facstaff.wisc.edu>

Subject: Seminar in North Miami Beach

Hi. Just a few travel logistics...

The RADISSON AVENTURA BEACH RESORT is located at 19201 Collins Avenue, Miami, Fl. Their telephone is 305-932-2233; fax is 305-937-4139.

The best way to get to the hotel from the Ft. Lauderdale airport is either by taking the Grey Line Shuttle. It costs about \$9/person. If there are more than one of you, then a cab might be better. The shuttle runs 24 hrs a day.

>From the Miami airport there is the Super Shuttle which is about \$14/person.

Again, you can also take a cab.

It takes about 20-30 minutes to get to the hotel from each airport.

Please let me know if you have any other questions, or if there is anything else I can do to help out.

I look forward to meeting/seeing all of you next week!

sarah

CJJE Professors Seminar  
Leading Indicators Discussion  
2/2/97

The session began with Adam and Ellen introducing the project. Ellen had prepared a handout that included a list of discussion questions as well as the CJJE "Draft Vision Outcomes" and the Leading Indicator project schedule. A preliminary discussion was encouraged to clarify the issues that might be involved, followed by small group discussions led by Ellen and Adam, followed by a reporting and summary discussion.

Preliminary Discussion

The first question that came up was, "Is the purpose of this project to evaluate CJJE, or to examine the health of the Jewish community?" While the main purpose is the latter, discussion suggested the two purposes might not be mutually exclusive. If the indicators are widely discussed and valued, then that would be an impact of CJJE, in shaping the agenda. The project is not seen as one that uncovers causal relations, but rather as taking the pulse of North American Jewry. The group recognized that movement one way or another on indicators may have nothing to do with what any particular organization is doing. Furthermore, the CJJE lay board does not see this project as a way to evaluate whether CJJE's funds are being spent well.

Still, there are links between potential indicators and CJJE's efforts. Sue Stodolsky commented that assessments could be incorporated that are not the visions of outcomes, but are linked to outcomes in the long run. Some indicators could be more immediate, others could be longer term. In this way indicators could assess the sequence of change, and link the indicators to evaluation.

Bill Firestone noted that this list of outcomes (the CJJE "Draft Vision Outcomes") is not the type of list that people normally use to study outcomes; it is softer and more value-oriented than would typically be used. We need to get from these outcomes to indicators, and how to do that is not obvious.

At this point there was some discussion of whether it is worthwhile to take on the enterprise. The general sense was that more needs to be considered before the question of worth can be answered.

Anna Richert suggested that a Leading Indicators study helps define what we care about, what matters in the world. Sharon Nemser noted the following possible purposes for the project:

- engage people
- raise consciousness
- stimulate discussion
- put forth a vision

Sue Stodolsky wondered, what scale of effort would be required? What is the resource base already? Part of the project could be coordinating what is already going on.

With this framework for discussion, we moved to small groups.

### Ellen's Small Group

The group began by thinking about a systematic way to look at the task of considering leading indicators. The group focused on a discussion of 'causal maps' rather than a list of indicators. That is, we reviewed the list and there seemed to be two "types" of indicators. One type refers to process, inputs or 'opportunity to learn' indicators. These are processes or opportunities that would have to be in place, but they are not outcomes. The second type of indicator is the outcome. For example, leadership and renewal are processes that should lead to outcomes, such as centrality of learning. The discussion centered on the need to have a set of hypotheses, or causal maps about how processes and inputs are related to the outcomes.

The group then discussed the difficulty of the task. There is not a body of knowledge or previous examples of how to measure the outcomes. There are numerous methodological issues that are suggested when using the term leading indicator, such as representation of the population. There would need to be both quantitative and qualitative methods used.

Because of these difficulties, the group discussed the idea of beginning with a pilot approach in the 3 lead communities. The data would be collected as community profiles on 'leading indicators'. The community profiles would be packaged in such a way so that communities could collect much of the data themselves. The data could include data from institutions (institutional profiles), as well as data from the community, such as surveys of families, unaffiliated, etc. The initial data collected could focus on the 'opportunities to learn', the inputs and processes. While this data were being collected, groups of experts and clients' could be working simultaneously to develop measures to collect outcome data. Furthermore, the project should rely on existing data already available.

### Adam's Small Group

Discussion began by asking what criteria one might use to prioritize the outcomes, if one wanted to develop Leading Indicators. The group identified four criteria: intrinsic merit, centrality to CIJE, feasibility of gathering information, and uniqueness to CIJE. We discovered that all the outcomes were high on intrinsic merit, so that criteria was not useful for prioritizing. We spent most of our time going through the list and rating each outcome as high, medium, or low on each of the other criteria (see below). Participants felt that the Professors Group can offer helpful advice on this project.

	<u>Intrinsic Merit</u>	<u>Centrality to CIJE</u>	<u>Feasibility</u>	<u>Uniqueness to CIJE</u>	<u>Comments</u>
1. Centrality of learning	high	high	medium	medium	cognitive/experiential -- JESNA?
2. Jewish identity	high	low	medium	low	CJF survey (connec to Judaism hard to assess)
3. Moral passion	high	low	medium/low	low	important to federations
4. Jewish values	high	high	low	high	affective domain -- possible to meas
5. Pluralism	high	low	low	high	what is the unit?
6. Involvement/commitment	high	high	high	low	cities have own data
7. Intensity/energy	high	???	low	medium	eg-JCC camps w/ no Jewish content
8. Relationship with Israel	high	low	high	low	can't leave it out--coordinate info
9. Leadership	high	high	medium	medium	eg- \$ for Jewish ed, #lay involved in continuity, #prof ed leaders
10. Continuous renewal	high	high	medium/low	high	the methodology of CIJE

### Summary Discussion

Following a period of reporting out from the small groups, a summary discussion ensued:

Adam: Thinking less about what we could collect, but what exactly could be collected...use other work that is going on and coordinate with Synagogue 2000, Population data

Fran: concerned about how other people would view our numbers and what does it mean to put the CIJE name on it?

Bill: if start with opportunity to learn and then work with indicators and then work on a package, over time one would move out from 3 communities to others and have a methodology that could sell to other communities. Need a research staff to do this.

The two small groups just focused on different aspects of leading indicators.

Concerned about being inclusive. Many of these need the traditionally-defined affiliated communities. Need some way to "get out of the box"

Talking about major investments for all of these indicators because of the instruments that need to be developed.

Is this a worth while way to think about this? Or are there other ways?

Is this what CIJE should be assessing? This was a good way to frame what CIJE should be looking at within a larger agenda. But should CIJE put more effort into evaluating CIJE and its programs first, before embarking on the LI project?

Maybe what we need to look at is not what the successes are, but what the problems are. Indicators are important for a lot of things including telling us where we need to focus our energies.

Need to look at "improving personnel" -- what does that mean? What would it look like? Do we need to make it look bigger, sexier? We don't really know what improving personnel means.

We need to articulate what the projects are. Each project within organization would have to attend to these goals. How is the program designed to achieve these goals? This means that the notion of indicators is something different.

Two types of efforts may be required for the Leading Indicators project:

- pulling together information that is already available or being collected, influencing what data are being collected by others
- collecting new data
  - this might be thought of in two dimensions:

scope (national, community)
method (quantit, qualit)



conf call w/ KB 2/5/97

Mike Taban - reacts to LI project

- cons - lt w/ reference grps
- measure inputs w/a/a outcomes
- need to have a model of change in mind

Models for LI's

- cause/effect (Taban) input/output
- taking the pulse
- evaluating CITE (Sharon)

CITE mty on LI's

- Does this make sense - is the proj a good idea?
- pros & cons of diff models
- where are we on the outcomes themselves

community-level vs continent-level indicators

data avail vs new data collec

purpose → model → indicators

we need to figure out purpose + plan of attack

consultations needed: model  
indicators  
implementation

Ab - review the sequence  
of events for  
LI project

Ken - would be  
really helpful if  
you could list  
them



# CAPE LI discussion

inbar@vms.huji.ac.il  
- use only for emergencies

AG - intro

MI - clarification - impts of cohorts? yrs

- cohort expl much variance in outcomes
- measuring health of J pop on ongoing basis

- little assessment studies
- indicator studies req cohort studies
  - stats on w/r/t data collec
- eg J identity

is there a good map of CJTF 6d<sup>(S.C.)</sup> interests  
what ~~and~~ issues are central for making docs

- MI
- create a map to review what exists on indic. & OS
  - a useful way to start
  - use this to get feedback from lay group, CJTF <sup>dec-maker</sup>

AA - "Draft vision" cannot be related to  
what J ed will/can achieve, can be meas

AG - would not take "d v" & ask for input  
- rather - take propos for indic, give rat. make  
open for disc closer to ed syst



MI - refers to indic

- Brandeis - Fishman?
- CCNY - Kosmin
- may have ~~collected~~ collated data
- Shulman grad ss
- Lipset book - cond. of Am Jewry
- may have had someone look at all the data

in add. to advice from CITE staff, lay, profs

- need input from experts in Jeduc res
- standards of content of Jeduc
- Barry Holtz, Seymour Fox

issue of causality

- MI - rephrase - there are always ass-mps
- eg diff b/w better hrs + more hrs
- at that level, causality is assessed
- AG - eg of + prof dev - where is causality shown?
- MI - agree hard to show causal link to outcome
- but suppose someone said why is 5 hours better than 1
- if no data - no causality
- but if have data - causality indic
- g is not causal or not, g is at which level are you demonstr- causality



AG - Gt does not answer the "o.s. q's" <sup>3</sup>

MI - any action has many consequences  
+ chain of consequences  
- can't study everything at once  
- a dec group can <sup>best</sup> say that it can't  
show whole chain at once, not worthwhile  
- a dec must be made  
- also legit to say here's what we can do <sup>today</sup>  
- like the drunkard's search  
- circling around a lamp post  
bcs that's where the light is

AH - no real indicators data avail

- Edus Study

- NTFS

- need to create elementary baseline data

- community data is of poor quality

\* - the g of the quality of educ is central  
- need basic data on this

MI - ~~we~~ have a theory of e.g. pluralism,  
<sup>need to</sup> get it translated to indicators,  
~~once~~ - see what it would involve  
- however, if have a sense of enabling conditions  
set data on that  
- eg. is there any doubt that it can include that?  
+ this is mtl - in this long chain?  
- if no doubt, then whatever the grand theory  
following the tms of ts is <sup>just</sup> valuable



AH - @ for same g's, might want to focus  
 on specif. units/progs,  
 for others focus on common, context  
 (b) or representative communities, rather than context  
 - could allow focus of more knowledge  
 on specif. units/progs

MT - grp indices into 2 catgs  
 - internal validity - theor - eg some process has an  
 - external validity - applic - ppl at large

AG - probl of deciding ~ who's a repres comm  
 AH - found in community after community

- geography, size, composition (propor ortho)
- Use analysis of NTPS to show this!  
 - w/in common sample sizes not large enough
- Use community surveys eg AHI survey 1994

### CIST design

- 2.2 of res ~ / AGEG advisors
- CIST outsource a research function to a university



- AH - would keep indic. prog. away from eval of CIST  
 - purpose of indic. study is to provide info for CIST doc-mkts & others abt health of Jewish community  
 - not much interest or need to do this as eval of CIST  
 - es. seminar says better to say CIST says TEL, indic. can't adj. rate

- MI - CIST is one of the insts. of NAFearg  
 - would you design indic. to see efficiency of the Knesset or the Congress?  
 - this is a polit. issue  
 - what are the competing orgs w/ CIST?  
 - rather - if not compared to others than we meas. of eff. is s-ppt. coop  
 - need to clarify constituency  
 - see how satisfied  
 - a client-supp. relationship pattern telling indicator  
 - AH - this fits CIST's func.  
 - ~~it needs~~ under - but should not touch this one  
 - too political

- MI - later on may connect eval of CIST w/ indic.  
 - es. if in-service is eff., then say CIST is eff. bcs enhancing in-service



- MI - if EITF does have competitors
  - do competitors have indices
- AG - no! other than #

MI - what are indices set for

- justify existence to rest of world
- provide info for analysts
- what indices does carpet use, for what time
- MI - there are indicators, bcs AG said not offer
  - set a sense of that to charity, CIFT
  - es we do this, they don't!

AG summary

- ① systematic review of avail data, partic community data
- ② start w/ avail data
  - (a) educ, post growth data
  - (b) link to community data
  - (c) link to NJPS
- ③ what is highest priority for new data
  - AH - what's going on in terms of selected insights in selected communities

- process - set this approved

- then ~~complete~~ <sup>prepare</sup> indices, set that approved

- as implicit altern to "draft vision"



MI - w/ S-SS - have appendix, a sample  
of how indicators look today

MI agrees "leading" indicators is wrong term  
- Criterion Indicators

AH, MI - just "Indicators"  
or "selected Indicators"  
- takes off completely, absolute

X-Sender: gamoran@ssc.wisc.edu  
Date: Sat, 15 Feb 1997 15:28:30 -0600  
To: GOLDRIEB@ctrvax.Vanderbilt.Edu, Bill Robinson <74104.3335@CompuServe.COM>  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: draft revised schedule for LI project -- please comment  
Cc: gamoran

JANUARY-FEBRUARY, 1997:

-- Review outcomes listed in strategic plan, and Bethamie Horowitz research (AG, EG, BR)

-- Discuss concept of Leading Indicators, and varieties of possible implementation, with professors group. (AG, EG, GZD, BWH)

MARCH, 1997:

-- Consultation with a small group of social scientists in connection with AERA at the end of the month. Given a set of outcomes, how might they be measured, and how should they be prioritized? (AG, EG, BR) Commission one participant (Barbara Schneider?) to write a memo responding to the Leading Indicators idea.

APRIL, 1997:

-- Draft statement of PURPOSE and possible alternative MODELS for studying Leading Indicators. (AG, EG, BR).

MAY/JUNE, 1997:

-- Consultation in Jerusalem with Annette Hochstein, Seymour Fox, Mike Inbar, Steven M. Cohen, on models for Leading Indicators. (AG, EG)

JUNE, 1997:

-- Consultation with Jewish educational researchers at the annual meeting of the Network for Research on Jewish education, on models for Leading Indicators (AG, EG, BR)

-- Discussion with CIJE staff of models for Leading Indicators (All)

JUNE-AUGUST, 1997:

-- Draft proposal for a study of Leading Indicators, identifying a model and illustrating with examples of possible indicators. (Not sure whether this will be assigned to AG/EG/BR or someone else.)

-- Discussion of proposal with CIJE staff (All)

OCTOBER, 1997:

-- Discussion of proposal with CIJE Steering Committee (All)

NOVEMBER, 1997:

-- Invitational meeting with lay leaders on Leading Indicators (at the GA?).

DECEMBER, 1997:

-- Draft expanded proposal including PURPOSE, MODEL, and MEASURES to be included in a study of Leading Indicators

JANUARY, 1998:

-- Discuss expanded proposal with professors group.

-- Discuss expanded proposal with CIJE staff.

MARCH, 1998:

-- Consultation with top methodologists on detailed plans for measuring Leading Indicators.

MAY, 1998:

-- Final proposal for studying Leading Indicators. Discuss with CIJE Steering Committee and Blaustein Foundation.



Date: Sun, 16 Feb 97 1:58 +0200  
From: <ANNETTE@vms.huji.ac.il>  
To: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: of real work, dates and holy visits

Dear Adam,

Just to confirm what I told Marla:

\* thanks for yor message - I am glad  
the matter witht he CIJE is now settled -  
but want to make it unequivocally clear  
to you that no one  
here ever thought ill of the arrangement.  
It was one of those things that was simply  
not dealt and that gathered dust and  
had inertia on its side. Done now

\* It looks like the May days will work well  
for me. So, if we could do two things:  
a) consultation + some setting up of monitoring + evaluation  
for CAPE  
b) consultation on MEF  
that would be great.

Regarding monitoring and evaluation for CAPE - minimally we would  
have a consultation. Much rather we would have that + you would  
spend some time looking around at what we are/do and help  
set up initial instruments and methods, so that our second year  
is properly documented and whoever will do the work is  
briefed and trained (I have in mind a very talented and  
bright young doctoral students who works for us half time. He could  
probably do some f the work).

Another though: perhaps you could act as a one person preliminary visiting  
committee (with Mike Inbar?alone?), interviewing people (staff, faculty,  
participants) and writing a visit-report that might give us guidance for year  
two?

Other suggestions until we have a systematic formal process?

Is a total of 3-4 days of work possible for you  
(maybe including some time you could spend in advance  
looking at our materials?).

These are just initial thoughts - let me know what you think.  
I am really glad that you can come, and look forward to the  
opportunity of discussing CAPE and its evaluation with you. The place is  
very rewarding, with a diverse and high level population participating  
in programs - more people than we can serve, from different  
countries, in different languages; interesting and diverse  
content emerging for the programs themselves, variations on our conceptions  
of leadership training etc.

Let me have your thought when your time permits,

shavua tov,

annette

# LI - disc w/ plots

Q - is this eval CITE, or examine health of Tcomm

- but if these indic are widely consid, then that's infl of CITE

- shaping the agenda

- like Govt now prioritizing personal

- not causal - taking pulse

- no monitor indic may have nothing to do w/ ~~idea~~ what any org is doing

CITE lay bd does not see this as a way to eval whether \$s are well spent

EG - but there are links to CITE's efforts

SS - could incorp assmts ~~related~~ that orient visions of outcomes, but linked

- more immid & longer term

- sequence of ch

- link proj eval & indicators

WF this is not type of list that people do  
indics with - softer more value-oriented  
— need to get from there to indic



Is it worthwhile to take on the enterprise?

AR - helps define what we care abt, what matters in the world  
 - get clearer abt what we're after

SN - engages people  
 - raises consc.  
 - stim discussion  
 - puts forth a vision

SS - what scale of effort would be req?  
 - what's the res base already?  
 - part of actn could be coordinating

\* ask Network

- what is the scale? not  
 self-commissioner  
 - one actn - who is working out there?

- eg interman rate - CJF survey  
 - link to their data  
 - Bethamir is on tech advice

\* get Bethamir involved in CJF work

AR - a strategy for CJF could be to make links w/ other orgs



criteria for prioritizing

- intrinsic merit
- centrality to CITE
- feasibility
- ~~central~~ other groups not doing / uniqueness to CITE

	A	B	C	D
1	hi	hi	med	
2	hi	low	med	low
3		low	med (low)	low
4		hi	low	high
5		low	low	high
6		high	high	low
7			low	med
8		low	high	low
9		high	med	med
10		high	(low)	high

comes to Tisham  
is hard to cross

cognitive & experiential  
- TESNA  
CITE survey

impt to federate  
- mode of solid

affective domain  
- not impress to me  
what is the unit?

CITEs have our data

- es - JCCS that can camp  
of nothing through in them  
raise the 5 temperate

can't leave it out - get into

more & for JCC  
# lay involved in continuing  
increase in motivated leaders  
in more contexts of JCC work

the methodology of  
CITE

- impt to AR

depends on  
the scale  
expensive but  
can be done

find out what's going on, add influence, w/o  
collec res

\*

- not group can help!

could modify some so n/r/t edr,  
then more central & more unique to CITE

☹



4  
SS - for almost any of these is a  
major, major investment  
- even just instrument devel

FT, BF - probs of validity  
- are easier ones ~~harder~~ meaningful >>

SN - may be that CITE should focus on whether  
its efforts are working (in approximate terms)

BF - another use of indicators

- not to figure out level of success,  
but where the probs are

- one agenda of not sup ought to communicate  
to lay leaders that using indices to  
meas CITE ~~success~~ success is a big stretch



## next steps of LIT project

working lunch at AERA w/ whatever profs can attend  
- take 1 indicator, play it out

SS - How about Ira Katznelson - community  
Harold Wechsler - higher ed pluralism

BH - Charles Kadushin

BF - demographers - Bethanne H. Kosmin, Susan Coleman, Fetterband

methodologists - Ed Haertel

— not ready — don't know what the questions are

\*  
email SS  
- ask BS advice

two types of efforts

- record

- pull together  
- gather what's already  
being done

- influence what's being done

- data gathering of national  
method / quant / quality  
- community based

Network call - LIT's - but not the CITE outcomes

at TED  
- will open the discussion - that's good  
- less exclusive  
- plants our flag

[ Guil, Barry, Ellen - ~~T&E~~ and the Teacher-Educ as Leader - ac pyman TED  
Sympos on leadership - S Shervitz ]

e-mail to Annette

Isrl trip

Thurs May 15 - Thurs May 21

- could stay as long as Mon May 26

✓ - work at CAPG W-T-F May 21-22-23??

X - converse w/ Annette May 16, then to Cape May 21?

X - could spend May 25-26 at CAPG also

rest of summer:

June 1-3 Ted conference

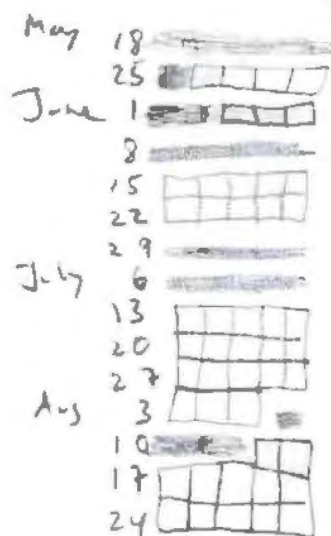
June 6-14 Seattle

June 26-28 CISE

June 29-July 13 OSRLI

Aug 7 - CISE

Aug 9-11 ASA



Funding

50% English

25% M/S

50% English

25% M/S

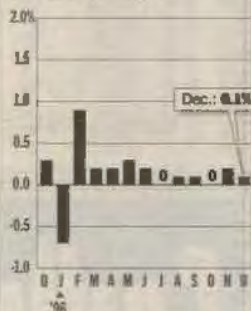
100% IRP



## Leading indicators

Forecasts economic performance

In percent change\*

\*Seasonally adjusted  
Source: Conference Board

Chicago Tribune

## As Fed gathers, economy relaxes

FROM TRIBUNE NEWS SERVICES

WASHINGTON—A small decline in new-home sales and other signs that the economy is softening suggest Federal Reserve policymakers will refrain from raising interest rates this week, analysts said Tuesday.

"The economic environment is nearly perfect," said economist Paul Getman of Regional Financial Associates in West Chester, Pa. "I can't remember a time when everything looked as good as it does."

The Fed's policymaking committee, scheduled to finish a two-day meeting Wednesday, hasn't touched short-term interest rates since January 1996, when it lowered the benchmark federal funds rate on intrabank loans to 5.25 percent from 5.50 percent.

It hasn't raised rates since February 1995. Analysts aren't expecting that to change, despite fourth-quarter economic growth at a torrid 4.7 percent annual rate and a year-end unemployment rate of 5.3 percent, not far above a seven-year low.

Getman and many other economists say they don't believe the Fed is quite ready to raise rates yet, largely because the economic vigor hasn't been accompanied by visible inflation.

Though the Fed traditionally tries to raise rates before any acceleration in inflation, "you don't want to be fighting a ghost, either," said economist David Wyss of DRI/McGraw-Hill Inc. in Lexington, Mass.

Another sign of moderating growth came Tuesday from the Conference Board, a business research group in New York, which reported the index of leading economic indicators rose a scant 0.1 percent in December, to 102.6. That followed a 0.2 percent gain in November and no change in October.

A day earlier, the National Association of Purchasing Management index suggested that growth in the manufacturing sector slowed in January.

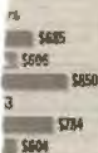
The Commerce Department, meanwhile, said Tuesday that new-home sales dipped 1 percent in December. That followed November's huge revised jump of 17.7 percent and closed an extraordinarily strong year.

Regionally, sales in December were up only in the Midwest, where they jumped 46.7 percent, to an annual rate of 176,000 homes. Sales declined 3.3 per-

SEE ECONOMY, PAGE 3

ices."

page-  
ets and  
society on  
markets.



Chicago Tribune

## Museum

Tuesday, Mercury's shares rose \$2.25, up 38 cents on the New York Stock Exchange. The company's newly hired CEO negotiated to keep the company out of bankruptcy court. The company said it has \$15 million of debt due Wednesday and another \$30 million due

holding Mercury's debt, including First NBD Corp., Mellon Bank. SEE MERCURY, PAGE 2



Baltimore Hebrew Univ

5800 Park Heights

Feb 19

12 - 2pm

---

Q for Gail - Is there a union  
community audience for  
a written report?  
- eg what does Marc need for?  
prn council? lay syn ed chairs?

mtg w/ D Hirschhorn, 2/19

TEI

- show Baltimore slides
- talk abt interviews

(Eval Manual

EI

- plus yr
- LIS
- curriculum

Res Capac

- LIS
- Data Bank

get place - Ab

Schneider  
Pallas

> both Jewish

Sam Wineburg

← for

Shulman

?

Levin

?

? D Cohen

(Pam Grossman)

This is a good group  
and large enough, but we  
should come up with alternatives.

this is a consultation about  
the idea of LI, models for  
LI, not implementing LI.

Date: Mon, 24 Feb 1997 10:08:57 -0600 (CST)  
From: GOLDRIEB@ctrvax.Vanderbilt.Edu  
Subject: Re: Intro to LI discussion at professors group  
To: gamoran@ssc.wisc.edu  
X-Vms-To: IN%"gamoran@ssc.wisc.edu"

I guess we'll talk on Tuesday, around 9:30?

On the agenda:

LI project and timeline

Evaluation Guide - use & purpose

Bill-Meeting in Chicago and his work

Summer-Israel

Anything else??

Hank L. was in Israel, is back today, I'll e-mail him during the week.  
I think we should go ahead and invite a few more people in the meantime.  
E

forum w/ presenters of  
3 models ? w/ KB  
5-yr plan - do all models  
draft proposal March 7  
- come to Chicago  
- Bill's list, actual guide, - came really prepared  
- meet w/ AG EG Fri morning  
- try to meet w/ KZ w Ron F

forward to EG  
GZD message on PDPB  
Fax Meth memo  
to EG



EI - need a critical mass - KB  
 - need to develop a track record - DIT  
 - so fewer communities w/ more parties both

## ISSUES FOR DISCUSSION

### Issue

### Ideas

#### Building Community Commitment

KB - quality was set up  
 not there  
 DH - 2 dimensions  
 - non-profits  
 - profits - defensive  
 - don't rely too much  
 on answers from top

- "Market Research" - BN will go to communities
- Up-front financial commitment for tuition and expenses
- Up-front commitment to locally-based Evaluation Associate

#### Improving Evaluation Methodology

- Evaluation manual
- Leading indicators project
- Case studies

Try both models  
 for eval expert  
 - J-darc expert  
 - eval expert  
 - KB - someone who  
 knows eval & J  
 not necessary to  
 also need ability  
 to communicate  
 in constructive way

#### Partnership with JESNA

#### Staffing of the Institute

- Possible Joint venture
- Strong advisory board
- Use of manual and cases
- Supervision by Ellen and Adam

offload - #1 priority is local capacity  
 data coll & banking  
 even EI  
 - issue is expertise  
 is in CIST  
 DH - Marshall Berman  
 should be informed

DH - creating the so-called local expert  
 is not going to be easy

Executive Summary  
 Revised proposal? E-dset  
 ? better summarizing changes?

Delimitate role of JESNA  
 - poss partnership  
 - J.V. of labor

To: Bill Robinson <74104.3335@CompuServe.COM>  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: Re: AERA  
Cc: elleng  
Bcc:  
X-Attachments:

Bill,

Please plan on joining us in Chicago during AERA. Ellen is staying at the Hyatt Regency Chicago and I am at the Chicago Sheraton, and there are a variety of other conference hotels. Let me know if you need any other information.

We have the following activities in mind:

- Meeting of Adam and Bill for briefing on Leading Indicators, 10:30am Thursday
- Meeting on Leading Indicators, scheduled for 11:30-1:30 Thursday
- Meeting of Adam, Ellen, and Bill, 8:00-12:00 Friday
  - Topics: -p.d. program data
  - TEI evaluation design
  - Papers for Research Network Conference

Outside this schedule, you are welcome to plan any of the other Chicago meetings that you suggested. Ken has not responded to my e-mail -- you are welcome to try him.

As you know, proposals for the Network conference are due March 15. I suggest that you send me and Ellen a draft of your proposal for the gender paper by March 7. That will give us time to work on it together before you submit it. By AERA, I hope you will have completed the preliminary quantitative analyses for the paper, so we can discuss them during our meeting. I would be happy to discuss issues of statistical modeling with you prior to that time.

Adam

At 09:19 AM 2/24/97 EST, you wrote:

>Adam,  
>  
>Per Chicago:  
>  
>We should probably talk about:  
>- the p.d. program data: the binder, policy brief, and community reports (if any  
>-- see next e-mail)  
>- TEI evaluation design, especially case studies  
>- LI briefing (preferably before the scheduled meeting)  
>  
>If possible, I'd like to spend some time with Ken reviewing the interviews, as  
>long as he has at least read them. Depending on his response, I can contact him  
>to set this up.  
>  
>And, I'd like to meet with Linda Berkowitz or Peter Friedman at the Chicago  
>Federation... to see what they actually created from their survey data. Once I  
>know I'm going, I'll contact them.  
>  
>Bill  
>  
>  
>



notes for LE consult at Res Network conf

## Leading Indicators of Jewish Educ: An Integrative Res Design

2 models - common-based vs national  
(omit CIST init based)  
(only Educ, not all of J common)

purpose - rec input in major new res caused by CIST

problem: need to improve J ed - access, quality  
know exists, but integ, scattered  
need pull together, coord, fill in gaps

- elab - why need LE's

~~not the focus~~

- Ident. A team

LE models as req

- models from gen educ (in add. to health econ)

- US Nat Goals

- listed - periodic surveys  
- es's

- strengths - consensus on goals

- weaknesses - systematic info  
- goals are vague

- status of J common - forecast  
- see if initiatives are working  
- take long-term perspective  
- focus on outcomes that really matter

11



## Notes - 2

methodology - plus procedure <sup>variety of methods</sup>  
- identify outcomes - list - example <sup>not exhaustive</sup>  
- consider avail data  
- design new data collection

altern models

- community-based
- national

examples - NTPS 1990, 2000 - is this too much?  
- CIST study of educators - repeat?

Signif - we need better formal to guide decisions

qs for discussion

1. Is this worthwhile? who would benefit?
2. Feasible?
3. Method <sup>un</sup> common vs nat  
- for both models, what data are avail already?
4. how prioritize

FYI

\*MEETING TRANSCRIPTION

\*TRANSCRIBED BY KIM KANTOROWICZ, 3/27/97

Vo Alan

ELLEN: We're going to talk a little bit about why we wanted to assemble this group. And I'm going to discuss it very quickly. By way of background, some of you know that Adam and I, and Phil Robinson, with my employer, CIJE, have been working have been working with CIJE for the past few years. So I'm going to talk a little bit about what CIJE does so you have the context of what this is. CIJE is the Council for Independent Jewish Education and its an outgrowth of the National Commission on Jewish Education, which in the 90's kind of was a broad based National Commission to work at the crisis of Jewish continuity and Jewish education. A lot of the discussion around Jewish education and Jewish continuity was spurred by the National Jewish population survey that indicated the high rate of inter-marriage and people thinking, data suggesting that there was better Jewish education than more Jewish education and problems with identity are less likely to intermarriage and our problems will be resolved. And, so, one of the recommendations of the commission was to create CIJE and I'm going to quote, "Who's mission is in its project and research is to be a catalyst of systemic educational reform by working in partnership with Jewish communities and institutions to build a profession of Jewish education mobilizing communities to support the Jewish Education." Lofty goal. So it's basically a non-profit organization funded by private money to serve as a catalyst for reform in Jewish education. And, um, it's a very small staff that works around, four, kind of four domains. The main hypothesis of this group is that if you build a professional Jewish education on the one hand and you mobilize community support and you lay leadership on the other hand. You have a recipe that will reform Jewish education. So there's two main thrusts of the work. And then, around those two thrusts, are research and evaluation, which the three of us are involved in, and widely around the table on the one hand, and on the other hand is the thrust of what we call content and goal. The what is Jewish education going to be about, you know, what are teachers going to teach, and what communities are we going to mobilize?

Man A: Content and goals?

Man B: Goal.

Ellen: Alright. And so in each one of those domains, building a profession, research and evaluation, goals and content, are different projects. You know, basically, pilot projects and we are partnering with three communities, which we call lead, which are Atlanta, Baltimore and Milwaukee. And I think at that point I'm really going to stop and not get into what we've done and how much we've done and I think some of those things will come across as we talk. If you have any like, basic burning questions. But that's kind of it in a nutshell. CIJE has headquarters in New York ....and we have an Executive Director [INAUDIBLE 039].

Man C: [INAUDIBLE 040]

Man C: So where are the headquarters?

Ellen:: New York.

Man C: Where is it?

Ellen:: 15 E. 26th Street.

Man C: O.k., so it's not the 42 East [INAUDIBLE 043]

Ellen:: No, it's actually where the JTCA is but it's. It's totally independent one of the nice things.

Male Presenter A: It's important to understand that it's totally independent because in, in a sense it's often as a [INAUDIBLE 045] would establish Jewish education.

Man D: [INAUDIBLE 046]

Male Presenter A: Yeah. It's often perceived, well, threat might be too strong, but it's perceived as, as, raising questions about the quality of...it is, exactly, raising questions about the quality of the organized Jewish community and its organized educational Jewish institutions. So, it, it's not at all part of the existing [INAUDIBLE 050]

Lots of mumbling [INAUDIBLE 50-51]

Man E: I disagree, when you were in my office, but what connection would CIJE have any, is there an informal connection at all or no connection?

Male Presenter C: There is absolutely no connection at all. There could be maybe consulting connection, advisory connection [INAUDIBLE]

[RUMBLING FROM SEVERAL PEOPLE 54-55]

Male Presenter A: To add to your question, it's very much, it's very much proposive. The CIJE wants to smash the working consensus which is a kind of, kind of..

Ellen:: Business community, we're o.k.

Male F: And you associate that with CAGE?

Male Presenter A: Actually, it hasn't but---

[RUMBLING]

Male Presenter A: And you can correct me if I'm wrong but I think CAGE is part of the organized, consensus building.



Ellen: Perpetuating.

Male G: Where do you get your funding?

Ellen: It's totally private. [INAUDIBLE 63]. There's one major funding, a few, um,

Male Presenter A: Cleveland [INAUDIBLE 65] is a major funder and there's also some other individual funders and some foundation. And so, we are in no way dependent on any allocations from organized Jewish communities. And I think that's very important.

Male H: [INAUDIBLE 067] Run by local control groups?

Male Presenter A: No, that's a good question.

Ellen: Much, much.

Male H: Does it have its' own American Board?

Male presenter A: It used to be, but is not anymore.

Male H: Oh, good.

Male presenter A: Yeah.

Male H: Cuz some of my best friends are interested in this.

Male Presenter A: I know, I know.

Male H: But I'm still concerned.

Ellen: We can talk about and I think some of that will actually come up in the direction that we're going but Alan Hoffman was the Executive Director for year ...[INAUDIBLE 72] New person, her name is Karen Bark. She will be comfortable by next year. [INAUDIBLE 74-80].

Male Presenter A: Lee's referring to Seymour Fox, who's a professor at the University. Who was the visionary.

Male G : Like all of my questions are [INAUDIBLE 85]. What is the vision, I mean, since he's the visionary?

Ellen: It's, I tried to articulate it before. It's to strengthen youth education, clear commitment to which there is two main ways in which to do that. One is having a very strong professional Jewish education.

Male: O.k., that's the vision, o.k.

Ellen: And, and, strong community support through lay leadership and that lay leadership [INAUDIBLE 89-90]. And educated around [INAUDIBLE 90-100]

Ellen: To lead to a thriving Jewish community.

Male Presenter A: We have three introductory bits we want to do. Ellen has just done the first one, the second one, which I'm going to do now, is to talk about the project that we're here to talk about and the third introductory bit is what we hope to get out of the meeting today. And then, we hope just to have a free for all. The document produced by the commission that Ellen mentioned is called a time to act and in many ways it was a strong document. It was a booklet published in 19-the end of 1990. And, it was a strong document in that it identified the problem clearly, in terms of the uh, weakness of infrastructure for Jewish Education and problematic outcome of Jewish education. And, it's uh, indicated a whole, a large range of possible approaches and we think there are two things that we need to focus on and those are the two that Allison mentioned. But what it didn't have was a list of the outcomes of Jewish education. What it did have was a clear list of goals towards which these reforms were driving. There was vague discussion about Jewish continuity and as Allison mentioned, findings of the population survey were clearly behind this, the rhetoric but there was no clear statement as to what the enterprise was actually driving for. And, when we were brought into the group, as research and evaluation, our task was difficult because there was no goals to be identified. Periodically, throughout our work at CIJE the idea of indicators of progress in Jewish education has come up. Because there was no clear statement of goals, we had never gone anywhere with this idea of indicators. But, um, recently, CIJE has been under the new leadership that Alan mentioned and got to go through a strategic planning process in which a set of visions have been identified. This is a draft and it's not set in stone, but it's just kind of uh, if we're going to try to get somewhere, where is it that we are trying to get. And that's what's on the second page of your handout. There's a draft vision for outcomes in the North American Jewish community. This is, essentially, an attempt to operationalize the idea of Jewish continuity. What would it mean to have Jewish continuity in North America? And, it's one thing to say, we want the Jewish population not to disappear. But beyond that, what does it mean? Is there anything about quality of Jewish life in North America to talk about? So, this is a draft set of issue that are on the table and we've been given the assignment to try to figure out whether it's possible to develop indicators of the presence and quality of Jewish Life in North America, particularly around the educational system of Jewish life, but not limited, not restricted to that. Uh, so, is it possible, and would it be feasible to implement? And so, that's the leading indicators project. One more, one other kind of side aspect to this, as Ellen mentioned, CIJE has been working with three communities-Atlanta, Baltimore and Milwaukee, and uh, then, focusing their pilot projects in these communities. And it's not clear whether we're talking about indicators in these communities, indicators in all North America, indicators in selected communities. So, we're kind of, all of this is on the table as far as the model-what the right place. CIJE's own efforts have been focused but in a limited number of locations. But that doesn't necessarily mean that information on indicators should come from

those. One could make an argument that it should, one could make an argument that it shouldn't. That's among the issues that we'd like to have on the table.

Man G: Is this a modest effort or is this a, being a very ambitious?

Male Presenter A: Yeah, that's a very good question.

Female Presenter A: Those are some of the things we might hear from you and how to think about it. Do we think about it in three years, where we'd eventually like to be, you know.

Male Presenter A: So on the table today is should this be a modest or should it be a enormously ambitious venture. I think we're open to, I think our assignment is to come up with what the possibilities are.

Male G :[INAUDIBLE 149-153] There is a literature out there, you know that literature. It's not real strong, but there are some strong elements in recent thinking.

Ellen: Can I just summarize our introductory and then I think we want to open it up. We have these three questions. How can we measure these or how do we know when we're professional? I think we need to realize that there's some real practical [INAUDIBLE 168] e of it is that this is a, an organization and foundation with a lot of resources and the 170 and the professionals, really want to have groups, a feedback group, to know, again, three years from now, ten years from now. And people who are doing this are in for the real long haul. CIJE will be around for 10, 20, probably 50 years. Probably forever. So it's not a matter of, oh, is this a good thing and we want an answer? But how do we know where we are going and whether we are making a difference? So, it's real practical [INAUDIBLE 177] In that framework, we laid out some issues for discussion, just to help frame our discussion, and they might not even be the right questions. What we don't want to do is argue whether these are the good outcomes or not. Let's assume for a minute that these are outcomes and that's a parallel process and people have been involved in that and there will be other discussions. Let's assume for a minute that CIJE says that we will be successful if there's a moral tasks in the Jewish community or let's assume that we're, um, very successful if there's a large talented group of professional community driving improvements, and innovation and all of that. Let's assume for a minute that those are the outcomes. The question is: then, how do we begin to think about measuring where we are and whether we are making progress towards them? So that's one question. The second question is should we be thinking of this almost like a leading economic indicator? Taking the pulse of the Jewish community every some odd years, almost like the national goals um, whether we're going up or we're going down. In other words, should this type of thinking be devoid of any input output model. I mean, things may go up and it may have nothing to do with what CIJE is doing.

Male Z: Should we be concerned with more of this outcome model or should we also be concerned with an input/output model? Those are some of the general questions that we want to get at. Um, there's other models, like, what are different ways of thinking about it. Clarify this for

me. Are we interested in evaluating the impact of CIJE, which would be extraordinarily difficult to do with indicators or are we interested in having a way of establishing along the way are in the Jewish community without worrying about whether it's CIJE's in fact, or project this, or --

Ellen: That's a good question that we'd like you to think about. Um, there's obviously, they are very different things and one of our jobs is going to be to have to make the pros and cons of those ways of thinking, the feasibility of either and then making a recommendation of what we think. Now usually, when we went into this, I think we were speaking about the latter. Anyway, the idea that we would do indicators and not necessarily attribute it to CIJE. And like what we show, because actually, if CIJE is successful, one of the ways, that they would be successful, is changing the ways a lot of institutions do their work.

Male Z: Still another....

Ellen: Exactly. And the words, the language that we use a lot in our own staff, meaning, even the culture. So if the culture is not only received but then changes, we will lose-it doesn't really matter for CIJE or CAGE or [INAUDIBLE 218] or something else. And as the mission statement says, a lot of it is in partnership with other organizations. Other people are saying, you know, that's not the way to go. And you need to know, of more about input than output.

MALE Z: Earlier question. Do you have an inventory of all of the serious studies that are currently ongoing that look at either the impact or the consequences of various times at which, I'm thinking for example, the young mayor [INAUDIBLE 227] trying to see what the long term consequences are and what they can relate it to. And one thing you might want in a strategy is in addition to thinking about a self standing time of indicators project, do an inventory of all related projects that might be woven into some sort of mosaic that isn't perfect but it still covers--

[INAUDIBLE 231-3]

MALE Z: Mayers might because he's got some powerful instruments and he's got a good design and he's got it for a more focus sample and he might decide, let's get permission from Mayer to replicate his design in a few other places.

MALE D: OH.

MALE Z: and make imprints or something.

MALE D: Yeah, I hope you don't mind us asking questions at the beginning because this is, you know, obviously, if this is a out in advance, we would have gotten baseline data, before we could even get started and of course, things don't even work that way, you have to, but let's back up a little bit. Questions. There's a lot of stuff going on, on education and I worked at the



[INAUDIBLE 258-259] Why names were affiliated with Jewish education, diastrophous, before, don't seem to be affiliated with this. I mean, do they do bad work, are they irrelevant? Are there political rivalries? I don't understand.

Ellen: Well, obviously, [INAUDIBLE 263] I think it's a matter of, as we all know, on the polite side I would say it's a matter of impact. So, if we use the word Ireland, it may not be a nice word.

Man E: Use the word what?

Ellen: Irrelevant. May be, you know, not such a great word. But, in all honesty, what, what, I know David really well, no one cares what, there's no impact, no connection?

Man E: Isn't there more connection in South America?

Ellen: Plus, I was going to say in Tel Aviv unit on Jewish education.

Man E: Yeah.

Ellen: But let me say one other thing. Besides the issue of quality, he has to write. There is a dirt, a no man's land. People who are thinking good theoretical, conception, is really not out there. And the second thing is the field of Jewish education has been totally isolated from the rest of the community in education in general. So I think the uniqueness of this group, why we are all sitting around the table. Many of us for the first time. It's because in the past it's been, oh, woe is me. We have something, we have teachers that aren't afraid to change. We have, you know, people who are involuntarily, well, hey, guess what, you know the rest of the world has a lot of those same things when it comes to --

Man K: Saturday morning soccer, that's a tough one.

Ellen: So, I think there's been a lot of those, those types of issues, and a way to bring some fresh people and some fresh thinking to the perspective.

Man F: In terms of, are you going to be able to give us, what these communities are doing? What are the intervention? Have they just been designed? Are they in place now? Or have they started? Because you and I talked about two years ago? They were, they were, had validity either way.

Male Presenter A: Pilot project?

Man F: Presumably there are interventions that are going to have some interventions on the indicators.

Male Presenter B: One of the interventions that we're doing now that's taking a lot of their time as well as my time is the teacher education institute. And, Gail Dorf and Sharon Nimfer and Barbara

Boll are involved in it. This is a project that is?

Man F: Are they coming to this meeting?

Male Presenter B: The whole idea of this is to work on the top with the educational directors and members of central agencies to really get them to rethink the orientation to teacher education, what's involved. The way they think that teacher education should be about, familiar with Sharon's work...

Man F: Do we even know where Jewish teachers come from?

Ellen: Yes.

Male Presenter B: Yes

Ellen: No, that's fine. And, and we will send you a packet of information. Two things we have done in terms of baseline data and what we know. We did a survey of all the educators in the three communities that we were working. We did that in

Male Presenter A: 92.

Ellen: 92. So we have some data. And we also have qualitative interviews so we know, we know a lot about the way the--

Man F: Some of the educators don't even deal with where teachers are coming from--

Ellen: Right, and how they're trained and their perceptions of work environment. We have that for teachers and principals and a lot of that work now is published. But--

Man G: Let me just say something. If you're looking for indicators, a change in the community as a whole, you really [INAUDIBLE 325-327] But if you're looking at indicators of change, in the dimensions that directly connect to your vision. Those, those two parts of the vision, then you're dealing with something that's very practical and that you can do in the short run. So, for example, it will be very hard and very time consuming to study the effect the elementary Jewish Education, or I should say, training programs for elementary for Jewish educators on the community like with Jews, when they're grown up. But it would be relatively straightforward to study the [INAUDIBLE 331] on, the educational experiences of young children. That the students?

Male Presenter A: This is an important issue for us. The people that we are working with and for, this is a hard concept to grasp. We have a, a fairly narrowly oriented evaluation of this teacher education institute that Bill described, which is getting at some of the more [INAUDIBLE 335] issues, but, questions are coming up, you know, does this really tell us that kids are going to have a better identity, a strong Jewish identity, marry a Jew, well,

[INTERRUPTION BY WAITER 335]

Waiter: Are you ready ma'am?

Ellen: Yes.

Male Presenter A: So this is a major problem.

Man G: Well, there are ways to deal with [INAUDIBLE 337] I mean, some people are more practiced at it and some people have more of a stomach for it. And, and, one develops casual....I mean one I always use is studying your own whole life. Because it takes you whole life to get the data. And, and then, people, it's something that people can relate to. And so on. So the reason, if you're a demographer you might say, oh woe is us, we had to do these. But you might also say gee, isn't this terrific to a client? We were able to simulate a lifetime without having to wait until ours was over. So different people, there are ways to hammer at it. But, I think that if you're really studying programs, you want to get some indicators of the program anyway, but you really want to bring a lot of the indicators close to the program. This is, this is really your daily work.

Man: [INAUDIBLE 368-372] Do we want to get data two or three years prior to the intervention?

Man F: Sure.

Male Presenter B: But anyway.

Ellen: Well, let's do this line of thought for a few minutes and recount some of the conversations we've had. Um, in the teacher-education institute, one of the main thrusts of IJE, is [INAUDIBLE 379] Why don't you describe how often?

Man I: they are required to attend six seminars of that forty five day week.

Man P: Over a period of?

Man I: Two years. Running from morning till evening. And they're also assignment in between.

Man P: Who are they?

Man L: They are either, well, it started out, well, the first cohort was predominantly potential agency staff in consulting these sorts of community based organizations.

Man P: And not just--

Ellen: Europe Jewish education.

Man I: Europe.

Man J: In the three week community or?

Ellen: Others.

[INAUDIBLE MUMBLING 339]

Man J: Not just metro city.

Ellen: Correct. Right.

Man I: And each one might be a little different. As well as education directors of supplementary schools. Congregational afternoons. The technical word of it out in terms of cities. And also much more educational directness. People that have informal day to day contact with teachers.

Man F: So the orientation is not towards teacher education per se, it's professional development for teachers who are already out there.

Male Presenter A: Correct.

Man I: Because there really is no teacher education community.

Man Z: That is really an important point. I mean, one of the things that I find appalling is that a lot of these teachers aren't trained as teachers.

Ellen: That's correct.

Man Z: And so, no matter how wonderful their motivation is and how informed they might be about the religious matters and so on and so forth, they are just unfit.

Ellen: And on the institutional--

Man I: There's a lot of college professors, I mean.

Man Z: Technology is much less important in most college subjects. But in elementary, in the elementary levels, the technology of education is much more important.

Ellen: Yeah, it's even more significant--On the institutional landscape, just in terms of where CIJE is in terms of landscape, there are institutions of [INAUDIBLE 347] fault. Those are the institutions that [INAUDIBLE 348]. It's very interesting, I would say, that CIJE has been unsuccessful in cracking open that door. I mean, those, I'm generalizing, but some of those institutions certainly really have not been interested in partnering. Their faculty in any way, have



any sense of renewal, self learning. They are also very [INAUDIBLE 351]. It's a job and they are very um, you know, kind of like a normal college.

Man P: In all fairness Ellen, I think when you set up CIJE, stands quite accurately describing.

Ellen: Right, you alienate. I just pointed it out because one of the things obviously that we were toying with is the implementation. You know, why don't we have, conversations with the people that are doing pre-service training. So that they themselves can incorporate different practices in their own teaching.

Man P: One of the reasons that I asked is that I just agreed to chair the new board for the school of education for JTS, they've gotten a fifteen million endowment, and in fact, there are some people there who are not accurately characterizing.

Ellen: Uh-huh. I wouldn't know about JTS.

Man P: I know. But what I'm saying is that we might have to think more differentially. And,

Man M: [INAUDIBLE 444] Against all odds.

Ellen: Right:

Man M: You know, they [INAUDIBLE 446-447]. They're the rebellious group.

Man P: If you focus only at the bureau and school level. You may be able to do an evaluation of CIJE in the three communities. But there will not be any correspondent generalization in effect. Or a policy change.

Ellen: I, I, this is how I want to set the So, when we were evaluating PEI, and when we say, and when we talk, and say, at the end of the evaluation, [INAUDIBLE 458-459]. Are they thinking about their or So then they say, well, is this going to make a difference? If they try to make, you know, kids being more Jewish. So that's where we end up, you know, kids being farther removed from the specific programs that were implemented

Woman A: I'm still a little bit confused. So I think I need a little bit more clarification. Greg, you started off by saying you have to have 30 years to do this more general study,

Greg: I wasn't suggesting that. I was explaining why it wasn't. Suggesting that.

Woman A: But then, when you talk about the issue, about these programs which are very distinct in these three communities which really are not generalizable with the Jewish population as a whole, and then, if you put on top of that, this focus really exclusively on issues of teacher preparation and teacher education, you then were even become even more focused and we end

up, it looks to me, not with an indicator project, but with an evaluation of a teacher education programs and teacher training of those three sites. So, what are we doing here. Are we suppose to be looking at indicators are we suppose to be designing an evaluation of teacher education for those three sites? Because, my thinking, coming to this meeting, was not that, I can easily adjust. But it certainly wasn't at that level.

Greg: I, I don't mean to suggest playing out the indicators part. I think the indicators part is very important although I'm not sure exactly how it fits with the [INAUDIBLE 475] programs, this organization. I think the indicators part is, is very good and so, as far as I can tell, the only indicator that's in wide use now, from the state of the Jewish community is the inter-marriage rate. And, it's really only an outflow measure. Because of, there's no, I've never seen a count of conversions.

Man O: It's there.

Ellen: And guess what?

Greg: But it's not used. But, you know, I think, I think, you do want to get indicators. I mean, I've published some work on church membership over the life cycle. I, I have no real interest in church membership. But, you really can't get data of the kind that is necessary on synagogue membership. And this was within LS 72. And, uh, you just, you just couldn't.

Man O: Well isn't there an intermediate position, where you would say, we're interested in indicators but we want to get indicators that are closer to the theory of change that are represented. So you would get indicator information but more about teachers than and, and about late participation. And less about peoples identities.

Man Q: See, I see really two levels and both are we're talking about. But one is to say that we don't care what the interventions are. There are certain kinds of goals that we have, and, there are certain ways of measuring these. I, I have a little problem with that because I've found that later that's an abstract view and what happens is that when you start to get into what you're really trying to do, you get a better sense of what you're goals are. For example, I would argue, I'm, I'm interested in, that, I don't know, 8% of Jewish education is getting kids emotionally involved in what they're doing and engaged as opposed to cognitive. You know, people don't agree with that necessarily, but I mean, that's a perspective, o.k. And that's largely missing or that's negative out there. There's plenty out there.

Man O: The good news is there's--

Man Q: But the point is that as you start to go through. As you start to say, now what connections does that have with goals? I mean, to a large degree, to a large degree, is also ethnic. It's not a cognitive, not strictly a cognitive. It's a lot of feeling, a lot of attachment, a lot of [INAUDIBLE 553] We talked about all of those things. So a teaching working on both of those

you get an enriched perspective in context with setting out indicators of Jewish community, being, welfare, whatever, and then, saying, no matter what the interventions are, these are the goals. Even how you measure [INAUDIBLE 553] So that in that we can agree on the over-ultimate, is how you measure. Let me just give one that is very controversial and boy, is certainly going against the world wide trend of Judaism and that the one on Pluralism.

Man N: What ?

Man Q: Pluralism.

Man O: I mean, I'm living in New York now, I was ? a month ago, I read the newspapers, even what that means, it's very, very abstract, and it's seems to me that's a kind of thing that we really do want to connect with. What does that mean at a level of Jewish education as opposed to who are the [INAUDIBLE 560] in some abstract sense. The two levels have formed each other. That's why, that. What are the goals in the intervention? Because the goals in the intervention can't be that ? It's got to be very concrete. What are you trying to do. And so, I would hope that there is ? The other-

Man Q: How find the middle ground or the linkages between the goals of the interventions which are certainly much more focused on this list. And this list, is there a way at getting at those linkages, well, I think one way would be to flesh out, just examples of activities that are being undertaken that address those things. So we have some sense of what you really mean. I mean, I find this pluralism thing, what you really get agreement in the so-called whatever the Jewish community is, that, [INAUDIBLE 581] is desirable. Or are you talking about liberal who's, who,

Ellen: Let's take the other [INAUDIBLE 583] following what Marvin was saying. Because, or, try to play out. Let's assume for a minute that CIJE does really want really leading economic indicators. Like they just want to be able to report to the Jews that there is a Jewish community that [INAUDIBLE 584] people. Right. And realizing that we can't do anything about how or why we got there. And that is, everyone else, just like a Jewish population study, [INAUDIBLE 585] the conversation and now, you know, there are many more. Maybe, the goal is, the point is actually to, to get the information out there.

Man L: Kind of a Jewish Farmington study.

Ellen: Right. And that our job is to you know, every three years, say, you know, [INAUDIBLE 587] You know, and CIJE's major impact may not be the programs that they are doing, although, they are doing, although that they are doing, but the major impact may be that they be able to keep the information flowing, the conversation going, and simultaneously have their theory of change, will have their local evaluation, and their real specific goals.

Man R: That's helpful but please, don't [INAUDIBLE 590] leading indicators, because leading economic indicators have absolutely nothing to do with the state's welfare of the economy or the

nation. They are indicators which tell us down the pipe, with some [INAUDIBLE 587] what is likely to happen in past experience. That is, all they are is based on historical patterns.

Man L: Well, why wouldn't that, why wouldn't that ? I mean, if we have data on, if we find out that teachers are increasingly having a strong Judaism background, then that's an indicator that suggests that if our theory is right, at least, over time, then our kids will get an enriched Jewish experience.

Man R: Right, but that's a different way of looking at this, then the goals, when you--what I'm saying, when the terminology leaving.

Greg: Don't say "leading."

Ellen: What's a better term?

Greg: Just say indicator.

Ellen: O.k.

Greg: I mean, there are lagging indicators to tell you how you were.

Man L: Oh, I see, leading means literally leading. Oh, I didn't realize that.

Man R: Yeah, the whole economic indicator thing is very complicated.

Man L: I thought leading meant important indicators. It means leading as in--

Man R: It means literally leading as if we suddenly say for example, new orders for durables is dropping now, the expectation is within three or four months we're going to see a tremendous decline in national income, employment, you know, that just,

Man U: What about raising interest rate?

Man Z: So we could say major indicators but not leading indicators. I had no idea.

Man R: I should also mention, you get into the economic if you use that term. When I was a graduate student 35 years ago, someone had scrolled on a mint wool economics department, data. The only problem so it seems is that no one quite knows what they mean. Let me suggest two kinds of indicators. One is a sort of indicator that would, where you are looking at the total population. That, rates of inter-marriage and what have you. Umm, there's another kind of indicator, where, I'm thinking about the centrality of Jewish knowledge, Jewish learning, where you might have a theory, that says, that every generation needs a certain core, of people who have a certain level of Jewish learning. That makes it possible for Jewish learning per say, to develop



and continue growing over time. Provide intellectual leadership for the community. It was not something where you would expect everyone to be a junior minority. But where you get very worried if the proportion of the community that takes Jewish studies courses in higher education that majors or minors in Jewish studies. Indicators like that, that would, perhaps be a uh, a way of monitoring the seriousness with which the community is in fact developing an intellectual base for the future. It strikes me those are somewhat different.

Man R: Can you give an example of what that kind of [INAUDIBLE 590] might be?

Man L: Well, the one that I just gave. I have a growing, I have a sense, that one of the interesting things to monitor, that you could look back on in the last ten years, and look ahead on is the growth of Jewish studies programs and investments in Jewish studies programs. We had a group of Stanford students at my house sponsored by [INAUDIBLE 594] and a number of them were drawn back into the Jewish community, by the availability of Jewish studies courses.

Woman B: So this is an institutional level?

Man R: No, I don't think.

Woman B: When you said two kinds, one is total population. And what's the other kind?

Man L: The, there is, no, what I mean is, one is a -

Man R: sounds like you're talking about psychic and behavioral. And I think we're, we're uh, we're coming from this corner of the table as uh, as aggregate an individual. And so, where you talk about organizations, so, synagogue well being and so on and so forth.

Greg:: I think that there's a nesting here. Because on the one hand, there's as question of uh, what kinds of changes are going on in the, what we would call the education literature, the opportunity to learn. Where you define the opportunity to learn, as the availability of courses and programs of Jewish studies. Of majors and minors. Across more and more undergraduate institutions. And then, there's the question to what extent is the opportunity in fact-well, there's the opportunity question-very few students may in fact---

[END OF SIDE A; MEETING CONTINUES ON SIDE B]

[The tape has an incredible amount of static and the voices are significantly softer and difficult to hear on this side. There are also a lot of dishes clanking]

Greg: You're likely to get missing data out of people who have low, low, values. For example,

you think about going to college students or anyone who has abandoned his or her religion and ask the questions about the police. They are likely to feel uncomfortable when you ask them the questions or else be contentious of them. Even if you frame them in the wrong way, I, I recently, u. Uh, had to find a physician who said that he had uh, Lutheran general hospital here. And so we had to submit to a questionnaire you know, on health attitude, behaviors, and one of the --a series of questions had to do with our personal relationship to uh, God. And, you know, it was, uh, I mean, my--

Man AA: That was the questionnaire that Lutheran General did?

Greg: Yeah. And uh, my daughters didn't know what to make of these things. You know, they didn't ring a bell at all. And I think, it's very hard, to, to get, I mean, it would probably take a skilled interviewer to gather data on this. When you're talking about zillion of books.

Man AA: I don't see what resources you have to draw on when you finish up with the HMO.

Greg: Right, but o.k. or not even the HMO. But what I think is that you can make a huge improvement with a much more modest product. I mean, suppose it's a left out the intra-psychic stuff for a while and you went simply to behavior and institutions. You might be able to make a huge amount of progress and that might be very useful. There's some value in starting the problem. Forgive me, I had the right direction.

Man BB: Uh, this sort of stuff might be able to start the conversation up, and I don't think we have much information on Jewish uh, service, you know, except that it's too high on the high holidays and it's too low, you know, in the summertime.

Woman AA: Wait, I want to talk a little bit about losing this psychic, attitudinal process information. Because, if all we end with is, is some, even at a very basic indicator level. You still look like the condition is--any other kind of very, simplistic kind of statistics and I think that really, with the same modest kind of effort, you can certainly come up with some sort of perceptual, attitudinal process in contextual ways of thinking about some of these indicators so that they are not just going to look at um, attendance, because to me, synagogue attendance becomes very problematic if you don't look at it within the context of the communities in which the synagogues are welcome. So, I mean, you know, when we start to talk about these, today, we don't think in terms of just synagogue attendance as like a major variable because it only makes sense in the context of the communities in which it's situated with the kinds of people that you're sampling and want to find out information about. So that it's just not a single kind of variable that we, you know, that we want to look at and come to itself. Which is why, I'd like to come back to this issue um, about, what is it we're really trying to do here. Is it, is it really to get these indicators about that-correspond to ways to measure these things on a piece of paper or um, are we thinking about something else then. I'm, I'm still unsure.

Ellen: We don't know the answer to that I think we started naively, thinking that since the CIJE is

going through the process of planning so that they can better focus their activities. See, what was happening was that [INAUDIBLE 791] were having really a hard time figuring out you know, what are you doing, what are you saying, [INAUDIBLE 793] at a later time. WE needed, you know, to have our own boundaries

Man BB: You know, [INAUDIBLE 794-796]

Man CC: Begins to interrupt--I'm sorry, I'll wait.

Man BB: One of our colleagues at Stanford is an economist. He's very involved in the Jewish communities and uh, he looks as an economist the more qualitative questions like, quality of life.

Ellen: What is his name?

Man BB: Victor Fuchs. F-U-C-H-S He's a former director of the National [INAUDIBLE 801-802] and I'd say very involved in the Jewish community. A little less now than it was. Um, but he does the kind of work that gets at some of these qualitative notions but are still, uh, large scale uh, several kinds of measures. And uh, so you know, 806-807 Stay an extra couple of days and visit with Victor.

Greg: That makes me think. You know, Carmilla [INAUDIBLE 808] work, I know, she has some stuff.

Man BB: Who's she?

Greg: She's an economist at the University of Illinois at Chicago. UIC, and her husband is a also an economist at UIC who's done work on immigrants and so on. But, in any case, so uh, she, has looked at the, the costs of religious behavior. And uh, her argument is that uh, being Jewish is very expensive. That, time, and the fact of, and she explains that, she argues that the wealthy fought to reform Judaism because the economists work more, and to reform Judaism takes a lots of time. And she tries to explain the differences in keeping cocere among nations. But it's the amount of, the extent and disruption, the paper hasn't been published yet.

Man BB: [INAUDIBLE 822]

Greg: It's hard to be deficient. Effectively, and efficiently, no. I don't know.

CC: But there are a lot of different-but that would lead to a set of questions about time, and alternative, the opportunity costs of the time. I mean, alternative uses of time.

Man DD: [INAUDIBLE 828-832]

Greg: I'll let that one go by but it's an interesting book related to history [INAUDIBLE 833-835]

but in any case, uh, I mean, that would lead to a set of questions that were about, that, you know, were about, these sorts of things. And uh, it might lead to a set of recommendations for organizations that would really be quite a bit different from other, what you might get to in other ways. For example, you know, one of the things I noticed. I go to a lot of different services. A lot of different kinds of services and you know, there's no, the [INAUDIBLE 842] are considered the slow pokes of the orthodox world, right? Well, maybe you don't know that. The lowest Lobotich servant.

Man DD: [INAUDIBLE 845-848]

Greg: But uh, they're faster than any conservative.

Man BB: That's usually a measure of how many prayers per unit of time.

Greg: No, no, time. The total time. Yeah, time in, time out. I mean, yeah, these are interesting questions. Here's a framework for beginning to ask questions about

Presenter A: [INAUDIBLE 853-858]

Woman DD: But I'm liking this line of questioning much better.

Man BB: I think the strategy has got to be indicated as [INAUDIBLE 861] first, and then, only then. The other way around. Because without baseline data, it looks at other communities, you don't have no way of looking at things like-uh, what was the, the, uh, investment being done in Atlanta when in fact, things are going informally in Charlotte with nearly as much impact as you're getting in Atlanta. In fact, with some other interesting things nobody ever thought ?

Ellen: [INAUDIBLE 866-869]. What would you measure, the program? Would you measure individuals to see if they are really going

Man BB: No, no, I don't think I would start with individuals. Initially I wouldn't start with individuals. I would ask about, the proliferation of the program and I would look at the participation.

Ellen: Right, right.

Man BB: And IO would look at participation and things like that, both formally and informally. For example, if the continues to grow dramatically um, uh,

Ellen: Right, those are institutional data.

Man BB: Those are institutional data and I think that's--



Ellen: You're not getting the value.

Man X: Well, I thought some value despite course selection, by levels of participation, uh, you can get data on whether people are repeat participants, or whether there's one shot. I mean, Lehrhouse itself gathers a lot of data on this. Here again, what kinds of data are already being gathered for other purposes that we might be able to--

Man U: Let me tell you that's a really tough thing to measure. I've got a project now, looking at the reciprocal effects of value and behavior. You know, the classical Jewish model of values is that they follow from behavior. And, and the classical Christian model is that the other direction. You know, there's empirical evidence that favors both and....

[INAUDIBLE MUMBLING 888-893]

Man X: Let's say, you're a, a person from Mckinsey, you'll probably--

Man U: Does she want to keep it simple or does she want to know everything?

[INAUDIBLE 895-7]

Woman FF: How hard do you think it would be to put together a message design? Whereby, you looked at certain kinds of institutions and then you looked at the individuals within those institutions. Because it seems to me like if you did, if you did some sort of a sample by institutional type, then, you know, work within that institutional type towards individuals, at least you'd get, not only the indicator at the institutional level but you'd be able to do something within the

Man X: No getting anything on the people who are [899 INAUDIBLE]

Woman FF: That's, that's the problem. So could you, could you, how would you move, a non-participant outside?

Man X: It's very hard to get. As a [INAUDIBLE 901] you can sample people from the phone book and you get about 30%. 31, 32 percent. You know. But it's, it's [INAUDIBLE 902] with Jews, you can call people up and say, you know, "Hello, you're Jewish?" Which is what the national Jewish population. The [INAUDIBLE 911-913]. But it begins to get very expensive in that way if you do that. And, often you miss the very people that you want most to get. I, children are easier to sample in theory, but then you have you know, there's confidentiality involved. It's all very tough. Um, so you know, a big factor here is how much money you have. And, that's, yeah, it's how much money you have, and if you don't have much money, I mean, look, the Christian denominations have a terrible time getting accurate data on church members. Do you

know, about any of these battles that are going on among these people? I mean, [INAUDIBLE 922-925]. He can tell you about some of these incredible battles about who's cooking the data you know, these, these, uh, fraudulent clergyman you know, well I do know with ASR a few years ago that showed that people just overstate the amount of their church attendance because they went to validate it by going to the churches and people weren't there. And that was the study that showed that church and that, actually, higher in the U.S. than in Europe. It just reported high.

[INAUDIBLE MUMBLING BACK AND FORTH 931-937]

Ellen: What about if you sampled individuals within the institution and you ask those individuals within those institutions, do you know anybody who's not affiliated? I mean, like if you did some sort of snowballing technique within the individuals whereby you said you know anybody unaffiliated or somebody who was born Jewish and had been practicing.

Man R: It's just expensive. I mean, there's a body of literature on those sorts of things. Cleo Goodman, many years ago, did some really outstanding work on that and you can draw valid samples and so on, although there's, but you can do it. But, it's expensive because it means having a person contact another person and say, tell me this and tell me and it's just, you know, very expensive.

Ellen: [INAUDIBLE 950-955]. I mean, what, what, what do we really need?

Woman: Well, I'm having a terrible time with all of this because I never can think about outcomes independently because, I can't. I know, I can't. I know, I just, I can't. So, to me, I like to know what it is I want to--

Man J: What questions?

Woman F: Right. And so, what are the leading questions that I really want to get at because if I don't know the leading questions, then, communities make more sense, then, institutions, organizations.

Man; Well, this list gives you an example of the questions.

Woman F: So, my sense is that --

Man BB: What is the level of [INAUDIBLE 963]

Woman F: How do you see themselves?

Ellen: So, maybe the best way is to, I don't know, this would just be a guess. Um, I suppose I would look, and I'm not a sampler. My sense is that I would look at the proportion of what we know about we know about the Jewish population and how it's situated proportionately. So that

to me would probably be my first set. Secondly, after that would be, is um, I, within that I'm not sure if it makes sense to go to, synagogues, temples, variations and that to go to different kinds of Jewish schools, supplemental schools, because I'm not clear, about where that should be. Where the emphasis should be, so that, that's a discussion that I would-that I would hope there would be more of and then within that set, probably take, to me, I would rather do families than individuals, and so, I would think more about it-something that would be more family so that you would be looking at variation in family. And then, I probably would do something in that sect to look at the people that are unaffiliated. That's just, a very, very, broad level.

[INAUDIBLE 982-983]

Woman F: Right. That's exactly, because I would nest, that's what I mean by that nest design, those institutions, those regions--

[INAUDIBLE 985]

Woman F: Well, no, the region would be based on communities and populations that would be, you know, high proportion of Jews, not high proportion of Jews, not high proportion of Jews. That, that kind of thing.

Questions: [INAUDIBLE 989-010]

Man BB: Let me give you just an idea and I'll throw it out and if you don't like it, that's fine. I've got a lot of bad ideas. And the idea is this. Look, secret Jews are not what we are interested in producing. So, what goes on is, so then, we wish to measure, characteristics of affiliated Jews and of those Jews who are unaffiliated we can assume, let's say, we might have a model which relates to opportunities to join, maybe not learn, to this. So we expect Jews to take care of ....they have a higher probability of not being affiliated with Jews say, in Chicago. Yeah, low income, Illinois.

[INAUDIBLE 29].

Man BB: Then it becomes simpler to get a hold of people because we can get a hold of their organization and that ties into their desire to study the organizations themselves and we can, we can, get indicators of the state, of the affiliated Jewish population. And then, that leads us with the side problem, of measuring the size of the unaffiliated population. But that's a separate problem, in a sense.

Man BB: [INAUDIBLE 035]

Ellen: The only problem with that one of the goals it to have some validity between those roots. Then, we wouldn't know.

Man BB: You study it in different pieces. That's really all I'm saying. You study it-you break the problem into pieces. You study it in pieces. What I really don't have a sense of is really how much money is available. Usually philanthropists say I want to pay for a study and then they find out research costs and, you know, my experience is usually that I haven't made comments like since I was about eleven.

Man D: [INAUDIBLE 048] We don't know the answer. But, I can give you some rough parameters. First of all, uh, I've never presented a really good idea and had them say no. I've presented some bad ideas to which they've said no, but the good ideas they say yes to.

Ellen: [INAUDIBLE 052]

Man: Right. Second of all, the organization as a whole, including contributions from Mr. Mandel and the others in the neighborhood of [INAUDIBLE 055]. So, if we're talking 100,000 here and 200,000 here, like if this were something good that people had faith in, I think it would be doable. But, we're not talking a million dollars here, two million dollars

Man P: No, you wouldn't want to do that. If I had a million bucks a year to spend, you know, I would spend it on something different. You know, I'm not looking-I don't think I'll ever make any money on--

Man BB: O.k., so that gives me some sense. I'm pulling this out of my hat but, but not without any, it's not totally arbitrary.

Man P: I would put something else on the table which we touched on but not---

Ellen: If it's doable and they'll plan it?

Man BB: Oh yeah, I mean, the organizational stuff, I think that's really quite doable.

Woman J: At two hundred thousand?

Man BB: Well, you have to do it in a different way. Marty loves to tell the story about the time he got funding from a Jewish organization for a study. And when he was told he got the funding, he said, "Wow, that's great," but where's the check. And the guy told him that he uh, that the news, well, there really isn't a check. Let's put this on our list of things and let's put this on our list of things and then as our donations come in to this, then, we'll send you the check. Alright, so, and you know, and, he said well, you know, he wasn't very optimistic at first but low and behold the money did come in and he actually did do the study, you know.

Man P: It's kind of like Abraham sacrificing Isaac and a Ram appears in the bushes, you know.

Man BB: No, the Ram was there all the time and he finally looked up.

Ellen: This is, this is-

Man BB: But I mean, there are ways to do things and there are other ways. One of the ways that you, have this data on organizations, is to motivate organizations to provide the data for you. So that part, can become, they tend to be, they tend to be hopelessly incompetent, at the mechanics of gathering information. So, you had to make a kit for them. You had to find out how they organized their synagogue books, I mean, is there a computer program that they tend to use, or, something else, I don't know. But, but there are ways to get a lot of it, probably on the cheap. And then you have to be very careful about the expenses part.

Woman J: O.k., but this is, because I've had this conversation with Jonie Bright, who like to say that he's going around, he's done these studies of Chicago at practically no expense. But if you look at the amount of time that he's put in and not charged for his dollars. If you look at the amount of time that he has his staff put in, at no expense, and charged to nothing else. If you take the amount of time that these schools are agreeing to participate at which they put in their time at no expense. That's very different than turning around and saying I have this high response rate, look at the few costs, at which it's not. So, if you're going to say, we're going to have this brain trust of people that come together, design the study for free. If, in fact, these people are the same people that are going to say that they're institutions are going to put their stuff on the line for free? If those--so, I mean, sure, \$200,000, but,

Man BB: You're absolutely right. But if your going to pay for it though, [INAUDIBLE 109]. O.k, the problem is, I mean, the most expensive part of the work and the critical part is writing it up. And only the best, I mean, you, I mean, the people, you know the people that write well are very few in number. You know, anyone who's ever, every uh, refereed for a journal, you know. It's uh,

Ellen: Well, I don't think we should, should [INAUDIBLE 119-120] We have to make the best recommendation of what makes the most sense. And then, make it really [INAUDIBLE 120] of what it would cost. And they might, you know, say, this is, we can forget it or we only really want to do, [INAUDIBLE 122-124].

Man BB: I've just been appalled. When you have an ordinary kid, then, you know, the world sort of goes by in an ordinary way. But if you had the kid, [INAUDIBLE 127-128] learning, physical disabilities, perceptual problems, then you really get to see in clear relief, quality of teaching.

Ellen: [INAUDIBLE 130]

BB: You're reading my mouth, you get to see in clear relief what the quality of teaching. I mean, to say that it would make me weak doesn't describe.

Man Q: That's about Jewish teaching?



Man BB: Jewish teaching, yeah. It's appalling. I mean, the ignorance is spectacular. You know, to find someone who's merely not very good, at teaching is really, you know, it's a red letter day. And, tell me your experiences with [INAUDIBLE 140]

Ellen: I'd like to say, a lot of it is.

[INAUDIBLE 142-146]

Man Q: Its certainly better than anything else. The uh, the issue, that I wanted to put on the table which is, that you touched on actually, is how much of this can be done by relying on information that has already been gathered? Maybe everything put together and coordinated and maybe have a quality problem. But, how much is already out there and to what extent is it possible to pull together? I was quizzing Bill about this morning, because he knows the Atlanta situation well, and he tells me there's data on number of kids, there's data, there's data on population characteristics, there's data on um, central allocations for Jewish education. So, uh, a lot of the participation types, of information, already out there, are community by community basis. And, it might be possible that when you pull that together, to coordinate it, integrate it-

Ellen: And then there was Barbara's idea of trying to hook in the national education that are being done,

Man Q: Like school staff survey [INAUDIBLE 163-168]

Woman H: Well, I went back and I did some more checking on Nell. There are, uh, there are four hundred identified Jewish kids in the Nell sample. There are six hundred in each. That kids that identify themselves as Jewish and religious. Um, which, you know, if you take, you know, you're looking at 17,000 kids, so that is approximately what you are getting. The school's and staffing relies heavily on the Soloman and Checter school and that's they're representative. I've been actually, following through on some of these things that I talked to you about because I was kind of curious to find out where they're getting their people and where they are getting their information from. And I found out that someone from the Soloman and Checter school asks as a representative to the school and staffing survey. So that it's very possible in school and staffing is going to be redone, very soon. And, um, I sent the information to Gail Dorck, and I picked it up at this, I had, and I had asked David Baker and Baker said he thinks you could probably, you know, generate some information then.

Man P: Did I understand correctly that there was one wave of school staffing survey where they got all of the Jewish day schools in it?

Woman H: No.

Man: Or, o.k., that was just when they were just identifying the universal schools.

Woman H: Right, that's correct. That is definitely the case.

Ellen: But still, [INAUDIBLE 191-192]

Woman H: But I don't think it's, but let's be very clear about what we're saying, we're saying it's a sample of the sector school. It's not every school that's in the community in the United States.

Man P: O.k., [INAUDIBLE 195]

Woman D: Could be. Could very well be. Um, but the growth, at least from what I understand and I may be entirely incorrect, is, is in the day, pre-school programs.

Man P: The day pre-school programs?

Woman D: Yeah.

Man P: [INAUDIBLE 201].

Woman H: No, that this is really where there's tremendous growth.

Man D: Will that be represented in the early childhood program?

Woman P: Well, right now, that study's on hold.

Man: [INAUDIBLE 203]

Woman D: Yeah, that's my understanding. So, um, I'm not sure what the status of that is.

Man P: O.k.

Woman D: So, I really don't know, I really don't know that study. But, it seems to me that what you could do, you know, as [INAUDIBLE 205] suggested, you know, there are these things out there of conceptual work. One thing that might make some sense is to do some, you know, just even small, scale kinds of efforts which look at what kind of information is available at the community level. And just like, asking like someone, if you wanted to do some sort of representative look at the United States, which is a big community that we would call. Who would you call.

Man P: That's one of the questions that I'd like feedback on. How would we go about, I mean, what does that mean, say, represent, community of the United States that are representative dues. What does that mean? We can identify which have the most Jews, but that leaves out a lot of the Jews who are not in the same city. That's one of my problems with community based survey. In fact, the CIJE even focused on large cities and is therefore leaving out, you know,

[INAUDIBLE 227-31]-discussion amongst hard to hear with all of them talking.

Man P: In fact, when CIJE started they said, o.k., we're not going to work with Los Angeles, Chicago, or Milwaukee, too big. And we're not going to work with anybody that has less than 15,000 Jews. Too small. I mean, I think there were 20 some cities, in between. So what about this idea of getting community level

Man F: [INAUDIBLE 238-246]

Ellen: [INAUDIBLE 247]

Man: [INAUDIBLE 248-250] Some are very complicated, for example, New York, has probably 152. It's just a large area of Jews. And others, they often have ....

Man R: Are we talking about primarily about people who, administrative agencies, who identify cultural, who actually provide data about the characteristics of individuals in those communities. I think, I'm a lot more confident about the former than the latter. Simply, by virtue of the lack of innovation in the adult community. You see that even with the state department of education and the public school system, trying to create authority about working up--in ways that make it virtually impossible to understand the phenomenon you're interested in. Yeah, so, I guess I'm worried about relying on administrative [INAUDIBLE 280] that have that much variability in, in

Man BB: I wonder if, I wonder if, it's very nice to have Jewish communities, it's very nice to have these other things and there's a certain part of life you know, a community of life, and, and essential part, but, but maybe you could measure all the things you need to measure by just looking at the most visible organizations, and those are synagogues.

Man O: Let me answer that.

Man BB: It was a question, not an answer.

Man O: Yeah, you know, adding to the questions, just brainstorming. He, he makes me feel uncomfortable is, there is, there's a kind of set of interventions going on. There's some of them clearly identified, some of them not. And even when you've identified, that is, try to trace that through, to what's going to happen to kids and families. It's, it's not an easy intervention to understand. I mean, you only think of experimental treatments. Now we several things. Major indicators. And I guess the way I would go about it, my gut, you know, said, I would want to take your intervention and trace them to a few institutions within the community and then try to see if we have some kinds of indicators that we can use just for the people who are affected by the intervention.

Woman L: 300.

Man O: Yeah, because I think you have to do this in order to grow. And what you need to do, is you need to build up your understanding before you set up, something like this--even if it's not in stone and you want it to be in stone so you can measure changes over time. But if you don't understand the phenomenon very well, what do you mean by implementation. I mean, you told me the first part of the intention but real implementation is what's going to happen. Are these people hired are they influencing the kind of people they are hiring? What happened in the homes. Cuz a lot of it's got a connection to changes and things like that . There's a whole model out there, you know, that you could possibly put together and I would like to see, in these, these sites, doing that and then starting to make connections with these things so we can talk about them perhaps, in world passion, Jewish identity, Jewish values and are major things more? Perhaps, and more psychologically situation than to get these major indicators. But I think if you build something from there. I feel really uncomfortable, trying to get something into one time series to see how things are going to change that we don't fully understand in terms of what we are trying to do and what we're trying to get at. So what possibilities I think about, as you go back to [INAUDIBLE 330] Just brainstorm. I'm trying to elaborate or just to [INAUDIBLE 332] fun. To start, to say look, we're starting to develop an interesting framework, that has both macro and micro elements, o.k., we also know the quality of differentials that we're doing really are much harder to the community and there are other things that influence what happens to and the lack of or presence of Jewish identity stuff. In the media, everything from video games to, to television such as [INAUDIBLE 342] For all we know, those things may have a larger effect on kids than a lot of the things that we're actually working on. So, the frontier is to let's construct a longer term strategy to understand this. And, the first thing you need to know is we are doing intervention [INAUDIBLE 346-349]. Now let's try to place that into a system that might effect some of the things that we think are important. And now let's start to put some concrete items here. At least to face them. And that we can at least posit some kind of psychological construct. And, let's try to build up form there to save time [INAUDIBLE 355]. Without compensating that point of major indicators [INAUDIBLE 368-369]. So a lot of these things, I think we need to gather information on learning and measurement issues, to , you know,

Man: Can we work in both directions at the same time?

Man: Probably.

Woman: This is a great idea , but there's a much better chance of getting rich, meaningful indicators. The problem is though, it's some year's off. there's not only the work of evaluating pros which are going around now, but there's a whole, thinking about it, reflecting about it,

[INAUDIBLE 371-384] Too fast, hard to understand, everyone speaking at once.

[TAPE GOES WEIRD HERE, ALL VOICES BECOME HIGH PITCHED]

[INAUDIBLE 384-410]

[END OF MEETING]