



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

Series D: Adam Gamoran Papers. 1991–2008.

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

Box
66

Folder
14

Planning notes and correspondence. Includes presentation to
Board of Directors, 1997-1998.

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

- community based
- central agency fostered
- federations
- probs - lack of stds
- RS - synagogues?

AERA LI consultation

- RS - orgs can be motivated to gather data but incompetent at doing it
- so need to prep a kit
- most expensive + capital cost paid is writing it -

relying educ in Amer

- eg Rossi + Greeky - prob naive but worth looking at

eval impact of CJIF is little w/ indicators

inventory of studies of affiliation

- eg Esau Mayer

- RS - 6ks looking or forward looking?

- should have sent CJIF "update"
- only Jewish advisors was correct dec

- RS - 30 yr study - not practical

- indices + had directly connect to vision
- more practical can do in short run

"problem of studying a whole life is that it takes a whole life to get the data"

- can simulate
- but really should bring indicators closer to the pgs

eval in LCs will not connect more generally

HL - need to look at effective a/u/a cos side

Victor Fuchs - quality of life

Carmella Chiswick - DIC econ
costs of religious belief

Dennis Carlton - VEC Business - interested in this

- distrib to whole pop

we need a demographer! lay out pop trends, figure out demographics for public rates

goals of intervention are more focused than list of outcomes

- how find linkages?

- flesh out goals of interventions

use dissent res
to get data collected

PS - CIs would be useful, 3 w/in reach

AP - a Jewish GSS

don't use "leading" indicators - just ^{major} indices

CS - 2 kinds of indices

① total pop - rates of intermarriage etc.

②

PS - indicators is a study of context

- what the measures are, context for ch, linkages

- would be broadly useful to any group trying to improve pers. status

PS ① intra psychic

- expensive to measure, diff, missing data

② behavioral

③ institutional

AP - indic systrs are not a substit for eval

PS - makes sense to do indic even decoupled from intervention

- understand the dimensions of life is a useful endeavor and can only improve efforts to improve them

- but could make a huge impact or more modest

- eg leave out intrapsychic

- this would start the conversation

- eg service attendance

- as

good data doesn't guarantee success but makes it easier to make good decisions

PS - time, wkld alloc of labor, opportunity cost

CS - broad indices first - eval of life in its only later

HC - start in intervention process, see impact, use that as indic

BS - need to do in another city w/o intervention

PS - nested design - persons w/in instits - but missing that data - snowballing?

PS - the affiliated J pop

Date: Thu, 24 Apr 97 15:58 +0300
X-Sender: annette@vms.huji.ac.il
To: Adam Gamoran <gamoran@ssc.wisc.edu>
From: Annette <annette@vms.huji.ac.il>
Subject: more indicators for you

At 01:59 PM 3/31/97 -0600, you wrote:

>Karen,

>

>I'm writing to update you on progress in the Indicators project and the TEI
>evaluation.

>

>INDICATORS PROJECT

>On March 27, we held a very successful consultation on the Indicators
>project. Participants were:

>

> Henry Levin, Stanford (economist)

> Aaron Pallas, Michigan State (sociologist)

> Barbara Schneider, NORC (sociologist, survey director, member of
>professors group)

> Lee Shulman, Stanford and Carnegie (teacher education)

> Ross Stolzenberg, Chicago (sociologist, survey methodologist)

> ...plus Adam, Ellen, and Bill.

>

>We have commissioned Barbara Schneider to write a memo summarizing the
>meeting and elaborating on her views, so I will wait for that to provide a
>detailed summary. As a group, our advisors were enthusiastic about the
>general idea and had a variety of suggestions about models and methods. One
>minor but important point was that we should not use the term "Leading"
>indicators. "Leading" has a very specific meaning for economists, referring
>to indicators that project future trends, as opposed to "Lagged" indicators
>which reflect back on the past. Both Hank Levin and Rafe Stolzenberg told
>us not to use that term -- instead "Key Indicators" or "Major Indicators" or
>just "Indicators" would be preferred.

>

>In addition to this consultation, I met separately with Harold Himmelfarb,
>the sociologist who wrote the well-known study showing that Jewish education
>aside from day schools has no impact on adult religious practices. Harold
>was formerly a professor at Ohio State and now works for the U.S. Department
>of Education. I asked Harold about the U.S. government's education
>indicators project and how the lessons learned might be applied to Jewish
>education. He urged us to set modest goals, obtain benchmarks, and measure
>progress, in contrast to some of the unreachable goals (e.g., "The U.S. will
>be first in the world in math and science achievement") or vague goals
>(e.g., "All children will start school ready to learn") that appear in the
>U.S. national education goals. This is relevant to our work, in that some
>of our draft outcomes are vague and distant. In general, Harold noted that
>setting benchmarks often plays an important role in research and policy. He
>gave the example of the Adult Literacy Study of 1991, which is now what
>everyone in the field of adult literacy refers to when discussing the issue.
>Harold thinks the National Jewish Population Survey should be carried out
>every 5 years instead of 10 years because the latter is too long a time lag
>for keeping track of trends.

>

>At both of our consultations, we were warned that it would not be possible
>to make causal inferences based on Indicators data. For example, the
>population survey of 2001 might show a rise in the intermarriage rate, but
>that would not mean any particular initiatives had been ineffective. In
>fact, a program might be very effective, but the larger trends may work in
>the opposite direction. The only way to evaluate a program is to evaluate
>the program directly; the indicators study is too far removed from a

>specific program to serve the purpose of evaluation (except in the broadest
>sense that CIJE will be evaluated as successful if the broad trends follow
>our vision).
>
>TEI EVALUATION
>As you know we have been frustrated that Ken Zeichner has not been able to
>do what he agreed to in December, i.e. go through the cohort 1 interviews
>and summarize their perceptions of what they learned from TEI. To
>jump-start this process, Bill compiled a document in which he listed four
>related questions, provided relevant extracts from four of the nine
>interviews, and answered his questions based on these extracts. Then, we
>held a meeting on March 28 with Ken (Adam, Bill, Ellen, Ken, and Gail
>attended). I was pleased to see that Ken had read Bill's material carefully
>and offered several good suggestions for moving ahead -- suggestions that
>neither Ellen nor I would have thought of. This seems to be the best way to
>use Ken's expertise, i.e. we will pull together some material and analyze
>it, and ask Ken to comment on our framework and analysis. This is not as
>good as getting Ken to do the analysis himself, but that just isn't going to
>happen. Moreover, I was very satisfied with the progress we made at the
>meeting, and I think this process will allow us to do good work.
>
>(Gail, we really appreciated your participation at this meeting!)

>
>Our current short-term plan is for Bill to prepare a list of the main goals
>of TEI for its participants, and to indicate how success at reaching these
>goals may be identified using the interview data (as far as one can tell
>from what participants say). The list comes from three sources: our
>discussion with Ken, Gail's memo on "What should a TEI graduate know," and
>the paper by Gail, Barry, and Ellen on "Educational leaders as teacher
>educators." The list will be reviewed by Ken, Gail, Adam, and Ellen, and
>then Bill will work with Ken on the analysis. In practical terms this means
>Bill will do the analysis, Ken will comment, Bill will revise, etc., but
>based on our recent meeting I think this will work. The analysis will
>indicate what TEI participants learned that is included in the list of
>goals; what they learned that is not on the list; and what was on the list
>which they did not learn. This analysis serves three purposes: (1) It
>provides feedback to the TEI faculty; (2) It provides a preliminary
>evaluation of TEI; and (3) It will generate questions for the second round
>of interviews.
>
>See you next week,
>
>Adam
>
>



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LI

Karen's ideal: longit study
of effects of quality T ed
(camp, sch) on Jewish life
next conv May 6: how to
p-ll back & do something
realistic

call w/ EG, KB, 5/6/97

for stat mtg 6/24-25 - CI memo?
 - list projects re: ten next yr
 - think over eval of other proj

eval instit
 eval guide
 work in 1st
 June 24-25
 Jowell

eval instit - contract signed

eval guide - Hendler es - 205

AG - s-mz where we are from last call

- longit study of quality T ed
 - AG comments - nb focus on indivs, not communities

- key q - do we want to assume we know what
 quality ed is, seek indices of qual
 indices of outcomes they'd like to be assoc

- or test hypoth abt qual T ed

- EG - ^{also} ~~also~~ consider indices much closer to the
 work of CITE, in communities where implem

- KB - of course eval CITE initi
 - but lots of diversity

2

goal - give T world the case over time
to invest in quality T educ

- A6 - then longit res study is what want

- would need both cohorts & longit

E6 - repeated cross-sections on indices of
qual. ed & outcomes

KB - could do x-secs in selected communs

- use that to bolster the argument abt
causal links btw ed indices & outcomes

need to max links to CITE proj if poss

next call - reorienting TFI eval towards
communs where proj is working

LI consultation - Res Network

- 1990 NJPS - finding over half Am T unhappy, was a shock to the T community
- committed Jews across the spectrum conc abt future of T pop of NAm
 - many turn to T ed as poss soln
 - com iss, prog, inits proposed, implem
 - common purpos of revitalize T community etc
 - but not coord, differ in specific objectives
 - probl - lack of info on success
 - how know whether T ed moving in rite dir?
 - evals typ short-term, lim scope
 - but objectives are long, diffuse
 - mismatch b/w s-t local eval, need for l-t, wide-ranging know abt ch
 - reason for mismatch?
 - info diffc to gather, interp
 - prog goals ambig
 - progress hard to measure
 - eg behav means made for capt negs

what sort of goals are we talking abt?

- Figure 1 - illustrative, not definitive
- READ
- might add - lay leader support
 - parol cipul etc.

One approach to address

- Indicators
 - modeled after similar approaches in econ, health, gender
 - baseline on current status of Ind
 - allow assess of ch over time
- benefits
 - but also challenges
 - into of s-ttc depth?
 - address outcomes thru really mth?
 - given limited funds for res, project?

Methodologies

- (a) coord, integ data already collec
- (b) identify essential gaps
- (c) collect new info to fill gaps

models

- (1) US Govt - nat goals
- (2) Community based
- (3) survey of individuals over time

Levels of analysis

- communities
- programs
- instts
- persons

These are some of the issues - there are more

F. 5.2 - Q's for discussion
READ, DISCUSS

Himmelfarb

can't trace so far from prog

can meas indices, but not trace to prog

if separate - worth doing indices - well-being of J ed
- rather than indic of J life
 ↳ census does that

US Govt effort - not impressed

- very expensive

— AG - how interp?

no bearing on research agenda of OERI

- estimate when goal is there

eg Goal 5 (adult lit - HH's area)

NALS - added much sophistic in meas lit

¹⁹⁹¹
- a quantum leap forward - molec levels etc

- now is baseline, "the B.66"

- center director identifies what's doing on basic
of that study - the basic reference

- eg target those at 2 lowest

— will there be another NALS? prob levels in NALS.
yes - 5 yr lead time

probs in appl to J ed

- O.g. investment in devel consensus around
molec levels

- eg furor over his study's outcomes

- could do w/ Hebrew language
- identity?

- cross tabulat w/ type of sch attended
 - need to know how well doing
 - common, denom, type of sch

models >

- NJPS o-gwt to be done every 5 yrs, not 10!
- community data
 - enrollmt data everywhere
 - not stdz - need to deal stds
 - what's a school?
 - get defs from NCEs
- SASS - all priv schs in universe survey,
 - not all SASS
 - probl w/ affiliation - 1989 16% is w/ ortho
 - 1990 "other" 1/2 - many
- teacher data - #s per sch
 - bureaus?
 - could not have teacher charts
- NY BSE - 8th gr profic test days sch → h's
 - mostly modern ortho
 - what are the indicies

- check w/ demands on tests

- NY Schitt study?

- not as bad as Resnick said

- good job of setting against things

- can't see much beyond data

- eg farm ed - not in study

- old LA study had sim findings as Schitt

How would use indices?

- monitor progress towards goals

- even centers will have perf indices now

- eg set a modest goal, create benchmarks,
monitor progress

- pop changes are an impt complic

- eg influx of Russian Jews

Date: Tue, 27 May 97 22:02 +0300
From: <ANNETTE@vms.huji.ac.il>
To: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: summary of meeting on Indicators at CAPE

Hello Adam,

thaks for this summary. I read it with great interest, and want to make two points:

a. both Mike and I gave importance to the presentation of proposed indicators to a high-level group representative of decisionmaking and client interests (for their response and input) . Though you refer to this in the text, it gets lost in the summary at the end of the text.

b. Though you and I spoke after the meetings about MI (rather than CAPE) being part of that decisionmaking, I would leave it out of the notes. It was 'off' the meeting, and I'd rather take it up separately with Karen.

Reading your notes -- it was a good meeting. Hope it was helpful to you.

Take care,

a

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Tue, 27 May 97 05:44:44 +0300
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id AA07480; Mon, 26 May 1997 21:44:22 -0500
Date: Mon, 26 May 1997 21:44:22 -0500
Message-Id: <9705270244.AA07480@duncan.ssc.wisc.edu>
X-Sender: gamoran@ssc.wisc.edu
X-Mailer: Windows Eudora Pro Version 2.1.2
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
To: GOLDRIEB@ctrvax.Vanderbilt.Edu, 74104.3335@CompuServe.COM,
ANNETTE@vms.huji.ac.il
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: summary of meeting on Indicators at CAPE

CIJE Indicators Project
Summary of Consultation at CAPE
May 22, 1997
Participants: Annette Hochstein, Mike Inbar, Adam Gamoran, Hadar Harris
(CAPE staff)

Adam began the meeting with a brief introduction to the Indicators Project. Mike, Annette, and Hadar had previously reviewed summaries of earlier consultations (CIJE "professors" and educational researchers).

Mike began his response by asking for clarification about the issue of cohorts. He noted that often, much of the variation that occurs in a social phenomenon is between cohorts rather than within cohorts. This indeed seems to be important for Jewish life in the diaspora. For example, most of the variation in intermarriage lies between cohorts. Hence, for an indicator project that purports to measure the status of the Jewish population on an

ongoing basis, it is essential to include information from successive cohorts.

Mike also recommended that we create a group to review what indicator data exists already in North America, as a way to get the project started. Availability of such information would be part of a plan that could be presented to CIJE decision makers before the Indicators project begins in earnest. Possible sources of information include Brandeis (Sylvia Barack Fishman?), CCNY (Kosmin?), Stanford (Shulman, Lipset?).

Annette suggested that because the "draft visions" are very abstract and removed from education, they cannot provide good measures of what Jewish education can or will accomplish. Many other factors are involved in Jewish life, so the "draft visions" do not necessarily indicate the success or lack of success of education.

In addition to advice about the Indicators Project from CIJE staff and lay leaders, we should get input from experts in Jewish educational research, with particular focus on standards of content for Jewish education. Barry Holtz and Seymour Fox would be good contributors.

We discussed the issue of causality. Mike noted that data-gathering always involves assumptions about causality; the question is at what level is causality assumed, and where can it be demonstrated. Adam asked for clarification, using the issue of teacher professional development: We assume pd leads to better teaching and more learning, but we do not try to demonstrate it. Mike agreed that it is difficult to show the causal link between pd and student learning. But suppose someone said, why is 5 hours of pd better than 1 hour? Causality might be inferred from changes in the extent of pd that coincide with other trends, such as increases in participation in Jewish education, or a stronger content focus in Jewish schools, etc. Causality is not demonstrated but can be inferred.

Adam raised CIJE's concern that such limited attention to causality does not answer the "big questions," e.g. does pd reduce intermarriage, etc. Mike explained that any action potentially has immediate consequences and a chain of consequences. It is impossible to study everything at once. Now, a decision-making group might legitimately say that if you can't study the whole chain at once, the project is not worthwhile. On the other hand, it is also legitimate to say, here's what we can do today. (Mike told a nice allegory to illustrate this point which I will pass on!) Mike commented that there probably is no doubt about the notion that we can influence the quality of education through teachers and teacher training. If this is agreed upon, then indicators about personnel and training seem warranted.

Annette noted that in the past, no real indicator data has been available. Community data collection has been of inconsistent (mostly low) quality. The CIJE Educators Survey and the NJPS are important new sources of data. More elementary, baseline data are needed. Annette urged us to gather baseline data on the quality of education, focusing on the presence or absence of Jewish content in educational settings. Basic data on this are needed.

Adam raised the question of levels of analysis. Annette suggested that for some questions, we may want to focus on specific institutions or programs, and for others we might focus on communities and the continent as a whole. As an alternative to the continent as a whole, we might focus on selected communities. This would allow us to interpret the indicators with a richer knowledge base about the specific communities. We discussed the issue of selecting a representative community. Annette suggested that most issues are common to many communities, allowing for variation in geography, size, and composition (% orthodox). This could be explored with analyses of the

NJPS, although within-community sample sizes may not be large enough. We might also compare communities using recent community surveys.

Both Mike and Annette advised us to keep the Indicator Project separate from the evaluation of CIJE. The purpose of the indicator study is to provide information for CIJE (and other) decision-makers about the health of the Jewish community. Indicators are not well suited to adjudicating between alternative sources of success. For example, if teachers are better trained, is that because of TEI? Or because of the JTS education school? But this debate is beside the point.

Mike added that CIJE is one of the institutions of North American Jewry. Would you design indicators to measure the effectiveness of the U.S. Congress? No. Later on, it may be possible to connect the evaluation of CIJE with the indicators. For example, if professional development is effective, then one could say CIJE is effective because it has enhanced professional development.

What are indicators used for? Mike suggested that indicators provide information for decisions.

Adam summarized the implications of the meeting:

1. There should be a systematic review of available data, particularly community-level data.
2. The project should start with available data.
 - A. CIJE data on educators and p.d.
 - B. Links to community data
 - c. Links to the NJPS
3. What is the highest priority for new data? Annette's view is that the top priority should be to find out what is going on in the educational settings (e.g. classrooms) of selected institutions in selected communities.

The process for this is to prepare a proposal outlining these activities. The proposal to present indicators as alternatives to the "draft visions." It should include, in an appendix, a listing of available data.

Mike agreed that "Leading" should be dropped from the title of the project. "Criterion Indicators," "Selected Indicators" or just "Indicators" were alternative suggestions.

Annette and Mike urged us to include CAPE in the decision-making body when decisions about the Indicators Project are made.

phone call w/ ^{Bill} ~~Carol~~ 9/17/97

Strengths/weakness - favor quant. ^{gen rpt vis display,} ~~clarity, self~~
policy analysis
- less an informed
teacher ed

- do they really want
an external eval?

- do they want documentat
- not my thing, anyway!

- Not ALL Bill!

- inadequate s-pers-

- Karen's bias for quick-did

- NO res nec

- for dec

- for making the case

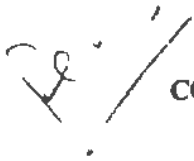
- It's not the personnel
issue

Bill's resp - agree quant. t analysis
strengths/weaknesses

- (moving target) we don't have
criteria

(- not enough from TEL fac (Bill)
- not public)

CIJE INDICATORS PROJECT



CONCEPT

This project gathers information on the state of Jewish education and Jewish life in North America. It includes both national/continental and community-level data. It is intended to gather repeated data over time.

LONG TERM OBJECTIVE

The purpose of the Indicators Project is to assess the current state of Jewish education and associated outcomes, and to monitor changes over time. The project will:

- coordinate and integrate available information;
- identify needs for information that is not currently being collected;
- collect new information;
- articulate a theory of change for which the Indicators data are relevant.

ONE YEAR OBJECTIVES

One-year objectives are not fully formed, pending the staff meeting on September 17. Likely goals for 1998 are:

- Compile existing data from selected communities into a coherent data base.
- Consult with lay leadership to build awareness of and support for the project.
- Participate in the planning process for the NJPS of 2000.
- Articulate CIJE's theory of change.
- Prioritize among different ideas for new data collection.

ACTIVITIES

Bill Robinson will visit several communities to obtain data. Under the supervision of senior staff, he will assess the quality of the data and, where appropriate, he will compile it into a data bank. Gamoran, Goldring, and Schneider will speak with lay leaders to explain the importance of the project and to garner support. Gamoran, Goldring, Schneider, and Robinson will outline the connections between CIJE's theory of change and specific indicators. This will help both to explain the importance of the project and to prioritize among various possible indicators. A member of the team will participate in the planning process for the NJPS.

PROGRAM STAFF TEAM

Adam Gamoran - 10 days
Ellen Goldring - 8 days
Barbara Schneider - 10 days
Bill Robinson - 40-100 days, depending on whether new data are collected in 1998

SUPPORT STAFF

20 days for correspondence, preparation of materials, coordinating meetings

BUDGET

LINKAGES WITH OTHER PROJECTS

The Indicators Project is a response to a need identified by the strategic plan: How will we know whether CIJE's goals are being accomplished, broadly speaking? The Indicators will signal what changes in Jewish education (and Jewish life?) in North America are taking place.

Implementation — Did we do the work?
— Review by lay leaders
community process
common research

EVALUATION

An advisory panel will need to oversee the work of the Indicators Project.

CODIFICATION
PLANS

The Indicators Project will produce written reports to disseminate information.



MANDEL PHILANTHROPIC PROGRAM

4500 Euclid Avenue
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Ph. (216) 361-2958
Fax (216) 391-5430

October 15, 1997

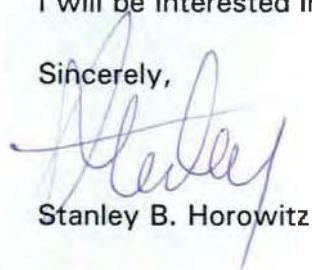
Dr. Adam Gamoran
317 Cheyenne Trail
Madison, WI 53705

Dear Adam:

I thought the enclosed article and "Index of Social Health" would be interesting to you in connection with CIJE's "Indicators Project."

I will be interested in your reaction.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stanley B. Horowitz", is written over a light blue rectangular background.

Stanley B. Horowitz

Enclosure

cc: Morton L. Mandel
Karen Barth

Report Says Health of Society Lags Behind That of Economy

By ANDREA KANNAPELL

An annual analysis of 16 social indicators shows the nation's social health is improving, but noted that this was only the second time in seven years that such an improvement has been seen.

The analysis, the Index of Social Health, is produced by the Fordham Institute for Innovation in Social Policy in Tarrytown, N.Y. It is constructed on the model of the Dow Jones Industrial Average, combining statistics from a number of areas, from drug abuse to average wages.

"Although any improvement is a good sign," said Marc L. Miringoff, the institute's director, "the overall picture in the 1990's is not very encouraging. Of the eight worst years since 1970, six have been in this decade. The social health of the nation has not kept up with the recovery of the economy."

The first such report, produced in 1985, used statistics dating to 1970 and found that the nation's best year during that period was 1973, with an index of 77.5 out of a possible 100. Since then, the worst year has been 1994, when the index hit 37.5. This year's report analyzed figures from 1995, yielding an index of 40.

The six indicators from 1995 that showed improvement were the percentage of children in poverty, unemployment, poverty among the elderly, homicides, the gap between rich and poor, and alcohol-related traffic fatalities. Those worsening were health insurance coverage, drug abuse, average wages, the percent-

age of high school dropouts and food stamp coverage.

Indicators that remained about the same were teen-age suicide, out-of-pocket health costs for the elderly, access to affordable housing, infant mortality and child abuse.

In a special section, the report analyzed long-term trends in two indicators: wages and health insurance coverage. Average weekly pay hit a peak, in constant dollars, of \$315 in 1973, and was \$256 in 1996.

"From the end of World War II to 1973, American wages increased virtually every year," the report said. "From 1973 to the present, wages either declined or stagnated."

And the report put the number of Americans without health insurance at 40.6 million, an increase of 41 percent since 1976.

"These trends in wages and health insurance tell us much about our basic condition," Mr. Miringoff said. "Like poor test results from the doctor, they are a warning sign."

The United States, the institute says, is the only industrialized nation that does not officially monitor overall social progress, although economic analysis is comprehensive.

The report took special note of the growing gap between the nation's economic and social well-being. "The fact that trends in Gross Domestic Product and social health, once so similar, have consistently diverged for so long a period of time supports the idea that the Gross Domestic Product alone does not tell as much as it once did about the condition of the nation," the report concluded.

SUMMARY OF OUR LONG-TERM VISION IN PROGRESS FOR THE NORTH AMERICAN JEWISH COMMUNITY

- **A JEWISH COMMUNITY WHERE THERE IS:**

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

- **A SYSTEM OF EDUCATION WITH:**

- High quality, vision-driven institutions providing a range of life-long learning opportunities
- Strong community support
- Talented, well-trained lay and professional leadership
- Well-trained, professional educators at all levels
- Inspirational rabbis who see education as integral to their work
- Content infused with meaning for those who participate

Indic mts 10/9/92

KB - goals of the project

moj that would allow communities
to measure progress in educ + continuity
- syas, jccs, adult ed, Isr trips, etc.

- measure progress at a pt in time
- compare selves to other communities

AG - similar to what communities do, but stdz

KB - mts w/ Tim Schwartz - CIE dr of res

- has been going to communities finding data
- compiling data bank

- communities do own res - use NTPS as starting pt

- has not gone into depth on
identity, educ, cont to S living (not enthusiastic
abt adding
questions)

Gail - could focus on ~~top~~ (community) goals, + fold in educ
- training of educators as ind. for central of jly

(Dan - "indices" of insts need more concrete indices)

KB - can we use certain indices as proxies for others?
- start w/ a lot, use research to narrow?

Barbara - proposal has the right form
- is it too prescriptive?
- DG - right
- KB - might be broader
- has strong rationale to keep in ed
- but KB noted need to think more broadly
- more consistency w/ mission of org
- more problems to investigate
- need to reach a compromise
- lead w/ broader goal of community
- or lead w/ ed, fold in ed

Susan - might be a little narrower than it could be, but propos to start w/ ed made a great deal of sense
- one reason for appeal - seemed doable + believable
- not hard to connect indices to goals to mission of C.I.T.
- maybe incomplete, but valid

KB - Option A - focus on ed
- option B - incl ed + indices of broader life

— we want this to be owned by CIST
 — find out what lay leaders would see useful

— add indices for top items, start to show to communities

add key indices of a vibrant Jewish community

- identity
- participation
- literacy
- salience

Gail - commission work that starts w/
 std identity indices, branches out, deepens

AG - std indices are easy
 - getting deeper indices of identity is 6.5 task,
 must compete w/ other priorities

BS - identity index would be useful

SS - indices are community (or inst.) level
 - identity's indiv level

GZD - track ritual behav etc. to see if
 relat b/w ritual prac & edc indices

- study as indic of J identity among adults
 - a measure of choice

KB - "Indicators of J Living & Learning"

AG - add identity, literacy

BS - add 3 on literacy, 3 on identity
 - think ahead act how indicators will
 integrate w/ one another - cut across
 other dimensions
 - eg looked at relig prac as indic of identity
 - suppose fund rise
 & fund rise in ~~education~~ J schls
 - insight into links

KB will try a next draft
 poss present to COT Board Dec 3?
 (Chairman's Council in February?)

	Att.TS	Behav / Educ / Literacy
Centrality of T. Inst.	Interest in L. Inst. Att.TS	Behav Educ Literacy
Ident. by	Ident. of T. Inst. Interest in L. Inst.	Literacy
Involvement	TS	Attendance at ed. act. T. behaviors
Soc. just / plur.	Att.TS to T. Inst. Open - Pluralism	Volunteer action T. Inst. Open
Leadership		Philanthropists
Innovation		# New Ventures Research #
Qual. inst. ts	(Percepts of part. cs)	
Support		Spending on T. Inst. # Grants
Ed. Leadership	(Partic. view of ed. leaders)	Training of ed. leaders Compensation
Prot. Ed. Inst. / Pub. Is		Training of educators Compensation
Content / meaning	Percepts of part. cs	

Ag
Involunt
Learning
Identity

Educators
Instit's
Can't

Barbara - other data sets

GSS
ECLS
NHES
Birth Cohort study

SASS - oversample T. Inst's?

Baccalaureate & Beyond
Nat Postsec - not sure if rel. to g

CJIE Indicators Project
Planning Meeting
September 17, 1997

Proposed Agenda

I. Indicators of Jewish Education: A Proposal

- A. Brief presentation of the proposal (distributed in advance)
- B. Questions of clarification

II. Discussion of content

- A. Taking advantage of existing data
 - 1. NJPS
 - 2. CJIE educator surveys
 - 3. Community demographic data
- B. Priorities for untapped areas
 - 1. Identity
 - 2. Literacy
 - 3. Content
 - 4. Others?

III. Discussion of methods

- A. Community versus institutional versus national/continental
- B. CJIE surveys
- C. NJPS 2000
- D. Other data collection

III. Process

- A. Involvement of lay leaders
- B. Involvement of experts
- C. Reaching our audience
- D. Timeline

Next steps

- ① Refine our goals and what we want to measure for each.
- ② Discuss w/ key lay + professional leaders.
- ③ Do an in-depth study of what is available + can be manipulated.
- ④ Design an instrument to collect the rest.



CIJE Indicators Project
Planning Meeting
September 17, 1997

Proposed Agenda

I. Indicators of Jewish Education: A Proposal

- A. Brief presentation of the proposal (distributed in advance)
- B. Questions of clarification

II. Discussion of content

- A. Taking advantage of existing data
 - 1. NJPS
 - 2. CIJE educator surveys
 - 3. Community demographic data
- B. Priorities for untapped areas
 - 1. Identity
 - 2. Literacy
 - 3. Content
 - 4. Others?

III. Discussion of methods

- A. Community versus institutional versus national/continental
- B. CIJE surveys
- C. NJPS 2000
- D. Other data collection

III. Process

- A. Involvement of lay leaders
- B. Involvement of experts
- C. Reaching our audience
- D. Timeline

KB - need a name that's more than "Indicators"
- current indic of long-term change

BS - NSF National Indicators Proj
- Basic trends in educ over time

- need to balance process + outcomes indicators
- need 5 clear goals - then can identif links
- need multiple indicators for each goal

BS - no people in "syst ed" list
- p.t the people in - ask "I comm" & S
- this would satisfy need to infer outcomes

DP - "~~syst ed~~" are long-term goals
- can set short-term goals on those in the ed syst

Nessa

Amie Eisen/SM Cohen - adults who've become more involved

Bethamie

Maayan - completed study of numeric part, ic
Bethamie and others

BS - to get s - ppt - frame goals as declarative sentence,
- then devel indices for each

BS CTF involvement could be oversampling in certain locats

Nessa - AG should call Steve Bayone - ATC
Terence Chanock - old time

CJIE Indicators Project
Planning Meeting
September 17, 1997

Proposed Agenda

I. Indicators of Jewish Education: A Proposal

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 - 1. Identity
 - 2. Literacy
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III. Discussion of methods

- A. Community versus institutional versus national/continental
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- D. Other data collection

III. Process

- A. Involvement of lay leaders
- B. Involvement of experts
- C. Reaching our audience
- D. Timeline

Date: Mon, 13 Oct 1997 14:14:01 -0400
From: Bill Robinson <74104.3335@compuserve.com>
Subject: Indicators
Sender: Bill Robinson <74104.3335@compuserve.com>
To: Adam Gamoran <GAMORAN@ssc.wisc.edu>
Content-Disposition: inline

Adam,

I thought that the document was VERY well-written -- clear, concise, and provided good directions toward developing indicators!!!

A few suggestions for additional indicators.

Goal #1:

-- For professional growth, the # of sessions (as one 10 hour session is not as good as five 2 hour sessions) and linkage to practice (e.g., mentoring, coaching, etc.) are both important attributes.

Goal #2:

-- You need to distinguish between 3 types of local or community allocations: (a) Federation allocation; (b) philanthropic funds & endowments; (c) annual fundraising by Jewish schools.
-- I would include JCCs in with congregations.
-- On non-financial data, in addition to surveying on satisfaction and knowledge, I also would survey on priorities ---> What does the lay leadership consider to be the most important communal or institutional priorities? (One cannot assume shared beliefs about priorities by the actual flow of money, as other factors may intervene.)

Goal #3:

-- Again, on professional growth, I would add "linkage to practice."
[Just a note: Creating an operation definition for "rich and deep" content will be the very difficult.]

Goal #4:

-- I would survey the rabbis on their own priorities for their congregations.

That's it,
Bill

Goal

KAB call 10/27/97

J. m. Schwartz - NY - would be good for advocate
- director of NSPS 2000 - compiling a library of
community data sets

Dec 3 - discussion of indicators

- AG - follow up w/ B Schneider
- came in the night before

- BS - intro to indicators

- AG - present our proposed plan

- highlight main things - 10 min
- raise key questions
- field questions

- revised document to Sue, Dan, Adam, Ellen, KAB, Barbara S.

Dec 24

Heilman - syn, anthro

Cohen - has done res o

Levy - writing bk on philanthropy - was chair of Cummings board

Sarna - hist perspec

Wentlheim - has done res on leadership in (and around)

Schwartz - instit life in J community

Kosmin - NSPS

Kadushin -

E6 - for others - J communal service
- non-J world - res on ^{leadership in} voluntary orgs

- we should have an idea of the q's first

- KAB - 2 stages of research
 - focus grps, interviews - hypoth-generalizing
 - complete before 1999 Forum
 - present ^{findings} qualit, hypoth, ^{research} plan
 - larger-scale quantitative research
- Dec 24 is for idea-general-in
- KAB - this work needs to be approved by CISE
- AG - what is leadership?
 - wealth, wisdom, + work
 - how identity?
 - financ contrib
 - membership/leadership on committees
 - need more than that!
- will set up call w/ KAB, AG, EG, KH, NR (G2D)

① Ind. - where are we

② Lay leadership
what are democracy
what causes people to be involved

③ Leaders Paper

④ Dec 24

⑤ Research staffing

- Indicators
- TEI
- Syn Change
- Lay leadership
- JEWEL needs assessment

for board

- common or J ed?

- es of SWkes
6 ending

if common
what priority for
new data devel
of instr & collec

Council of Jewish Federations'
NATIONAL TECHNICAL ADVISORY COMMITTEE
on Jewish Population Studies •

Professor Vivian Klaff, Co-Chair of NTAC
 Department of Sociology
 University of Delaware
 Specialist in computer programs and
 statistical methodology

Professor Frank Mott, Co-Chair of NTAC
 Center for Human Resources Research
 Ohio State University
 Director of a major longitudinal study

Professor Carmella Chiswick
 Dept. of Economics
 University of Illinois at Chicago
 An authority on economics of the
 Jewish community

Professor Sergio DellaPergola
 Institute of Contemporary Jewry
 The Hebrew University
 Leading international authority on
 Jewish demography

Alice Goldstein
 Population Studies and Training Center
 Brown Center
 Prominent demographer
 Specialist in Jewish education

Professor Sidney Goldstein
 Population Studies and Training Center
 Brown University
 George H. Crooker
 University Professor Emeritus
 Professor of Population Studies and
 Sociology (Research)
 Expert on demographic studies for UN

Professor Sherry Israel
 The Hornstein Program
 Brandeis University
 Extensive experience as a Federation
 professional

Dr. Ariela Keysar
 Consultant, Jewish Theological Seminary
 Responsible for NJPS 1990 data
 preparation

Daniel Levine
 WESTAT (one of the most prominent research teams)
 Silver Spring, MD
 Extensive U.S. Census experience
 International research consultant

Professor Egon Mayer
 Director of Jewish Studies
 CUNY Graduate Center
 Director, Jewish Outreach Institute
 Co-Director, Mandell Berman
 Institute-North American
 Jewish Data Bank

Professor Bruce Phillips
 HUC-JIR
 Extensive experience in Jewish
 communal research

Professor Ira Sheskin
 Geography Department
 University of Miami
 Director of many Jewish communal
 studies

Joseph Waksberg
 Chairman of the Board, WESTAT
 Rockville, MD
 Internationally renowned sampling
 statistician
 Creator of the Waksberg-Mitovsky
 Random Digit Dialing Techniques

Representing the Council of Jewish
 Federations:
 Norbert Fruehauf, Group VP,
 Planning, National Agencies &
 Research
 Dr. Jim Schwartz, Director of
 Research
 Jeff Scheckner, Research Consultant

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

To: Members of the International Sociological Association

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

CALL FOR PAPERS

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

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

K. Victor Ujimoto
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Merlin Brinkerhoff
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Possible sessions are as follows:

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

BARBARA L. SCHNEIDER

EDUCATION

- 1979 Ph.D., Northwestern University, Dissertation: *Production Analysis of Gains in Achievement*
- 1976 M.S., Foster McGaw Graduate School, National College of Education, Thesis: *An Analysis of Program Planning in Illinois*
- 1967 B.S., National College of Education, with honors

PROFESSIONAL EXPERIENCE

- 1995-present Senior Lecturer, Department of Education, The University of Chicago
- 1991-present Senior Social Scientist, NORC
- 1993-present Co-Principal Investigator, Improving Mathematics and Science Learning: A School and Classroom Approach

Responsibilities include managing all aspects of the project, including proposal development, coordination of technical staff, data collection and analysis, quality control, budget oversight, and monitoring of all schedules, costs and production.

- 1991-present Co-Principal Investigator, Study of Career Choice-Funded by the Alfred P. Sloan Foundation

Responsibilities include managing all aspects of the project, including proposal development, coordination of technical staff, data collection and analysis, quality control, budget oversight, and monitoring of all schedules, costs and production.

- 1994-present Co-Principal Investigator, "Adolescence Through Adulthood: Education and Work Transitions in the United States and the Soviet Successor States" - Funded by the Spencer Foundation

Responsibilities include managing the U.S. activities, including setting up the NORC workshop in Chicago, and monitoring the budget and ongoing day-to-day activities of the project. Responsibilities with other principal investigators on technical design and analysis issues.

- 1990-1993 Project Director, Evaluation of the Pepsi School Challenge Project

Responsibilities include designing evaluation plan, instrumentation, and analysis. Supervisory responsibilities for data collection, quality control, and budget oversight.

- 1989-1993 Project Director, Analysis of National Education Longitudinal Studies Data - Funded by the National Science Foundation and the National Center for Education Statistics

Responsibilities include managing all aspects of the project including proposal development, coordination of technical staff, data collection and analysis, quality control, budget oversight, and monitoring of all schedules, costs and production.

- 1989-1993 Principal Investigator - Student Subcultures, Factors Affecting Them, and Their Consequences for Student Learning

PROFESSIONAL EXPERIENCE (continued)

Responsibilities include research design, analysis activities, and budget oversight.

1990 Associate Project Director, Coordinated Case Studies: School Reform Chicago-style.
Funded by the Spencer Foundation

Responsibilities include development of instruments, training field staff, supervising field operations, collecting observational data, developing coding schema and analyzing field data.

1988-1992 Instrumentation and Analysis Task Leader National Educational Longitudinal Study
of 1988 (NELS:88) First and Second Follow-Up Surveys

Responsibilities include the development and testing of all survey instruments including student, dropout, teacher, parent, and school questionnaires, and preparing descriptive reports.

1987-present Research Associate, Ogburn-Stouffer Center for the Study of Population and Social
Organization, University of Chicago and NORC

Responsibilities include the design, conduct, and management of data analysis projects and data collection, and report and proposal writing, and staff training and supervision.

1976-1987 Positions held at Northwestern University School of Education between 1976 and 1987
included:

Assistant Professor, 1980-1987

Responsibilities included teaching graduate seminars and courses and undergraduate courses in educational administration, policy, and research design. Chaired dissertations and served as a committee member of master's and Ph.D. theses. Supervised research associates and conducted three major education studies.

Associate Dean for Development and Research, 1980-1983

Responsibilities included assisting faculty in the development of research proposals and developing policies related to research activities.

Assistant Dean for Research, 1979-1980

Responsibilities included assisting faculty in writing and obtaining external support for research studies.

Director of the Deans' Network, 1977-1981

Administrative director of a consortium of forty School of Education Deans. Responsible for: developing Network program plans; budget management; writing reports; and serving on national legislative committees. Project Researcher.

1976-1977 Conducted an empirical study on accreditation.

1975-1976 Adjunct Professor, Foster McGaw Graduate School, National College of Education

Responsibilities included writing research proposals, teaching the classes "Introduction of Graduate Research" and "Research for Teachers," and serving as masters' theses advisor.

1967-1973 Public school teacher in the public school systems of Chicago and Glencoe, Illinois

RESEARCH EXPERIENCE

Improving Mathematics and Science Learning: A School and Classroom Approach. This project is designed to identify the mechanisms in the classroom and the school that are instrumental in fostering science and mathematics learning. The intent of the work is to undertake an analysis of how opportunities to learn translate into student achievement. To examine these issues, there are two studies, one at the school level and one at the classroom level. The school study focuses on the importance of faculty social organization for students' learning opportunities. The classroom study identifies what reward structures are available in science and mathematics classes and explains why reward structures differ from class to class and school to school. In the final phase of this project, the findings from the two studies are integrated into an expanded multilevel analysis that examines the relationships between high school workplace organization, classroom social structures, and teachers' work and student learning. The work will use data from the National Education Longitudinal Study of 1988 (NELS:88) and the Longitudinal Study of American Youth (LSAY) and from field work in eighteen high schools. (Total award amount: \$1,221,194)

Study of Career Choice. (Now titled Youth and Social Development). The purpose of this study is to learn why some students have clear ideas of their future careers, what information they use to formulate those ideas, and how they decide what education and skills they need to achieve their occupational aspirations. The study involves a multi-year longitudinal tracking of junior high and high school students. An innovative data collection plan including experience sampling methods, interviews with students, parents, teachers, guidance counselors, friends; network analysis, school observations, and secondary analysis of survey data are being undertaken. Funded by the Alfred P. Sloan Foundation, this study brings together perspectives from sociology, psychology, and education. (Total award amount: \$3,393,080)

Adolescence Through Adulthood: Education and Work Transitions in the United States and the Soviet Successor States. This project offers an unparalleled opportunity for researchers to look at two data bases, *Paths of a Generation* from the Soviet Successor States, and *High School and Beyond* from the U.S. It offers substantial potential growth for comparative research on the life course and international cooperation. (Total award amount: \$185,700)

Analysis of National Education Longitudinal Studies Data. Three substantive research subprojects form the core elements of this program project. These projects include--*Systemic Analysis of the School and Community, and Effects on Student Outcomes*--James Coleman investigator; *Social Organization, Teachers' Commitment, and Students' Engagement with Learning*--Charles Bidwell and Anthony Bryk Investigators and *Student Subcultures, Factors Affecting Them, and Their Consequences for Student Learning*--Investigators Barbara Schneider and Penny Sebring. A fourth subproject devises and implements a database management system. The three substantive subprojects all include a longitudinal and qualitative approach--the longitudinal component involves data analyses of HS&B and NELS:88 using multi-linear models whereas the qualitative component is a case study of selected high schools using a variety of analyses techniques. Responsibilities for this project include day to day management as well as being the Principal Investigator for third subproject. (Total award amount: \$1,024,999)

National Education Longitudinal Study of 1988 (NELS:88) First Follow-Up. NELS:88 is a longitudinal national probability sample of eighth graders in the United States. It also encompasses parents, teachers and principals of selected students; over 60,000 respondents were surveyed in the base year (1988). Like its predecessors NLS-72 and *High School and Beyond*, NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on careers. NELS:88 is sponsored by the U.S. Department of Education, National Center for Education Statistics. NORC is the prime contractor.

Coordinated Case Studies: School Reform Chicago-Style. This study is designed to intensively examine 12 schools in Chicago. It includes a rigorous field investigation that promises to advance our

RESEARCH EXPERIENCE (continued)

understanding of how systemwide change catalyzed by the Chicago School Reform Act affects the organizational processes at work in different schools and the short-term consequences which result. This work will sharpen our understanding of specific factors influencing reform in Chicago. (Total award amount: \$432,000)

Evaluation of the Pepsi School Challenge Project. This evaluation study examines the impact of a multi-million dollar incentive program in two urban high schools. The evaluation includes surveys of all students, their teachers, and school administrators. Field-based observations are also being conducted. In addition to determining the effect of "incentives" on student outcomes, this study will also provide new insights into understanding the peer group social structure in "disadvantaged" high schools. (Total award amount: \$87,532)

The Quality of the Doctorate in Schools of Education. This 1980-85 study was designed to define and assess indicators of quality in university education doctoral programs. In addition, the study assessed the variation in quality among research universities offering the doctor of philosophy degrees in education and doctor of education degrees. Data collection procedures included on-site visits to 32 institutions, intensive face-to-face interviews with 36 deans of schools of education, and the administration of survey questionnaires to 1,410 faculty members and to 1,460 current students and alumni. The study formulated profiles of quality programs and designed models of quality for doctoral training. Data from the study were presented in a technical report, in journal articles, in book chapters, and at scientific meetings. Responsibilities as *Principal Investigator* included all aspects of study design, execution, and analysis. This study was funded by the Ford Foundation, the Johnson Foundation, and the Dean's Network.

Newcomers: Blacks in Private Schools. This 1983-85 National Institute of Education study sought to examine why black parents send their children to private schools and to understand the experiences of the students in those schools. Served as *Coprincipal Investigator* (with Diane T. Slaughter) and, in that role, was responsible for oversight of all aspects of project design and execution. (Total award amount: \$94,791)

University Internship Programs. This 1983 study investigated the quality of university internship programs in different departments throughout the university. Data collection included in-depth interviews and telephone survey of 120 graduates. The project was funded by the Lilly Endowment. Responsibilities as *Principal Investigator* included oversight of all aspects of project design and execution.

Identifying Future Research and Training Programs of University-based Secondary Education Departments. This 1979-80 Office of Education study examined the problems of secondary education faculty members in research universities. Served as *Principal Investigator*.

America's Small Schools. A 1980 National Institute of Education study focused on reviewing the literature on school size. Served as *Principal Investigator*.

COURSES TAUGHT

The University of Chicago

The Study of Education-III (part of the Core Sequence for Education Ph.D. students). Topics covered include the nature of educational inequality as related to race and ethnicity, and the development of educational policies designed and implemented to deal with educational inequality. Spring Quarter, 1996.

Northwestern University

Undergraduate:

Practicum in Human Development and Social Policy, Social and Political Context of Social Policy

COURSES TAUGHT (continued)

Graduate:

Seminar on Families and Schools, Seminar on Finance and Governance in Higher Education, Seminar on Organization and Administration of Schools, Topics in Research Design

The University of Chicago

Served on four dissertation committees in Sociology, currently serving on six dissertation committees (3 in Sociology, 2 in Education, and 1 in Human Development) and advising three MA students in Sociology, and two undergraduate students on honors theses in Sociology

FELLOWSHIPS AND AWARDS

1983-1984	Lilly Fellow, Lilly Endowment Post-Doctoral Teaching Awards Program
1982	American Jewish Academicians Award, American Jewish Committee in Cooperation with Hebrew University
1979	Robert J. Coughlin Award, Outstanding Dissertation; given for scholarly excellence in doctoral research, Northwestern University
1977	Special Graduate Research Dissertation Grant, Northwestern University Graduate School
1975-1976	Spencer Foundation Research Fellowship, Northwestern University
1972-1973	Graduate Fellowship, National College of Education

PUBLICATIONS

Books:

Cookson, P. and Schneider, B. Transforming Schools. New York: Garland Press, 1995.

Schneider, B. and Coleman, J. Parents, Their Children, and Schools. Westview Press, 1993.

Monographs:

Schneider, B. *America's Small Schools*. Washington, D.C.: National Institute of Education, 1980.

Book Chapters:

Schneider, B. "The Ubiquitous Emerging Conception of Social Capital." In D. Levinson, P. Cookson, and A. Sadovnik (Eds.) *Education and Sociology: An Encyclopedia*. New York: Garland Publishing, Inc. (Forthcoming, 1996).

Schneider, B. "School, Parent, and Community Involvement: The Federal Government Invests in Social Capital." In K. Borman, P. Cookson, A. Sadovnik, and J. Spade (Eds.) *Handbook of Sociology of Education for Education Policy*. Norwood, NJ: Ablex Publishing Corp. (Forthcoming, 1996).

Schneider, B. and Schmidt, J. "Young Women at Work: A Life-Course Perspective." In K. Borman and P. Dubeck (Eds.) *Women and Work: A Handbook*. New York: Garland Publishing Inc. (Forthcoming).

PUBLICATIONS (continued)

Kao, G., Tienda, M., and Schneider, B. "Racial and Ethnic Variation in Educational Outcomes." In A. Pallas (Ed.) *Research in Sociology of Education and Socialization*, 11. Greenwich, CT: JAI Press Inc. (Forthcoming, 1996).

Schneider, B., Csikszentmihalyi, M., Knauth, S. "Academic Challenge, Motivation, and Self Esteem: The Daily Experiences of Students in High School." In M. Hallinan (Ed.) *Making Schools Work: Promising Practices and Policies*. New York: Plenum Publishing Corporation, 1995.

Schneider, B. "Thinking About an Occupation: A New Developmental and Contextual Perspective." In A. Pallas (Ed.) *Research in Sociology of Education and Socialization*, 10. Greenwich, CT: JAI Press Inc., 1994.

Schneider, B. and Hood, S. "Pathways to Organizational Change: From Deans Network to Holmes Group." In K. Borman and N. Greenman (Eds.) *Changing American Education: Recapturing the Past or Inventing the Future?* New York: State University of New York Press, 1994.

Schneider, B., Hieshima, J., Lee, S., Plank, S. "East Asian Academic Success in the United States: Family, School, and Community Explanations." In P. Greenfield and R. Cocking (Eds.) *Cross-Cultural Roots of Minority Child Development*. New Jersey: Lawrence Erlbaum Associates, Publishers, 1994.

Schneider, B. "Improving the Education of Children at Risk: A Catholic School Approach." In A. Yoyev and J. Dronkers (Eds.) *International Perspectives on Education and Society: Education and Social Change*. Vol. III, Connecticut: JAI Press, Inc., 1993.

Plank, S., Schiller, K., Schneider, B. and Coleman, J. "Effects of Choice in Education." In E. Russell and R. Rothstein (Eds.) *School choice: Examining the evidence*. Washington, DC: Economic Policy Institute, 1993.

Schneider, B. "Schooling for Minority Children: An Equity Perspective." In W. Boyd and J. Cibulka (Eds.) *Private Schools and Public Policy: International Perspectives*. Philadelphia: Falmer Press, 1989.

Schneider, B. "Private Schools and Black Families: An Overview of Family Choice Initiatives." In D. Slaughter and D. Johnson (Eds.) *Visible Now: Blacks in Private Schools*. Conn: Greenwood Press, 1989.

Schneider, B. and Slaughter, D. "Educational Choice for Blacks in Urban Private Elementary Schools." In T. James and H. Levin (Eds.) *Comparing Public and Private Schools: Institutions and Organizations, Volume 1*. Philadelphia: Falmer Press, 1988.

Schneider, B. "Tracing the Provenance of Teacher Education." In T. Popkewitz (Ed.) *Critical Studies in Teacher Education*, Philadelphia: Falmer Press, 1987.

Schneider, B. "Graduate Programs in Schools of Education: Facing Tomorrow, Today." In M. Pelczar, Jr., and L. Solman (Eds.), *Keeping Graduate Programs Responsive to National Needs*. San Francisco: Jossey-Bass, 1984.

Articles:

McPartland, J. and Schneider B. "Opportunities to Learn and Student Diversity: Prospects and Pitfalls of a Common Core Curriculum." Special issue of *Sociology of Education* (forthcoming).

Schneider, B., Schiller, K., and Coleman, J. "Public School Choice: Some Evidence from the National Education Longitudinal Study of 1988." *Educational Evaluation and Policy Analysis*. Spring 1996.

PUBLICATIONS (continued)

Stevenson, D., Schiller, K., and Schneider, B. "Sequences of Opportunities for Learning." *Sociology of Education*. July 1994.

Hieshima, J. and Schneider, B. "Intergenerational Effects On the Cultural and Cognitive Socialization of Third and Fourth Generation Japanese-Americans." *Journal of Applied Developmental Psychology*, 15, No. 3, 1994.

Schiller, K., Plank, S., and Schneider, B. "Are They Schools of Choice? A Response to Sosniak and Ethington." *Educational Evaluation and Policy Analysis*, Spring 1993.

Shouse, R., Schneider, B., and Plank, S. "Teacher Assessments of Student Effort: Effects of Student Characteristics and School Type." *Educational Policy*, September 1992.

Schneider, B. and Shouse, R. "Children of Color: Eighth Graders in Independent Schools: An Analysis of the Eighth Grade Cohort from the National Education Longitudinal Study of 1988." *Journal of Negro Education*, 61, No. 2, Spring 1992.

Schneider, B. and Lee, Y. "A Model for Academic Success: The School and Home Environment of East Asian Students." *Anthropology and Education Quarterly*, Dec. 1990.

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American Educational Research Association:

Knauth, S., Schneider, B., Makris, E. "The Influence of Guidance Counselors: School Patterns." San Francisco, 1995.

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Schneider, B. "Social and Cultural Capital: Differences Between Students Who Leave School at Different Periods in Their School Careers." New Orleans, 1994.

Schiller, K. and Schneider, B. "Academic and Social Effects of Magnet Schools: Evidence from NELS:88." New Orleans, 1994.

Schneider, B. "School Choice: Some Evidence from the National Education Longitudinal Study of 1988 (NELS:88)." New Orleans, 1994.

Schneider, B. and Borman, K. "Thinking About the Future: Adolescents in a Small Town." Atlanta, 1993.

Pals, J. and Schneider, B. "Gender, Self-Evaluation, and Productive Activity in Adolescence: Implications for Career Development and the Transition into Adulthood." Atlanta, 1993.

Schneider, B. and Hieshima, J. "Modelling of Home/School Relations: An Asian-American Perspective." San Francisco, 1992.

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- Slaughter, D. and Schneider, B. "Understanding the Schooling Process Affecting Black Children in Private Schools." New Orleans, 1984.
Schneider, B. "Commitment to Quality." New Orleans, 1984.
Schneider, B. and Slaughter, D. "Blacks in Private Schools." Montreal, 1984.
Schneider, B. "Certification: Trial by Ordeal." Montreal, 1984.
Schneider, B. "The Nature and Quality of Doctoral Study in Education." New York, 1982.
Schneider, B. "Grouping Students: Some Alternative Organizational Structures." Los Angeles, 1981.
Schneider, B. "Production Analysis of Gains in Achievement." Boston, 1980.
Schneider, B. "An Analysis of National Accreditation of Professional Education." New York, 1977.

American Sociological Association:

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Schneider, B. Bryk, A. "Social Trust: A Moral Resource for School Improvement." Washington, DC, 1995.
Schneider, B. "Thinking About an Occupation: A New Developmental and Contextual Perspective." Los Angeles, 1994.
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Stevenson, D., Link, J., Schneider, B., and Schiller, K. "Early School Leavers." Miami Beach, 1993.
Stevenson, D., Schneider, B., and Schiller, K. "Sequences of Opportunities for Learning Mathematics and Science." Pittsburgh, 1992.
Schneider, B., Schiller, K., and Coleman, J. "School Choice and Inequality." Cincinnati, 1991.
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Schneider, B., Schiller, K. "Detached or Escaped? Two Different Stories of School Leavers." Society for Research in Child Development, Indianapolis, Indiana, 1995.
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Schneider, B., Stevenson, D., and Link, J. "Leaving School Early: Psychological and Social Characteristics of Early School Leavers." Society for Research on Adolescence, San Diego, 1994.
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Schneider, B. and Shouse, R. "Work Lives of Eighth Graders: Preliminary Findings from the National Education Longitudinal Study of 1988." Society for Research on Child Development, Seattle, 1991.
Schneider, B. "Problems of Doctoral Programs in Teacher Education." American Association of Colleges for Teacher Education, Denver, 1985.
Schneider, B. "Schools of Education: Establishing a Legitimate and Appropriate Position in the University Structure." American Association of Colleges for Teacher Education, Detroit, 1983.

SELECTED PRESENTATIONS AT PROFESSIONAL MEETINGS (continued)

Schneider, B. "Association Leadership and its Role in Educational Policy." American Association of Colleges for Teacher Education, Dallas, 1980.

Rosenbaum, J. and Schneider, B. "The Absence of Individual Status Effects on Achievement." Society for the Study of Social Problems, New York, 1980.

Invited Presentations:

Schneider, B. "Community Support and Involvement: Forging New Partnerships Implementing Recent Federal Legislation." Invited presentation, U.S. Department of Education and American Sociological Association, St. Pete's Beach, Florida, January 9, 1995.

Schneider, B. "Measuring Outcomes in Public and Private Education." Invited presentation, University of Notre Dame, April 6, 1995.

Schneider, B. "Research Issues Using NELS:88 Data." Invited presentation, University of Cincinnati, 1991.

Schneider, B. "NELS:88 Conceptual and Methodological Issues." Invited presentation, University of Michigan, Ann Arbor, 1990.

Schneider, B. "Blacks and Inner City Private Elementary Schools." Invited presentation to the National Invitational Conference on "Research on Private Education: Private Schools and Public Concerns What We Know and What We Need to Know." Catholic University, Washington, D.C., February, 1986.

Schneider, B. "The Changing Population of Catholic Schools: Problems and Opportunities." Invited address, Loyola University of Chicago Educational Issues Forum, "The Future of Catholic schools: The Worst of Times or the Best of Times." Chicago, March, 1986.

Schneider, B. "Quality of the Doctorate in Schools of Education." Invited address, Annual Meeting of the Midwest Association of Graduate Deans, Chicago, 1985.

Schneider, B. and Slaughter, D. "Accessing Educational Choices: Blacks in Private Urban Elementary Schools." Invited presentation to the National Invitational Research Conference on "Comparing Public and Private Schools." Stanford University, 1984.

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Schneider, B. "Graduate Programs in Schools of Education." Council of Graduate Deans, Toronto, 1983.

Schneider, B. "Teacher Preparation and Teaching." Hebrew University, Israel, 1982.

OTHER PROFESSIONAL ACTIVITIES

Editorial Board, *Sociology of Education and Teachers College Record*.

Editorial Board, *Education and Sociology: An Encyclopedia*. Garland Press. (Expected publication, 1996.)

President, Associates for Research on Private Education. Special Interest Group, American Educational Research Association, 1984-1986.

Member of the Illinois State Board of Education's Student Outcome and Teacher Assessment Council 1986-1987.

Palmer O. Johnson Memorial Awards Committee. American Educational Research Association, 1984-1986.

indicators

① National

(avail) (a) intermarriage (by cohort)

(avail) (b) partic in any J ed

?: (c) ~~partic~~ years of J ed among those w/ same

not avail (d) J summer camps attended - by name

?: (e) children in J ec ed (any / J sponsorship?) (pre +)

② community - Atl, Balt, Milw, NY, Chic, LA, Seattle, KC, Cleve, Boston

(a) avail - from common surveys

(i) pop indic?

(ii) funding to Federal

(iii) % alloc to J ed

(iv) # of e.c. prog / kids in e.c. prog

(b) avail from CITE or camp surveys

(i) characteristics of t's

(ii) characteristics of leaders

(iii) characteristics of p.d. prog

(c) not avail

(i) post bar-m partic rates

(ii) content in formal + informal J prog

(iii) learning outcomes

(iv) attit outcomes

not addressed by this approach

- ① Does not eval CITE - except most gen
- ② Does not demonstr causality - tho inferences pr.
- ③ relies on ass-mps abt qual of J ed that matter
- does not test these ass-mps

next steps

- ① find out more abt avail community data
- ② get input into NTPS
- ③ prep for repeat of CITE study of eds (grant)
 - Ath, Balt, Mil^{la}, ~~LA~~ ~~Sp~~ ~~99~~
Fall '99 (sp '99)
 - then add communities
- LA Sp '99 Boston Fall '99
- ④ consider research study on content in formal/informal ed

purpose
levels
models

What's the driving purpose?

- ① Eval CISE ④
- ② Document effts of hi-gual, ed ③
- ③ Assess prog towards CISE vision ②
- ④ Monitor ch in "inputs" & "outputs"
- i.e. status report on T ed ①

Adherence

Broader purposes

- ① Mobilize s-ppt for T ed
- ② Guide policy decs eg, investment of res
- ③ Contnb to knowledge

Models levels

- ① Nat/cant
- ② Common
- ③ instt

models repeated

- ① ~~status~~ x-secs
- ② cohort langit

MACS

MACS focus on:

- ① or MACS closest to ^{first purpose} ~~purpose~~ ^{last} ~~last~~, but ^{level} ~~level~~ speak to all 4, ~~attain~~
- ~~Model~~ communal, w/ atten to instts & using avail ~~data~~
- Model emph repeated x-secs to monitor trends.
- synth cohort poss.

although capture lots, were not doing everything
- choices made
- 2-s. tradeoffs

reccs

① focus on communities

① that's where policies can make a diff

- ^{stable, isolated} instts / progs too small - tho of course instts ^{make up} community
- national is too removed from ch efforts
- still, some ^{basic} data avail, of value ^{will be incl}

② data avail

- CITE surveys
- community surveys

③ data collec

④ limits - gen ² ^{campus} w/ ^{limited} analysis of ^{that} data

② focus on ed indicators - inputs & outputs

① feas.ble - can opz, meas

② closer to CITE's miss.in

③ can monitor ch over time

④ causal inferences approp - tho not conclusive

ass-mps

① aspects of ed we think ^{rely} on

② baseline results can be used for modelz

S-path of cons. Itads

4 cons. Itads

+ A. M. Melton

- only missing - SM Cohen

Themes

③ Indic study not an eval of CITE - too removed from direct effects
- rather - status/health

CITE visions are not approp for indic study

⑤ - "soft" (hard to measure), value-oriented, distant from abstract

need for theory, maps, or "causal maps"

⑥ linking indic. to one another

① Generally - enthusiasm

- major caveat - Saxe - need to focus on communities

- that's where policies can make diff

demonstr. of causal effs should not be main purpose

④ - too narrow

- but some causal inferences/special poss

⑦ Indics map, Not LI

② Community is most imp level of analysis
- came from network - others did not contradict

The extent

Involvement in T life & insts is ^{not} ~~thereby~~ ^{people find meaning in} we will have the ~~best~~ ^{best} programs & people find meaning in ~~mass~~ ^{mass} activities that are available. Such involvement is also essential if T insts are to thrive. Insts can nurture indivs, but only if indivs ~~are there~~ ^{are} ~~are prepared to give~~ ^{prepared to invest in} the life of insts.

From biblical times, through the history of Z, & down to the present, ^{essential to} ~~quality leadership~~ ^{has never been a principal guarantee of} Jewish well-being. In our day, the ^{of} ~~alt~~ ^{alt} of strong lay & prof leadership is a ^{necessary} ~~condition~~ ^{condition} of a viable Jewish community.
L. in renewal.

DP-EPS

262-9074

LI cant call 11/19/97

KB — must be Jewish life, not just Jod
- identity
- involvement
- commitment

EG — assumption — focus on community level

KB — that was intentional
- most useful level
- 10/12 communities would give nat picture
- practical — communal dec-mak

EG — process issue — who owns it?

- R2 looks like we will eval process — not the pt

BS — sell this to community

- we've devised methodologies

- a survey form executed

- same nat data

- to augment — go to communities — more in-depth surveys
- indiv profiles
- plus nat data

KB - talked to 6/7 community leaders

- lay people were ecstatic
- fed heads were mixed - do they really want to be measured?
- es Chicago very negative
- Boston very positive

BS - could select communities to represent sample

EG - let's pose some open-ended questions

- dilemmas - existing vs new ethics/data
- common vs not vs instit
- J life vs Jewish ed

GZD - maybe tell J ed first?

SS - need to ask bd if CIST should take on the whole package

BS - not so bad to have an imbalance btr J life + J ed

- lead w/ your strength
- given interest of org, make J life gods sampler
- concerned abt laundry list, not do anything well
- recommend focus on strength, pick a few on life + devel' well
- ask Board - what do you think are fundam to J life

- probl w/ dilemma approach
- focus on dilemma instead of telling you what's on their mind

EG - these 5 goals are from the strategic plan
DIP - if cut 5 life, that would change concept

62D, KAB - one good thing abt md.c prof. is that stnt abt what's imp't - sets the agenda

~~KAB~~ - one lay person said, wouldn't it be imp't to set goals first

62D - what's the history

DNP - what's the purpose

EG - connect the objective to the strat plan

KAB - in what way is this diff from data already collected?

KAB - artic what would like to measure - see if existing data will address

- try to collect thru existing data as much as poss

9 for 60 does it make sense to use CITE's vision as a basis for indic system
⑤ what should be role of...
② 5 life or 5...
③ national or community (or instt) existing or new data

BS could give an example of an indicator
- from goal to results

AG could follow w/ goal w/ well devel indic
+ goal w/ poorly devel indic

KAB - don't give too negative a spin

reacting

how this ^{not} fits into CIST's plan
NSPS ^{energized} ~~stimulus~~, not orig stimulus

discussion questions on a separate sheet

Review by Tues, send disk for Wed amide
- fax hard copy

notes for pres to CITF board

the idea of ~~solid~~ indicators

~~rest of us - self management~~

- or is back in LC work

- re-emerged w/ strat planning process

Our process

- begin w/ strat plan

- held cons-ltats

- proposal last June

- staff noted w/ it, many revisions

- many q's remain - really crucial - Groesbeck to go

plan for today

① # 1 cons-ltant - BS - ^{eg of} _{indics}

② I'll briefly descr the concept in proposal,
turn to q's - ask for your help

Date: Mon, 24 Nov 1997 20:13:20 -0500
From: Bill Robinson <74104.3335@compuserve.com>
Subject: Comments on Indicators
Sender: Bill Robinson <74104.3335@compuserve.com>
To: Adam Gamoran <GAMORAN@ssc.wisc.edu>
Content-Disposition: inline

Adam,

hope this is sufficiently timely...

1. Second paragraph -- communities have also focused their attention on affiliation rates.
2. Second paragraph -- This whole issue of community buy-in is important, and bears on your third board question. Is our work worthwhile if community's don't buy-in. I'll have something to say about this based on my GA experiences (upcoming memo).
3. On the goals -- number them when first listing them??
4. Goal #4 -- How about careers as an indicator? There are those who work in the Jewish community, teach, or do social work, who don't do volunteer work because they work 60+ hours a week at low pay. They seem very committed to social justice.
5. Goal #5 -- I think there should be an indicator that measures "sustained focus." Maintaining leadership succession with a clear commitment to the institution's or community's ongoing work is key to long-term sustained change, but is very difficult.
6. Goal #2 (Jewish education) -- What about non-financial lay leader support. For instance, how many community (Federation) lay leaders have experience as lay leaders in Jewish educating institutions?
7. Goal #3 (Jewish education) -- Is the vision embedded in the institution's practices? For example, do budgetary decision represent the biases of the vision? Vision without its being enacted in the everyday activities of the institution is simply a piece of paper or a memorable weekend. (This was an important point from the Institutional Profiles interviews done many, many moons ago.)

The questions for the board meeting were right on target!! And, you and Danny did some good work conceptualizing the non-education goals and developing some indicators!!! Of course, as I said before, the whole project rises and falls on the basis of implementation (which has always been a difficult enterprise for us), unless going through the motions of developing the idea will satiate our lay audience. I would hope not.

Bill

Date: Mon, 24 Nov 1997 12:09:14 -0600 (CST)
From: GOLDRIEB@ctrvax.Vanderbilt.Edu
Subject: Re: draft of discussion questions for board meeting --comments welcome
To: gamoran@ssc.wisc.edu
Cc: 104440.2474@compuserve.com, schneidr@norcmail.uchicago.edu
X-Vms-To: IN%"gamoran@ssc.wisc.edu", ctrvax::goldrieb
X-Vms-Cc: in%"104440.2474@compuserve.com", in%"schneidr@norcmail.uchicago.edu"

Adam,

Some comments on the proposed questions for the Board:

Q 1. Add, this is the area we know best, AERAS WHERE WE HAVE SOME DATA AND OUR OWN INSTRUEMENTS IN SOME CASES,

Q2. I think we need to add a sentence about the case for natioanl data bases, . since you add a sentence about why communities. Without a bit of an explanation, it may be hard to get the discussion going. Perhaps something like: National data can 'grab' the attention of wide spread groups, it allow one to discuss trends without getting preoccupied with 'local politics' and local issues, and if designed correctly, national data can apply to many more communities.

Q 3. There is an additional option: WE can prepare a template report based on exisiting data sets-including both Jewish and non-Jewish data sets, thus showing how indicator data can be used and how it can be presented in a useful manner. Furthermore, since in many cases these are data sets that are collected over time, we can continue to prepare reports for this set of indicators based on feedback from the first report.

Hope this is helpful.

Ellen

Date: Mon, 1 Dec 1997 14:38:43 -0500
From: Bill Robinson <74104.3335@compuserve.com>
Subject: GA
Sender: Bill Robinson <74104.3335@compuserve.com>
To: Adam Gamoran <GAMORAN@ssc.wisc.edu>,
Ellen Goldring <GOLDRIEB@CTRVAX.VANDERBILT.EDU>
Content-Disposition: inline

Adam & Ellen,

The following is a report on my attendance at the GA.

As earlier e-mails noted, there were three sessions of potential interest to CIJE's Indicators Project:

1. "Know Thy Place: Strategies for Understanding Your Community"
2. "Consultation on Demographic Studies: Getting Started"
3. "Consultation on Demographic Studies: Utilization of Findings"

All three were staffed by CJF's Director of Research, Jim Schwartz.

The first session was given by The Polis Center from Indianapolis. About 12 communities attended. It was basically an advertisement for the services of The Polis Center. They have experience studying communities and neighborhoods from a planning perspective (i.e., Where should the next city library be built?) They're specialty seems to be computer mapping technology. Their presentation of "ethnographic techniques" was limited (to say the least).

The second and third sessions dealt with the needs of communities who were considering doing demographic surveys of their respective communities. About 7 communities attended the second session, and less the third. Federation lay and professionals came from a variety of community sizes (i.e., Charleston, Kansas City, Seattle, Westport/Norwalk, etc.), though none came from the 19 Large Cities. Professor Sydney Goldstein from Brown University, along with Jim Schwartz fielded questions and gave advice, such as different sampling techniques (i.e., random digit dialing versus common Jewish surnames). None of the technical information was new.

Of note, they suggested that communities wait until after the NJPS2000, in order to use the items in this national survey in their own community. However, CJF will not conduct additional community samples; communities have to do it themselves. Moreover, while CJF suggests that communities use the NJPS2000 survey items, this is completely up to each community's research committee. There are no incentives to do so (beyond the comparability of your community's data to the national data).

Two other things of note: (1) CJF is preparing a list of recommended (private) consultants for communities considering undertaking demographic studies. (2) Professor Sydney Goldstein heads the CJF National Data Bank, which is a collection of communities' demographic studies. One can gain access to this.

Lastly, of IMPORTANCE, Alice Goldstein of Brown University (and Sydney's wife), is on CJF's Research Advisory Committee that oversees the creation of the NJPS2000. She approached me to ask for CIJE's advice and support in making certain that the NJPS2000 contains important educational indicators.

I told her that I would pass her name on to the CIJE staff, who would then contact her. Her address follows.

In summary, one may be able to learn from CJF's experiences. (a) They offer community consultations, but do not offer to implement the community surveys. (b) They have formed a national data bank, which is a collection of community surveys. (c) They are conducting a national-level demographic survey; but it is only hopefully connected to community studies. These

strategies represent choices made by the organization, given their goals and the limits of their resources. Notably, in all three areas, there are substantial similarities to the path CIJE has and may tread. The reasons for these similarities seem obvious. Both CJF and CIJE face pressure from national lay leaders to collect national or cross-community data that can tell us how we are doing. Both CJF and CIJE have no power and very little influence over the research done by local communities. Thus, it may be useful for CIJE, as we embark on the Indicators Project, to learn more about CJF's experiences. We may want to continue talking with Jim Schwartz (and, his boss, Norbert Furehauf) about their dissapointments and successes.

Bill

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Indicators Discussion 12/3/97

MM - Do we have evd for these

StHr - Does T ed \rightarrow T life?

- does not seem to have

Star - is this looking back 30 yrs
- are these the new set of indicators?
What impact of indic sys

ADH - this is further spec. of strategy plan
- are we ready to commit to it?

Star - yes, these do indic health
- but will edc lead to it

ELR - don't define so narrowly
that only Ortho meets std

KAB - meas of success is critical
- currently in T ed
- incentive syst rewards act, not outcomes

DP - goals for T life are dot of healthy
T community

- we're not naive abt myt of ed
- not the most signif
- we live in a culture!
- edc is one of vars most under control
- can manip. + improve

Mike Bork - this is like looking under ^{the rug} ②

- how do you get people to think this is imp
- espec problematic bcs of survival is open to question
- are we measuring what is imp?
- e.g. Jewish character

Leff - Jewish identity should permeate life as Americans

CR - Lipset's ^{analysis} 15-pts J educ as best intervention

- agrees w/ KAB that measurement of success is crucial to success
- must demonstrate progress to keep the process moving
- get outcomes in NJPS

MLM - we act as J ed - pursue excellence

- not because we have, but our best shot
- we're not the yip to focus on J life
- we should focus on J ed
- fearful of going public w/ document
- we can raise q's abt J life, but not experts

NR - identity atts not ~~access~~ ~~new~~ ~~idea~~
lead to transmission ③

~~NR~~

Stant - not sure J ed will lead to J life
- restrict Ind. to J ed
- I believe J ed is better now,
J life is worse

CR - favors broader canvas (J life),
but do in partnership

KAB - synthesis
- need outcomes
- but can see transt
J life is too broad

MLM - we are s-ppts NJPS

FAB - we can shape identity-oriented
- but can't add to the total ^{els} g's

SA - be tough on setting what
you think is apt

ADH - what's happening in schools
is not enough for us
- centrl of J lny is educ
- push for others to ind. J lnt
- but leave J life out of ind. pg

Chuck P.

As one who has been on
the line in the community
to try and initiate and
sustain support for Jewish
Education, you will do little
good and be of little
help if you only help
demonstrate through
indicators the quality and
quantity of Jewish education
if you can't also help
demonstrate the impact
on Jew living.

#5.

#

6

~~Quality & Rep~~

~~Quality & Rep~~

Availability and quality of replacement



The Bundists were very Jewishly literate
(one of our ~~pre~~ outcomes) but they no longer
have a cultural presence. I don't know if
that's because of the Shoah or because
of the transmission issue.



- LT - devel better ind. c for rabbis
 - attract other ed-ers
 - articl ed- vision
- C15f's role connec to D life/ed
 - must incl outcomes
 - that's what's impt
- community is the right level
 - "community" is a 5 nation
- could address nat if enough communities
- use Board to "sell" the project to communities

THE JEWISH INDICATORS PROJECT

Questions for Discussion CIJE Board Meeting, December 3, 1997

1. Drawing on CIJE's strategic plan, our proposed indicator system includes measures of both Jewish education and Jewish life more broadly. Some of our advisors urged us to focus our limited energies on education alone, because this is the area we know best and for which we already have some instruments and data, and because it is the central focus of CIJE's activities. Others have counseled that because ultimately we are concerned with creating vibrant Jewish communities, the broader indicators of Jewish life are essential. How should we respond to this issue?
2. Our proposal focuses mainly on information at the community level. This approach was selected for several reasons: The community is the most likely site of influential policies, the community is a central focus for fundraising, and much community data are already available. However, the community is not the only possible level of analysis; others include the national/continental level and the institutional level. National data may attract more attention and may generalize to more communities. What is the right balance of indicators from the communal, national/continental, and institutional levels?
3. What do you think is the likely level of communal interest and willingness to participate in such a project?
4. Leaving aside issues of feasibility, methodology and cost, do you think this is roughly the right set of things to try to measure?
5. What role should CIJE ultimately play in the Jewish Indicators Project, if any? Alternatives we can envision include:
 - A Policy Brief, stating our case but going no further
 - Prepare a template based on existing data, and identify the need for more data
 - Developing a methodology, which we hope others would use
 - A full-service operation, i.e. we would develop and implement the project across communities
 - Develop the methodology and rely on another organization to carry out the data collection

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

OBJECTIVE

The last decade has seen a flurry of activity by communities and institutions which has been loosely described under the rubric of "continuity." New programs, new approaches, and new institutions have been created, sponsored by Federations, foundations, and private givers. Some of these new endeavors are part of carefully planned strategies at the communal level; others are grassroots initiatives; still others come from the intersection of planning and grassroots activity. Fueled by findings of the 1990 National Jewish Population Survey, continuity efforts have taken on a sense of urgency even as they proceed without much coherence at the communal let alone the continental level.

How will we know if progress is occurring? In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and track success. In the Jewish world, attention has thus far focused mainly on a single indicator -- the intermarriage rate -- which suggests that Jewish continuity, measured only in numbers, is on the decline. Demographic continuity, however, is at best a limited index of Jewish communal well-being. As CIJE has proceeded with its strategic planning, a richer and more elaborate vision of a thriving Jewish community has emerged, and we propose to use this vision as the basis for developing indicators that address the quality as well as the quantity of Jewish life. We believe that such indicators offer the potential for a more meaningful assessment of efforts to improve Jewish life. It is our hope that the methodology we develop would be adopted by enough communities to make possible useful comparisons between communities, and to give a sense of national or continent-wide trends over time. If this project is successful, it will be an invaluable tool for assessing progress towards realizing CIJE's strategic plan.

CONCEPT

To measure the success of attempts to revitalize Jewish life, it is necessary to first define the key characteristics of a thriving Jewish community. It is useful to focus on a small number of truly essential goals rather than to try to include all of the things that might be important. Keeping this in mind, we have created a working definition of a thriving Jewish community. Our vision is of a community characterized by:

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

Such a community, we believe, cannot exist without a strong system of Jewish education. Because of this conviction and because change in the system of education is a likely precursor of

broad changes in the fabric of Jewish life, our community vision also includes a system of Jewish education with:

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

The educational system in this long-term vision is not just an element of a thriving community. *It also represents our principal strategy for making progress towards the kind of community we envision.* This strategy is grounded in the assumption that the closer we can approximate our vision of an optimal educational system, the more we will come to resemble the thriving Jewish community we are dedicated to nurturing.

We are proposing to develop nine sets of indicators, building around the nine goals articulated in this working vision. The purpose of the Indicators Project is to assess our current standing and monitor progress towards these goals. Some of the data are available from existing sources collected on a regular basis. However, the majority of the data would have to be collected through community-level surveys of households and institutions.

PROPOSED INDICATORS: JEWISH LIFE

Goal 1: Centrality of Jewish learning

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

Indicators:

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

Goal 2: Strong Jewish identity

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

Indicators:

- Jewish identity survey

Goal 3: Involvement in Jewish life and Jewish institutions

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

Indicators:

- Household survey of participation in a broad range of Jewish activities and institutions

Goal 4: Concern with social justice

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

Indicators:

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

Goal 5: Strong leadership

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

Indicators:**Professional Leaders of Key Agencies**

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

Lay Leaders

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

PROPOSED INDICATORS: JEWISH EDUCATION

Goal 1: Educators who are richly prepared and committed to ongoing professional growth.

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

Indicators:

Leaders of Jewish Schools

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

Teachers in Jewish Schools

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

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

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

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

Goal 2: Strong, informed community support for education.

Rationale: The strength of a system of education depends heavily on financial and non-financial expressions of its importance among members of the community. For this reason, *A Time to Act* recognized community support for education as the other essential building block. Innovation in

Jewish education will require financial resources, as well as individuals who are prepared to champion the cause of Jewish education. More generally, the effects of the educational system will be enhanced when it is embedded in a supportive community.

Indicators:

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

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

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

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

Indicators:

By institution:

- High levels of attendance among members of the institution
- A compelling institutional vision
- Quality of content is rich and deep
- Participants report they gain knowledge that is meaningful to them as a result of their participation.

By community:

- Articulated system of in-service education
 - Coherence and duration
 - Emphasis on Jewish content
 - Incentives for participation
- Proportion of school directors who work full-time in Jewish education.
- Survey data on community satisfaction with education.
- Survey data on knowledge of available options for Jewish education

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

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

Indicators:

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

SUMMARY OF PROPOSED INDICATORS

Goals	Indicators	Availability
Jewish life		
1. Centrality of Jewish learning	Rates of participation in formal and informal educational institutions Jewish literacy	NJPS; institutional rosters Development needed
2. Jewish identity	Identity survey	Widely used measures are problematic
3. Involvement in Jewish life	Participation survey.	Measures are available
4. Concern with social justice	Participation in volunteer work (Jewish and non-Jewish) Charitable giving (Jewish and non-Jewish)	Measures are available Measures are available
5. Strong leadership	Preparation of agency leaders Salaries of agency leaders Preparation of lay leaders Diffusion of lay leadership Satisfaction of lay leaders	Available measures need modification. Measures are available Development needed. Development needed. Development needed.
Jewish education		
1. Prepared educators	Leaders of Jewish schools: formal training in education, Jewish studies, and administration/leadership; classroom experience, time for professional growth; salaries and benefits	Measures are available

	Teachers in Jewish schools: formal training in education and Jewish studies; time for professional growth; salaries and benefits	Measures are available
	Leaders of informal Jewish education: Judaic background; ongoing Jewish learning; professional training; salaries and benefits	Available measures need modification.
2. Community support	Percentage of Federation allocation to education Other philanthropic contributions to education Per capita congregational allocation to education	Measures are available
3. High quality institutions	High rates of attendance per institution A compelling institutional vision Quality of content is rich and deep Participants report they gain knowledge Coherent system of in-service education for educators Proportion of full-time school directors Community satisfaction survey Community survey on knowledge of options available	Measures are available Development needed Development needed Development needed Measures are available Measures are available Development needed Development needed
4. Rabbis involved in education	Formal training in education Time spent in educational activities	Measures available Development needed

CIJE Jewish Indicators Project -- Presentation to the CIJE Board

December 3, 1997

Adam Gamoran and Barbara Schneider

Intro Barbara

I. Introduction: Why an Indicators Project? (Adam -- 3 minutes)

A. In the midst of the flurry of activity over "continuity," a need to take stock of where we are and where we're going.

B. A bit of CIJE history

1. Indicators as an idea for Lead Communities
2. Indicators emerging from the CIJE strategic planning process

C. How Indicators can serve CIJE's mission

1. Galvanize attention
2. Sustain attention over the long term
3. Provide hard data for decision-makers

II. What are some models of Indicators Projects? (Barbara -- 7 minutes)

A. Why Indicators--Link to standards and indicators evidence of those standards

1. Benchmarks of performance, frequency of practice
2. Collected longitudinally--show trends
3. Identify problem areas

B. Level of analysis can exist at

1. local
2. state
3. federal level---show books

C. Content of Indicators

Should focus on specific topics:

In math and science--student outcomes, instructional time, participation in learning activities, curricular content, teacher quality, school conditions and equity.

Comparisons to our list.

D. Examples of Teacher Quality and School Condition Indicators

1. Inputs
2. Outcomes
3. Process

III. Our Current Notion of a Jewish Indicators Project (Adam -- 5 minutes)

A. Use CIJE's strategic vision to identify goals

B. Select corresponding indicators

1. Well developed -- e.g., indicators for the characteristics of educators
2. Need modification -- e.g., indicators of Jewish identity
3. To be created -- e.g., an indicator of Jewish literacy

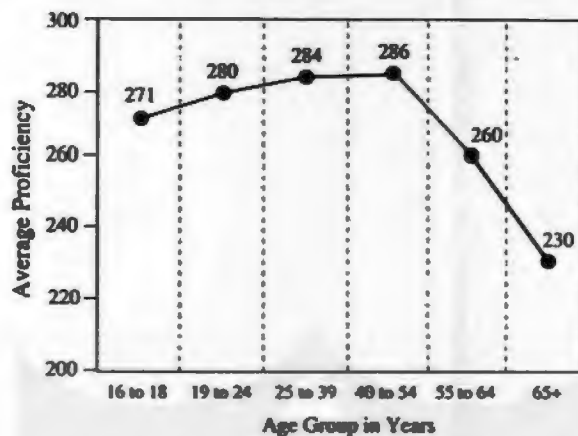
C. Develop a methodology and mobilize community buy-in

IV. Questions for Discussion

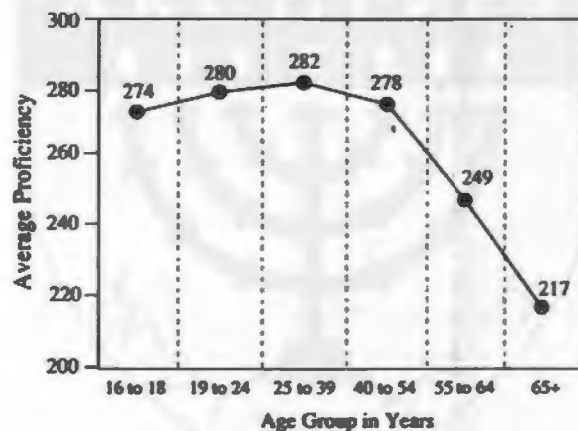
- Jewish education and Jewish life? ("eyes on the prize" vs. "stick to the knitting")
- community level vs. national or institutional
- will communities want to participate?
- are these the right things to measure? Are these indicators important?
- what is CIJE's optimal role? Make the case, develop methods, collect data?

Average Literacy Proficiencies, by Age

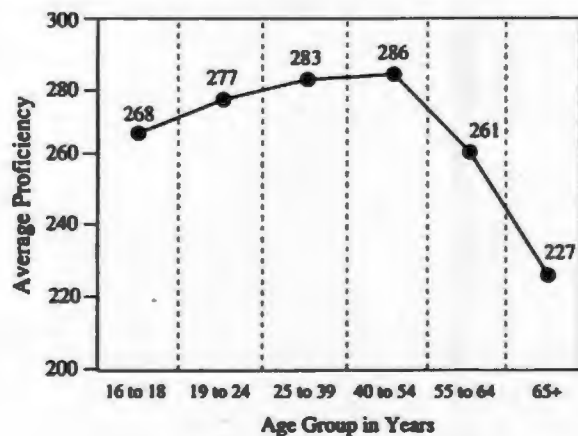
PROSE



DOCUMENT



QUANTITATIVE



Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Difficulty Values of Selected Tasks Along the Prose, Document, and Quantitative Literacy Scales

	Prose	Document	Quantitative
0	149 Identify country in short article	69 Sign your name	191 Total a bank deposit entry
10	210 Locate one piece of information in sports article	170 Locate expiration date on driver's license	
20	224 Underline sentence explaining action stated in short article	180 Locate time of meeting on a form	
225		214 Using pie graph, locate type of vehicle having specific sales	
250	226 Underline meaning of a term given in government brochure on supplemental security income	230 Locate intersection on a street map	238 Calculate postage and fees for certified mail
275	250 Locate two features of information in sports article	246 Locate eligibility from table of employee benefits	246 Determine difference in price between tickets for two shows
300	275 Interpret instructions from an appliance warranty	259 Identify and enter background information on application for social security card	270 Calculate total costs of purchase from an order form
325	288 Write a brief letter explaining error made on a credit card bill	277 Identify information from bar graph depicting source of energy and year	278 Using calculator, calculate difference between regular and sale price from an advertisement
350	304 Read a news article and identify a sentence that provides interpretation of a situation	298 Use sign out sheet to respond to call about resident	308 Using calculator, determine the discount from an oil bill if paid within 10 days
375	316 Read lengthy article to identify two behaviors that meet a stated condition	314 Use bus schedule to determine appropriate bus for given set of conditions	321 Calculate miles per gallon using information given on mileage record chart
400		323 Enter information given into an automobile maintenance record form	325 Plan travel arrangements for meeting using flight schedule
425	328 State in writing an argument made in lengthy newspaper article	342 Identify the correct percentage meeting specified conditions from a table of such information	331 Determine correct change using information in a menu
450	347 Explain difference between two types of employee benefits	352 Use bus schedule to determine appropriate bus for given set of conditions	350 Using information stated in news article, calculate amount of money that should go to raising a child
475	359 Contrast views expressed in two editorials on technologies available to make fuel-efficient cars	352 Use table of information to determine pattern in oil exports across years	368 Using eligibility pamphlet, calculate the yearly amount a couple would receive for basic supplemental security income
500	362 Generate unfamiliar theme from short poems		
	374 Compare two metaphors used in poem		
	382 Compare approaches stated in narrative on growing up	378 Use information in table to complete a graph including labeling axes	382 Determine shipping and total costs on an order form for items in a catalog
	410 Summarize two ways lawyers may challenge prospective jurors	387 Use table comparing credit cards. Identify the two categories used and write two differences between them	405 Using information in news article, calculate difference in times for completing a race
	423 Interpret a brief phrase from a lengthy news article	395 Using a table depicting information about parental involvement in school survey to write a paragraph summarizing extent to which parents and teachers agree	421 Using calculator, determine the total cost of carpet to cover a room

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Description of the Prose, Document, and Quantitative Literacy Levels

<p>Level 1 16-22%</p>	<p>Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.</p>	<p>Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.</p>	<p>Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.</p>
<p>Level 2 22%-27%</p>	<p>Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.</p>	<p>Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.</p>	<p>Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).</p>
<p>Level 3 27%-32%</p>	<p>Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.</p>	<p>Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.</p>	<p>In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed can be determined from the arithmetic relation terms used in the question or directive.</p>
<p>Level 4 32%-37%</p>	<p>These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.</p>	<p>Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.</p>	<p>These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.</p>
<p>Level 5 37%-50%</p>	<p>Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.</p>	<p>Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.</p>	<p>These tasks require readers to perform multiple operations sequentially. They must disembed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.</p>

Source: U.S. Department of Education, National Center for Education Statistics, National Adult Literacy Survey, 1992.

Definition of an indicator:

“A measure that conveys a general impression of the state of nature of the structure being examined.

For a statistic or measure to be used as an indicator, it must have a reference point so that a judgment can be made whether the condition described is getting better or worse.” (Murnane and Raizen, 1988)

Common themes of indicators:

1. Indicators can be multifaceted. They can examine outputs, such as test scores, inputs such as teacher qualifications, and processes such as curriculum quality, teacher quality, and instructional quality.
2. Multiple indicators are particularly useful when measuring a process or conceptual idea such as opportunity to learn. Opportunity to learn can be defined in terms of access to courses, access to qualified teachers, access to resources, and teacher coverage of content (Oakes, 1990).
3. Indicators need to be prioritized according to some set of criteria. Porter (1991) suggests substantive importance, validity and reliability, and costs.

Characteristics of indicators:

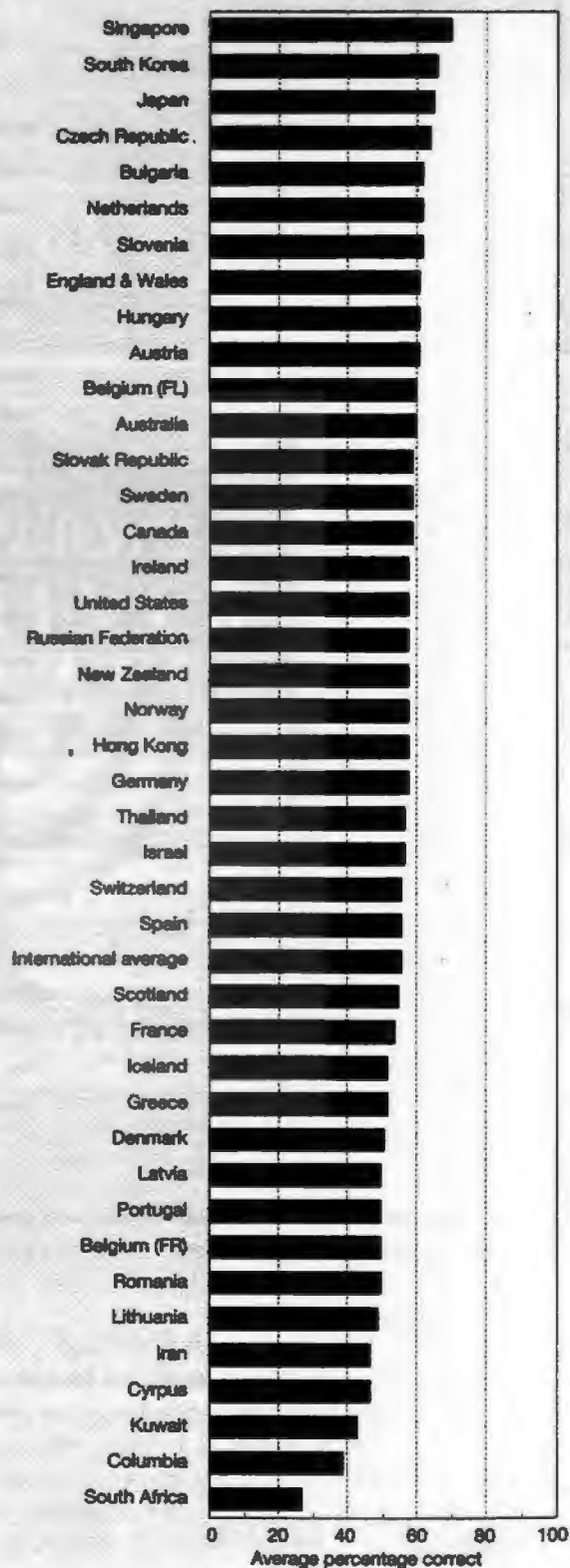
1. An indicator should convey information about a valued condition of the system. To evaluate this information requires reference to some comparison. Each unit is compared with itself over time, comparisons among units, and comparisons with other externally defined standards.
2. Indicators are based on simple descriptive statistics of central tendency such as means and proportions.
3. Purposes of an indicator system are to inform and generate discourse. They must be created with technical rigor and administered by a group that recognizes that information can have political and social consequences.

Figure 1-5.
Average percentage correct on grade 4 TIMSS
science assessment, by country: 1994-95



NOTE: TIMSS is the Third International Mathematics and Science Study.
See appendix table 1-5. *Science & Engineering Indicators - 1998*

Figure 1-6.
Average percentage correct on grade 8 TIMSS
science assessment, by country: 1994-95



NOTE: TIMSS is the Third International Mathematics and Science Study.
See appendix table 1-6. *Science & Engineering Indicators - 1998*

Mathematics Coursework

U.S. students are now much more likely to have taken advanced mathematics courses in high school than they were in years past. In 1994, close to 70 percent of seniors had completed geometry, 58 percent had completed algebra 2, and 9 percent had completed calculus.³ These figures represent a more than 20-point gain in the percentage of students taking

³Studies of high school transcripts may underestimate completion rates for algebra 1 (a prerequisite for geometry) because many college-bound students take algebra in eighth grade.

To: CIJE Staff and Consultants
From: Bill Robinson

Date: December 19, 1997

Re: Review of general educational surveys for use in Indicators Project

At the September 1997 staff meeting, Barbara Schneider recommended that we explore the possibility of using data obtained from general educational surveys (and the General Social Survey) for CIJE's planned Indicators Project. In further communication with Barbara Schneider, a list of eight potential surveys was developed:

- National Educational Longitudinal Study (NELS)
- High School and Beyond (HS&B)
- National Postsecondary Student Aid Study (NPSAS)
- Beginning Postsecondary Student Longitudinal Study (BPSLS)
- Baccalaureate and Beyond (B&B)
- National Household Education Study (NHES)
- Schools and Staffing Study (SASS)
- General Social Survey (GSS)

I proceeded to contact persons involved in each survey, obtain relevant material on each survey (i.e., methodology reports, questionnaires, and frequencies), and provide a brief summary of each survey in regard to the following items:

- Base-Year and Follow-Up Surveys
- Description
- Sampling Procedures
- Frequency of Jewish Cases (or response rate of Jewish schools and principals for SASS)
- Potential CIJE Indicator Items
- Contact Person

The following pages contain a summary for each potentially useful survey.

Four of the delineated surveys turned out not to be of use to the Indicators Project because either the respondents were not asked about their religion (i.e., NHES, B&B, and NPSAS after 1990) or there were too many missing cases (78.1%) for the religion variable (i.e., BPSLS and NPSAS90).

Three of the studies (NELS, SASS, GSS) as delineated below, offer potentially useful indicator data in several areas, including a host of demographic variables. High School and Beyond (HS&B) asks respondents questions in two areas, which may offer useful indicators: voluntary and community service activities (general and church-related) and family educational costs.

The elimination of B&B, due to the absence of data on religion, is particularly disappointing. B&B asks a range of questions on the teaching experiences and applicable training of current and recent postsecondary students. The data could have been useful in probing issues of recruitment and early retention. As Barbara Schneider suggested at the September 1997 staff meeting, ensuring that a question on religion is asked of respondents in these and other general education surveys should be a priority of CIJE. In addition to NPSAS and B&B (which will be conducting a second follow-up study), the Early Childhood Longitudinal Study is in the planning stage. [A possible contact person for the latter study is Marty Orland at NCES, 202-203-2297.]

Lastly, all surveys are public domain, involving no additional costs beyond those required to upload and use the data.

NATIONAL EDUCATIONAL LONGITUDINAL STUDY

BASE YEAR: 1986

FOLLOW-UP SURVEYS: 1990, 1992, 1994

DESCRIPTION:

The National Educational Longitudinal Study (NELS) is a general purpose data set designed to inform decisions on federal educational policy. It focuses on changes in the operation of the educational system over time and its effects on the lives of individuals who pass through it. For instance, NELS attempts to identify school attributes associated with achievement, understand the processes of transition from secondary to postsecondary education or the workforce, and examine the influence of ability grouping and program type on future educational experiences and achievement.

SAMPLING PROCEDURES:

A 2-stage stratified probability sample was used. In the first stage, a list of public and private schools in the United States were obtained from Quality Education Data, Inc., and schools which had been selected previously for the National Assessment of Educational Progress were eliminated from the list. From the remaining list 1,734 schools were selected with a probability of selection proportional to their eighth grade enrollment. From this sample 1,052 (815 public and 237 private) schools agreed to participate. In the second stage, 24 students (plus 2 additional students when applicable representing an oversampling of students with an Asian-Pacific Islander and Hispanic identity) were selected at random from each school. For schools with less than 24 eighth grade students, all eighth graders were selected. A sample of 26,435 students were selected, of which 24,599 agreed to participate.

For the parental survey, the parent who was considered the "most knowledgeable about the student's educational situation" was selected based on conversation(s) with the parent(s). Thus, 78% of parent surveys were completed by the mother, the father completed 17.5 % of the surveys, and 4% were completed by another person. One problem in the selection of parents is that those with more than one eighth grader had a higher chance of being selected.

FREQUENCY OF JEWISH CASES:

495 respondents reported being Jewish, which equals 2.2% of the unweighted responses and 1.8% of the weighted responses

NATIONAL EDUCATIONAL LONGITUDINAL STUDY (cont'd)

POTENTIAL CUE INDICATOR ITEMS:

On Students:

- **religious identity**
- **attendance at religious services**
- **parental interest in child's education (i.e., parental attendance at school events, parental attention to school homework, discussion with parents about school-related issues)**
- **participation in school activities (e.g., yearbook, French club, student council, etc.)**
- **volunteer and community service activities (in general and church-related)**

On Parents:

- **family financial situation and educational expenses**
- **a series of questions similar to those on the student questionnaire asking about the child's participation in school and volunteer activities and the parents' interest in the child's education**

On School

- **tuition costs**
- **student body make-up**
- **availability of special programs (e.g., gifted/talented, etc.)**

CONTACT PERSONS:

Jeff Owings at NCES (202) 219-1777

Aurora D'Amico at NCES (202) 219-1365

HIGH SCHOOL AND BEYOND

BASE YEAR: 1980

FOLLOW-UP SURVEYS:

Sophomore Cohort - 1982, 1984, 1986, 1992

Senior Cohort - 1982, 1984, 1986

DESCRIPTION:

High School and Beyond (HS&B) focuses on how educational and vocational choices during secondary school affect later educational and vocational experiences.

SAMPLING PROCEDURES:

A 2-stage stratified sample was used similar to NELS. In the first stage, 1,100 secondary schools were selected with a probability for selection proportionate to their student population. A total 1,015 public and private schools agreed to participate. An oversampling of the following four types of schools was conducted:

- private schools with high-achieving students,
- public schools with a high % of Hispanic students;
- Catholic schools with a high percentage of minorities and
- alternative public schools.

[Note: Oversampling of private schools with high-achieving students may have included a substantial number of Jewish schools.] In the second stage, 36 sophomore and 36 seniors were selected from each school. If a sophomore or senior class had less than 36 students, all students in that class were selected. In total, over 30,000 sophomores and 28,000 seniors agreed to participate in the study.

In follow-up studies (except for the 1982 sophomore study which included the entire base-year sample), a sample of the initial participants was used. Thus, the fourth follow-up study (1992) attempted to contact 85.3% of the sample used in the 2nd and 3rd follow-up studies, which had consisted of 15,000 members of the sophomore cohort from the base-line study. Due to sampling procedures in the follow-up studies, there may be an over-representation of racial and ethnic minorities with above average High Schools and Beyond achievement scores and students who attended private high schools, among others.

FREQUENCY OF JEWISH CASES

Using the most recent study (the 1992 Sophomore follow-up), 165 cases reported being Jewish. This is out of a total of 13,749 cases (of which 1318 cases are missing), yielding a frequency of 1.3%. When the cases are weighted to account for oversampling and non-response, the percentage of Jewish cases is 1.6%.

HIGH SCHOOL AND BEYOND

POTENTIAL CUE INDICATOR ITEMS:

On Students:

- volunteer and community service activities (general and church-related)

On Parents:

- family financial situation and educational expenses

On Schools:

- school tuition
- student body make-up

CONTACT PERSON:

Tom Hoffer at NORC (773) 256-6274

SCHOOLS AND STAFFING SURVEY

BASE-YEAR: 1988

FOLLOW-UP YEARS: 1991 and 1994

DESCRIPTION:

The Schools and Staffing Survey (SASS) provides detailed information at the institutional-level about both public and private schools in the United States. Four different questionnaires are administered to each school: Institutional; Principals; Teachers; and Student Records. Fresh samples are drawn each time the surveys are conducted.

SAMPLING PROCEDURES:

For the 1988 survey, private schools were selected from a file of all known private schools compiled by Quality Education Data, Inc. For the 1991 and 1994 surveys, schools were selected from a list created by the NCES 1990 and 1992 Private School Universe Surveys. To create this list, NCES obtained the membership lists of several national organizations. For Jewish schools, this included Torah Umesorah (the National Society for Hebrew Day Schools Association) and Solomon Schechter Day Schools. The SASS also lists a category of Other Jewish Schools, which may include Jewish schools that belong to the National Association of Independent Schools or the National Independent Private School Association, as well as Jewish schools that were selected using an area frame.

Each time SASS is conducted, a fresh sample is obtained. All schools are selected into the sample with a probability proportional to their teacher population.

RESPONSE RATE OF JEWISH SCHOOLS AND PRINCIPALS

The following (unweighted) response rates are for those schools and their principals with an explicit Jewish affiliation, as denoted by the three categories delineated above. The data is from SASS94.

	SCHOOL	PRINCIPAL
Hebrew Day:	88 (out of 109) - 80.7%	94 (out of 108) - 87.0%
Solomon Schechter	44 (out of 50) - 88.0%	49 (out of 50) - 98.0%
Other Jewish:	69 (out of 90) - 76.7%	74 (out of 89) - 83.1%
ALL SCHOOLS:	2585 (out of 3074) - 84.1%	2731 (out of 3035) - 89.9%

SCHOOLS AND STAFFING (cont'd)

POTENTIAL CIJE INDICATOR ITEMS:

On Schools

- tuition
- FT and PT staff
- methods for and difficulties in filling vacancies
- certification and degree requirements for teachers
- salary schedules for teachers
- availability of retirement plans for teachers
- availability of free training for teachers

On Principals

- formal training
- teaching experience
- educational leadership experience
- salary
- benefits
- influence of stakeholders on key activities

On Teachers

- FT/PT status
- teaching experience
- teacher training (pre-service and in-service)
- attitudes to and support received for in-service training
- vision-related issues
- future plans
- salary
- benefits
- other employment

CONTACT PERSON:

Stephen Broughman at NCES (202) 219-1744

GENERAL SOCIAL SURVEY

INITIAL YEAR: 1972

FOLLOW-UP YEARS: Every year thereafter, except 1979, 1981, and 1992. After 1993, the General Social Survey is administered bi-annually using a double sample.

DESCRIPTION:

There is no central focus to the General Social Survey (GSS). It asks a wide variety of questions based on the reported interests of social scientists. However, approximately 600 of the questions are replicated every three years using a split-ballot design (since 1988), yielding data on social change. Currently, the GSS has conducted 21 surveys, yielding 35,000 cases.

SAMPLING PROCEDURES:

Each year, a fresh sample is obtained. Previous respondents are excluded from the sample. The sample is drawn from adults (18 years and over) who reside in households (not dorms and other group-living institutions) and can speak English. A multi-stage stratified probability sample is used. This involves sampling successfully small geographic units with a probability of selection dependent primarily on size of population, though other variables are involved. Lastly, a single member of a household is selected to be interviewed using a Kish table to ensure that all potential respondents have an equal probability of selection.

FREQUENCY OF JEWISH CASES:

Tom Smith (at NORC) reports that the frequency of Jewish cases in the surveys is approximately 2%. This is in response to a question asking about their current religion. [A separate question in the survey asks about the religion in which they were raised.]

POTENTIAL CIJE INDICATOR ITEMS:

- religion raised (in addition to current religion)
- group memberships
- church (synagogue) attendance
- parental church attendance
- religious intensity
- (religious) contributions
- confidence in religion
- (views on) prayer in school
- frequency of prayer
- closeness to God
- various political (social justice) questions

CONTACT PERSON:

Tom Smith at NORC (773) 256-6288

Steven M. Cohen
614/13 Adam Street
Jerusalem 93782 Israel
972-2-672-4004
STEVEN@vms.huji.ac.il

Re: Pooled data sets

October 5, 1997

Ms. Karen Barth
CIJE
15 East 26 Street
New York, N.Y. 10010

Dear Karen,

In the course of our conversation about ten days ago, you outlined the CIJE's interest in establishing Jewish community profiles that would draw, in part, upon already collected data sets. I suggested that many extant national survey data sets collected during the last decade could be merged to provide reasonably adequate data for intermediate size Jewish communities and larger. This memorandum outlines the rationale, procedures, benefits, and limitations of such an endeavor.

The sorts of information commonly available in extant data sets that are of interest to you include the following:

Popular Holiday Observance: Passover Seder, Chanukah candle lighting, Yom Kippur fasting, High Holiday service attendance, and refraining from having a Christmas tree.

Ritual practice: Lighting Shabbat candles, using two sets of dishes for meat and dairy products, eating only kosher meat at home, not handling money on Shabbat (or some functionally equivalent restriction), attendance at Shabbat services.

Affiliation: membership in synagogues, JCCs, and other Jewish organizations; patterns of contributions to Jewish and other charities; reading Jewish periodicals.

Association: in-marriage; friendship with other Jews; Jewish density of neighborhood (zip code).

Jewish education, past and present, self and children: schooling (main form, years); Bar/Bat Mitzvah; youth group; camp (usually poorly measured); trips to Israel; Hillel participation; university Jewish studies; and adult Jewish education (sometimes).

(The division of Jewish identity items into four groups – holidays, rituals, affiliation, and association – derives from factor analyses of data I have explored; other researchers have uncovered similar patterns in their data.)

The objective of obtaining extant information on small or rare population groups (such as individual Jewish communities) is one that has been frequently addressed by social scientists over the years. When a defined population is too small to generate sufficient numbers of cases for reliable statistical estimates, researchers often turn to amalgamating or “pooling” data sets collected at several points of time containing identical or similar questions. American Jews, for example, constitute only about 2% of the national population. Obviously, they are too few in number to yield enough cases on any one standard survey ($N =$ approximately 1500). I refer you to an article to appear in the Fall 1997 issue of the *Public Opinion Quarterly*, in which Charles Liebman and I analyze 20 pooled data sets stretching from 1972 to 1994 to examine the nature and etiology of Jewish liberalism. I bring this example to substantiate my contention that pooling data is an effective analytic

technique, and one that is widely accepted in scholarly circles (POQ is the leading journal in its field, one noted for its methodological rigor).

For the purposes of constructing community profiles, we would rely primarily upon recently conducted Jewish community studies, of which there are many. In fact, since 1991, most of the American Jewish population has been covered by local Jewish population studies, of which five appear below:

City	Jewish Population	Year (Approximate)
New York	1,450,000	1991
Chicago	250,000	1994
Boston	210,000	1996
Los Angeles	490,000	1996
Philadelphia	250,000	1996

These five cities alone represent almost half the US Jewish population, and, to reiterate, studies have been (or are now being) conducted in numerous other locales. Generally, these studies contain versions of the information on Jewish identity and education noted above. The outstanding problem concerns locales where recent Jewish population studies have not been conducted. Together these constitute well over a third of the American Jewish population.

To establish community profiles in these areas, I suggest pooling several extant data sets. For the communities which have not recently conducted surveys, this procedure would result in data not at all heretofore available. The procedure even promises some benefit for the larger communities which could be arrayed against common, nationwide measures of Jewish identity and Jewish education. (The larger communities' studies could be used to assess and refine the estimates derived from the pooled data sets.)

The data sets that I know of that would be most useful in such an endeavor, consist of the 1990 National Jewish Population Study, as well as several national surveys of American Jews I have conducted with the help of Market Facts, Inc., a leading survey research corporation. This company maintains a "Consumer Mail Panel" (CMP) of over 250,000 Americans who agree to respond to surveys. Of these about 10,000 include a Jewish head of household, that is, someone whose religion is identified as Jewish (thus, excluding the small number of Jews who identify as ethnically Jewish but who would answer, "none" or "other" when asked for their religious affiliation). Between 1988 and 1997, I have conducted four nationwide, mail-back surveys using the CMP, drawing demographically balanced samples from the 10,000 or so Jewish households. Each time I found the samples highly resembled the vast majority of Jews in the 1990 NJPS who are "Jews by religion" (identify their religion as Jewish) or who are "Jews by choice" (converts to Judaism). The following table summarizes the relevant information on the studies. ("NSAJ" refers to "National Survey of American Jews," the studies I conducted with the Market Facts Consumer Mail Panel.)

Survey	Year	N	Sponsor
NSAJ	1997	1004	Jewish Community Center Assoc'n
NSAJ	1993	1464	Joint Fund for Jewish/Zionist Ed
NSAJ	1991	1151	American Jewish Committee
NJPS	1990	2441	Council of Jewish Federations
NSAJ	1988	1252	American Jewish Committee

The total number of cases available from these five studies amounts to 7,312. In addition, scattered pieces of evidence can be gathered from other national surveys. For example, from 1993 to 1997, the American Jewish Committee has conducted annual nationwide telephone surveys using the Market Facts Consumer Mail Panel. Each study encompassed over 1,000 respondents. Although these studies ask far fewer questions than the mail-back studies, they do contain some key variables. Among these are: synagogue affiliation, denominational identification, and intermarriage. Taken together, these three

variables, when crosstabulated can create a typology that can fruitfully predict other indicators and can only augment our understanding of particular communities.

Even if we exclude the recent American Jewish Committee studies and assume no other studies can be uncovered, we can still count on a pooled data set of over 7,000 cases. The anticipated number of cases for selected communities (assuming a national Jewish population of 5.8 million) appear below. In addition, the table presents the calculation of one standard error for dichotomous variables with a 50-50 split, that is, where sampling error would be largest.

City (metropolitan areas)	Jewish Population	Anticipated number of cases	One standard error (maximum)
Miami area	532,000	670	.019
San Francisco	210,000	265	.030
Wash., DC area	165,000	208	.035
Detroit	94,000	118	.046
San Diego	70,000	88	.054

You will, of course, need to decide whether these standard errors imply sufficient precision for your policy analysis. If they are adequate for your needs, then amalgamating and analyzing pooled extant data sets may provide a relatively low cost procedure for establishing Jewish community profiles.

An alternative, one which could stand alone or augment previously collected data, is to construct your own mail-back survey using the Market Facts CMP. You can oversample particular communities (those that have not recently conducted a Jewish population study), while still collecting data nationwide.

I hope and trust this memorandum addresses most of your initial questions regarding this procedure. Please do not hesitate to call or e-mail should you have any questions or wish any further information on this matter.

Sincerely yours,

Steven M. Cohen

To: Patricia Cipora Harte, pcharte
CC: [unknown], [10440,2474]
From: STEVEN COHEN, INTERNET:STEVEN@vms.huji.ac.il
Date: 10/8/97, 6:13 PM
Re: AB Data data base

Sender: STEVEN@vms.huji.ac.il
Received: from VMS.HUJI.AC.IL (vms.huji.ac.il [128.139.4.12])
by arl-imq-1.compuserve.com (8.8.6/8 8.6/2.5) with SMTP id SAA08887
for <pcharte@compuserve.com>; Wed, 8 Oct 1997 18:18:38 -0400 (EDT)
Received: by HUIVMS (HUYMail-V7c); Thu, 09 Oct 97 00:18:39 +0300
Received: by HUIVMS via SMTP(128.139.4.12) (HUYMail-V7c);
Thu, 09 Oct 97 00:18:05 +0300
Date: Thu, 9 Oct 1997 00:18:04 +0200 (IST)
From: STEVEN COHEN <STEVEN@vms.huji.ac.il>
Subject: AB Data data base
To: Patricia Cipora Harte <pcharte@compuserve.com>
cc: 10440.2474@compuserve.com
In-Reply-To: <199710081515_MC2-233A-1C22@compuserve.com>
Message-ID: <Pine.3.89.1.2-VMS-10.9710090011.A539227707-0100000@vms.huji.ac.il>
MIME-Version: 1.0
Content-Type: TEXT/PLAIN; charset=US-ASCII

Dear Karen (Pattie, please check to see if Karen received this),

While in the shower (real or metaphoric) I had this sudden burst of inspiration regarding the community profiles. I recalled that ABData of Milwaukee maintains scores of Jewish community lists -- subscribers, organization members, donors to various causes, institutions (e.g., Jewish gift shops, libraries) and on and on. That data base has never been analyzed from the point of view of constructing community profiles. It would be wonderful to create indices showing various aspects of community organization, willingness to donate, political leanings, SES profile, Zionist involvement, etc. The data can be aggregated on the zip code or 3-digit zip code level or community level or whatever. It's a nearly free gold mine.

What was your reaction to my memo? Was it what you were looking for? If not, I'm happy to amend or revise. I took pains to get it to you by October 6. Why was that date important?

Ok, Be well, Gmar tov,

Steven

Indicators Meeting 12/24/97

Issues

indicators of J ed vs Jewish life

level? national, communal, institutional

NSPS 2000

use existing data as pilot/template

SMC - ^{cheap} ABData on J communities - profiles
moderate - JCC staff, budget, educators, resch, etc.
- maybe set from JCC, USA, UAHC -
- get them to ask the Qs

*BS is
ready to so
discuss w/
KAB on phone

KAB - begin to talk w/ communities abt the proj
- what are their issues, what do they need to know

EG - wld be better positioned to talk if
we had some examples

SMC - create a more goal-oriented American Jewish
- sophisticated analyses of parameters of
J educ + results

KAB - ^{options} ~~not~~ for working w/ communities

① show "the goods"

② start before "the goods", convene communities

SS - compromise - produce something that frames,
take to the communities

SMC - how abt beg in Cbo, Boct, NY

- 3 communities w/ strategically-oriented continuity commissions
- do the development work
- then take to other communities

KAB - set third party to find devel
set communities to find community collec

next steps

- 1) continue our review of avail data
- 2) meet w/ community members - EG - need more clarity
- AG - BS will so - GD - what's the target we want to have
- 3) revise document to reflect board conversation

SMC - not suffice clarified "the goods"

- community-level - BTF assist
us
population study
- national - what can we get from
national data
US, UAH, TORAH U'ny song h
- ABD data
- US secular data sets

January 16, 1998

Dr. Adam Gamoran
Mandel Institute
P.O.B. 4556
Jerusalem, 91044

Dear Adam:

I am pleased to inform you that Dr. Lisa Malik will be joining CIJE in February as a consultant managing the CIJE Synagogue Change Research Project. We are very excited to have Lisa join this effort. Before getting her Ph.D. from Stanford in Jewish Education Administration and Policy Analysis, Lisa worked as a principal of a synagogue supplementary school in San Francisco. Lisa's research experience includes case studies of lay/professional relations and the institutionalization of innovations in synagogues.

Sincerely,



Karen A. Barth
Executive Director

Ind. Proj

A. What is the proj?

- assess current standing monitor progress towards CIST vision ^{and thriving T community}
- since ed syst is both elem, mu stat ind. ~~educ~~ proj focus on aspects of Ted
- also incorp art comm - part of larger vision

B. Actions for 1998

still in planning phase.

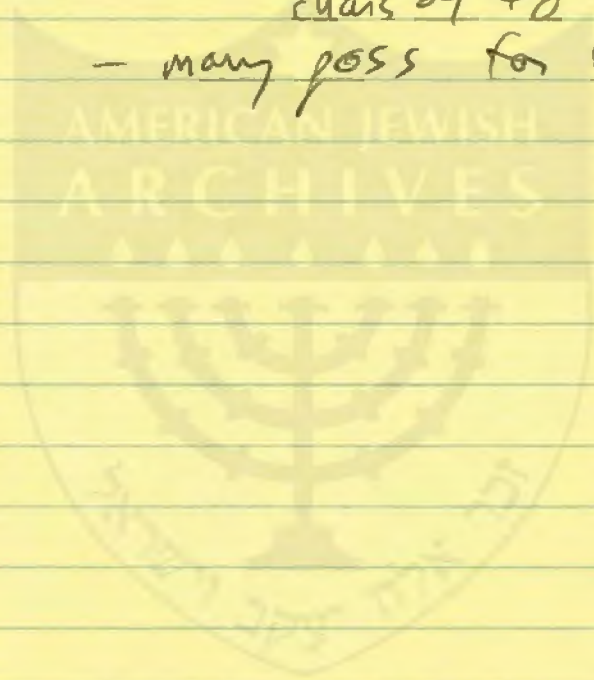
- | | | |
|--|----------------------|---------|
| 1. Revise proj descrip | KAB, AG | Feb 98 |
| 2. test explore ^{communal, nat} data poss | BR | Mar 98 |
| 3. Ref template from sec nat data, it app | AG, BR | F '98 |
| 4. B.O.S. to approval: do actual data analysis w/ sec nat data | AG, BR | M-A 98 |
| 5. Cons lt w/ communal leaders | BS, EG? | May '98 |
| 6. Explore AB Data | SMC | Jun 98 |
| 7. Establ good CIST plan for NTPS 2000
input into | AB
all | Jun 98 |

C. key Q's

A. Encop outcomes

B. Community buy-in

3. Common vs nat data - influx
- bd - outcomes from nat
chairs of ed from community
- many poss for existing data



Cont call 1/2/98

KAB, GZD, EG, AG

Eval Inst.t

BN has res. ned!

qs from consultat

- would communities pay?
- who are the participants?
- what would be the focus?
- what type of ~~affiliat~~ affiliat among communities?
- what collab btr JESNA + CISE
 - KAB + Jubscher had agreed
 - CISE would run inst.t
 - JESNA would do community service

KAB - old way of eval

- an after thought
- rpt to funders, is orientat
- quick & dirty, inexpensive
- simplistic technique

Paul Beck?

- writing - ok
- meeting lay + pro - ok
- teaching? limited

poss faculty: AG, EG, SS, JT

Indicators

BR will contact Jewish sources / for major orgs
SMC will invest. ABData need high-level entry

revise document to reflect board canonical
- get reactions from John Ruskay et al.

KAB?
~~KAB?~~
February

meet w/ community members - BS +?
- coord w/ Eval Instit?

KAB will re-write memo in Feb
will talk to Cippi abt org consult

AG will send e-mail abt template w/ existing data,
what would need to spend

TEI Eval

consult Jan 11 - G2D will summarize

- will propose survey items
- will s-ss interviews - cohorts II + III

EG - need to reach consensus on what the purpose of the eval is

Meeting Summary

CIJE Evaluation Institute and Indicators Project

February 5, 1998

Participants: Karen Barth, Gail Dorph, Adam Gamoran (by phone), Ellen Goldring, Alan Hoffmann, Sue Stodolsky

Karen began the meeting by reporting on her recent meeting with David Hirschhorn. David pointed out that the Evaluation Guide did not say much about the nuts and bolts of measuring outcomes of programs (as opposed to measuring satisfaction with programs). How, he wondered, would we conduct an Evaluation Institute without well-defined tools for measuring outcomes? What will we teach at the Institute? What would be the curriculum? Karen responded by explaining that we can already teach about communal policy and programs, and that outcome tools can be developed through the Indicators project. David's response was to advise us to postpone the Evaluation Institute until we have made more progress in identifying outcome measures.

Based on this advice, Karen proposed two actions:

(1) Reallocate all 1998 funds from the Evaluation Institute to the Indicators Project. At the end of 1998 the Evaluation Institute can be reassessed.

(2) Re-write the Indicators Project description to include a stronger component for developing outcome measures. This would create a pivotal set of tool for evaluators.

There was consensus in the group for taking these steps. At the same time, a variety of views were expressed about the implications of this approach to the Indicators project and to evaluation in general.

Alan reminded us to keep in mind the long-term goal of working towards a major initiative in the areas of research and evaluation, of which the Evaluation Institute is an important component. In corresponding with David Hirschhorn, it is important to stress that we are modifying our sequence of work but not the long-term aims.

Sue raised questions about the fit between universalistic indicators of outcomes, such as Jewish identity, which might be appropriate for the Indicators project but not necessarily a likely outcome of a specific program. In addition, the sources of broad measures of identity are complex, and it is not always realistic to expect a particular program, even a large one, to have a major impact. Sue argued that an important part of evaluation is thinking about what one can realistically expect from a project -- what are the real goals? This should be addressed in the Evaluation Institute. An all-purpose instrument is unlikely to work for a wide range of programs, but it would be very valuable to lay out a conceptual framework with many indicators of identity. Sue's comments were extensively discussed with varying viewpoints expressed.

Ellen advised against immediately assuming that Jewish identity was the top priority for

developing new outcome measures. Jewish content and/or Jewish literacy, for example, might be considered instead. We realized that this important issue could not be resolved in one meeting. Consequently, we decided to take the grid of indicators from the December 1997 version of the Indicators Project description, and focus on all the outcomes for which we had determined that "development (is) needed." We will commission a paper on each indicator that needs development work. The papers should address question such as:

What are alternative conceptions of measuring this indicator?

What is the state of the art in this field? What are the gaps?

How helpful do you think these tools are for programs, communities, and the national Jewish scene? Where are these tools helpful, and where are they not?

***Another conference call will be scheduled to match the needed indicators with possible paper writers, who will subsequently be invited to write the papers.

***Also helpful would be a meeting between Karen, Adam, Bethamie Horowitz, and Steve Cohen, on the topic of measuring Jewish identity, when Karen is in Israel.

***Karen will write to David Hirschhorn that we are indeed postponing the Evaluation Institute while we work on developing tools for evaluation. We will scan currently available tools and identify the gaps. Where gaps are found, we will identify our priorities and then begin to develop the needed tools. This process will serve two ends: it will contribute to the curriculum of the Evaluation Institute, to begin in 1999 or 2000, and it will further the progress of the Indicators Project.

***Idea: A formal linkage between the Evaluation Institute and the Indicators Project could be established if the community person coming to the Institute were the one responsible for coordinating the collection of Indicators data in his/her community.

CITE 2/5/98

GZD

ADH

KAB

EG

SS

Eval Institute

mtg w/ Hirschhorn

- dissat. w/ lack of outcome

- how Eval Institute w/o outcome tools?

- what teach?

- KAB - communal policy programs

- Ind. proj. will devel tools

- DH - perhaps should postpone Eval Instit

* KAB will re-write indicators to devel identity measurement tool

- a pivotal tool avail to evaluators

- realloc \$ from EI to Ind. c

- reassess at end of 1998

ADH - agrees

- comm. ADH - doing outcomes-type indic work is indispensable

- should be getting close to making a pitch to Blaustein Fundat

- outcomes & training

- advocacy for evaluat concepts

- only a g of ch sequencing - not focus

- there's still a need for this

- must be a long-term goal of CITE

SS - agrees w/ immed decision

- worried that identity outcomes etc. are not the approp outcomes

* - part of eval is thinking abt what can realistically expect

EG - should identity be the first outcome?

- how abt content: literacy?

KAB - skeptical abt SS cnt - e.g. prof grp changed feelings abt J life

- in the real world - funders want to know what approach more effc in estab'g identity

ADH - should unpack what mean by J identity

SS - can't do an all-purpose instrument to use in unrelated evals

- but would be very valuable to lay out map framework of lots of ~~ind~~ indices of identity

- what do we mean by eval?

- msg must be! there's a process involved

- one of first steps is conversat abt goals clarificat ← what really trying to accomplish

- all eval is program-specific

EGSS - other measures? J literacy

what is SS going to take over?
TEI oval on this part of FI/Indic?

3

KAB - take indicators grid

- commission papers on state of art

on each indicator that needs devel

- meet w/ SMC, Bth, AG in Isr

- M Nissan

→ developmental

altern concepts for meas incl current
what's the state of the art,

what are the gaps

How helpful do you think these tools

are for prog, commons, nat scene

~~what you use~~ where helpful, where not

Discuss
- match

KAB to DH

- post pane FI

- devel tools

- scan current, gaps

- where gaps, devel tools

→ curric for FI in 1999 or 2000

plus → indicators

- eval person coming from the common

also coord data collec for indic proj

THE JEWISH INDICATORS PROJECT

A. What is the project?

The Indicators Project is an attempt to establish an indicators system for Jewish education and Jewish life in North America. The purpose of the project is to assess our current standing and monitor progress towards CIJE's vision of a thriving Jewish community. Since Jewish education is both a key element in the vision, and the principal strategy for achieving that vision, the indicators system will concentrate on aspects of Jewish education. It will also include aspects of Jewish life more generally, as outcomes of education and as a reflection of CIJE's larger vision. The Indicators Project will also help galvanize attention and mobilize support for Jewish education, and provide a coordinated strategy for assessing whether the wide range of initiatives in Jewish education and communal life are helping us move in the right direction, broadly speaking.

B. Activities for 1998

The project is still in the planning phase so activities are still in flux, depending on decisions to be reached at key junctures. At this time, the following activities are anticipated:

ACTIVITY -- PERSON(S) -- DATE

1. Revise project description -- KAB, AG -- February

Based on feedback from the board meeting, the project description needs to be revised. The question of how to incorporate outcomes needs to be addressed. A version for community leaders also needs to be written, not sure if this is that version or if yet another will be required.)

2. Explore Jewish communal and national data -- BR -- February-March

Beginning with a list of suggested names, find out what communal and national Jewish data may be available to incorporate in our indicators system.

3. Explore ABData on Jewish communities -- SMC -- ?? 3-7

Steve Cohen suggested that ABData maintains a data set on Jewish communities. He has offered to explore this on our behalf.

4. Prepare a template for indicators from secular national data -- BR, AG -- February

Provide a sense of what the secular national data might reveal, and how it might be displayed, so a decision can be reached on whether to purchase equipment that would allow analysis of the actual data.

5. Analyze secular national data and provide indicator results -- BR, AG, EG -- March-June

Subject to approval following activity #4.

6. Consult with community leaders -- BS, KAB, EG, PCH -- May??

Find out whether leaders from key communities (SMC suggested Cleveland, Boston, and New York) would support the indicators project, and what advice for the project they have.

7. Establish a coordinated CIJE plan for input into the NJPS 2000 -- KAB, AG, EG -- spring
We need to figure out what, exactly, we would like to see in the next NJPS. Then we need to strategize on the best way to get that implemented.

8. Use CIJE educators data to prepare model indicator reports -- BR, AG, EG -- ??
Subject to approval, we could use the CIJE educators data as well as similar data from Seattle, Cleveland, etc. to provide baseline indicators data on several of our key aspects of Jewish education.

C. Key questions that need to be resolved

1. How will we incorporate outcomes (e.g., participation, literacy, identity) into the indicators system? Conceptually, do we have a consensus that the outcomes are essential, but should be part of the education indicators and not separate indicators of Jewish life? Board members were uneasy with proclaiming our grand vision through the Indicators Project, but also uneasy with ignoring the outcomes question. We need to resolve this problem. Current plan: KAB is taking another shot at drafting the project description.

2. What is the balance of community vs. national data that we will use for the indicators system? Some board members suggested using national data for outcomes, local data for characteristics of the education system. We are discovering that national data exists for some education characteristics also. We have yet to fully explore existing community data sets, and we need to think more about community data collections.

3. How will we obtain community buy-in for the project? This is essential for both obtaining indicators data, for having an important impact, and ultimately for financially supporting the project. Current plan: Convene a consultation with planners/research directors from key communities.

KAB call 3/11/98

indic call 3/18 9pm

KAB will revise indic doc

- write for outsiders
- deal w/ outcomes
- link w/ tools for project eval

role of BR

TEI eval ~~+~~ role of SS

KAB to Israel?

- April 19

- plus KAB

- for 14-24

April 15-26

- AG SMC BH

April 16 of 19

- SMC BIT

- EE Cohen

- list for summary

Bill - Gail's s-ss - Atl for data collect on econ indic

Bill set equip

Nellie will contact abt econ proj

call w/ KAB 4/5/98

delighted to have Both Has as NJPS coord
- in rep for mts on 18th - arrange a time
w/ 3/13
also KAB will call Jim Schwartz
- will arrange a mts for BH, KAB, BH - maybe others

KAB - spoke w/ BR - keep 'til end of June
- indic proj
train replacement

- underestimate burdens of new job
- don't make deep demands
- couple hrs / week is ok
- 10/12

FROM: Adam Gamoran, 113313.33
TO: gail dorph, gzdorph
ellen, INTERNET:ellen.goldring@vanderbilt.edu
CC: karen barth, KarenBarth
DATE: 4/9/98 9:26 AM

Re: Copy of: Firestone

Ok, I have reviewed my notes and un-confused myself.

One of the areas for which there are no simple indicators available is that of "high-quality institutions." In our conversation, we discussed thinking about this as a matter of standards. This led us to think about Bill Firestone as someone who could (a) suggest a possible author of a review paper, and (b) comment on the review after we received it. At the time, we dismissed the idea of asking Bill to write the paper himself, since after all, he did not write the previous paper he promised.

Gail asked Bill about the issue, since she was contacting him about another matter anyway. Bill's reply seemed to indicate that he might have some interest in doing the job himself. At least, he asked about an honorarium. So, Gail quite reasonably suggested we might want to follow up with Bill about taking on this assignment.

How do we feel about this? My reaction is mixed. On the one hand, Bill Firestone is a top-notch person in this area of educational research. I've read his work in a variety of areas, including standards and reform, and it is informative and clear. He writes well, and has broad enough knowledge to cover a lot of territory and present his findings in an accessible way. On the other hand, he agreed to do something else for CIE and did not come through. Does it matter that that job was part of the "payback" for the trip to Israel, but this job comes with a consulting fee?

I recommend, despite my concerns, that I contact him about writing the review of "assessing the quality of educational institutions." We are referring to educational institutions broadly conceived, not just schools but community centers, religious institutions, summer camps, etc. Our interest is in developing institutional indicators, so that should be the central focus of the research. We would agree with him on a specific deadline and a specific fee. I would explain to him that this is a serious deadline, that he should not take the job if he does not think he can meet the schedule. (I'd ask for a fall deadline but settle for next spring if necessary.)

Does this sound like a good plan?

Adam

P.S. On a related matter: I have just learned that Barbara Schneider has been offered a position as Professor of Sociology at the University of Chicago. This is great news for Barbara. I am going to write her with congratulations, and I will also give her an update on the indicators work.

FROM: Adam Gamoran, 113313.33
TO: barbara schneider, INTERNET:schneidr@noremil.uchicago.edu
CC: ellen, INTERNET:ellen.goldring@vanderbilt.edu
DATE: 4/9/98 10.06 AM

Re: Copy of: congrats

Barbara,

I've just heard some good news -- that you have been (or are being?) offered a position as Professor of Sociology at U of C. Congratulations on this long-deserved invitation!

We are enjoying our stay in Israel. I'm doing a lot of teaching and don't have as much time for writing as I might like, but otherwise things are going very well. The kids are having fun in a lot of ways, although they usually won't admit it. School is a bit frustrating for them because they don't know what's going on much of the time, but they are all making friends, mainly with English-speaking kids from their classes.

I also wanted to update you on the Indicators project of CIJE. After our presentation last December, we received a lot of encouragement from Mort and the other Board members to continue working on the project. Karen has re-drafted our project statement with two issues in mind: She's making it more accessible to an outside audience, and she's writing about "outcomes" and "inputs" instead of "indicators of Jewish life" and "indicators of Jewish education" as in the previous draft.

When we scan the list of potential indicators (basically the same list as we had in December), we see that some indicators have instruments already (e.g., professional preparation of teachers), but other indicators either have no instruments (e.g., Jewish literacy) or have instruments that need reconsideration (e.g., Jewish identity). We went over the indicators and decided that the three top priorities for development are Jewish identity, Jewish literacy, and "high-quality institutions." We would like to commission an in-depth review of the state-of-the-art in each of these areas, a review that would cover both the Jewish and secular research.

We have commissioned Bethamie Horowitz to review identity research. I can't remember if you've met her -- she is an excellent social psychologist and demographer of American Jewry. She's not attached to an institution although she's worked mainly for the New York Jewish federation. (She happens to be the wife of Barry Holtz.) She will be writing about the concept and measurement of ethnic and religious identity, in social science in general and with particular reference to the Jews.

The issue of Jewish literacy seems extremely complex, because of the difficulty of establish a consensus on what "counts" as valued knowledge within the full spectrum of the North American Jewish population. What we'd like is an instrument that measures the Jewish knowledge of North American Jews. Do you have any suggestions for how we might think about this? How does public education confront this problem? Do you think there are models from general social science research that might help us think about this problem? Do you think it would be worthwhile to commission a review that would ask, What approaches have been taken, in the general and the Jewish worlds, to assess the literacy or general knowledge of a population or subgroup? I'd appreciate your thoughts about this.

I'd also be interested in any suggestions you may have for someone who could write a review of

indicators of high-quality institutions. The question here is: How can we recognize a high-quality institution? We are especially concerned about issues such as vision and content, these seem very difficult to define and measure.

Finally, one other update item. CIJE has decided to slow down the implementation of the Evaluation Institute, pending more development of the indicators. The idea would be that indicators we develop could also be used in local program evaluations, so they would form part of the curriculum of the Evaluation Institute. Another reason for the slow-down is that Barbara Neufeld dropped out of the project.

I suppose you're going to AERA -- I have to admit I don't mind having a year off from the conference. I'll be at ASA in San Francisco, though.

Have a nice pesah.

Adam

FROM: Jessica S. Holstein, jsholstein
TO: Adam Gamoran, AGamoran
DATE: 4/20/98 3:31 PM

Re: address

willfires@rci.rutgers.edu
hope you had a good pesach!

Message text written by Adam Gamoran
>Jessica,

Please tell me Bill Firestone's e-mail address. He's one of the "professors" so Sarah should have it if you don't.

Thanks, hag sameah.

Adam

May 6, 1998

Memo To: Karen Barth

From: Bethamie Horowitz

Subject: CIJE interests in the National Jewish Population Survey

The purpose of this memorandum is threefold:

1. to articulate CIJE's interests with regard to the NJPS.
2. to explore both the NJPS strengths and limitations in advancing CIJE's goals.
3. to offer a tentative proposal about what CIJE might recommend to the NJPS in terms of topics and subject areas that ought to be included in the survey questionnaire.

This memo draws on conversations with the following people: Adam Gamoran, Karen Barth, Ellen Goldring, Barry Holtz and Steven M. Cohen.

Background:

There is general agreement that the findings of the 1990 NJPS were very important for Jewish education and Jewish continuity, but this insight came about only after the data had been gathered. This at-the-time unanticipated aspect of the study galvanized a whole new communal agenda. It is not likely that the NJPS in the year 2000 will yield findings with such dramatic resonance. Instead, the coming NJPS will provide a new set of data about known trends, and thus will no doubt be regarded as a report card of sorts about "where are we and how are we doing?" CIJE's practical goal is to get involved in advance with the planners for the 2000 NJPS about the issues and concerns which ought to be probed in the survey especially with regard to Jewish continuity, identity and education.

There are two strong motivations behind CIJE's interest in the NJPS. First, CIJE is an organization which uses research explicitly in its own planning, and thus it has in place (and continues to develop) a research agenda to advance its organizational vision. In fact the basic premise underlying CIJE's efforts stems from research and will itself generate more research. Stated bluntly, the premise is that there is a problem to be fixed, namely, a crisis in American Jewish continuity, and Jewish education is a key means of addressing this crisis because it can intensify the Jewish identity of people who experience it. It is noteworthy (and reflects CIJE's organizational culture) that each aspect of the premise can be tracked empirically - the statement of the condition or context ("crisis"), the means of intervening ("education") and the notion of outcomes ("intensified identity or involvement"). Indeed CIJE is planning a major initiative to develop and track indicators of Jewish continuity, participation and involvement broadly construed, and the NJPS is one important vehicle for this effort.

The second link between CIJE and the NJPS is a financial one. Mort Mandel has made a substantial donation to support the NJPS. His willingness to underwrite the study so generously is based in part on his desire to insure that the study substantially address his core interests in Jewish education. For both of these reasons CIJE would like to benefit as much as possible from the survey.

The “match” or “fit” between CIJE and NJPS : What are CIJE interests given the strengths and weaknesses of the NJPS?

CIJE has conceptualized a series of strategies to “revitalize (ensure?) North American Jewish continuity through the system of Jewish education.” It has described a set of inputs and desired outcomes, both of which are potentially measurable, and some of which intersect with NJPS strengths. At the same time, CIJE interests extend beyond the NJPS. It is important to note the limits of the NJPS in advancing CIJE’s goals, in order to set reasonable expectations on the part of CIJE about the potential yields of NJPS.

NJPS strengths and limitations

I. Strengths

1. Omnibus survey

The NJPS is a national profile of Jewish individuals and households at a given moment in time. Its strength is to provide descriptive information about American Jews in the aggregate. Traditionally (i.e. in 1970 and 1990) it has been seen as an *omnibus* survey covering a range of topics of interest to the community and scholars studying the community (including such concerns as population and household size and composition, educational attainment both secular and Jewish, marriage patterns, fertility, Jewish identification and practice, charitable giving, social service usage). Think of it as a department store rather than a boutique, in that it covers many topics, but not necessarily as comprehensively as one might like. In this regard Jewish education, Jewish identity and measures of identification and participation have always been major topics of the survey, but now with CIJE’s interest, the questions in these areas stand to be refined and elaborated.

2. Trends over time

One particular value of the NJPS is that it can be used to provide national trend information at three points in time (1970, 1990, 2000) on questions which have been posed repeatedly. This of course assumes that the datasets remain comparable (which depends on using similar means of selecting and identifying respondents for the survey, as well as asking a set battery of questions). This raises a cautionary flag for those who would simply replace old questions with newly improved ones.

B. Limitations

1. The NJPS is a survey of individuals and households.

Note that CIJE interest in the effectiveness of programs, the condition of institutions and communities, and Jewish continuity defined as a collective product will not be well-addressed by the NJPS. For example, two of the primary items on CIJE’s agenda – the quality of professionals in the educational field and community support for Jewish education – will not be measured by the NJPS. These goals would be better served by targeted studies within selected communities.

2. The NJPS is a cross-sectional study and is inherently not well suited to causal analysis (i.e. exploring the impact of past experience and exposure on subsequent effects).

A cross sectional study is a snapshot at a given moment in time, rather than a movie. With a cross-sectional study we can *describe* the American Jewish population well. We can *compare* subgroups of American Jews (by age, generation, sex, denotation) at that moment in time. However, cross-sectional studies are limited in terms of their ability to address questions of cause and effect.

The key methodological problem with a cross-sectional study like the NJPS is our inability to fully separate analytically between, say, the *impact of schooling* and the *impact of family's (prior) commitment to Jewishness altogether* (which presumably leads people to marry a Jewish spouse in the first place, to settle in particular communities, to decide to send their children to Jewish schools, camp, etc.).

Note, however that some of the most important questions we want to ask are causal ones. For instance, "does Jewish education work?" That is, to what extent does exposure to various sorts of Jewish education have an impact on the subsequent Jewish identity and Jewish identification of individuals, and on Jewish continuity of the group?

To illustrate the limitation of a cross-sectional study, consider some of the other research methodologies we might employ. If we were willing and able to run an experiment, we could randomly assign babies born into various sorts of families to different educational "conditions" and watch them develop. Of course this would never happen, but it is one way to distinguish between the separate effects of home and school.

In sum, the NJPS will be a good vehicle for profiling exposure to various forms of Jewish education descriptively. It is less effective for assessing causal influence on outcomes. Nonetheless, it is inevitable that analysts will attempt to assess impact (as they did using the 1990 dataset). Realistically, since they will run regressions with the data (we ourselves, too!), at least let there be better background information about families during respondent's upbringing, so as to level a bit more the statistical playing field.

3. Good data collection, but insufficient analysis.

One final limitation of the NJPS has more to do with its organization and administrative structure and process than with its content. The NJPS has been a good vehicle for data collection, but less effective in terms of producing relevant analyses. This problem of under-analysis is probably not unique to the NJPS. In the case of the NJPS, a consortium of advisors (including the National Technical Advisory Committee, as well as input from Federation planners and lay people) suggests topics and questions for inclusion in the study. It will be essential to

know who makes the final decisions and how are they to be made vis-à-vis the content of the questionnaire .

In the past, the analytic questions behind the design of the study have tended to be diffuse. The academic advisors have a diverse set of interests, and my impression of the "client's goals" (i.e. CJF) is that these have been weakly articulated in terms of anticipating or "ordering" subsequent analysis. It seems that individual researchers have pushed for including various questions according to the researchers' own needs (since there was an expectation that researchers would be able to prepare monographs based the data). To my knowledge, CJF has not gone into the study saying, "we want to learn about the following, therefore we will design the questionnaire accordingly." (Granted, the point above about NJPS as a source of information about trends over time has meant that a core set of questions about key topics gets asked repeatedly). As of this writing, I have not yet seen the Request for Proposals which is being prepared for the NJPS2000, although it should be distributed in time for the May 17th meeting. Once it is distributed we shall have a better sense about the extent to which CJF and the National Technical Advisory Committee have clarified the analytic goals for the study.

Given these limitations, what should CIJE seek from the NJPS?

Here are three recommendations – first about analytic questions, second about additional questions to include in the NJPS2000, and finally, a suggestion about further analysis of existing datasets.

A. First, since CIJE has a particular set of concerns, it would be essential to articulate as fully as possible the analytic questions for which answers (or the beginning of answers) are sought. My first recommendation is for CIJE to develop a better set of analytic questions about Jewish education, Jewish continuity and Jewish identity. Here are some of the questions which emerged from my consultations so far:

1. Who gets a Jewish education? What types of Jewish education have people experienced-- formal and informal settings, at various time in a person's life? What has been the extent (number of years). How do people of different generations (ages, genders, denominations, etc.) compare on these outcomes?
2. What are the constellations of Jewish educational experiences in peoples lives? Are there typical patterns?
3. How important to people is their own continuing Jewish education, and the education of their children? What motivates people in their decision-making, what are people looking for themselves, for their children? For instance, is Jewish environment a factors influencing parents' or children's' decisions about which college to attend?

4. What are the areas of satisfaction and dissatisfaction regarding past educational experiences?
5. How much is financial circumstance an inhibiting factor in parents' decisions to give children a Jewish education? For example, is day school tuition an inhibiting factor in parents' schooling decisions or are there other reasons why parents might not choose such a form of Jewish education (such as a desire to expose their children to peers of different backgrounds and religions)?
6. What is the relationship between education (intentional and accidental) and identity?
Can we learn about the relationship between the educational experiences people have had and their subsequent involvement in Jewish life? Which combinations of educational experiences are particularly effective (i.e. in yielding particular patterns of subsequent involvement)? Can we begin to develop something analogous to a nutritional food pyramid which would guide people about the "healthiest" combination of ingredients to build into their Jewish educational menu planning?
7. Can we learn about the relative effects of education-- duration (number of years), type of education (form – day school, supplemental, camping, etc.), quality of the experience (perception of respondent about various dimensions) on subsequent Jewishness?

NOTE that these last two questions relate to the causal relationship between past experiences and present or future outcomes. As discussed above, the cross-sectional nature of the NJPS poses a stumbling block to fully answering these questions (i.e. we can examine correlations, but not causality).

B. *Given these analytic questions, how well does the 1990 NJPS questionnaire address these concerns in terms of variables/questions included in the survey instrument?*

First, Table 1 lists the topics asked in the 1990 NJPS about Jewish education of household members:

TABLE 1

<i>TOPIC</i>	NJPS 1990
Jewish Education	
ADULTS:	
Formal Jewish Education in the past	Respondent, other adults
number of years	Respondent only
Main form of education	Respondent only
Bar Mitzvah/Confirmation	Respondent and other adults
Adult education in the past year	
CHILDREN:	
Children's current enrollment in formal Jewish education	all children in household
If child is not currently enrolled, does parent expect to enroll in the future? If not, why not?	all children in household
Camp and/or youth group in past yr.?	all children in household

Clearly, based on the analytic questions listed above, there are a number of topics which we would want to learn about in greater detail. These include:

1. Respondent's family (family of origin) background – commitment and involvement in Jewish life.
2. Informal educational experiences of Respondent.
 Except for bar mitzvah, the NJPS asked nothing about Respondent's *past* Jewish educational experiences beyond formal schooling. A contribution of the New York Jewish Population Study was that it included questions about a range of past experiences (Respondent) including, Jewish camping, Jewish or Zionist youth group, Jewish Studies courses during college, Hillel-like activities during college, participation in an organized educational trip to Israel. Based on that field experience as well as Steve Cohen's survey experience we need to know about:
 - i) Jewish camps (with name of camp specified),
 - ii) Jewish or Zionist youth groups.
 - iii) Number of years of these experiences.
 - iv) Jewish Studies courses during college (number of courses?)
 - v) Hillel-like activities during college (high medium low activity level)
 - vi) Israel experience –
 - vii) Did you travel to Israel before age 25?

viii) If so, at what age?

ix) Was this an organized educational trip (auspices?)?

2. Household's *present* involvement in Jewish educational activities (a detailed list of types of programs?)
3. Better information about children's educational history --
Break schooling into relevant age groups (pre-school and K, 1st - 8th, 9th - 12th?)
4. Informal Jewish education in ^{of children} past and present-- camps, youth groups
5. Parents' plans or expectations, if any, for children's continuing education.
6. Respondent (parents'?) evaluation of past educational experiences, children's Jewish education.
7. Factors affecting decision-making (for self, for children) about Jewish education (rating of importance of Jewish education, financial concerns, etc.), and about decision-making more broadly (where to send children to school?)

This list of possible questions is probably too long for the NJPS format (approximately 30 minutes per interview), given the omnibus nature of the survey. But a number of these questions could be asked, especially if the NJPS sample is divided in "modules" as was done in 1990.

III. Consider analyzing some of the existing datasets which include some of these questions (the New York Jewish Population Study, Boston 1995 study and the Connections and Journeys Study) in terms of some of the analytic questions raised here in order to get a better sense about what the data analysis requires. The purpose of this would be to do a dry run with the data as asked, in order to see what should be improved upon for the coming survey.

cc: Adam Gamoran, Ellen Goldring

Date: Mon, 29 Sep 1997 14:39:16 -0400
From: Bill Robinson <74104.3335@compuserve.com>
Subject: Hartford data
Sender: Bill Robinson <74104.3335@compuserve.com>
To: Adam Gamoran <GAMORAN@ssc.wisc.edu>
Content-Disposition: inline

Adam,

I thought that the following "points" from the Hartford data may be helpful in your preparation for the meeting. They are pretty straightforward.

1. Key Strength: Most (62%) of the programs aim to increase the participants' learning of Judaic content or how to teach a specific Jewish subject. In comparison, only 31% of the program in the five communities do this.

2. Weaknesses:

a. Except for 2 networks, none of the programs offered a formal opportunity to reflect upon and improve practice through coaching, mentoring, or classroom experimentation and reporting back.

b. The Principals' Council is (the only program) designed for educational leaders. Yet, it does NOT focus on leadership issues. It focuses on modeling what was learned in TEI. None of their programs focus on leadership issues.

c. Only 2 programs (one central agency program) lasts for 6 or more sessions.

d. No programs require "teams."

e. No FINANCIAL incentives are provided for participation.

f. No evaluations beyond a written form.

The basic suggestion is to add some of these elements (i.e., more sessions, coaching, financial incentives, etc.) to one or two of the programs that teaches Judaic content knowledge or pedagogical-content knowledge.

Please note that the central agency staff may state that they have since improved. I would be prepared to incorporate their SPECIFIC improvements (as volunteered) into the presentation with the "point" that they are beginning to move along the correct path.

That's it (unless you want me to run some other data -- i.e., cross-tabs),
Bill

mts w/ BH 25-5-98

① met w/ KAB - she liked the memo
- understood what was
doable

② NTPS tech 900's

confusion abt purpose + needed for use

- NTPS is publ-use data

- tension w/ private use?

- leadership by consensus

- sections of guest being dealt by
S-6 comm. Hqs

- as ~~an~~ identifier - SI + Alice

③ KAB, BH, Jim Schwartz

- Schwartz deal

- Jim Sh as dec-mak, not sure

- BH: Jim Schwartz

these 3 will

Frank Mott

surely be

V.V. Klaff

NTAC

among the
dec-mak

Jens in mts

- JS wants to run interference

- Mandel

- Auchman

- on Benman

- first had to establish who
KAB, CISE was, conn w/ Mandel

- KAB proposed a working mts
to discuss issues

- BH was pleased & impressed

- JS will think about it