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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
67

Folder
1

Planning notes and correspondence. National Jewish Population
Study 2000 [Draft], 1998-1999.

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

Conf call 6/3/98 w/ FAB, EG

md.c

update

- ~~ec~~

- Jewish data

- comm. papers

- NIPS

June 23 agenda

Staffing

TEI Eval

- data collec

- ~~analysis~~

- products

Hirschhorn rpt - ok to do in July

SMC - to continue the conversation

- what are the res g's

- how will the instruments be developed?

- what's the time sched

AG will be CITE (as per pending res director)

NIPS mtg June 22 1-3pm on questionnaire design

- FAB will attend, Btt will attend

- FAB + Btt will try to come up w/ a list of

~ 5 categories

- Btt list was too long - need to prioritize

a chance for follow-up research + NJPS
 ~ poss together w/ Avichai:

June 23

- SMC + BH work on ident. h - present, discuss
- we'll ask their thoughts on the literacy g

res dir search

KT was not impressed
 w/ Amy

- ~~Amos~~ - Danzger
- Heilman
 - enough time?
 - quant. res?
 - mgrl skills?
 - how collaborative?

- Paul Beck

- pleased w/ her work
- novices: lack of creative arc
 lacks fire in the belly
 contrbs to gen disc not helpful

June 9, 1998

Memo To: Karen Barth

From: Bethamie Horowitz

Subject: CIJE Priorities for NJPS

As a way of furthering our planning for the June 22 conference call regarding NJPS, I have reviewed (with some input from Adam) the list of questions (from my initial memo) and made suggestions about what to press for with regard to the NJPS questionnaire.

First, I have listed the questions that I think are likely to be included in the NJPS questionnaire anyway (i.e. even if CIJE didn't press for it). They are mostly about usage and exposure (past and current) to Jewish education of various sorts for Respondent and child(ren). If there is any chance that these won't be included, I believe that CIJE should push for these first:

1. Respondent's formal Jewish educational history – refine the existing question to include type of Jewish education and number of years broken out by pre-school, 1st-8th, and 9-12th.
2. Informal educational experiences of Respondent.
Except for bar mitzvah, the NJPS 1990 asked nothing about Respondent's *past* Jewish educational experiences beyond formal schooling. Questions for 2000 should include:
 - 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?)?
4. Respondent's (and household's?) *present* involvement in Jewish educational activities (a detailed list of types of programs – e.g. family education, text study, etc.)
5. Better information about children's (oldest child?) educational history past and present. Break schooling into relevant age groups (pre-school and K, 1st - 8th, 9th - 12th?) and determine type(s) of Jewish education for each age period.
6. Informal Jewish education of children (oldest child?) in past and present– summer camps, youth groups.
7. Respondent's family (family of origin) background – Some additional questions about the nature of the family's commitment and involvement in Jewish life. (All that was asked in 1990 was denomination during upbringing).

The next set of questions lists key issues for CIJE which are less likely to be included in the NJPS :

8. Parents' plans or expectations, if any, for children's continuing education.
9. Factors influencing parents' plans for childrens' (ongoing) Jewish education.
Respondent (parents'?) evaluation of past educational experiences, children's Jewish education, including perception of quality, sense of satisfaction..
10. 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?)

I view these questions as less likely to be included because I am working on the assumption that to really develop an understanding about these three areas would require more than just one or two closed-ended questions for each topic. If that assumption is correct, then before CIJE pushes to include these, I think CIJE should consider exploring some of these issues in studies separate from (or added on to) the NJPS. Keep in mind that studying the decision-making of parents/adults about Jewish education can be better accomplished outside of a large-scale survey. At least, devising such questions would require some careful qualitative work in advance in order to get at a comprehensive list of the actual "reasons" or "explanations" to be included in a necessarily closed-ended format (for NJPS purposes).



FROM: INTERNET:bethamie@sel.org.il, INTERNET:bethamie@sel.org.il
TO: (unknown), [104440.2474]
CC: (unknown), INTERNET:gamoran@ssc.wisc.edu
DATE: 6/18/98 1:09 PM

Re: June 22 NJPS conference call

Sender: bethamie@main.sel.org.il

Received: from post.tau.ac.il (post.tau.ac.il [132.66.16.11])
by arl-img-8.compuserve.com (8.8.6/8.8.6/2.12) with ESMTP id GAA24329
for <agamoran@compuserve.com>; Thu, 18 Jun 1998 06:09:21 -0400 (EDT)

Received: from duncan.ssc.wisc.edu (duncan.ssc.wisc.edu [144.92.190.57])
by post.tau.ac.il (8.8.8/8.8.4) with SMTP
id NAA02688 for <gamoran@post.tau.ac.il>; Thu, 18 Jun 1998 13:07:00 +0300 (IDT)

Received: from main.sel.org.il by duncan.ssc.wisc.edu; (5.65v3.2/1.1.8.2/10May96-0433PM)
id AA19759; Thu, 18 Jun 1998 05:08:21 -0500

Received: from UYMFDLVK (dial-5-6.slip.huji.ac.il [128.139.9.46]) by main.sel.org.il (8.8.7/8.7.3) with
SMTP id MAA04295; Thu, 18 Jun 1998 12:12:40 +0300

Message-Id: <199806180912.MAA04295@main.sel.org.il>

Comments: Authenticated sender is <bethamie@mail.sel.org.il>

From: "Bethamie Horowitz" <bethamie@sel.org.il>

To: 104440.2474@compuserve.com

Date: Thu, 18 Jun 1998 13:04:49 +0000

Mime-Version: 1.0

Content-Type: text/plain; charset=US-ASCII

Content-Transfer-Encoding: 7BIT

Subject: June 22 NJPS conference call

Reply-To: bethamie@sel.org.il

Cc: gamoran@ssc.wisc.edu

Priority: normal

X-Mailer: Pegasus Mail for Windows (v2.42a)

Hi, Karen,

I promised I write up what I understood from our conversation last week about the additional questions CJE is interested in including in the NJPS.

Your point was 2-fold, as I understood them:

First, to include a question about perceived quality of the Jewish schools, like: How would you rate the quality of the Jewish school(s/Jewish education) in your community? poor, ok, good, excellent" (Something like that) Is this better or worse than what it was 3 years ago?

Second, you expressed an interest in how participation in Jewish education is changing. I was less clear about this point -- Jewish education of the Respondent (are you doing more Jewish study and if

- so of what sort, thru which auspices/setting .?) Or of children - are your children participating more or less than before?

Since i didn't understand the purpose of this question, I'm having a hard time refining it, needless to say.

Shall we speak/email before the phonecall on Monday?

Bethamie

FROM: "David Resnick", INTERNET:davidr@uio.org.il
TO: (unknown), INTERNET:gamoran@ssc.wisc.edu
DATE: 6/21/98 12:31 PM

Re: comparative religion data

Sender: davidr@uio.org.il

Received: from post.tau.ac.il (post.tau.ac.il [132.66.16.11])
by dub-img-5.compuserve.com (8.8.6/8.8.6/2.12) with ESMTP id FAA08624
for <gamoran@compuserve.com>; Sun, 21 Jun 1998 05:31:05 -0400 (EDT)

Received: from duncan.ssc.wisc.edu (duncan.ssc.wisc.edu [144.92.190.57])
by post.tau.ac.il (8.8.8/8.8.4) with SMTP
id MAA09382 for <gamoran@post.tau.ac.il>; Sun, 21 Jun 1998 12:29:15 +0300 (IDT)

Received: from [192.116.32.2] by duncan.ssc.wisc.edu; (5.65v3.2/1.1.8.2/10May96-0433PM)
id AA31241; Sun, 21 Jun 1998 04:30:33 -0500

Message-Id: <9806210930.AA31241@duncan.ssc.wisc.edu>

Received: from uio.org.il (DAVIDRES [192.116.32.41]) by mailsrv.uio.org.il with SMTP (Microsoft
Exchange Internet Mail Service Version 5.5.1960.3)
id LSJA2W5G; Sun, 21 Jun 1998 12:28:34 +0200

Comments: Authenticated sender is :davidr@uio.org.il\

From: "David Resnick" <davidr@uio.org.il

To: gamoran@ssc.wisc.edu

Date: Sun, 21 Jun 1998 12:38:50 -0200

Subject: comparative religion data

Priority: normal

X-Mailer: Pegasus Mail for Windows (v2.23)

Dear Adam,

Greetings and thanks for a pleasant "farewell" evening.

As I think about looking at the data from other religions on the
survey database you mentioned, it occurs to me (as I'm sure it would
have to you) that comparisons to changes in the strength of Jewish
affiliation will have to be done cautiously. One would expect a
steeper decline in Jewish identification than in the other, majority
religions (Catholic, Protestant). It would be nifty if there were
other (white) minority ethnic or religious groups which might be more
comparable.

Looking forward to seeing you again soon, somewhere.

Have a safe flight,

David

NOTE new e-mail server!! davidr@uio.org.il

Dr.David Resnick

fax: 011-972-2-6254674

POB 7171 Jerusalem 91071 Israel

Indic Proj - Annette 6/21

- the 'sector' - towards a gradual formal of a common agenda
- all care abt e.g. leadership trng
 - MLM - I need some way to know how we are doing
 - where can I find content that process is occurring
 - MLM - community
 - AH - also insts etc
 - community
 - can we measure improve
 - can we set baselines
 - need to globalize

literary instrum

- need to be clear on what might be impt measures
- who might be useful pops
 - e.g. communities - which, where
- watch out bldg on Steve's stuff - may not meet primary need
 - his stuff is crafted in terms of his interests
- desire not a set bogged down is reasonable, but don't miss the impt content
 - e.g. Annette - take a second group
 - e.g. attach BH to non-5 assmt ^{experts}
 - opp to look at the content

Notes From Meeting on Indicators Project
Jerusalem, June 23, 1998

Participants:

Karen Barth, Adam Gamoran, Ellen Goldring, Bethamie Horowitz, Steven Cohen

1. Ellen reviewed the purpose of the indicators project in terms of providing the American Jewish community a pulse on a number of indicators about Jewish Life. The project is progressing on two fronts: short term and long term .
2. Short term: We are focusing on utilizing secondary data analysis to use available data to provide information on indicators. Examples of exploring secondary data analysis and its usefulness for providing possible indicators are ABDATA; Steve Cohen's follow-up study and National Data Sets.
3. Long term: We decided to focus initially on three indicators: Jewish Identity; Jewish Literacy; and Institutional Effectiveness. For each of these three indicators our approach is to develop a 'scan' of the conceptual and practical ways of developing indicators. The first scan is on Jewish Identity by Bethamie Horowitz. Steve Cohen will begin to think about the literacy domain.

We clarified that we are not going to provide causal interpretations to the indicators. We want to follow the progress of change in the measures: more will always be 'better' than less.

Jewish Identity:

We reviewed three current approaches to understanding the concept of Jewish Identity.

- A. Calvin Goldscheider (Brown University): Community Cohesiveness Model Assesses Jewish identity by the extent to which one joins communities that have a high number of other Jews in occupations, residence, friendships, etc. The extent to which networks are differentiated from others is an example of one definition of Jewish Identity. Examples of indicators zip codes, number of Jewish institutions;
- B. External Action –Steve Cohen: Jewish Identity is the extent to which there is 'objective' actions that are associated with Jewish life. This goes beyond the normative view of Jewish observance, and may include any action.
- C. Individual Disposition: Bethamie Horowitz: This approach views Jewish identity as the individual, subjective "feelings" or dispositions that a person holds. This is based on personal stories and experiences.

We discussed the three views of Jewish identity and agreed that any serious indicator of Jewish identity would need to encompass all three aspects of Jewish identity.

For example, we may find people high on the subjective dispositions, but very low on external actions.

We then agreed that if Jewish continuity is the ultimate purpose, then crucial to Jewish Identity is the external action indicators.

We discussed a possible model suggesting that
Cohesiveness & Dispositions lead to } External Actions

Next Steps:

Karen Barth will distribute papers from Steve and Bethamie.

Adam and Ellen will prepare next steps for the preparing indicators of Jewish Identity after everyone has reviewed the papers.

Steve Cohen will visit Milwaukee regarding ABDATA.

Steve Cohen will prepare proposal for the study of Jewish Literacy.

send SMC papers to EG

TEMPLATE FOR WORKPLAN PROJECTS

Project Name Indicators - p.1
 Team: Team Leader Gamoran
 Leadership team Barth, Goldring
 Extended planning team Pekarsky, Schneider

		PERSONNEL	SUPPORT ADMINISTRATIVE TASKS	BEGINNING/ENDING DATES
TASK: Instrument Development		AG, EG, BH, SMC		ongoing
	SUB TASKS:			
	• review of identity research	BH	c.r.t. ques, publication	8/1/98 - 1/31/99
	• survey of literacy & identity	SMC	consultations	1/1/99 - 12/31/00
TASK: NJPS 2000 Development	• other reviews	?		
	SUB TASKS:			
	• advise NJPS developers	BH, KAB	consultations	ongoing
TASK:	•			
	•			

Notes: BH = Bethanice Horowitz
 SMC = Steven M. Cohen
 BS = Barbara Schneider

Testing indicators w/ a community
 ADHD - need to build a good system
 keep testing it keep asking
 - good for lay leaders
 - no surprise attacks at end

Tods for sust... + no eval

TEMPLATE FOR WORKPLAN PROJECTS

Project Name Indicators - p.2
 Team: Team Leader _____
 Leadership team _____
 Extended planning team _____

		PERSONNEL	SUPPORT/ADMINISTRATION/TASKS	BEGINNING/ENDING DATES
TASK:	Analysis of Existing Secular Data	AG, EG, BR, research assistant		ongoing
	SUB TASKS:			
	• Analysis of SASS	research assist, AG, EG	publications	1/1/99 - 12/31/99
	• Analysis of GSS	BR, AG, EG	publications	4/1/99 - 12/31/99
	•			
TASK:	Analysis of Existing Jewish Community Data	AG, EG, SMC, research assistant		
	SUB TASKS:			
	• Analysis of AB Data	SMC	publications	1/1/99 - 12/31/99
	• Analysis of AJC Data Bank	research assistant	publications	?
	•			

TEMPLATE FOR WORKPLAN PROJECTS

Project Name Indicators - p.3
 Team: Team Leader _____
 Leadership team _____
 Extended planning team _____

		PERSONNEL	SUPPORT/ADMINISTRATIVE TASKS	BEGINNING/ENDING DATES
TASK: Follow-up Survey of Administrators Jewish Educators		EG, AG, research director research ass.		Spring 1999
	SUB TASKS:			
	• Administer educators survey	research ass. starts	produce survey forms	Spring 1999
	•			
TASK: Marketing the Indicators Project		FAB, AG, BS		ongoing
	SUB TASKS:			
	• Consultations			
	•			

**CIJE**

CIJE is a 501(c)(3) non-profit organization.

FACSIMILE TRANSMITTAL SHEET

TO <i>Dr. A. Gamawan</i>		FROM <i>Karen Bauth</i>				
COMPANY		DATE				
FAX NUMBER <i>608. 265. 5389</i>		FAX NUMBER 212-532-2646				
PHONE NUMBER		PHONE NUMBER 212-532-2360				
RE:		TOTAL NO. OF PAGES INCLUDING COVER <i>(9)</i>				
<input type="checkbox"/>	URGENT	<input type="checkbox"/>	FOR REVIEW	<input type="checkbox"/>	PLEASE REPLY	<input type="checkbox"/>
NOTES/COMMENTS						

MEMORANDUM

TO: Jim Schwartz
FROM: Karen Barth
DATE: September 14, 1998
RE: NJPS 2000

It was good to finally connect with you last week. I am writing to summarize for you our suggestions for the NJPS 2000 section on Jewish education. Our suggestions fall into four areas:

- 1) Improving descriptive information on Jewish education
- 2) Expanding questions which get at Jewish commitments and background of respondent's family.
- 3) Beginning to address (in a modest way) some questions of motivations and barriers to participation.
- 4) Bringing on a monograph writer (or writers) as soon as possible

Improving descriptive information

The analytic questions which we feel should be thoroughly addressed here include:

- Who gets a Jewish education?
- What types of Jewish education have people experienced--formal and informal settings, at various times 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?

In light of these questions, specific suggestions are to include questions that cover:

- Respondent's formal Jewish educational history--refine the existing question to include type of Jewish education and number of years broken out in greater detail (for instance, pre-school, 1st-8th, and 9th-12th).
- Informal educational experiences of Respondent.
Except for bar mitzvah, the NJPS 1990 asked nothing about Respondent's *past* Jewish educational experiences beyond formal schooling. Questions for 2000 should include:
 - a) Jewish camps (i.e. camp with an explicitly Jewish mission of some sort) (number of years)
 - b) Jewish or Zionist youth groups. (number of years)
 - c) Jewish Studies courses during college (number of courses?)
 - d) Hillel-like activities during college (high, medium, low activity level)
 - e) Israel experience -
 - Did you travel to Israel before age 25?
 - Is so, at what age?
 - Was this an organized educational trip (auspices?)?
- Respondent's (and household's) *present* involvement in Jewish educational activities (a detailed list of key types of programs--e.g. family education, text study, workshops about Jewish holidays, Jewish courses at local universities, traveling to/visiting Jewish sites).
- Better information about oldest child's educational history past and present (Ideally, we'd like to know about the past and present educational exposure of each child, but due to the time limitations of the questionnaire, we suggest that a "history" be taken of only one child).
- Break schooling into relevant age groups (e.g. pre-school and K, 1st-8th, 9th-12th) and determine type(s) of Jewish education for each age period.
- Informal Jewish education of children (oldest child?) in past and present--summer camps/trips/programs, youth groups.

Background of respondent's family

Some of the most important questions that everyone is concerned with are *casual* ones, e.g. to what extent does exposure to various sorts of Jewish education have an impact on subsequent identity? The NJPS, being a cross-sectional study, will not, of course, be ideal for examining these questions. Nevertheless, analysts will, no doubt, address these questions anyway (as was the case with the 1990 study). Therefore, we believe it is important to obtain better data on the background and upbringing of respondents. Specifically we would suggest adding some additional questions about the nature of the family's commitment and involvement in Jewish life. (In 1990 only denomination during upbringing was asked.) For instance, questions could include:

When you were growing up:

..did someone in your household usually light candles on Friday night?

..how often during the Christmas season did you have a Christmas tree in your home?

..did your household belong to a synagogue?

When you were 11 or 12:

..how many of your close friends were Jewish?

..how often did you attend synagogue?

..how important was being Jewish in your life?

Motivations, Barriers & Expectations

The 1990 survey included one question on barriers to Jewish education. While we recognize the difficulty of crafting a comprehensive set of questions in this area, we strongly urge that some space be made in the survey for modest exploration of the key questions that policy makers need to understand. Specifically:

- How do people make decisions to participate in Jewish educational activities themselves? Why do they send their children?
- What are the major barriers to participation? Do they believe that the quality is changing? Is it improving?
- What are their future plans?

Some more specific ideas for questions are:

- Parents' plans or expectations, if any, for children's continuing education.
- Factors affecting decision-making (for both respondent and regarding respondent's children) about current and future Jewish education. For instance, rating of importance of getting a Jewish education, financial concerns, sense of satisfaction, perceptions of availability and quality, being part of a school community, etc.
- Perceived quality of the Jewish schools/education:
How would you rate the quality of the Jewish school(s/Jewish education) in your community? (poor/adequate/good/excellent). Is this better or worse or about the same compared to 3 years ago?
- A question or two which would explore how interest in Jewish life (or more specifically, "Jewish education/learning") is changing. For instance: "Think about your life in the future, as best you can envision it. In the next five years do you imagine that you will be more involved in Jewish life, less involved or involved about the same in Jewish life as you are today? Remember, involvement in Jewish life does not necessarily include religious activities." (More involved, less involved, about the same as now.)

These types of questions regarding motivations and expectations are often asked in business research. While they don't yield definitive answers, they do often suggest and motivate additional research and programmatic experimentation.

Bring in a monograph writer

As we discussed, all of the above questions would benefit greatly from the input of a person who is committed to actually doing analysis of the data. We recommend that the selection of monograph writers and topics be settled quickly so that this survey will be designed in concert with how the data will ultimately be used. We will get back to you within the next few weeks with the names of some possible researchers to fill this need.

* * *

I hope these suggestions are helpful. We look forward to discussing them with you .

DRAFT**9/14/98****MEMORANDUM**

TO: Mort Mandel, Joel Fox, Stanley Horowitz, Stephen Hoffman, Mark Gurvis

FROM: Karen Barth

DATE: 9/14/98

SUBJECT: NJPS 2000 Update

I am writing to update you regarding the status of our work with the NJPS 2000 team. This memo covers four topics:

- 1) What we have done to-date
- 2) The strengths and weaknesses of this type of survey
- 3) Our recommendations
- 4) Next steps

What we have done to-date

In response to the Foundation's request to get involved in helping to design a more useful survey, we have undertaken the following activities:

- We created a team consisting of myself, Ellen Goldring, Adam Gamoran and Bethamie Horowitz to advise the Foundation on this grant (Ellen and Adam are long-standing consultants to CIJE in the area of Research & Evaluation, Bethamie is a leading researcher in Jewish Identity & Education and a member of the NJPS Technical Advisory Board).
- We retained Bethamie to do the "staff work" for the team.
- Bethamie interviewed CIJE staff and consultants to solicit their input and ideas and summarized these in a memo to the team.

- Bethamie and I met in person with Jim Schwartz (the leader of the NJPS Project at CJF) and then held a conference call with Jim and the two women who are actually designing the Jewish Education section of the survey. (Sherry Israel and Alice Goldstein.)
- We held a team meeting in Israel this summer with Adam, Ellen, Bethamie and Steve Cohen (another leading demographer of the Jewish people).
- We prepared a set of specific recommendations which have been sent in a letter to Jim Schwartz. A copy of the letter is attached.
- We are awaiting a response from Jim.

The strengths and weaknesses of this type of survey

The NJPS has been billed as an omnibus study, that is offering a bit of everything to everyone. The strength of the NJPS is that it offers a national profile of Jewish individuals and households at a given moment in time, and with the year 2000 data collection, there will be a series of snapshots of American Jewry spanning 30 years (1970, 1990 and 2000). This will give us a better picture of broad trends over time. The NJPS should be composed of the best tracking questions for effective stock taking over the coming years.

The chief limitation of such a study is that it is designed to cover many topics and issues, but can't be comprehensive in any one area. Using the NJPS as a vehicle to address CIJE's overall research agenda is limited in some additional ways: First, the NJPS is designed to survey individuals and their households, but not programs, institutions or communities. Thus, CIJE's interest in the effectiveness of programs, and the condition of institutions and communities 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 education 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.

An additional limitation is that because the NJPS is a cross-sectional study, it does not allow for definitive causal analysis (i.e. exploring the impact of past experience and exposure on subsequent effects). With a cross-sectional study we can *describe* the American Jewish population well, and 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 difficulty with a cross-sectional study like the NJPS is our ability to fully separate analytically between, say, the *impact of schooling* and the *impact of family's prior commitment to Jewishness* (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.).

Despite this limitation, we know that some of the most important questions we want to ask are causal ones and we will ask them anyway. 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? Although the NJPS data

will not be ideal for examining these questions (whereas a longitudinal study which tracks people over time would be much better - analogous to the Framingham Heart Study), analysts will no doubt address these questions anyway. Therefore, one of the suggestions we have made to NJPS is to include more questions about the family/Jewish background of respondents.

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. Finally, the NJPS is not an effective tool for assessing the quality of programs, institutions or communities.

Our recommendations

CIJE has communicated with the NJPS as to how the study could be refined to provide better information about Jewish education and Jewish involvement. Our major suggestions include:

- Beefing up the questions to be asked in the NJPS interview to track in a more comprehensive way the educational patterns (both formal and informal) of American Jewish adults and children and to improve the descriptive information regarding who gets a Jewish educational "exposure".
- Expanding questions which get at Jewish commitments and background of the respondent's family.
- Adding a few questions that address motivation to participate in Jewish education and barriers to participation.
- In addition we are pushing them to identify quickly (in cooperation with CIJE), one or more people who will be assigned to write monographs in the area of Jewish education based on NJPS 2000 data. In addition to the obvious need to describe participation rates in various educational activities and compare these (where possible) to 1990 and 1970, we have recommended that these monographs also cover some (if not all) of the following issues:
 - The correlation of educational activities with current Jewish identity and behaviors looking at a broader set of behaviors than in 1990 and using better information to correct for family background. From this, further ideas about the relative effects of various types of educational activities could be examined (albeit in a methodologically imperfect manner).
 - The factors affecting decision-making (for self and for children) about Jewish education (e.g. financial concerns, quality, social considerations, etc.)
 - Plans to increase participation in Jewish education.
 - Perceptions of quality, and changes in quality, in Jewish education.

This is an ambitious list and it is unlikely that the NJPS designers will be able to make room in a 30-minute survey for full coverage of all of these topics, however we do expect that some significant progress will be made.

Next steps

We are in the process of scheduling another meeting with Jim Schwartz to get feedback on our suggestions. We have also begun looking for people interested in writing monographs.

* * *

I hope this update is helpful. I will keep you posted as we move forward. Please let me know if you have questions, ideas or suggestions, or if you feel there is anything else we should be doing to push this project forward.

AGENDA

EG/AG/KAB/BH

1. NJPS
2. Bethamie's Scan

3. Sector Research Strategy

- listen, raise issues

4. Indicators

- Workplan / Template

- Staffing

- Blaustein - ok to more H. to indices

5. Researchers - res coord

6. Update on other research

Annette's idea - a global center

Ted sector

Leadership
research
consulting

KAB - does it have
the potential to
integrate pol. and
in T. educ.

Time
all over
staff
(not yet)

AMERICAN JEWISH
ARCHIVES

Wed agenda

- 1 SF, AH: the sector
- 2 the 3 areas

AG

- 1 list of issues for research
- 2 look at SMC maps
- 3 ask KSL to do paper
on H. - qual instits

KAB on Pearl
- problem: 1. time timetable
2. prior work not
3. ignoring the
4. ability to communicate
5. ability to work with
6. ability to work with
7. ability to work with
8. ability to work with
9. ability to work with
10. ability to work with

issues - research area
- for what? for whom?
- capacity - not
- role of evaluation

15 East 26th Street #1817
New York, NY 10010
Phone: 212-532-2360
Fax: 212-532-2648

CIJE

Fax

TO: Adam Gamoran (608) 265-5389
Ellen Goldring (615) 322-8401
Bethamie Horowitz (212) 864-6622

FROM: Michele Spencer for Karen Barth

DATE: September 28, 1998

RE: bcc of 9/28/98 letter to Jim Schwartz

TOTAL NUMBER OF PAGES: 4

COMMENTS:

September 28, 1998

Jim Schwartz
Council of Jewish Federations
111 Eighth Avenue
New York, NY 10011

Dear Jim:

It was good to finally connect with you last week. I am writing to summarize our suggestions for the NJPS 2000 section on Jewish education. Our suggestions fall into four areas:

- 1) Improving descriptive information on Jewish education;
- 2) Expanding questions which get at Jewish commitments and background of respondent's family;
- 3) Beginning to address (in a modest way) some questions of motivations and barriers to participation;
- 4) Bringing on a monograph writer (or writers) as soon as possible.

Improving descriptive information

The analytic questions which we feel should be thoroughly addressed here include:

- Who gets a Jewish education?
- What types of Jewish education have people experienced--formal and informal settings, at various times in a person's life?
- What has been the extent (number of years)?
- How do people with different demographics (ages, genders, denominations, etc.) compare on the above behaviors?

In light of these questions, specific suggestions are to include questions that cover:

- Respondent's formal Jewish educational history--refine the existing question to include type of Jewish education and number of years broken out in greater detail.
- Informal educational experiences of Respondent. Except for bar mitzvah, the NJPS 1990 asked nothing about Respondent's *past* Jewish educational experiences beyond formal schooling. Questions for 2000 should include:

- a) Jewish camps (i.e. camp with an explicitly Jewish mission of some sort) (number of years)
- b) Jewish or Zionist youth groups (number of years)
- c) Jewish Studies courses during college (number of courses?)
- d) Hillel-like activities during college (high, medium, low activity level)
- e) Israel experience
- Respondent's (and household's) *present* involvement in Jewish educational activities (key types of programs--e.g. family education, text study, workshops about Jewish holidays, Jewish courses at local universities, traveling to/visiting Jewish sites).
- Better information about oldest child's educational history past and present (Ideally, we'd like to know about the past and present educational exposure of each child, but due to the time limitations of the questionnaire, we suggest that a "history" be taken of only one child).
- Break schooling into relevant age groups and determine type(s) of Jewish education for each age period.
- Informal Jewish education of children (oldest child?) in past and present--summer camps/trips/programs, youth groups.

Background of respondent's family

Some of the most important questions that everyone is concerned with are causal ones, e.g. to what extent does exposure to various sorts of Jewish education have an impact on subsequent identity? The NJPS, being a cross-sectional study, will not, of course, be ideal for examining these questions. Nevertheless, analysts will, no doubt, address these questions anyway (as was the case with the 1990 study). Therefore, we believe it is important to obtain better data on the background and upbringing of respondents. Specifically we would suggest adding some additional questions about the nature of the family's commitment and involvement in Jewish life. (In 1990 only denomination during upbringing was asked.)

Motivations, Barriers & Expectations

The 1990 survey included one question on barriers to Jewish education. While we recognize the difficulty of crafting a comprehensive set of questions in this area, we strongly urge that some space be made in the survey for modest exploration of the key questions that policy makers need to understand. Specifically:

- How do people make decisions to participate in Jewish educational activities themselves? Why do they send their children?
- What are the major barriers to participation? Do they believe that the quality is changing? Is it improving?
- What are their future plans?

Some more specific ideas for questions are:

- Factors affecting decision-making (for both respondent and regarding respondent's children) about current and future Jewish education. For instance, rating of importance of getting a Jewish education, financial concerns, sense of satisfaction, perceptions of availability and quality, being part of a school community, etc.
- Perceived quality of the Jewish schools/education currently and compared to the past.
- A question or two which would explore how interest in Jewish life (or more specifically, "Jewish education/learning") has changed or might change in the future.
- Parents' plans or expectations, if any, for children's continuing education.

These types of questions regarding motivations and expectations are often asked in business research. While they don't yield definitive answers, they do often suggest and motivate additional research and programmatic experimentation.

Bring in a monograph writer

As we discussed, all of the above questions would benefit greatly from the input of a person who is committed to actually doing analysis of the data. We recommend that the selection of monograph writers and topics be settled quickly so that this survey will be designed in concert with how the data will ultimately be used. We will get back to you within the next few weeks with the names of some possible researchers to fill this need.

* * *

I hope these suggestions are helpful. We look forward to discussing them with you.

Regards,



Karen Barth

cc: Morton Mandel
Joel Fox
Seymour Fox
Stanley Horowitz
Stephen Hoffman
Mark Gurvis

15 East 26th Street #1817
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CIJE

Fax

TO: Adam Gamoran (608) 265-5389
Ellen Goldring (615) 322-8401

FROM: Michele Spencer for Karen Barth

DATE: September 29, 1998

RE: Jewish Literacy Project draft memo (attached)

TOTAL NUMBER OF PAGES: 6

COMMENTS:

F A X

To: Karen Barth -- CIJE
Company:
Fax number: +972 (001) 2125322646
Business phone:

From: *
Fax number: +972 (02) 6724004
Business phone:
Home phone:

Date & Time: 9/8/98 2:42:01 PM
Pages: 5
Re: Jewish Literacy Project Draft Memo

Dear Karen,

I was confused about dates in our last conversation. I'll be in Italy, this Thurs till next Weds. Are you free next Thursday (17th) in Jerusalem?

Meanwhile, take a look at this draft. I'd appreciate a quick reaction. Maybe share it with Adam?
Do call today, in any event, 011 972 2 672 4004 (or . 5402)
Thanks, Steven

The Jewish Literacy Project

Prof. Steven M. Cohen
The Melton Centre for Jewish Education in the Diaspora
The Hebrew University

Overview

By way of re-interviewing a national sample of American Jews, this project will seek to achieve several objectives:

- 1) Advance a conceptualization of Jewish literacy in the United States
- 2) Operationalize that conceptualization.
- 3) Explore the structure of Jewish literacy by isolating and defining several critical sub-dimensions of Jewish literacy.
- 4) Develop a compact diagnostic tool to measure Jewish literacy by identifying a small number of substantively and empirically significant items.
- 5) Examine the relationship between Jewish literacy (globally, and in terms of its dimensions) with:
 - a. principal socio-demographic variables (sex, age, secular education, region, income, family status, region, etc.);
 - b. Jewish background variables (parents' denomination, Jewish schooling, informal Jewish educational experiences, university-level Jewish education);
 - c. Jewish identity (in-marriage; Jewish friendship patterns; religious belief and spirituality, ritual observance; communal affiliation; commitment to Jewish peoplehood; Israel attachment; social justice commitment; etc.);
 - d. Current Jewish educational participation (classes, lectures, reading, Internet, study groups, etc.);
 - e. Jewish educational choices for one's children (schooling, synagogue attendance; camping; youth group; Israel experience; etc.).

Background – Some of the Complexities

Despite its obvious centrality to Jewish identity and Jewish education, we have only a rudimentary understanding of "Jewish literacy." One reason is that the topic has received scant attention by social scientists of the Jewish experience.

Another reason for the lack of understanding is that ideological and cultural differences underlie significant variations in the definition of Jewish literacy. One can well imagine that rabbis of all three denominations, professors of Judaica, Zionists, UJA philanthropists, and Jewish political activists might well propose varying definitions of Jewish literacy. Even if one could identify a common core among all, or even most, of these hypothetical definitions, it is reasonable to assume that each camp might well value distinctive components of Jewish literacy.

At the same time, implicit and explicit definitions of Jewish literacy abound. Every Jewish educational curriculum contains within it a definition of Jewish literacy, or at least what some may regard as a critical component thereof. More explicit formulations are found in a number of works, of which Jewish Literacy (by Joseph Telushkin) and a guide to what Jewish communal professionals are supposed to know (by Yehiel Poupko and Barry Chazan) are but two of many examples.

Beyond disagreements over content areas, we are faced with a number of philosophical issues. What is Jewish literacy? Is it skills, cultural familiarity, textual erudition, recipe knowledge, popular knowledge, or some combination of all these?

The task of defining the content and nature of Jewish literacy is daunting. However, beyond the conceptual challenge lies that of operationalizing Jewish Literacy. How is the concept to be measured? What sorts of questions capture the breadth, depth, and nuance of Jewish Literacy? What are the policy implications and usefulness of alternative items and indices?

Some Specific Empirical Research Questions

Only after properly defining Jewish Literacy and agreeing upon a workable instrument to measure the concept can we begin to ask and answer the major empirical questions:

- 1) How is Jewish Literacy, and its sub-dimensions, distributed throughout the Jewish population?
- 2) What sorts of socio-demographic variations and Jewish background experiences promote or inhibit Jewish literacy?
- 3) How does Jewish literacy relate to aspects of Jewish identity? What sorts of identity are tied to which sub-dimensions of Jewish literacy?
- 4) How does Jewish literacy operate apart from Jewish identity and background characteristics on such plausible consequences as educational choices for one's children?

Additional By-Product: A Compact Diagnostic Test of Jewish Literacy

The research, described in some fuller detail below, will allow us to attempt to develop an 8-10 item scale of Jewish literacy. We will be able to better understand the structure of Jewish Literacy, allowing us to identify the sub-dimensions that would need to be represented in such a compact scale. The research will also allow us to explore the behavior of specific items, learning of their distribution in the population and the manner in which they are nested with other items.

The Survey

At the heart of this project is the random sample survey of a nationwide sample of American Jews. In 1997, on behalf of the Jewish Community Centers Association, I conducted a mail-back survey of 1,005 Jewish adults. The eight-page questionnaire covered scores of Jewish identity items, some background information, socio-demographic characteristics, and a battery of items on children's Jewish education. A presentation of its relationship with the benchmark 1990 NJPS, as well as additional methodological information, is attached in an Appendix.

I propose to re-interview these respondents by mail and anticipate that about 700 will reply. We will then link the interviews conducted in the first wave with those that will be conducted in this round to produce a large, integrated data set. This procedure obviates the need to ask numerous questions in areas already covered by the first survey. To assess comparability in Jewish identity levels, we will repeat a small number of questions in wave 2 that were previously asked in wave 1

Steps Prior to the Survey

1. An initial academic steering committee appointed by CIJE should review and refine this proposal.
2. I and a co-principal investigator will conduct key informant interviews, individually and in groups. We will also review the relevant literature to begin to shape a working definition of Jewish literacy. Working with the CIJE academic steering committee, we will sharpen our formulation of Jewish Literacy, its content and nature.
3. Following clarification and adoption of the working definition, we will need to turn to an expert in educational testing, assessment, and policy formulation to assist in designing the Jewish Literacy portions of the survey.

We may then proceed to conducting the survey and the succeeding steps (see Schedule, below)

Budget (Partial)

Data collection	\$15,000
Principal Investigator	10,000
Co-Principal Investigator	5,000
Consultant on educational testing	2,000
Travel and accommodations	5,000
Research Assistant	3,000
 Total	 45,000

Additional Expenses

Academic committee (consulting, travel)
Meeting expenses
Publication costs

Schedule (Illustrative)**Month**

1

2

3

4

5

6

7

8

9

10

Task

Revise this proposal

Key informant interviews, literature review

Conceptualize Jewish literacy with CIJE
academic committee

Design questionnaire, circulate for review

Revise questionnaire, draw sample

Field survey

Analyze results

Preliminary report

Final report

Publication

fax to EG

Memo to KAB, cc EG & SMC:

① reiterate - this is a great opp, we should take it

② more time & res devoted to 1st instr - an

③ bkg - 2.5 SE w/ RMIT - 3-5 yrs. -

④ we need to find the right balance - VMT is too long, but 3 mos too short
- can't extend indef - will lose best of survey

⑤ rev process:

① aiming for 100 items - or max for survey, poss mod. later

2 mos ② content development - commissioning by BH + ?
- SMC - 2nd draft by BH + ?

6 mos ③ devel items - w/ testing spec. list

1 mo ④ get crit from content + testing specialists

1 mo ⑤ review

- 1 mo expanding mos 2-4 to 2-7

⑥ budg adj - inc cons from 2,000 → 10,000
- inc TI from 10,000 → 15,000

⑦ time frame for reporting is too short
- add an add'l mo - to final rpt + 2 mos to public

- 1 revise mo
- 2 identify content domains
- 3 devel items
- 4 review items
- 5 revise q, draw sample
- 6 field survey
- 7 analyse results
- 8 prelim rpt
- 9 final rpt
- 10 public

Oct 16, 1998

DRAFT

To: Karen Barth
CC: Steve Cohen, Ellen Goldring
Re: Jewish Literacy Project

Thanks for sharing with me Steve Cohen's project description. I have several reactions:

First, I want to reiterate what I said earlier. We should not miss this unique opportunity for developing indicators of literacy. The chance to administer new items to a sample that has already been drawn and tested for comparison to the national population, and whose Jewish identity characteristics are known from a previous survey, fits our needs very well. Steve Cohen is a top-rank survey researcher and we would do well to take advantage of that also.

Second, I think more time and resources needs to be devoted to developing the literacy items. Recently I met with my esteemed colleague Robert Hauser, who had just completed for the National Academy of Sciences an evaluation of plans by the U.S. Department of Education to develop voluntary national tests (VNT). Bob explained that test development normally takes 3-5 years. The first step in the process is to identify the relevant content domains. Obviously this step relies on content specialists. Next, the test development staff creates a blueprint for the test listing the specifications, which includes decisions about content domains, length, and so on. Third, items are drafted by the test developers. Fourth is a series of reviews, by two kinds of specialists: content specialists and testing specialists. The latter have among their responsibilities ensuring that no unforeseen bias exists in the test items. The end result at this stage is a test consisting of 3 to 5 times as many items as the test is ultimately intended to contain. The fifth stage is a pilot test. Results of the pilot test are analyzed to weed out the items that perform poorly and keep the items that work well. On the basis of the pilot, several equivalent versions of the test are created. Sixth, the test is field-tested. The field test is used to equate the different forms of the test, and to identify national norms on the tests. Finally, the test is ready.

Of course, I am NOT suggesting that we spend 3-5 years developing our literacy test. But I do think that 6 months rather than 2 months would be advisable. We can't take too long or we risk losing the sample. But we can't go too quickly or we will not have time to develop a quality item bank. I recommend the following:

- 1) We should aim for 100 items. If not that many can be administered, we should select a core to administer to all respondents and modularize the rest so that each item is administered to a subset of respondents. This will give us a way to select items that work well for future surveys.
- 2) We should commission content specialists to identify the content domains for a test of Jewish literacy. One specialist is Barry Holtz. We should ask him, and one or two others. In addition, Steve and the co-PI should carry out the work described in the proposal, i.e. review the relevant literature and interview key informants. I would allow 2-3 months for this work.

3) In consultation with a testing specialist, the PIs can then develop items that correspond to the content domains that are identified. I would allow another 2 months for this work.

4) The completed test, along with a brief rationale, should then be circulated among content specialists and testing specialists for review. (1 month)

5) At this point I would go back to the schedule listed on the proposal (Revise questionnaire, draw sample), except that we should be in month 8 or 9 instead of month 5. The total process will thus take 14 or 15 months instead of 10. (Actually I would add on more time for publication also, so 16 months is probably a more realistic time frame from start to finish.)

6) I would make the following budget adjustments: Increase PI salary from \$10,000 to \$15,000 to allow for extra steps; increase consultant fees from \$2,000 to \$10,000 to allow for extra consultations.

With these changes, I recommend commencing the project ASAP.

test development - 3-5 yrs

~~framework~~

content domains - framework

blueprint - specifications

items drafted

edited

reviewed by content specialists

bias specialists

- result - ^{3-5x} ~3x as many items as need

pilot test

item analysis - drop items that don't work

- DIF

- total scores, items ~~gone~~ - eliminate

trial forms of test using items that survived

(pilot test again) - normative sample for
field test eq-ability test forms

test is ready

Developing a Jewish Literacy Instrument

Objective

To develop an instrument that can be used in North America as an Indicator of literacy in three different contexts:

- 1) As part of an overall indicators survey at the national level
- 2) As part of community-level indicators assessments
- 3) As a diagnostic tool at the institutional level to compare to national averages

Overview of the Approach

1. Review the thinking done to-date on Jewish literacy, including Israeli testing programs, the Educated Jewish Project, Central Agencies, published articles and instruments, etc.
2. Meet with a selected group of community lay and professional leaders to understand their concerns and questions in this arena.
3. Form an advisory group to develop a working definition of Jewish literacy based on the advice and expertise of leading thinkers in Jewish thought and Jewish education, taking into account the highly diverse points of view on this subject.
4. Develop a literacy indicator instrument by the following methodology:
 - Outline major components of literacy
 - Consult with content experts
 - Turn to testing experts for help designing question
 - Pretest the survey
 - Revise the survey
 - Administer the survey to a national sample
5. Analyze results to evaluate the possibility of a much shorter survey

Next Steps

1. Appoint Co-Investigator
2. Develop preliminary list of key resource people
3. Layout timetable
4. Develop list for scan of available tools and thinking
5. Set up community meeting
6. Set up Advisory Group

INDICATORS PROJECT TASKS

INSTRUMENT DEVELOPMENT

1. Literacy Project
 - Refine proposal
 - Establish Advisory Board
 - Finalize research team
 - Oversee project
2. Identity
 - Establish approach, work team and timetable
3. Inst. Health
 - Establish approach, work team and timetable
4. Review other potential indicators

COMMUNITY INVOLVEMENT

1. Recruit 2-3 (1?) potential communities
2. Meet with key leaders to discuss concept and assess interest level
3. Negotiate commitment

INSTRUMENT TESTING

1. Decide on where and how to test the instruments
2. Conduct the test

LAUNCH OF 1ST INDICATORS SURVEY

1. Collect national data
2. Collect data in pilot communities
3. Publish results

OTHER TASKS

1. Define staff researcher role
2. Hire staff researcher
3. Develop advisory board for entire project
4. Meet with advisory board
5. Review with Annette and Seymour
6. Regular reports to Blaustein

OTHER ISSUES

- Testing of instruments
- Cohen's data-Yes or No
- Approach to identity
- Staffing institutional health
- Overall timetable

call w/ KAB 11/23/98

Indic proj still in the work plan

- may fall in AB's lap
 - could go forward
 - or get out

- KAB's plan was to hire someone to coordinate
 - community mtgs
 - KAB met w/ Jeff Solomon
 - he was enthusiastic abt coal. of
- Foundats to be involved, kind

- SMC? KAB's plan was to find \$15,000 in '98
 - Sony Cohen is enthusiastic
 - + \$35,000 in '99
- Annette would have to buy into that

should have the cont call w/ Annette

- Hirschhorn
- whatever sets approved, put it in writing

cont call 10/29/98

NJPS monograph - BH ✓

ind. proj

- SMC

- BH

• (inst. both) high-quality institutions

- advs

- communities

- existing data

- Budget

- community

- Ellen's role

res asst

- staff researcher

- cont call w/ Anne H - AG & EG to
prop materials present SMC proj
- contact Anne H abt ind. proj
after coord w/ SMC
+ preparing task list
- Ellen - sector strategy research

need master list of tasks
- KAB will prepare
- for mts poss 11/7

JEWEL - publ-band ing for a TEI mts



Follow-up Nov. 16 1948

INDICATORS PROJECT TASKS

INSTRUMENT DEVELOPMENT

1. Literacy Project
 - Refine proposal
 - Establish Advisory Board
 - Finalize research team
 - Oversee project
2. Identity
 - Establish approach, work team and timetable
3. Inst. Health
 - Establish approach, work team and timetable
4. Review other potential indicators

COMMUNITY INVOLVEMENT

1. Recruit 2-3 (17) potential communities
2. Meet with key leaders to discuss concept and assess interest level
3. Negotiate commitment

INSTRUMENT TESTING

1. Decide on where and how to test the instruments
2. Conduct the test

LAUNCH OF 1ST INDICATORS SURVEY

1. Collect national data
2. Collect data in pilot communities
3. Publish results

OTHER TASKS

1. Define staff researcher role
2. Hire staff researcher
3. Develop advisory board for entire project
4. Meet with advisory board
5. Review with Annette and Seymour
6. Regular reports to Blaustein

OTHER ISSUES

- Testing of instruments
- Cohen's data-Yes or No
- Approach to identity
- Staffing institutional health
- Overall timetable

Re: ^{to form} ~~folks~~ ^{CITE} ~~us~~ ^{leadership development} *
- major steps - NA + training capacity in next few yrs
sarahf, 11:52 AM 12/7/199, Sarah, please format and print

→ From many projects retrenchment - ES synch
To: sarahf - Gail is head - infrastr. in Cleveland - it's a proj
From: Adam Gamoran <gamoran@ssc.wisc.edu> - To pp. Admin NY
Subject: Sarah, please format and print for Annette, with a copy to Gail -- many thanks
Cc: - mediating 1999 work plan
Bcc:
Attached: - moving forward

December 7, 1998

To: Annette Hochstein
From: Adam Gamoran and Ellen Goldring
Re: upcoming call
CC: Gail Dorph

We are looking forward to our conversation scheduled for Tuesday, December 8, 1pm eastern time. Assuming the subject of the call is the research plan for the sector, we propose the agenda below. Of course, we are happy to change this agenda as needed, but we thought this might give us a place to start.

Proposed Agenda

I. Devising a research strategy for the sector

- A. Creating a Task Force -- members, process, etc.
- B. Possible agenda for a Task Force
 1. Capacity
 2. Priorities
 3. Dissemination
- C. Possible research projects for the sector

II. Globalizing the Indicators Project

- A. Ongoing work
 1. Developing indicators
 - a. Identity -- Bethamie Horowitz
 - b. High-Quality Institutions -- Ellen Goldring
 - c. Literacy -- Steve Cohen
 2. Analysis of U.S. secular data sets
- B. Contemplated work that is not currently moving ahead
 1. Jewish community data sets
 2. Consultations with Jewish communities
- C. What would it mean to globalize this work?
- D. Dissemination

→ Gail's capacity
→ how to globalize
meet in February in US
w/ Jaber Nissim others
discuss NA research
- may not be ready to discuss
research strategy for the sector
Use Indic proj as bridge
- what would it mean to
take it global?
need a "meta" conversation
- able to converse about
how we pose the agenda
- not calls in prep

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>
Sender: goldrieb@vanderbilt.edu
To: Adam Gamoran <gamoran@ssc.wisc.edu>
cc: ellen.goldring@vanderbilt.edu
Subject: Gails request
Date: Mon, 7 Dec 1998 10:05:41 -0800 (Pacific Standard Time)
Priority: NORMAL
X-Mailer: Simeon for Win32 Version 4.1.1 Build (17)
X-Authentication: none

Adam,

Can you review this response to Gail ,re forwarded e-mail request ASAP.

Gail,

Here is a summary of the Indicators Project.

The project fits very nicely into a sector, global strategy because the data can be collected to speak about national and /or intercontinental indicators. This is certainly the case for existing data sets, and can be explicit in our data collection and sampling plan for specific indicators that we develop and collect. Obviously, this raises complicated methodological issues. However, there are many ways of dealing with this, including collecting data from a few communities initially, as we did with the

Educator Survey. Obviously, collecting data will require some constituencies, but these could be at the local or national levels. We have had consultations around these issues with methodologists, such as Barbara Schneider, Hank Levin and Alan Pallas so we have a

sense of some options, pitfalls and challenges. This is not a big turn around in our strategy

from before, because we always wanted both a national perspective as well as a community perspective if we were going to work in a given community. However, if we are serious of developing indicators that are cross-cultural, national, then we should include these perspectives (with partners from these countries on the development teams as early as possible) .

An alternative strategy is to design for North America first, and based on that experience, "go global". Again, there are various ways of doing this, with linking items, etc.

INDICATORS OF JEWISH EDUCATION: A PLAN FOR MONITORING CHANGE

The indicators project is an effort to develop measures of Jewish education to monitor the extent to which there is ongoing progress in revitalizing Jewish life and continuity. Indicators offer the potential for a meaningful assessment of efforts to improve Jewish life through Jewish education. The Indicators Project can help galvanize attention and mobilize support for Jewish education, and provide a coordinated strategy for assessing whether the wide array of initiatives in Jewish education and communal life are helping to "make a difference". Our strategy includes providing a reporting at regular, ongoing intervals, about indicators of Jewish life, that reach beyond the intermarriage rate.

Based upon a series of consultations we have identified six key outcomes of Jewish Education, and four key input characteristics to begin the indicators project (See complete documentation for rationale of these indicators and processes used for their selection).

OUTCOMES

- Commitment to ongoing learning
- Strong Jewish identity
- A high level of involvement in Jewish life and Jewish institutions
- Jewish values in everyday life
- Strong Jewish leadership
- High level of Jewish literacy

INPUTS

Educators who are richly prepared and committed to ongoing professional growth
Strong informed support for Jewish education
High-quality Jewish institutions
Rabbis who view education as integral to their work

Indicators for some of these characteristics are fairly well developed, such as the instruments from the Study of Educators that has resulted in well-defined indicators for the preparation of educators. In other areas, however, much work needs to be done.

We have identified three indicators to begin our work: Jewish identity, Jewish literacy and High quality Jewish institutions. For each indicator, our strategy is the following:
1) Commission a review paper that scans the field, in both the Jewish and the non-Jewish worlds, for the best available conceptions and tools on these indicators.
2) Subsequently we will use this information to develop specific indicators that are suitable for our purpose. 3) Pilot test the indicators. 4) Launch first indicator data collection.

In addition, we have conducted scans to locate any available data and instruments that are already available that we could use. We have identified three secular national data sets that include relevant data on American Jews. This scan could be expanded to reviewing national data sets from other countries. (See draft of indicator report based upon General Social Survey).

Ellen Goldring
Professor, Educational Leadership
Peabody College - Box 514
Vanderbilt University
Nashville, TN 37203
615-322-8000
Email: ellen.goldring@Vanderbilt.Edu

call w/
Annette

12/14/98

M Smith - person to talk to abt mod. caters

Andy Porter

Pat Forcione

who might be experts for helping draw
content domains for literary instrument
- raise the level of advice & expertise

(Telarskyin etc. is like ED Hirsch for J content)

who might write a bks paper?

who are the best people

who could we commission

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>
Sender: goldrieb@vanderbilt.edu
To: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: draft of meeting notes -- please comment -- then I will send to annette, gail
Date: Fri, 25 Dec 1998 12:50:42 -0600 (Central Standard Time)
Priority: NORMAL
X-Mailer: Simeon for Win32 Version 4.1.1 Build (17)
X-Authentication: none

Adam,

I would mention US data sets specifically as we talked about it during our conversation and also I would add it to our agenda on Jan 4. Is this what you mean by dissemination? I was not sure what you were referring to?

There was also the whole issue of a pilot, beginning a conversation earlier on with a community. In other words, I don't think we have a process to deal with the idea of indicators in general and specific indicators in particular after the review papers are done. We should think about an overall plan for this, stating when we want review papers done (that would help me to have such a deadline and we should discuss it with Bethamie) and then what?

I sent Gail and Annette my outline and I'm a bit concerned about the "Jewish content part" and perhaps we should talk about that too. I keep asking Gail if Barry has time but she has not responded.

On the reviewing NA work to date, I would put update on consultations already held. I think it would be very important to share the minutes from the various meetings since we got such good feedback/input from great people.

E.

On Thu, 24 Dec 1998 15:12:31 -0600 Adam Gamoran <gamoran@ssc.wisc.edu> wrote:

> I'm writing to summarize our conversation of December 7 and to set the
> stage for our next call, scheduled for January 4.
>
> Introduction
>
> Annette began the conversation with a brief overview of where things
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>
> [NOTE: IN A SUBSEQUENT CONVERSATION, ANNETTE AND ADAM PROPOSED WEDNESDAY,
> FEBRUARY 17 AS THE DATE FOR THIS MEETING. ADAM IS NOT AVAILABLE ON ANY
> TUESDAYS OR THURSDAYS THIS SPRING.]

>
> Globalizing the Indicators Project

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> We discussed ongoing work. Background papers by Bethamie and Ellen, which
> are currently in progress, will constitute important resources for the
> project. We agreed (partly in this discussion and partly in a follow-up
> the next day) that Steve Cohen's proposed study of literacy needs a
> stronger process for identifying content domains and developing
> content-based items before it can be approved. Adam was to let Steve know
> about this, and to write to persons who could advise us about the process.

>
> We are not yet ready to determine what it means to globalize the Indicators
> Project. This should be considered at the meeting in February. We agreed
> that a "meta-conversation" -- that is, a conversation about the intended
> conversation -- is needed to plan for the February meeting. What issues
> are most important? What will we be ready to discuss? Based on answers to
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> Indicators work that is not currently moving ahead -- community data sets
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> We were not ready to discuss dissemination in connection with the
> Indicators Project. Perhaps we can discuss dissemination in our next call.

>
> We scheduled a call for Monday, January 4, 9:30am EASTERN time. The
> tentative agenda is as follows:

>
> I. Indicators Project updates

- >
> A. Responses to query about content experts
>
> B. Timeline for decision about literacy project
>
> C. Updates on background papers

> II. Dissemination

- > A. Adam and Ellen's vision
>
> B. Timeline for discussing/realizing this vision

> II. Plans for February meeting

- > A. Confirm the date: Feb 17 ok?
>
> B. Possible topics for the meeting
> -- review of ongoing (North American) work
> -- revisiting the levels of analysis question
> -- national (i.e., individuals over time across the nation)
> -- communal
> -- institutional

> -- globalization
> -- globalizing the Indicators Project
> -- R&D in a global context
> -- evaluation (how do we know whether investments pay off?)
> -- dissemination
>

Ellen Goldring
Professor, Educational Leadership
Peabody College - Box 514
Vanderbilt University
Nashville, TN 37203
615-322-8000
Email: ellen.goldring@Vanderbilt.Edu

X-Sender: gamoran@ssc.wisc.edu
X-Mailer: QUALCOMM Windows Eudora Pro Version 3.0.2 (32)
Date: Sat, 26 Dec 1998 15:35:10 -0600
To: GOLDRIEB@ctrvax.Vanderbilt.Edu, 73321.1217@CompuServe.COM,
Annette@vms.huji.ac.il
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: meeting notes and proposed agenda for Jan 4 call
Cc: gamoran@ssc.wisc.edu

I'm writing to summarize our conversation of December 7 and to set the stage for our next call, scheduled for January 4.

Introduction

Annette began the conversation with a brief overview of where things currently stand with the Mandel Foundation. The U.S. operation will focus on leadership development, and the major current work is to develop a North American training capacity for leadership in Jewish education. Gail is heading the U.S. operation, which is undergoing a retrenchment, pulling back from projects that were peripheral to leadership development such as the synagogue change project and the lay leadership project. Cippi will oversee administrative functions in New York and the Foundation infrastructure will return to Cleveland.

TEI (including the scaled-back evaluation), the Professors Group, and the Indicators Project remain on the Mandel Foundation work plan. Research and Development will ultimately become a Sector enterprise, as opposed to a separate North American operation, but due to other urgencies it is not currently a top priority.

Research Strategy

The first item on the agenda was developing a process for devising a research strategy for the sector. Although this is an important long-term goal, we agreed that it was not yet time to address this issue head-on. Instead, we hope in the coming months to take some small steps in this direction. A meeting in February will take place at which advice may be obtained from Mike Inbar, Mordechai Nissan, Alan Hoffmann, and/or others. Although we will not be ready to discuss research strategies for the sector, this meeting would be a good opportunity to talk about ongoing North American research (i.e., the Indicators Project), and to begin a conversation about globalization, presumably using the Indicators Project as a case in point.

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Globalizing the Indicators Project

We discussed ongoing work. Background papers by Bethamie and Ellen, which are currently in progress, will constitute important resources for the project. We agreed (partly in this discussion and partly in a follow-up the next day) that Steve Cohen's proposed study of literacy needs a stronger process for identifying content domains and developing content-based items before it can be approved. Adam was to let Steve know about this, and to write to persons who could advise us about the process.

We are not yet ready to determine what it means to globalize the Indicators Project. This should be considered at the meeting in February. We agreed that a "meta-conversation" -- that is, a conversation about the intended conversation -- is needed to plan for the February meeting. What issues are most important? What will we be ready to discuss? Based on answers to those questions, which persons would be best to advise us?

Indicators work that is not currently moving ahead -- community data sets and consultations -- should be left on the back burner. However, the

question of how we can know that investments in Jewish education make a difference must receive more attention. Also, for some time we have been poised to carry out analyses of Jewish indicators in U.S. national data sets, and we need to discuss whether this is still in the work plan.

We were not ready to discuss dissemination in connection with the Indicators Project. Perhaps we can discuss dissemination in our next call.

We scheduled a call for Monday, January 4, 9:30am EASTERN time. The tentative agenda is as follows:

I. Indicators Project updates

- A. Responses to query about content experts
- B. Timeline for decision about literacy project
- C. Background papers
 - 1. Updates
 - 2. Plans for following up
- D. Review of Jewish indicators in U.S. secular national data sets

II. Dissemination

- A. Adam and Ellen's vision
- B. Timeline for discussing/realizing this vision

III. Plans for February meeting

- A. Confirm the date: Feb 17 ok?
- B. Possible topics for the meeting
 - review of ongoing (North American) work
 - background papers
 - literacy study
 - secular data analyses
 - revisiting the levels of analysis question
 - national (i.e., individuals over time across the nation)
 - communal
 - institutional
 - globalization
 - globalizing the Indicators Project
 - R&D in a global context
 - evaluation (how do we know whether investments pay off?)
 - dissemination

From: marom@vms.huji.ac.il
Date: Sun, 27 Dec 1998 8:21 +0200
Subject: Re: last message
To: Adam Gamoran <gamoran@ssc.wisc.edu>
X-Mailer: SPRY Mail Version: 04.00.06.17

Dear Adam: I forwarded your letter to Zvi Bekerman and Danny Gordis and faxed it to Marc Silverman. Two quick comments about indicators:

1. Mike Rosenak wrote a number of papers relating to your topic in the the context of the educated Jew project. They are called "The Language of the Educated Jew" and "Community-Wide Goals for Jewish Education." His question was if there were not any minimal elements and common elements which should cut across all conceptions of the educated Jew, and in the papers, he tried to offer some of his own suggestions. These suggestions speak of a kind of canon of associations which are shared by all Jews, but interpreted differently by them (eg. "the nine days" = the nine days between the first and ninth of Av, when traditionally one prepares oneself for the day of mourning on the ninth of Av by refraining from indulgences...).

2. The problem is that the notion of literacy itself is a statement of a larger set of values to which a Jew might be committed. Thus, while Mort Mandel might not be familiar with the notion of "the nine days," his Jewish literacy may consist of a series of Yiddish conceptions like "Menschlichkeit," a knowledge of which Hollywood and Baseball stars were/are Jewish, etc. Perhaps the test for Jewish literacy ought to be undertaken backwardly, i.e., that a person is given an opportunity to speak/write about a particular topic and his/her response is examined for any kind of Jewish literacy.

Regards to your family. DM

From: marom@vms.huji.ac.il
Date: Tue, 29 Dec 1998 7:59 +0200
Subject: Re: indicators
To: Adam Gamoran <gamoran@ssc.wisc.edu>
X-Mailer: SPRY Mail Version: 04.00.06.17

Would it be possible to develop, through pilot research, 5 - 10 different types of Jewish literacy, and to then use them as indicators? The CJF Report asked the respondents to identify their Jewish identity as either "religious," "cultural," "ethnic," and "national." I believe that it would not be too difficult to build 2 - 3 different kinds of literacy indicators for each type of identity, which could even gauge, on some level, the depth of the literacy. These could then be used as indicators for open ended writing or, if you prefer, for queries about literacy once the respondents have categorized themselves in terms of one of the above identity categories. The pilot research would be in developing the literacy lists for each identity a) by turning to representatives of that identity and asking them define their literacy; b) by analyzing open ended exercises with Jews who in advance are identified by the identity categories. The results of your final research would be something like Jews who identify themselves as 'cultural,' assume that literacy involves a) being familiar with the outline of the Biblical narrative; b) being familiar with the basic Jewish holidays and the folk practices associated with them; c) being familiar with the lives and stories of Jewish heroes, such as Moses, The Rabbis, Albert Einstein, Sandy Koufax, etc.; d) have read some American Jewish writers; e) can provide a detailed account and personal response to the Holocaust and the State of Israel. 50% of the Jews who identified themselves as "cultural" successfully answered questions relating to a), 30% to b), etc. Thus Jews who identify themselves as "cultural" are less likely to be "literate" in their own terms of literacy than Jews who identify themselves as "national..."....DM

Date: Sun, 27 Dec 1998 10:15:35 +0200
From: Daniel Gordis <gordis@netvision.net.il>
X-Mailer: Mozilla 4.5 [en] (Win95; U)
X-Accept-Language: en
To: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Jewish Literacy

Adam --

Thanks for sending me the note about the Jewish literacy project. It's a fascinating issue, and one I've been thinking about a bit. I'll try to come up with some names for you, and get them to you by January 3.

On the non-academic level, it might be interested to talk to Joseph Telushkin about how he came up with his "terms" for the book of the same title. I don't know whether he looked at any of the theory, but he's a thoughtful guy either way. And then, of course, there's also the "Cultural Literacy" series, and the "What Every Fourth Grader Needs to Know" (one for each grade, I think) that also might be interesting.

But none of this really responds to your question. I'll try to get you some names shortly. If we get a chance, I'd also like to share some thoughts with you about the project, even as an outsider to it, and about what literacy might actually DO in the Jewish life of the person.

I'll be in touch. Thanks again,

DG

--
Daniel Gordis
Mandel Foundation
Jerusalem, Israel

From: "zvi bekerman" <zviquest@sel.org.il>
To: <gamoran@ssc.wisc.edu>
Subject: short response
Date: Sun, 27 Dec 1998 11:16:00 +0200
X-MSMail-Priority: Normal
X-Mailer: Microsoft Outlook Express 4.72.2201.0
X-MimeOLE: Produced By Microsoft MimeOLE V4.72.2201.0

Adam Hi

(and good to hear from you)

Unfortunately I will not be of to much help. I personally dislike any attempts at standardization of culture. Doing this implies a view of culture I usually disagree with (though I might be wrong) So you can understand why I can not be of to much help this time. It might be helpful (though still problematic) if at least the question would be asked in a much more narrow sense. Not regarding American Jewry but regarding separate groups (affiliations-professions-socio-economical statuses etc).. Well this is it for now.

And I wish you well in this new enterprise (if any other needs come up which you think I might be helpful in do not hesitate to ask

ZB

Date: Sun, 03 Jan 1999 08:50:38 +0200
From: Alan Hoffmann <msalhoff@mscc.huji.ac.il>
X-Mailer: Mozilla 4.5 [en] (Win95; I)
X-Accept-Language: en
To: Adam Gamoran <gamoran@ssc.wisc.edu>
CC: 73321.1217@CompuServe.COM, sfox@vms.huji.ac.il, Annette@vms.huji.ac.il,
73321.1220@CompuServe.COM, marom@vms.huji.ac.il, DANPEK@MACC.WISC.EDU,
GOLDRIEB@ctrvax.Vanderbilt.Edu, STEVEN COHEN <STEVEN@vms.huji.ac.il>,
Bethamie Horowitz <bethamie@ibm.net>
Subject: Re: Jewish literacy project

I do think that you should consult with Dr. Yonatan Mirvis at Melton who, I believe, has given this issue some thought. Interestingly enough, as a first step towards a major project at Hebrew University, we are convening an absolutely stellar group of Judaic Studies academics for a day to consider what a Library of Great Jewish Texts would look like. That enterprise may be of some assistance here.

Ultimately, we are going to have to try and bite the bullet and get someone to spend some time and write a thoughtful paper which could serve as a first draft for a discussion about this issue.

a

Adam Gamoran wrote:

> December 20, 1998
>
> To: Zvi Beckerman, Gail Dorph, Seymour Fox, Annette Hochstein, Alan
> Hoffmann, Barry Holtz, Danny Gordis, Daniel Marom, Dan Pekarsky, Marc
> Silverman
>
> From: Adam Gamoran and Ellen Goldring
>
> CC: Steven M. Cohen, Bethamie Horowitz
>
> Re: Jewish literacy project
>
> As many of you know, we have been working for some time on a project to
> develop Indicators of the status of North American Jewry. A fundamental
> problem in this work is that indicators for many key elements do not exist.
> Consequently, our current efforts are mainly aimed at developing new
> indicators.
>
> Jewish literacy is one crucial area for which indicators are lacking. In
> the long run we would like to develop an instrument that would allow us to
> assess the level of Jewish knowledge in a broad spectrum of the American
> Jewish population in a relatively short time. As an analogy, the U.S.
> General Social Survey contains a brief vocabulary assessment that permits
> analysis of trends in verbal literacy among U.S. adults.
>
> At this stage we are looking for advice about whose expertise we might draw
> upon to help us in this process. Based on experience in other fields, we
> think the first step is to identify content domains, then to develop sample
> items within those domains, then to try out the items, refine, etc.
>
> We'd be grateful if you would advise us on whom we might ask for background
> help. Who could help us identify the content domains for assessing Jewish
> literacy, perhaps by writing a background paper? Within content domains,
> can you suggest specialists who might propose particular items? More
> general thoughts about the project and the process we are following are
> also welcomed.
>
> It would be very helpful if you could respond to this message by January 3.
> Please reply to: gamoran@ssc.wisc.edu

Date: Mon, 4 Jan 1999 01:10:47 -0500
From: barry holtz <baholtz@compuserve.com>
Subject: Jewish literacy project
Sender: barry holtz <baholtz@compuserve.com>
To: Adam Gamoran <gamoran@ssc.wisc.edu>
X-MIME-Autoconverted: from quoted-printable to 8bit by ssc.wisc.edu id AAA20420

Hi

I just got back from Florida and saw your email. I would need to give this a little thought. do you remember the Alvin Schiff BJE study (much criticized!) from about 7 years ago. It was a cut at creating a "test" flawed as it was. Similarly the BJE in Boston used to give a test of that sort for many many years. I've often thought it would make a nice dissertation-- to study the results over many years.

Of course the biggest problem here is the differences among the denominations and the venues of J ed (day schools vs. supp. schools). What kind of expertise is needed here-- teachers from the field? BJE types? Judaica scholars?

Barry

Date: Thu, 24 Dec 1998 17:14:20 +0200 (IST)
From: STEVEN COHEN <STEVEN@vms.huji.ac.il>
Subject: Re: Jewish literacy project
To: Adam Gamoran <gamoran@ssc.wisc.edu>
cc: 73321.1217@CompuServe.COM, sfox@vms.huji.ac.il, Annette@vms.huji.ac.il,
Alan Hoffmann <msalhoff@mscc.huji.ac.il>, 73321.1220@CompuServe.COM,
marom@vms.huji.ac.il, DANPEK@MACC.WISC.EDU,
GOLDRIEB@ctrvax.Vanderbilt.Edu, Bethamie Horowitz <bethamie@ibm.net>

Dear Adam,

Regarding the content person, we should assume that the person shall function as a chair of an advisory process. If so, then we can feel more comfortable about whomever we pick. In other words, I expect that stage one will entail circulating memoranda among the sorts of people to whom you sent this email for reactions to various proposals of an outline of the content area subsumed under the rubric of Jewish literacy. In the next stage, I will do the same with a questionnaire. The very process of consultation will, itself, constitute an important learning experience and a valuable strengthening of pre-existing collegial networks.

I think with this context, the selection of a content person becomes bit less anxiety-producing.

Best,

Steven

cont call 1/4/98 AG, EG, AH, GZD

I. Indic. prog. update

As content experts - what do we want?

AG - what vision of the Process do we have
- decide domains, write terms, etc? or what?

Annette - how relate to edu?

Ellen - not spec. t - AG-like NAEP

agree + that balance b/w extremes

AG - descr VNT approach

Annette - why not develop 400 items from a team?
- prep work - domains identified
- orgz the meeting

Gail - left 4 experts came from the field rather than the academy

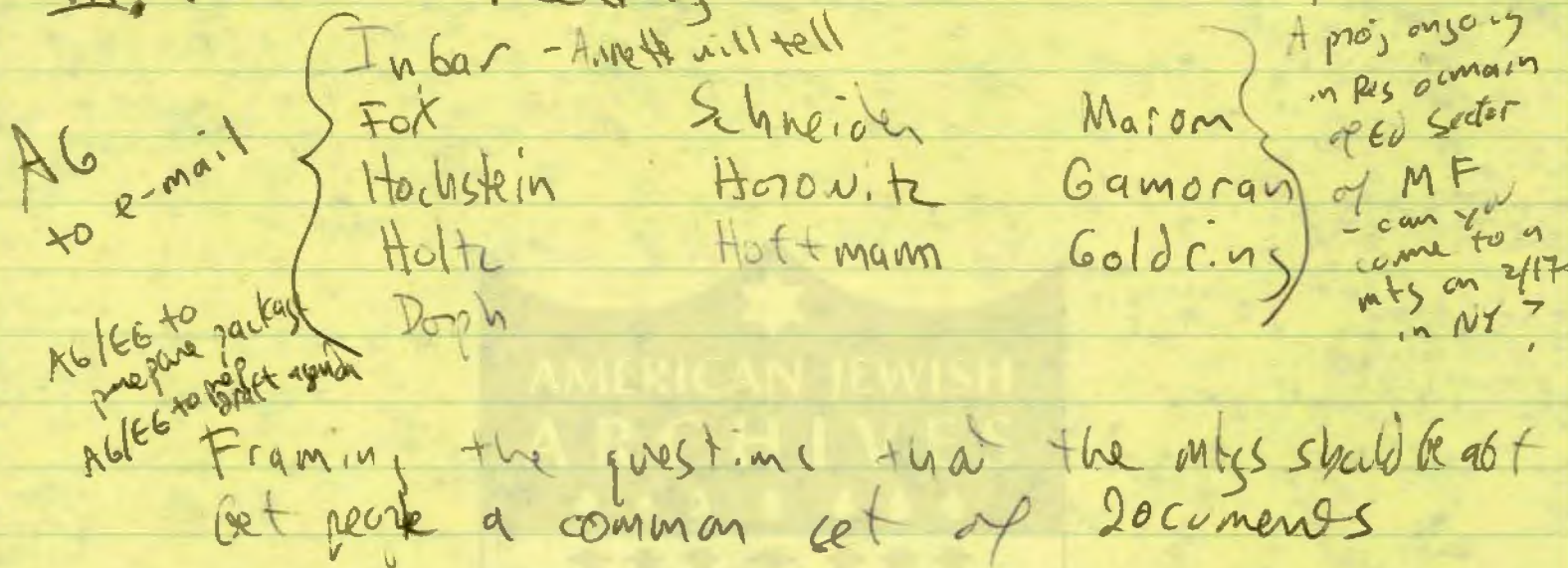
What to do?

- put it back into the larger plan, see where it fits in priorities
- use the process above (400 items)
- try out several types of indicators

- need to resolve 2 of how provide content of questionnaire
- need a timeline - Feb 17 as dec point?

- AG & EG need to prepare s-sy abt the project

III. Feb 17 meeting



- ~~Marom~~ AG
- tell SMC - will decide in Feb
 - struc change - revisiting all - no contents until then

-
- AG & GZD need to go to Hirschhorn
- Gail will write him - schedule a mts
 - reread previous letters
 - get ready to answer questions

- e-mail to Gail what we are doing

next call Mon Jan 25 8:30am

To: gail, annette, elleng
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: summary of call 1/4/99
Cc: alan
Bcc:
Attached:

Mandel Foundation, Research and Evaluation
Summary of call, 1/4/99
Participants: Gail Dorph, Adam Gamoran, Ellen Goldring, Annette Hochstein

I. Indicators Project update

Comments have been received from a few of the advisors we solicited (Marom, Gordis, Hoffmann, Beckowitz). We felt a need to step back and ask ourselves, what are we looking for in a content expert? What vision of the process do we have?

One approach would follow the following process:

- a. decide on domains
- b. write items
- c. field test
- d. revise, winnow items
- e. pilot test
- f. implement the survey

We agreed that we are seeking to strike the right balance between the approach Adam described for national tests, which takes many years and costs millions, and a cursory approach in which we write out a list of items on the back of an envelope in someone's kitchen. Also, to identify the content domains, we wish do better than a haphazard, unsystematic approach, but not take as long or go in as much depth as the Educated Jew Project.

Thus, we are in agreement about some important parameters, but not sure where or how to find the right balance.

In the course of our discussion, the idea of getting a team of experts together at a retreat of a couple of days to actually write 400 items emerged as one for serious consideration. Preparation work for this meeting would include identifying the domains ahead of time, in addition to the logistics of organizing the meeting. We talked about the possibility of bringing in experts from the field, i.e. practicing educators, rather than (or in addition to?) higher education.

We decided that we need to put this idea back into the larger plan for the Indicators Project, and see where it fits in our priorities. We need a timeline for these decisions. The meeting on Feb 17 may serve as a decision point.

II. Feb 17 meeting

Participants to be invited: Dorph, Gamoran, Goldring, Hochstein, Inbar, Fox, Schneider, Horowitz, Hoffmann, Marom

Adam will send an e-mail now asking persons to save the date. Subsequently, Adam and Ellen will prepare background materials for the meeting. This should include an agenda, perhaps some framing questions that will guide the meeting, and a common set of background documents.

Adam will let Steve Cohen know that a decision about the Literacy Project will be reached in late February.

III. Hirschhorn

Adam and Gail need to meet with David Hirschhorn in Baltimore. Gail will write to him and will schedule a meeting, after Feb 17 so we will know our plans when we meet with him.

IV. Next call

We set the next call for Monday, January 25, 8:30am US central time; 9:30am in New York, I believe that is 4:30pm in Jerusalem.

Date: Tue, 12 Jan 1999 22:37:04 -0500
From: barry holtz <baholtz@compuserve.com>
Subject: Indicators for Mort
Sender: barry holtz <baholtz@compuserve.com>
To: Adam Gamoran <GAMORAN@ssc.wisc.edu>

Hi Adam,

I don't know if Gail has written to you yet, but we are preparing short (2-4 pages) descriptions for Mort of Mandel NY's 3 main projects this year-- TEI, Professors, and Indicators. I've written the first two and Gail will be asking you to do the Indicators. To give you a sense of what these look like, I'm sending via email my draft of the Professors report. Alan suggested a few expansions-- more detail, etc.-- that will make it a little longer, but this will give you the tone and the idea.

Alan is worried that Mort is now out of touch with what we are doing and needs more "educating." This is the ironic outcome of spending all that time on the strategic planning process and somehow letting Mort get out of touch with the rest of the work. Oy.

Anyway that's the scoop. The Profs description is attached. Let me know if it doesn't come through.

Barry



DMANDELPROFSMandel Professors Group.doc

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

broader 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

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>
Sender: goldrieb@vanderbilt.edu
To: gamoran@ssc.wisc.edu
Subject: Re: indicators summary -MY COMMENTS IN CAPS
Date: Fri, 22 Jan 1999 12:21:34 -0800 (Pacific Standard Time)
Priority: NORMAL
X-Mailer: Simeon for Win32 Version 4.1.1 Build (17)
X-Authentication: none

--- Begin Forwarded Message ---

Date: Fri, 22 Jan 1999 11:15:11 -0600
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: indicators summary -- second try
Sender: Adam Gamoran <gamoran@ssc.wisc.edu>
To: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>

Reply-To: Adam Gamoran <gamoran@ssc.wisc.edu>
Message-ID: <3.0.2.32.19990122111511.0131a870@ssc.wisc.edu>

Mandel Foundation

The Jewish Indicators Project

The Need

I DON'T LIKE THE WORD SUCCESS, I USED PROGRESS

MY INTRO READ SOMETHING LIKE:

THE INDICATORS PROJECT IS AN EFFORT TO DEVELOP MEASURES OF JEWISH EDUCATION TO MONITOR THE EXTENT TO WHICH THERE IS ONGOING PROGRESS IN REVITALIZING JEWISH LIFE AND CONTINUITY. THE INDICATORS PROJECT CAN HELP GALVANIZE ATTENTION AND MOBILIZE SUPPORT FOR JEWISH EDUCATION, AND PROVIDE A COORDINATED STRATEGY FOR ASSESSING WHETHER THE SIDE ARRAY OF INITIATIVES IN JEWISH EDUCATION AND COMMUNAL LIFE ARE HELPING TO MAKE A DIFFERENCE".

(With all the activities occurring under the rubric of "continuity," how will

we know if the efforts are making progress?DELETE)

THEN START HERE: In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and monitor success. In the Jewish world, one indicator -- the intermarriage rate -- has gained the headlines, but there are many other ways to judge success. We need a rich and nuanced indicator system that allows us to assess the quality of Jewish education, and the quality of those aspects of Jewish life which may be seen as outcomes of education.

A system of Jewish indicators would allow us to describe the current status of Jewish education -- both inputs and outcomes -- and to monitor change over time. OUR STRATEGY INCLUDES PROVIDING A REPORTING AT REGULAR, ONGOING INTERVALS, ABOUT INDICATORS, THAT REACH BEYOND THE INTERMARRIAGE RATE. In addition, the indicators we are developing could also be applied, with modification, to narrower purposes, such as the self-assessments of individual communities, and the evaluation of specific programs.

The Plan

To develop this project, we engaged in several rounds of consultations which enhanced out TYPO OUR planning. These consultations helped us identify key features of the inputs and outcomes of Jewish education for which indicators need to be developed:

INPUTS

- *Educators who are richly prepared and committed to ongoing professional growth.
- *Strong, informed community support for 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.

OUTCOMES

- *Centrality of Jewish learning
- *Strong Jewish identity
- *High level of involvement in Jewish life and Jewish institutions
- *Strong leadership
- * JEWISH LITERACY

DONT YOU THINK WE SHOULD ADD JEWISH LITERACY TO THE OUTCOME LIST?

For some of these elements, indicators are fairly well developed. For example, our own work has yielded indicators of prepared educators. In other areas, such as Jewish identity, substantial changes are needed to existing indicators. In still other domains, such as the centrality of learning and the quality of institutions, we are working almost from scratch. In consultation with our advisors, we identified three areas that will require substantial work to which we are giving our highest priority. These areas are Jewish learning (or literacy), Jewish identity, and high-quality Jewish institutions.

FOR EACH INDICATOR OUR STRATEGY IS THE FOLLOWING

- 1) COMMISSION A REVIEW PAPER THAT SCANS THE FIELD FOR THE BEST AVAILABLE CONCEPTIONS AND TOOLS ON THESE INDICATORS
- 2) USE THIS INFORMATION TO DEVELOP SPECIFIC INDICATORS THAT ARE SUITABLE FOR OUR PURPOSES
- 3) PILOT TEST THE INDICATORS
- 4) Launch FIRST INDICATOR DATA COLLECTION

Current Activities

At this time our work on this project has three aspects:

- 1) Developing indicators

The major current emphasis within the project is on developing indicators for the three areas of highest priority. We have commissioned papers on two of them: Dr. Bethamie Horowitz is reviewing the literature on identity research, and Dr. Ellen Goldring is reviewing research on high-quality institutions. Both of these scholars are charged with examining current approaches, in both the Jewish and secular arenas, and providing us with recommendations for developing indicators for Jewish education.

In the third high-priority area, Jewish literacy, we are in the process of forming a committee of experts to help us identify content domains that could guide the development of indicators of Jewish knowledge. We are considering, but have not yet adopted, a process whereby we will first identify content domains, then rely on experts within the domains to prepare test items, then carry out a pilot study, refine the items, and ultimately engage in a larger study of Jewish literacy. Dr. Steven M. Cohen is a key advisor on the survey approach, and we are in the process of developing our committee of content experts.

We have also participated in the development of the National Jewish Population Survey (NJPS) for the Year 2000. Partly in response to our input, we expect that the survey will provide data that can be used for the Indicators Project. Dr. Bethamie Horowitz has served as our liaison to the NJPS planning team.

2) Using secular data sets for Jewish indicators

A number of U.S. national data sets provide information about American Jews that may be useful for the Indicators Project. For example, the General Social Survey (GSS) provides information about religious background, current religious identity, and spouse's religion for a period stretching from the 1970s to the 1990s. These data allow us to replicate and extend findings about changes in Jewish identity, and to monitor the relation between identity and intermarriage.

3) Examining Jewish community data

A number of Jewish communities have collected information that is relevant for the Indicators Project. However, the collection of data tends to be sporadic, and the quality is inconsistent. Consequently we are not currently using the Jewish community data. However, after we have developed our new indicators, we may wish to work with selected communities to pilot our new indicator system.

I THINK GAIL WANTED LIST OF PROJECT PARTICIPANTS, BESIDES
US I WOULD INCLUDE BARBARA S???

Ellen Goldring
Professor, Educational Leadership
Peabody College - Box 514
Vanderbilt University
Nashville, TN 37203
615-322-8000
Email: ellen.goldring@Vanderbilt.Edu

Mandel Foundation

The Professors Group

The Need

The Mandel Foundation's Professors Group is an attempt to directly address one aspect of the shortage of "senior personnel" in Jewish education. It is long been noted that there is a severe lack of academic expertise in Jewish education. In all of North America there are only around 30 professors of Jewish education, many of whom have significant administrative responsibilities with demands on their time that take them away from teaching and doing research. (At JTS, for example, of the eight faculty members in the field of Jewish education, one is the dean of the JTS Education School, one is chair of the department with significant responsibilities for recruitment and administrative supervision of students, one directs the Melton Research Center, and one is the National Ramah director!) Jewish education desperately needs expertise, evaluation and research. It is obvious that 30 education professors can only do a small portion of that work. The Mandel Foundation Professors Group therefore can be viewed as a pilot project in preparing a certain type of badly needed senior leadership for Jewish education. We have already seen how useful their contribution can be in projects such as TEI, our Harvard Leadership seminars, and our research and evaluation enterprises.

The Goals

The goals of the Professors Group are: 1) to increase the pool of talented individuals capable of teaching and doing research in the area of Jewish education; 2) to initiate such individuals into the Mandel Foundation's work and utilize their services in our various projects; 3) to help prepare such individuals for other aspects of work in Jewish education which may be separate from the Mandel Foundation's own projects; 4) to provide the necessary background in Judaism and the nature of contemporary Jewish education and the present-day Jewish community to enable these individuals to contribute their expertise in the most effective and significant fashion possible.

The Foundation has tried to effectuate these goals by recruiting professors to our

work, developing seminars for the professors around the topics suggested above, and working with the professors as they continue their connection to the Mandel Foundation.

The Members of the Group

There are many Jews—some with strong Jewish backgrounds; some with little knowledge of Judaism but with a desire to be of service to the Jewish people—who are professors of education at some of the nation's most prestigious universities. Many of these professors have worked in research areas (such as teacher education and program evaluation) that could be very helpful to our work in Jewish education. Through its early consultants such as Adam Gamoran, Dan Pekarsky and Ellen Goldring, CIJE recognized the potential of such individuals to help Jewish education in significant ways. Out of this recognition the Mandel Foundation Professors Group was born.

The members of the group and their affiliations are listed on the next page.

Deborah Loewenberg Ball

Professor of Education
University of Michigan

Daniel Chazan

Associate Professor of Teacher Education
University of Michigan

Richard Cohen

Headstart Program Administrator
Community Housing Services

Sharon Feiman-Nemser

Professor of Education
Michigan State University

Walter Feinberg

Professor, Philosophy of Education
University of Illinois

Bill Firestone

Center For Educational Policy Analysis in
New Jersey

Adam Gamoran

Professor
University of Wisconsin
Department of Sociology

Ellen Goldring

Professor of Educational Leadership
Vanderbilt University

Pamela Grossman

Associate Professor of Education
University of Washington

Marvin Hoffman

Senior Research Associate
University of Chicago

Barry W. Holtz

Associate Professor of Jewish Education
Jewish Theological Seminary of America

Francine Jacobs

Professor of Early Childhood Education
Tufts University

David Kaplan

Professor of Education
School of Education

Deborah Kerdeman

Assistant Professor
University of Washington

Barbara Neufeld

Education Matters, Inc.

Daniel N. Pekarsky

Professor
Department of Educational Policy Studies
University of Wisconsin

David Purpel

Professor, Educational Leadership and
Cultural Foundations
University of North Carolina

Anna Richert

Associate Professor of Education
Mills College

Barbara Schneider

University of Chicago - NORC

Susan Stodolsky

Professor
University of Chicago
Department of Education

Sam Wineburg

Associate Professor, Educational
Psychology and Adjunct Professor, History
University of Washington

Ken Zeichner

Professor, Curriculum and Instruction
University of Wisconsin

Developing a Jewish Literacy Instrument

Objective

The goal of this project is to develop an instrument that can be used in North America as an indicator of Jewish literacy. The project faces special challenges because there is no consensus on what constitutes literacy, and much ambiguity over whether literacy can be measured in a meaningful way across a broad spectrum of the Jewish population.

Proposed Activities

As a frame of reference, consider the usual process for the development of national tests. This consists of the following steps, which may carry on for three to five years, at a cost of several million dollars:

1. Identify content domains. At this stage, content experts help the test developers identify the domains in which test items will be developed.
2. Write test items. Once the content domains are identified, content specialists write hundreds of items; approximately five times as many items as they intend will ultimately appear on the test. These specialists may include some of the same experts as in step 1.
3. Review test items. The draft items are circulated for comment to other content specialists, and to testing specialists, who examine the items for bias, etc.
4. Pilot test. The items are administered to a small group of respondents.
5. Item analysis. Based on a statistical analysis of the pilot test, items are dropped, modified, etc.
6. Field test. A large scale pre-test is conducted to ensure that the test serves its purpose. This may lead to further revisions, presumably less extensive than in step 5.
7. Test is ready to use.

Although we lack the resources to go through the full process, we are considering a scaled-down version of this approach, in which we would write fewer items, limit the time period of consultation, and carry out only one pilot test (e.g., do step 2 in a single retreat, and skip step 6).

Steven M. Cohen has offered to lead this process, along with a co-director who is a Jewish content specialist. (He proposes Jonny Cohen for this role.) Once the literacy instrument is ready to use, Steve would implement the instrument with a sample that he has surveyed in the recent past. A significant advantage to accepting Steve's proposal is that the literacy study would be conducted with a known sample, allowing more space for literacy items which could be linked with already existing information on the Jewish backgrounds and identity of respondents.

At this stage we are seeking content specialists who can help us decide whether the literacy instrument is feasible at all, and if so to specify the content domains. If those steps can be accomplished it may then be possible to bring together teams of content specialists to write items within the specified content domains.

Questions for Discussion

1. Is the project at all viable? Is it conceivable that we could create a literacy instrument?
2. Who are the content experts we should consult about the viability of the project, and the content domains if the project is viable?
3. Shall we accept Steve Cohen's proposal to lead this process, along with a content specialist?

Call w/ Annette, Gail, Ellen 1/25/99

mtg is a briefing mtg — w/ proposals for concrete next steps

materials for mtg

- summary of consultats
- March '98 mtg's descr
- Board mtg minutes?
- mock indicators rpt

literacy

- Lowest common denominator
- most general
- more discriminatory
 - need to divide pop into segs that cannot share the same g's
- by what process obtain expertise on formal ^{among} ~~of~~ subjects

] not useful into

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>
Sender: goldrieb@vanderbilt.edu
To: gamoran@ssc.wisc.edu
Subject: Agenda Feb 17
Date: Wed, 20 Jan 1999 14:38:12 -0800 (Pacific Standard Time)
Priority: NORMAL
X-Mailer: Simeon for Win32 Version 4.1.1 Build (17)
X-Authentication: none

Here are my first thoughts for an Agenda for the 17th.
I can e-mail it to Annette and Gail after you comment.

Agenda for February 17 Indicators Meeting

1. Overview and update on the Indicators Project

- A. Project Goals
- B. Project Activities to Date

2. The Process for Developing Indicators
Jewish Identity,
Jewish Literacy
High Quality Jewish Institutions

3. Review of Jewish Indicators in U.S. National Data Sets
Piloting an Indicator Report

4. From Development to Implementation: Next Steps
Data Collection: National and Communal
Pilot Community Involvement

5. Globalizing the Indicator Project

Ellen Goldring
Professor, Educational Leadership
Peabody College - Box 514
Vanderbilt University
Nashville, TN 37203
615-322-8000
Email: ellen.goldring@Vanderbilt.Edu

Documents for Matt
- summary
- 1 page
- identity
- institutional
- literacy
- proposal
- 34
- 16

not ~~with~~ eval of specific projects
not cohort (long-t study)
NJPS - type, use of data
not for specific attribution
Timeline of consultants - key elements of discussion
these are reviews!

To: gail
From: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: Agenda for Feb 17 -- revised
Cc: elleng
Bcc:
X-Attachments:

Mandel Foundation
The Jewish Indicators Project
Advisory Meeting
February 17, 1999

1. Overview and update on the Indicators Project
 - A. Project Goals
 - B. Project Activities to Date
2. Review of Jewish Indicators in U.S. National Data Sets
Piloting an Indicator Report
3. The Process for Developing Indicators
 - Jewish Identity
 - High Quality Jewish Institutions
 - Jewish Literacy
4. From Development to Implementation: Next Steps
 - Data Collection: National and Communal
 - Pilot Community Involvement
5. Globalizing the Indicator Project

Mandel Foundation The Jewish Indicators Project

The Need

With all the activities occurring under the rubric of “continuity,” how will we know if the efforts are making progress? In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and monitor success. In the Jewish world, one indicator — the intermarriage rate — has gained the headlines, but there are many other ways to judge success. We need a rich and nuanced indicator system that allows us to assess the quality of Jewish education, and the quality of those aspects of Jewish life which may be seen as outcomes of education. The Indicators Project offers a coordinated strategy for assessing whether the wide array of initiatives in Jewish education and communal life are making a difference. It can help galvanize attention and mobilize support for Jewish education.

A system of Jewish indicators would allow us to describe the current status of Jewish education -- both inputs and outcomes -- and to monitor change over time. We propose to provide reports at regular, ongoing intervals, about indicators that reach beyond the intermarriage rate. In addition, the indicators we are developing could also be applied, with modification, to narrower purposes, such as the self-assessments of individual communities, and the evaluation of specific programs.

The Plan

To develop this project, we engaged in several rounds of consultations which enhanced our planning. These consultations helped us identify key features of the inputs and outcomes of Jewish education for which indicators need to be developed. By inputs, we mean features of a high-quality system of Jewish education; by outcomes, we mean results that characterize a thriving, meaningful Jewish life in North America.

INPUTS

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

Strong, informed community support for 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.

OUTCOMES

Jewish literacy and the centrality of Jewish learning

Strong Jewish identity

High level of involvement in Jewish life and Jewish institutions

Strong leadership

For some of these elements, indicators are fairly well developed. For example, our own work has yielded indicators of prepared educators. In other areas, such as Jewish identity, substantial

changes are needed to existing indicators. In still other domains, such as the centrality of learning and the quality of institutions, we are working almost from scratch. In consultation with our advisors, we identified three areas that will require substantial work to which we are giving our highest priority. These areas are Jewish learning (or literacy), Jewish identity, and high-quality Jewish institutions.

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In the third high-priority area, Jewish literacy, we are in the process of forming a committee of experts to help us identify content domains that could guide the development of indicators of Jewish knowledge. We are considering, but have not yet adopted, a process whereby we will first identify content domains, then rely on experts within the domains to prepare test items, then carry out a pilot study, refine the items, and ultimately engage in a larger study of Jewish literacy. Dr. Steven M. Cohen is a key advisor on the survey approach, and we are in the process of developing our committee of content experts.

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A number of Jewish communities have collected information that is relevant for the Indicators Project. However, the collection of data tends to be sporadic, and the quality is inconsistent. Consequently we are not currently using the Jewish community data. However, after we have

developed our new indicators, we may wish to work with selected communities to pilot our new indicator system.

Participants

The project is led by Adam Gamoran, University of Wisconsin, and Ellen Goldring, Vanderbilt University. Our long-time consultant is Barbara Schneider of the University of Chicago. Bethamie Horowitz, HUC-JIR, and Steven M. Cohen, Hebrew University, are advising us on item development. The next consultation of the project takes place February 17, 1999, and participants at that meeting will be: Gail Dorph, Seymour Fox, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Bethamie Horowitz, Michael Inbar, Daniel Marom, and Barbara Schneider.

From: "annette" <annette@VMS.HUJI.AC.IL>
To: "Adam Gamoran" <gamoran@ssc.wisc.edu>
Subject: Re: summary of call 1/4/99
Date: Tue, 12 Jan 1999 16:40:45 +0200
X-MSMail-Priority: Normal
X-MimeOLE: Produced By Microsoft MimeOLE V4.72.2201.0

Just to acknowledge receipt, to thank and to tell you that we are thinking about the project and will try to come in with some useful contributions for the meeting.

That "we" includes my pals Seymour and Dani Marom.

a

-----Original Message-----

From: Adam Gamoran <gamoran@ssc.wisc.edu>
To: 73321.1217@CompuServe.COM <73321.1217@CompuServe.COM>;
Annette@vms.huji.ac.il <Annette@vms.huji.ac.il>;
GOLDRIEB@ctrvax.Vanderbilt.Edu <GOLDRIEB@ctrvax.Vanderbilt.Edu>
Cc: Alan Hoffmann <msalhoff@mscc.huji.ac.il>
Date: 12 January 1999 1:26 AM
Subject: summary of call 1/4/99

>Mandel Foundation, Research and Evaluation
>Summary of call, 1/4/99
>Participants: Gail Dorph, Adam Gamoran, Ellen Goldring, Annette Hochstein
>
>I. Indicators Project update
>
>Comments have been received from a few of the advisors we solicited (Marom,
>Gordis, Hoffmann, Beckowitz). We felt a need to step back and ask
>ourselves, what are we looking for in a content expert? What vision of the
>process do we have?
>
>One approach would follow the following process:
>a. decide on domains
>b. write items
>c. field test
>d. revise, winnow items
>e. pilot test
>f. implement the survey
>
>We agreed that we are seeking to strike the right balance between the
>approach Adam described for national tests, which takes many years and
>costs millions, and a cursory approach in which we write out a list of
>items on the back of an envelope in someone's kitchen. Also, to identify
>the content domains, we wish do better than a haphazard, unsystematic
>approach, but not take as long or go in as much depth as the Educated Jew
>Project.
>
>Thus, we are in agreement about some important parameters, but not sure
>where or how to find the right balance.
>
>In the course of our discussion, the idea of getting a team of experts
>together at a retreat of a couple of days to actually write 400 items
>emerged as one for serious consideration. Preparation work for this
>meeting would include identifying the domains ahead of time, in addition to
>the logistics of organizing the meeting. We talked about the possibility
>of bringing in experts from the field, i.e. practicing educators, rather
>than (or in addition to?) higher education.
>

>We decided that we need to put this idea back into the larger plan for the
>Indicators Project, and see where it fits in our priorities. We need a
>timeline for these decisions. The meeting on Feb 17 may serve as a
>decision point.

>

>II. Feb 17 meeting

>

>Participants to be invited: Dorph, Gamoran, Goldring, Hochstein, Inbar,
>Fox, Schneider, Horowitz, Hoffmann, Marom

>

>Adam will send an e-mail now asking persons to save the date.

>Subsequently, Adam and Ellen will prepare background materials for the
>meeting. This should include an agenda, perhaps some framing questions
>that will guide the meeting, and a common set of background documents.

>

>Adam will let Steve Cohen know that a decision about the Literacy Project
>will be reached in late February.

>

>III. Hirschhorn

>

>Adam and Gail need to meet with David Hirschhorn in Baltimore. Gail will
>write to him and will schedule a meeting, after Feb 17 so we will know our
>plans when we meet with him.

>

>IV. Next call

>

>We set the next call for Monday, January 25, 8:30am US central time; 9:30am
>in New York, I believe that is 4:30pm in Jerusalem.

Mandel Foundation

The Jewish Indicators Project

The Need

With all the activities occurring under the rubric of “continuity,” how will we know if the efforts are making progress? In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and monitor success. In the Jewish world, one indicator -- the intermarriage rate -- has gained the headlines, but there are many other ways to judge success. We need a rich and nuanced indicator system that allows us to assess the quality of Jewish education, and the quality of those aspects of Jewish life which may be seen as outcomes of education. The Indicators Project offers a coordinated strategy for assessing whether the wide array of initiatives in Jewish education and communal life are making a difference. It can help galvanize attention and mobilize support for Jewish education.

A system of Jewish indicators would allow us to describe the current status of Jewish education - both inputs and outcomes -- and to monitor change over time. We propose to provide reports at regular, ongoing intervals, about indicators that reach beyond the intermarriage rate. In addition, the indicators we are developing could also be applied, with modification, to narrower purposes, such as the self-assessments of individual communities, and the evaluation of specific programs.

The Plan

To develop this project, we engaged in several rounds of consultations which enhanced our planning. These consultations helped us identify key features of the inputs and outcomes of Jewish education for which indicators need to be developed:

INPUTS

- Educators who are richly prepared and committed to ongoing professional growth.
- Strong, informed community support for 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.

OUTCOMES

- Jewish literacy and the centrality of Jewish learning
- Strong Jewish identity
- High level of involvement in Jewish life and Jewish institutions
- Strong leadership

For some of these elements, indicators are fairly well developed. For example, our own work has yielded indicators of prepared educators. In other areas, such as Jewish identity, substantial

changes are needed to existing indicators. In still other domains, such as the centrality of learning and the quality of institutions, we are working almost from scratch. In consultation with our advisors, we identified three areas that will require substantial work to which we are giving our highest priority. These areas are Jewish learning (or literacy), Jewish identity, and high-quality Jewish institutions.

Current Activities

At this time our work on this project has three aspects:

1) Developing indicators

The major current emphasis within the project is on developing indicators for the three areas of highest priority. We have commissioned papers on two of them: Dr. Bethamie Horowitz is reviewing the literature on identity research, and Dr. Ellen Goldring is reviewing research on high-quality institutions. Both of these scholars are charged with examining current approaches, in both the Jewish and secular arenas, and providing us with recommendations for developing indicators for Jewish education.

In the third high-priority area, Jewish literacy, we are in the process of forming a committee of experts to help us identify content domains that could guide the development of indicators of Jewish knowledge. We are considering, but have not yet adopted, a process whereby we will first identify content domains, then rely on experts within the domains to prepare test items, then carry out a pilot study, refine the items, and ultimately engage in a larger study of Jewish literacy. Dr. Steven M. Cohen is a key advisor on the survey approach, and we are in the process of developing our committee of content experts.

We have also participated in the development of the National Jewish Population Survey (NJPS) for the Year 2000. Partly in response to our input, we expect that the survey will provide data that can be used for the Indicators Project. Dr. Bethamie Horowitz has served as our liaison to the NJPS planning team.

2) Using secular data sets for Jewish indicators

A number of U.S. national data sets provide information about American Jews that may be useful for the Indicators Project. For example, the General Social Survey (GSS) provides information about religious background, current religious identity, and spouse's religion for a period stretching from the 1970s to the 1990s. These data allow us to replicate and extend findings about changes in Jewish identity, and to monitor the relation between identity and intermarriage.

3) Examining Jewish community data

A number of Jewish communities have collected information that is relevant for the Indicators Project. However, the collection of data tends to be sporadic, and the quality is inconsistent. Consequently we are not currently using the Jewish community data. However, after we have

developed our new indicators, we may wish to work with selected communities to pilot our new indicator system.

Participants

Adam Gamoran, University of Wisconsin

Ellen B. Goldring, Vanderbilt University

Steven M. Cohen, Hebrew University of Jerusalem

Bethamie Horowitz, New York City

Barbara Schneider, University of Chicago

call w/ EG 2/1/99

MLM was very positive w/ EG

- "Downsizing to grow" (EG's words)
- NY is not a branch office of Israel
- MLM wants Fundat to have b.s. impact on 5 rate in NA

MLM's view of indic is that should forge ahead

- not an ac exercise of defining the best indic that can be
- if 90% confid, good enough
- comfortable w/ entering causality from assoc
- & trends informative in tot themselves

EG will fax letter from United Way on indicators
EG will follow up

Feb 17 mtg - Nessa will join us - connect b/w Ed Ben & indic

ask BS to make pres that she did at bd mtg

= AG should call & expl whole sit that

Ed Ben cannot be used as indicators (on a purely technical)

62D will talk w/ AG abt indic Budget

Mark

You may have seen
the list of might have
reference for the instructions
input

David -

MARK D. GURVIS

Partnership for Excellence in Jewish Education

PORTRAIT OF EDUCATIONAL EXCELLENCE

July, 1998

By: Joshua Elkin and Naava Frank

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Domains of Excellence for Jewish Day Schools

Building an excellent school is an art that requires not only expertise but also tremendous imagination and creativity. The portrait below is intended to be a guide for a process that continues to evolve over the life of the school.

1. Compelling, Coherent, Educational Vision

A vision is a picture of the future—of the school, graduates and greater community. The vision should attend to such topics as: the ideal graduate, the role of Jewish text and learning, the place of theology and Jewish practice, the place of Hebrew language, a philosophy of learning, the role of parents, connections to synagogue and community, a relationship to American life and Israel, and a view of the future of Jewish life. The vision should be compelling, bold, exciting, something people want to be a part of and help create. A powerful Jewish vision is important for maximizing the schools impact on the Jewish future of its students. All members of the school community should be brought into sharing the vision so

that together they can work toward realizing it. A vision should guide and inform all the details of the school. It should shape everything from the overall curriculum to staff hiring, from scheduling to school displays, from food to how people interact with one another. The lack of a powerful vision limits the school's ability to reach for lofty goals, achieve high standards and provide meaning. The lack of its implementation leaves the school without unity and integrity. A vision does not dictate behaviors but establishes values that guide the school. In order to foster the growth of powerful visions there is a need for think tanks – intellectuals, theologians and leaders thinking together about bold new visions for Jewish day schools and thereby about new visions for the Jewish future.

Indicators of the presence of vision

- a. Clear process in place to articulate the vision.
- b. Writing of the vision.
- c. Publishing the vision.
- d. Testing the vision.
- e. The vision is reflected in the daily life of school.
- f. Ongoing implementation of and reflection upon the vision.
- g. Promoting ownership of the vision by all stakeholders (parents, teachers, and lay leaders).
- h. Progressive tuning of the vision in response to views of stakeholders and changing circumstances.

1(a) Defined Role for Jewish Values, Text Study and Practice

The Jewish character of the school should flow from the vision and should imbue all activities, meetings, events, facilities, and school practices. The school's Jewish values should be clearly articulated and modeled. Jewish texts and learning should find a prominent place throughout the life of the school – in the classroom, the boardroom and the lunchroom.

Indicators/Characteristics of Success

- a. Text study incorporated into the curriculum, staff meetings, parent gatherings, and Board and key committee meetings.
- b. Text is seen as the foundation of Jewish life
- c. Ongoing text study which leads to action.
- d. There is a strong presence of Judaic culture in multiple forms (literature, language, visual arts, music, and dance).
- e. The school has articulated a clear statement of its Jewish observance pattern.
- f. Jewish values are clearly expressed within the school's culture and daily routines.
- g. The Head, Jewish studies staff, and all other staff members actively promote Jewish values, text study, and practice.
- h. The school has a strong commitment to Jewish family education.

1(b) School Climate

School climate reflects how people treat each other in the school and what values are reflected in the interpersonal interactions in the school, such as respect and having high expectations from all students. A positive school climate is an outcome of a school that has given a great deal of thought to vision and to implementation of the vision.

Indicators/Characteristics of Success

- a. Regular activity and reinforcement in being a *mentsch*.
- b. Regular behaviors that are based on *derech eretz*, *tzedakah*, *gemilus hasadim*, and *tikkun olam* (applies to students, teachers, parents and administrators alike).
- c. High expectations for students and teachers.
- d. Opportunities for display of student work and attention to student accomplishments in all realms.

- e. Use of Hebrew in the public life of the school
- f. Incorporation of Jewish value concepts and symbols in emerging school tradition and ceremonies

2. Effective Board Composition and Function

The board guides the school and supports the Head. An effective board does not micro-manage but rather sets board policies, does long-term planning, raises funds, and performs financial oversight. A strong working relationship between board and Head is a critical indicator of success. Guiding a school requires a great deal of expertise; therefore, a board must acquire knowledge, proficiency and expertise to function effectively. Members must represent a diversity of expertise including, but not limited to, law, financial management, education, public relations, fund raising, and human resources management. The board also needs to function effectively as a group; therefore, a strong board has members who have extensive experience serving on other boards and know about effective board process. The ongoing growth of the skills of the board via board training is critical as the school evolves.

Indicators/Characteristics of Success

- a. Board supports the broad vision and the specific mission of the school.
- b. Board is profiled to meet the needs of the school with a diversity of expertise and appropriate representation.
- c. Board has the optimal range of committees and appropriate committee structures.
- d. Board commits to develop the skills of its members.
- e. Board is operating according to an adopted set of by-laws that are periodically reviewed.
- f. Board maintains an active year-round nominating committee.
- g. Board maintains an active human resource development effort focused on cultivating future lay leadership.
- h. Board reflects on its own process.
- i. Board plans occasional retreats as needed.
- j. Board evaluates itself and the Head annually.

2(a) Sound Planning, Decision-Making and Financial Management by the Lay and Professional Leadership

Individuals who are establishing a new school should not engage in minimalist thinking, but rather should recognize what it will take to run a quality school. They must possess the capacity to set bold, yet realistic financial goals and make well-researched and carefully considered decisions. Board training and strategic planning are key to careful planning and decision-making.

Indicators/Characteristics of Success

- a. Board is working off an updated strategic plan.
- b. Board decisions are based on solid demographic research that is accepted by all stakeholders.
- k. Board oversees accurate and comprehensive minute-taking of all meetings to be distributed for correction and formal adoption so that important decisions are carefully documented.
- l. Board designates a central location for records to simplify sharing information.
- c. Board has a clear understanding of the role of resource development and is actively involved in the area.
- d. Board manages resources soundly.
- e. The institution is financially viable with adequate cash flow, reserves, appropriate internal controls, board oversight, long term financial plan tied to strategic plan, and annual budgets that emerge from the long-term financial plan.
- f. A budget committee that meets regularly.
- g. Clear articulation of a budget development process that allows for: input from faculty and parents, the head's collaboration with Board committees, and final approval resting with the Board.
- b. Clearly articulated tuition policy and financial aid policy and structure.

2(b) Lay and Professional Collaboration

Effective school functioning is tied to the quality of the collaboration between the lay and professional leadership. The relationship should be supportive and mutually enriching. Lay and professional leadership should reflect upon, refine and evaluate the way they are working together in order to maximize their collaborative potential.

Indicators/Characteristics of Success

- a. Effective collaboration between the lay and professional leadership based on a confluence of vision and shared commitment.
- b. Open and on-going communication.
- c. Clarity of roles including who makes which decisions.
- d. Clear lines of authority between the lay and professional leadership, and clear procedures for discussing and resolving issues of jurisdiction as they inevitably arise.
- e. Board understands its role not as managers but in providing oversight.
- f. Board supports and nurtures the Head.
- g. Demarcation of what is policy and what is operations.

3. Skilled Professional Staff: Administrative and Instructional

The human resources of the school are a critical key to its achieving excellence. The school Head needs to be a strong visionary leader with expertise and experience in the complex tasks of running and growing a school. The teachers need to be experienced and trained. All of the staff needs to be exposed to ongoing development of their skills in order for the school to grow. There should be a collegial relationship among teachers and opportunities for them to discuss and reflect on their educational practice.

Indicators/Characteristics of Success

- a. Strong visionary leadership by Head which permeates the entire school.
- b. A collegial environment where professional staff discuss the key issues within their practice and participate meaningfully in educational decision making.
- c. An appropriate compensation scale that can draw excellent teachers into the school.
- d. Active involvement of teachers in curriculum planning, implementation, review, and refinement.
- e. Clear structure and delineation of responsibilities for educational and administrative staff.
- f. Lay and professional collaboration.
- g. Appropriate supervision and support of teachers.

3(a) Professional Development

A school's growth and excellence is tied to the growth of its professional staff. (80% of schools' budgets are composed of salary costs). Professional development can be done in-house, city-wide (at Bureaus), regionally, nationally or internationally.

Indicators/Characteristics of Success

- h. Professional development of Head and teachers to supplement skills.
- a. Professional development programs tied to the vision/mission of the school, to its curriculum and to the supervision and support structure for teachers.
- b. Professional development is ongoing for administrators and teachers alike.
- c. Programs occur both onsite for just the school faculty and off-site in collegial settings with other faculty citywide, nationwide, and internationally.

- d. Programs provide ongoing intellectual development for faculty in general educational practice and exposure to in-depth study of Jewish texts.
- e. School facilitates sharing among the professional staff concerning professional development experiences.
- f. Head and teachers help determine their own professional development
- g. Professional development uses a broad range of reflective techniques including journal writing, videotaping and other reflective methods.
- h. The program balances individual, small-group, and faculty-wide experiences.

3(b) Ongoing Reflection and Self-Evaluation

Institutions that can adopt a reflective posture can continue to learn, evolve and improve themselves.

Indicators/Characteristics of Success

- a. Board: Use of consultant; process time at each morning meeting; annual review of Head; retreat.
- b. Board-Head collaboration: Intervals for checking in on goals.
- c. Teachers: Development of staff culture of continuous discussion and reflection on issues of teaching and learning; cultivation of self-critical attitude.
- d. Curricular work: Participation by all key staff in ongoing curricular review.
- e. Parents: Channels for communicating concerns to Head and Board.
- f. Parents: A periodic survey of parents on school's operations.
- g. Use of a "critical friend" as consultant to develop the habit of reflection.

4. Effective Schooling Practices

A school of excellence will be knowledgeable about the research, techniques and programs in the field of general education. Findings in cognitive research, curricula for moral education, new techniques in technology implementation, and new materials for the teaching of math are just some examples of the type of information that schools need to keep up with and learn from the general educational community. (See list below for more details.)

Indicators/Characteristics of Success

- a. The importance of addressing the presence of individual differences among students (e.g. learning disabilities, use of the multiple intelligence framework; use of left/right brain distinctions, enrichment needs, training of staff).
- b. Development of cross-disciplinary units of study (attention to the arts as an organic integrator).
- c. Constructivist, hands-on learning where students make their own discoveries and derive meaning from authentic experiences.
- d. Use is made of new assessment strategies that enable students to be more active in the assessment process.
- e. School has high expectations of all students with all levels of ability.
- f. Team teaching is recognized as an important technique.
- g. School maintains programs that deal with social and emotional development (how to be a *mentsch*) or those that explicitly incorporate an emphasis on moral, social, and emotional development in the school culture.
- h. A sophisticated understanding of the appropriate place of technological resources in the service of the curriculum and mission of the school and its integration into the curriculum.
- i. High rates of student and faculty retention.

5. Cultivating and Maintaining Key Community Linkages

A school is only a part of children's lives as Jews. To grow and enrich the total lives of Jews, there need to be linkages to other institutions and approaches to Jewish living through synagogues, youth groups and camps.

Indicators/Characteristics of Success

- a. Efforts are made to create links with home, synagogue and broader community (BJE, Federation, JCC, Israel, FSU), higher education, business and industry.
- b. Effective communication with parents and the broader community is maintained.
- c. An effective parent-school partnership is developed and maintained
- d. Coordination between formal and informal educational programs (camping, Israel, Shabbaton, youth groups).
- e. Partnership with and involvement of key rabbis within the nearby communities.
- f. Community service built into the educational program.

5(a) Marketing/Public Relations/Recruitment

Adequate enrollment is one of the most difficult and most important factors in establishing the credibility and thus the future success of a new school. Convincing parents to send their children to an untested and not yet existing school is exceedingly difficult. Therefore the marketing program for the school needs to be very carefully considered and of the highest caliber. It needs to be supported by all stakeholders of the school in order for the school to maximize its credibility in the eyes of prospective parents. It should be ongoing and well-funded.

Indicators/Characteristics of Success

- a. An appropriate budget allocation to ensure a full marketing program.
- b. A quality consultant is leading the effort (either from the board or from the outside).
- c. A well-designed and produced packet of information presents the school in a credible and attractive manner.
- d. Involvement of Board, Head and staff in contact with prospective parents.
- e. Networking with community leaders and other institutions to promote the school.
- f. Multiple methods of delivery: parlor meetings, ad campaigns, media use, and public events.
- g. A continual stream of inquiries and information requests are coming in.
- h. A substantial deposit amount (often \$500) is requested of prospective parents.
- i. As the opening date draws near there should be a reasonable number of deposits from committed parents.
- j. Use already committed parents to help draw in prospective parents.
- k. Ongoing contact to establish credibility with prospective parents from the time they express interest until the school opens and they send their child.
- l. Once the school opens, efforts are focused on already enrolled students to maximize student retention.

6. Fundraising: Annual and Long Term

Schools need to develop sophisticated fundraising plans in order to build and maintain schools of excellence.

Indicators/Characteristics of Success

- a. Fundraising plan that supports the vision and any current initiatives.
- b. Appropriate board involvement / leadership.
- c. Annual campaign as a permanent feature of school's operation, which includes broad-based giving opportunities aimed at maximizing participation.
- d. Ongoing cultivation of new donors and stewardship of existing donors.
- e. Clear roles for lay people and professionals.

- f. Establishment of links into the broader community.

7. Special Middle School Features: Meeting Adolescent Needs

Indicators/Characteristics of Success

- a. A shared vision for the middle school community (faculty, students, parents, board, and administration).
- b. Teachers who are committed to young adolescents and who are knowledgeable about their needs.
- c. An adult advocate for every student and regular time for interaction.
- d. Adequate planning time for teams of teachers.
- e. Flexible/block scheduling (allows for variety and for some elective slots).
- f. Curriculum that is challenging, integrative and exploratory.
- g. Varied teaching and learning approaches, with assessment and evaluation that promotes learning and supports success for all students.
- h. Guidance and support services, and promotion of health and safety.
- i. High quality extracurricular activities.
- j. Engagement of and partnership with families around the educational program and the learning process (includes communication, as well as meaningful defined roles)
- k. Positive connection between school and community (service projects, business partnerships, and use of community resources).
- l. Opportunities for meaningful student responsibility and decision-making.

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Indic Mtg 2/17/99

use indic prog to stim res agenda
- esp of what type of educ reduces intermarriage

one of the most diff: challenges in policy
is to reach consensus on what goals pursuing

arg-mts against indicies
- reductionist

SF - develop ideas we can defend before
implem indicators
- don't accept indicies that are meaningless,
even if pol-maks think imp
- may be areas where need res & not indicies

role of
Found~~ation~~ - need to raise the level of the conversat
when other orgs reluctant to pay the price
- indicies can serve as a flashpoint to stim debate
(so need to think carefully abt what to indic)

EG, GZD 2/12/99.

Gail - Most wants this project to go ahead
- possibly a struggle b/w the prof & SF

- Gail wants to avoid indics versus educ

- imp't to hear out SF, DM, etc.

Goals for the mts

- ① all understand what indics are & are not
- ② get feedback on what we're doing
- ③ make decs - rpts
to move forward - l.t. prof
- reaffirm current approach

(not us vs them)
- this is a team
- different mts as
a team

in "update" part - review the strategy

can BS address how indics are developed?
how do you know they're a good measure of anything?

Project Actions

how we get to this pt

- Mike Tuban
- strat plan
- cons. Halls
- CITE 62 - lay leaders
- 1 → inputs & outcomes
- 3 → devel indics in hi-pri areas
- 2 → use existing data when poss

how Indics can serve the DMF mission
Barbara - what are indicators?

current
strategy

E6 - spoke w/ United Way of Cleve
- ind. c proj - all across Cleve
- existing data eg G. rthueish

- outcome proj - each agency must have meas^{outcome}
- agency provides trng on how to come up
w/ outcomes, how to measure, how
to report

AMERICAN JEWISH
ARCHIVES



MI - 2 focuses of indic proj
 ① very narrow, practical

- indic of educ are imp, even if links to outcomes are unclear

types of indic

① of value in itself - es could work

② necess, defensible

- ③ warning light

- ④ for decision

- ⑤ theoret justify

- can not say have reached suff. cond.

- still valuable if necessary

SF - can't go into indic w/o being able to justify the indicators

SF - add values as a justify - es Torah L'Shem
 — need to s-pt minority views

MGU's - w/in a context of minority

SF - Foundation should set aside funds for h-sh-rst, minority ideas

^{relevant} SH - US educ analogy does not work fully, bcs Jeds identity

ADH - caution for the project

- fast mot. for indic proj, has need to meas change

- need some indic so pol-makers can make decs

— does a Foudat need to do this? maybe not

- indic not only of what exists, but what is desired

DM - implicit just. for indic.

- intermarriage not an adeq. indic.
- furthers the reductionist side
- need to set people into a deeper discussion

- how do we set people in the field to hold themselves accountable

- concepts of meaningful contr.
- apply to educ
- see if reaching it

NR - value of long-term, minority pt of view

- Forndat should not only s-ppt but advocate

Bary - indic. are relatively simple

- as framed - contr. ed after Bay/bat mitzvah
- but - in contemp ^{could say trivial} ed we even nothing

SF - I am arguing for indic. - Bary's view s-ppts it

- there is room for "warning light" indicators
- what CISE could s-ppt, MF can also s-ppt
- plus MF can take risks, enter contr., etc.

- AH - educators study took community as unit of analysis
 — what are valid units of meas given voluntary, sporadic, non systematic system
 — central agencies (nat & local) have little input on edue instit.
-

Indices rpt

- SF - relat. only man to T. u. o. l. c.
 BS - other analyses - chn, res. ch. etc.
 BT - not in those data, but NTPS / Phillips following
- BS - this since you broad brush stories - very impt
- MB - all the debate abt NTPS interview, & no one looks at this!
- MI - gender diff. in strength of T. identity
- NR - who is the audience for this?
- SF - and is MF, first of all
 — we need to know what we're up against
- BS - need to relate this to what happens to the chn
 — could test research studies w/ in indices findings

MI - at what pt in time in life cycles does
ch in religion happen

- DM - put it the other way - when do they decide to be in

NR - didn't we say we don't want to focus on intermarriage

SF - ask Gail & Barry - what do you need to know?

- example where do you put your limited resources: inreach
vs outreach

BH - value of GSS is only trky
disadv is narrow range of outcomes

ADH - now this ^(ind. ydys) to change, would be very imp't - alarm all
- some probs w/ specifics, but in general very good

MT - another axis to d. extg indic

- peripheral vision - in the background
- control
- value in itself
- pragmatic value
- theoretical value

- independent would be
diff if bty were diff

BS - but no indic are very political

- those who collect, rpt must have legitimacy

NR - "one man's calm is another man's turbulence"

MI - gross, but districts hold

AH - why we should do regular reports?

- paucity of elementary data for people like me
- if we do this only for M/M, justifiable ("I want to read it to")
- what should the rpts address
 - should use for other basic data also
 - you many day schls etc.
 - create a reporting system?
- for the sake of not deferring - should ~~do~~ ^{work w/ existing} data
- for rapid data collec - select communities
- who is the audience
 - lay leaders involved w/ MF impt initiatives, graduates of JF etc., Jewish foundations

NR - do people read? Does it make a diff for policy?
are there tools for interp?

MB - community plng is done in the abs of data

- no guarantee, but begins to ch the culture of a field that's been devoid of data
- an enormously impt tool - should it get hung up on how far others use it
- any one report does not help plng, but accuml over time is very helpful

SF - focus on the 50 mega-sinners

- same opt. mystic sys? adult in spirituality
- need data

BS - what look like small ch can mean a lot - stat inference

- need advisory board
- good idea to attach response card
- issue of bringing science to people
 - need w/in pub industry + others to translate complex work to people in way that can be understood
- use the documents in seminars etc.

M6 - spend 1999 on prototype(s), w/ list of future topics + list of res g's

BA - identify



ind. friend $\frac{1}{3}$ | mixed $\frac{1}{3}$ | highly engaged $\frac{1}{3}$

behav + percept consistent
steady high + steady low

- for the middle, the journey is their identity
- behav + percept oft inconsistent

ADH - what data ~~would~~ ^{do} you wish you had?

BH - long. individ

ADH - w/r/t indicators?

BH - need to think abt

BS - how abt other soc-psych meas eg self-esteem
 - mixed grp looks like intervention grp
 - but mixed percepts may indicate something abt
 overall soc-psych state eg low need to affil, low self-esteem

SF - is there a lit on T ident that guides this work?
 BH - tacit ass-mps have not been spelled out

SF - wants to resp to "why is that identity?"
 - what concept of T or T id guided BH concept of identity
 - have people moved from concept of Judaism to concept of id?
 - (market place) subjectively grounded concept - what's it about?
 - what concepts of T would open an eye on the marketplace
 - ask Marom for concepts of T ident in Ed T papers

AA - should talk w/ Sam Wiebe re abt identity issues

BS - this new work is very strong - need to emphasize
 - few concrete behaviors w/ specificity
 - this is a Glaser/Levi-Strauss concept of id - grounded
 - may not fit w/ past concepts of identity
 - need to contextualize what you see w/ other
 concepts of identity, show poss lack of consistency

EG - high-goal institute - an input indicator
 - review paper
 - what kinds of insts, > s.uls, camps etc. indices
 - what level of analysis (instit)

BH - educ insts, >

EG - meta level now - poss across the board

BH - what about "the people factor" - "a teacher who inspires"

MI - would "inspiring" "stimulating" "challenging" capture the meaning?
 - EG - yes

ADH - well-run vs vital & compelling
 - examples of well-run places at Teachers abt nothing!
 - need to find a way to talk abt places that are well run, but also compelling

AH - this is critical

EG - how

SI - need research, not indicators, to address this

- do s.uls agree to undertake what's being eval?
 - MG - do this in order to set a std

- instit is a good place to put it

- but - need portraits (L. Shulst) rather than indices

AG - adjust content of review paper to consider implications
 incl index, portrait, other res approaches?

MG - do need to track es characteristics of educators
 - AG - that's already in the indicators system

NR - anything distinctive abt the way Jews transmit culture through instits

DM - in Agnon write-up - 'readiness' indts were essential

AG - literacy

deser process

SF - need to form how to do it

- what if no one wants to teach it

BH - like the Schiff study - did not examine what the schools were teaching

MG - would be useful to communities making an adult ed
 - a situat where doing the work could create the form-lation, of what could occur in prog's

SF - ask Wexner etc - what did you choose to teach?
 - but results will be bad - should not do it

- are we in the adult ed business?

- if yes - what kind of work would contribute

BH - what do American Jews know abt x - isn't that good?

AH - yes - hold up a picture of the situation - could be a useful policy tool

MG - the q is, does it get better over time

Att - only worthwhile if there will be some ^{steps} ~~ways~~ to improve

BS - devel a test, is costly

- not enough articulatioⁿ of goals
- need to identify the objectives
- given those objectives, what ~~ways to accomplish~~ ^{strategy to accomplish}

DM - dangerous implies bcs such diff conceptions of literacy

- ed J proj showed - text is central to J identity

NR - content is central - needs a conversation

ADH - literacy indicator is about hold'ng of a mirror

- can't lose this idea
- nb Flann Shohamy designed a test for d.s. Hebrew
- had anchor items

- need anchor items for adult J pop in LA

Bright - would be bad to drop the J knowledge indicator

- aim at 7th graders in same form of J study
- choose a number of formal ed. words e.g. d.s., ^{= 50} s.s.
- develop the items w/r/t these instits

EG - could ask what purpose an all indices

Att - identity, instits were results of / any process

- by contrast, literacy is a 4-se problem

MI - even stud w/ tests in 2-3 scales

AG - why not E Shohamy

AG - s-mz on literacy

① no SMC project

② articulate multiple potential purposes for literacy study

③ rec poss directs

- AG, BS ???



The Jewish Indicators Project
Advisory Meeting
February 17, 1999

1. Overview and update on the Indicators Project
 - A. Project Goals
 - B. Project Activities to Date
2. Review of Jewish Indicators in U.S. National Data Sets
Piloting an Indicator Report
3. The Process for Developing Indicators
 - Jewish Identity
 - High Quality Jewish Institutions
 - Jewish Literacy
4. From Development to Implementation: Next Steps
 - Data Collection: National and Communal
 - Pilot Community Involvement
5. Globalizing the Indicator Project
6. Next Steps

Indic Adv. Mtg

2/17/99

I. Intro - thanks for partic! [Intro Barbara to MT, DM]

A. Goals for mtg

1. ensure common underst of what indic are what ^{they} do not
2. provide update on prog obt feedback on ongoing actions
- note that you were supposed to work w/ a/c who were going to do
3. help us reach decs in some key areas
- some areas - reaffirm direc, but dec pt not reached
- other areas - time for dec at hand

- I have a 20 min intro
- need to fit in BH around lunch
- otherwise, wide open

B. Prog, Actions - You've got to this pt

1. history

- a. indic as an idea for LC's (Mike Duncan)
- b. indic emerging from CITE's strat plan process

2. indic can serve the MF mission

- a. galvanize attn
- b. sustain attn over the long term
- c. provide hard data for dec-makers

C. What are examples of Indic projects? - Barbara S

1. why indic? links to standards, indic end of stds
2. levels of analysis - local, st, fed
3. content of indic - spec to p-15
4. examples of teacher qual + skill candt indic

D. Our process so far

1. Consults on the proj

a. CITE professors grp

b. ed res experts - (Shulman, H Levin, methodol RS, social AP + BSA, GG, BR)

c. J ed res - Wacker, Saxe, Aron, Aronitz, Israel, Penson, Tsvetov etc.

2. CITE lay board

- affirmed w/ advice in 3 areas

- inputs & outcomes

- use existing data when poss

- devel indices in 4 priority areas / *conc. led by H. Schuman view*

2. following this counsel, current proj actions

a. analysis of existing data

b. devel indices - 2 outcomes: identity, literacy

- 1 input: qual of instits

— plan for rest of day is to discuss these 2 actions
then moving ahead in 2 ways - implem of indices
- indices in MF global context

II. Existing Data

A. Jewish indices in US nat data sets

1. GSS
2. NELS
3. SASS

B. This could lead to "indic rptc"

- expl sample
- would this meet our goals?
 - ① gth
 - ② sustained
 - ③ data for de-meters

C. Jewish community data sets

- sporadic, inconsistent quality - not clear if worth pursuing

III. Developing indicators

A. Identity - BH

B. H Qual Institute - EG

C. Literacy - AG

1. especially challenging
2. need for balance
3. SMC's offer
4. need to devel a process - ~~and~~ ^{take into ac} SMC if poss but maint n. 50'

IV. Temple in
A. Pilots ???
 #1. Community
 #2. National

B. NSPS

V. The Judea prof in a global MF context

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The Jewish Indicators Project

The Need

With all the activities occurring under the rubric of “continuity,” how will we know if the efforts are making progress? In other fields, such as business, education, and medicine, widely accepted indicators are used to measure and monitor success. In the Jewish world, one indicator -- the intermarriage rate -- has gained the headlines, but there are many other ways to judge success. We need a rich and nuanced indicator system that allows us to assess the quality of Jewish education, and the quality of those aspects of Jewish life, which may be seen as outcomes of education. The Indicators Project offers a coordinated strategy for assessing whether the wide array of initiatives in Jewish education and communal life are making a difference. It can help galvanize attention and mobilize support for Jewish education.

A system of Jewish indicators would allow us to describe the current status of Jewish education -- both inputs and outcomes -- and to monitor change over time. We propose to provide reports at regular, ongoing intervals, about indicators that reach beyond the intermarriage rate. In addition, the indicators we are developing could also be applied, with modification, to narrower purposes, such as the self-assessments of individual communities, and the evaluation of specific programs.

The Plan

To develop this project, we engaged in several rounds of consultations which enhanced our planning. These consultations helped us identify key features of the inputs and outcomes of Jewish education for which indicators need to be developed. By inputs, we mean features of a high-quality system of Jewish education; by outcomes, we mean results that characterize a thriving, meaningful Jewish life in North America.

INPUTS

Educators who are richly prepared and committed to ongoing professional growth.
Strong, informed community support for 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.

OUTCOMES

Jewish literacy and the centrality of Jewish learning
Strong Jewish identity
High level of involvement in Jewish life and Jewish institutions
Strong leadership
Concern with social justice

For some of these elements, indicators are fairly well developed. For example, our own work has yielded indicators of prepared educators. In other areas, such as Jewish identity, substantial changes are needed to existing indicators. In still other domains, such as the centrality of learning and the quality of institutions, we are working almost from scratch. In consultation with our advisors, we identified three areas that will require substantial work to which we are giving our highest priority. These areas are Jewish learning (or literacy), Jewish identity, and high-quality Jewish institutions.

Current Activities

At this time our work on this project has three aspects:

1) Developing indicators

The major current emphasis within the project is on developing indicators for the three areas of highest priority. We have commissioned papers on two of them: Dr. Bethamie Horowitz is reviewing the literature on identity research, and Dr. Ellen Goldring is reviewing research on high-quality institutions. Both of these scholars are charged with examining current approaches, in both the Jewish and secular arenas, and providing us with recommendations for developing indicators for Jewish education.

In the third high-priority area, Jewish literacy, we are in the process of forming a committee of experts to help us identify content domains that could guide the development of indicators of Jewish knowledge. We are considering, but have not yet adopted, a process whereby we will first identify content domains, then rely on experts within the domains to prepare test items, then carry out a pilot study, refine the items, and ultimately engage in a larger study of Jewish literacy. Dr. Steven M. Cohen is a key advisor on the survey approach, and we are in the process of developing our committee of content experts.

We have also participated in the development of the National Jewish Population Survey (NJPS) for the Year 2000. Partly in response to our input, we expect that the survey will provide data that can be used for the Indicators Project. Dr. Bethamie Horowitz has served as our liaison to the NJPS planning team.

2) Using secular data sets for Jewish indicators

A number of U.S. national data sets provide information about American Jews that may be useful for the Indicators Project. For example, the General Social Survey (GSS) provides information about religious background, current religious identity, and spouse's religion for a period stretching from the 1970s to the 1990s. These data allow us to replicate and extend findings about changes in Jewish identity, and to monitor the relation between identity and intermarriage.

3) Examining Jewish community data

A number of Jewish communities have collected information that is relevant for the Indicators Project. However, the collection of data tends to be sporadic, and the quality is inconsistent. Consequently we are not currently using the Jewish community data. However,

after we have developed our new indicators, we may wish to work with selected communities to pilot our new indicator system.

Participants

The project is led by Adam Gamoran, University of Wisconsin, and Ellen Goldring, Vanderbilt University. Our long-time consultant is Barbara Schneider of the University of Chicago. Bethamie Horowitz, HUC-JIR, and Steven M. Cohen, Hebrew University, are advising us on item development. The next consultation of the project takes place February 17, 1999, and participants at that meeting will be: Gail Dorph, Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Alan Hoffmann, Barry Holtz, Bethamie Horowitz, Michael Inbar, Daniel Marom, Nessa Rapoport and Barbara Schneider.

Review Paper on Jewish Identity

Bethamie Horowitz

The Mandel Foundation has undertaken the “Indicators Project,” the goal of which is to monitor the pulse of the American Jewish community regarding a number of indicators about the quality and condition Jewish life. One area of key concern is Jewish identity.

In this context I have been asked to review the literature regarding Jewish identity (both Jewish identity in particular and ethnic, religious, social and/or group identity in general) in terms of the conceptual and practical issues, and to make recommendations about ways of developing indicators.

I am assuming that the indicators of identity could relate to multiple levels of analysis – individuals, their families, institutions, local and national communities and the larger Jewish aggregate. As I pull together the material I will be guided by the issue of conceptualizing factors that enhance or detract from robust Jewishness.

The paper will address:

1. What are the alternative conceptions of Jewish identity and the factors that affect it?
2. What is the current state of the art regarding our understanding of Jewish identity?
3. What are the gaps our understanding?
4. How can we develop meaningful and practical measures of Jewish identity for tracking purposes at the national level, and for local communities and for specific programs and program evaluation?

An Outline for the Review of Literature on Indicators of High-Quality Jewish Institutions

Ellen Goldring

The purpose of the review paper on *Indicators of High-Quality Institutions* is to scan the literature in general education, Jewish education and communal services, and the non-profit and profit sectors, to analyze the ways in which indicators of high-quality institutions are conceptualized, defined and measured.

The paper will be organized in four sections.

I: What are possible indicators of institutional quality? This first part of the paper will review types of institutional indicators. Three types of indicators have been applied to the study of high-quality institutions (Scott, 1987) . These will be employed as an organizing framework for this paper.

A. Outcomes:

One approach to identifying high-quality institutions is a focus on outcome indicators. Thus, the argument goes that high-quality institutions are those which have clearly identifiable goals and standards and are meeting those goals as measured by specific indicators. This could refer to student knowledge as measured on tests or high participation rates.

B. Processes:

A second approach to identifying high-quality institutions is a focus on institutional or organizational processes or activities. Examples of process indicators may include the types of programs offered, level of the curricula, and the type/level of Jewish content in the programs.

C. Capacity:

A third type of indicator refers to level of capacity to ensure high quality. Examples of these types of indicators may include, level of training of personnel, ongoing professional development, financial support, and leadership.

An important theory of organizational effectiveness (Yuchtman and Seashore, 1967) posits the importance of all three types of indicators: the importation of resources (capacity, such as money and qualified personnel) + their use in specified activities (processes, such as teaching and learning)+output (outcomes, such as student knowledge, or heightened Jewish identity)= organizational effectiveness.

II. How can information on indicators be collected and measured? The second part of the

paper will address the measurement of each of the various types of indicators. Each of the indicators has implications as to the ways relevant information has been collected and measured.

III. What is unique to institutional indicators for Jewish institutions?

To address this question three sources of information will be used:

A. A review of the best practice volumes to see if any indicators emerge across institutional settings.

B. In 1994 the staff began working on a project called “institutional profiles”. In the beginning stages of that project, the MEF team interviewed 21 senior educators, across institutional types, and asked them a series of questions pertaining to their definitions and perceptions of an ‘effective Jewish educational institution’. These interviews will be reviewed to learn about these practitioners’ views about what constitutes a high-quality Jewish educational institution.

C. A literature review on Jewish education, Jewish communal services will be conducted to see if there is information specific to Jewish institutions.

IV. Recommendations

The final section of this paper will make specific recommendations for developing indicators of High-Quality Jewish Institutions for our purposes based on the review conducted and a critique of what was learned.

Developing a Jewish Literacy Instrument

Adam Gamoran

Objective

The goal of this project is to develop an instrument that can be used in North America as an indicator of Jewish literacy. The project faces special challenges because there is no consensus on what constitutes literacy, and much ambiguity over whether literacy can be measured in a meaningful way across a broad spectrum of the Jewish population.

Proposed Activities

As a frame of reference, consider the usual process for the development of national tests. This consists of the following steps, which may carry on for three to five years, at a cost of several million dollars:

1. Identify content domains. At this stage, content experts help the test developers identify the domains in which test items will be developed.
2. Write test items. Once the content domains are identified, content specialists write hundreds of items; approximately five times as many items as they intend will ultimately appear on the test. These specialists may include some of the same experts as in step 1.
3. Review test items. The draft items are circulated for comment to other content specialists, and to testing specialists, who examine the items for bias, etc.
4. Pilot test. The items are administered to a small group of respondents.
5. Item analysis. Based on a statistical analysis of the pilot test, items are dropped, modified, etc.
6. Field test. A large scale pre-test is conducted to ensure that the test serves its purpose. This may lead to further revisions, presumably less extensive than in step 5.
7. Test is ready to use.

Although we lack the resources to go through the full process, we are considering a scaled-down version of this approach, in which we would write fewer items, limit the time period of consultation, and carry out only one pilot test (e.g., do step 2 in a single retreat, and skip step 6).

Steven M. Cohen has offered to lead this process, along with a co-director who is a Jewish content specialist. (He proposes Jonny Cohen for this role.) Once the literacy instrument is ready to use, Steve would implement the instrument with a sample that he has surveyed in the recent past. A significant advantage to accepting Steve's proposal is that the literacy study would be conducted with a known sample, allowing more space for literacy items which could be linked with already existing information on the Jewish backgrounds and identity of respondents.

At this stage we are seeking content specialists who can help us decide whether the literacy instrument is feasible at all, and if so to specify the content domains. If those steps can be accomplished it may then be possible to bring together teams of content specialists to write items within the specified content domains.

Questions for Discussion

1. Is the project at all viable? Is it conceivable that we could create a literacy instrument?
2. Who are the content experts we should consult about the viability of the project, and the content domains if the project is viable?
3. Shall we accept Steve Cohen's proposal to lead this process, along with a content specialist?

Background Information



Fine dining has a new name in the South Bay. *Splash* features the exciting tastes of Euro-Cal-Asian cuisine created by Chef Serge Burckel. We welcome you to experience a restaurant with a wave of energy that creates both art and theater. Enjoy the whimsy of the contemporary interior which features the playful artwork of French Artist Jacques Halbert to the fascinating glass wall with a full view of the kitchen and the exciting Chef's table.

Tuesday - Thursday 6 p.m. - 10 p.m.
Friday - Saturday 6 p.m. - 10:30 p.m.
Sunday 6 p.m. - 10 p.m.
Lounge open daily 5 p.m. - 12 a.m.

The Cherry Reef Café is open everyday for breakfast & lunch
6:30 a.m. - 2:30 p.m.

EXERCISE FACILITY

Gold's Gym, located adjacent to the hotel's parking structure is open 24 hours and all hotel guests have free access. Gold's Gym offers the most modern cardiovascular equipment, daily aerobic/fitness classes, full body building free weights, and child care (limited hours). Or join us on our marvelous pool deck, offering a panoramic view of the Pacific Ocean. Relax in our heated outdoor pool, Jacuzzi, sauna or just enjoy a game of tennis!



... a convenience market located in the lobby of our hotel. Start your day with a gourmet flavored coffee, an espresso, or cappuccino. Fresh baked pastries, bagels, and fresh fruit are also available. Need a quick lunch, grab a sandwich that features fresh baked breads and ingredients that say healthy and delicious. Try our soup of the day or our fresh sushi. Smoothies, sodas, ice cream, beer and wine are also available.

— Open 24 hrs. —

If you prefer, Room Service is open 24 hours and offers a variety of entrees, snacks and beverages.

MEETING NOTES



REDONDO BEACH
& MARINA HOTEL

MEETING NOTES

① Intro to indie pro;
- purposes
- see where we are max. touch
- draw attention
- tools for eval

② actors of pro;
- existing data
- secular
- scan
- NO PS 2000 - coming
- devel new indic
- lit
- ident
- insts

③ purpose of these papers
- for us
- audience in MF



300 NORTH HARBOR DRIVE
REDONDO BEACH, CA 90277-2552
TEL: 310 318-8888 • FAX: 310 376-1930

92. Do you have any children under 18 (IF MARRIED, ADD: who are not from your (current) marriage) and not living in your household? (1990: Q.32, similar)

1	Yes	}	ASK Q.93
2	No		SKIP
8	DON'T KNOW		TO
9	REFUSED		Q.95

93. Who has custody of those children? READ LIST (1990: Q.32a, similar)

1	You	SKIP TO
2	Your former husband or partner, or	Q.95
3	Do you have joint custody?	ASK
4	OTHER CUSTODY ARRANGEMENT RECORD, IF VOLUNTEERED _____	Q.94
8	DON'T KNOW	SKIP TO
9	REFUSED	Q.95

IF Q.93 = 3 (AND POSSIBLY 4), ASK:

94. Does the child/Do the children live with you. . . READ LIST (1990: Q.32b, similar)

1	Always
2	Usually
3	Sometimes, or
4	Never?
5	OTHER ARRANGEMENT (SPECIFY) _____
8	DON'T KNOW
9	REFUSED

JEWISH EDUCATION AND JEWISH IDENTITY

ASK Q.95-Q.98 FOR BOTH RESPONDENT AND SPOUSE/PARTNER.
IF JEW BY CHOICE DETERMINED BY Q.41=1 AND Q.42=2 THROUGH 5, SKIP TO Q.104

95. Did you/your spouse/partner ever receive any formal Jewish education, such as a Jewish day school, Hebrew School, Sunday school or private tutoring by age 18? (1990: Q. 72, similar)

- | | | |
|---|------------|-----------------------|
| 1 | Yes | |
| 2 | No | |
| 8 | DON'T KNOW | } SKIP
TO
Q.102 |
| 9 | REFUSED | |

96. What was the major type of schooling you/your spouse/partner received for your/her/his formal Jewish education in grades K - 2? (1990: Q.73, similar)

READ LIST, IF NECESSARY

- | | |
|---|--|
| 1 | Full-time Jewish school, (e.g. Jewish day school, or yeshiva) |
| 2 | Part-time Jewish school that met more than once a week, (e.g. afternoon school, Talmud Torah, Heder, or Religious/Hebrew school) |
| 3 | Sunday school or other one-day-a-week Jewish educational program |
| 4 | Private tutoring |
| 5 | OTHER (SPECIFY) _____ |
| 6 | NONE |
| 8 | DON'T KNOW |
| 9 | REFUSED |

*Are these
the right
age-bred*

97. What was the major type of schooling you/your spouse/partner received for your/her/his formal Jewish education in grades 3 - 7? (1990: Q.73, similar)

READ LIST, IF NECESSARY

- | | |
|---|--|
| 1 | Full-time Jewish school, (e.g. Jewish day school, or yeshiva) |
| 2 | Part-time Jewish school that met more than once a week, (e.g. afternoon school, Talmud Torah, Heder, or Religious/Hebrew school) |
| 3 | Sunday school or other one-day-a-week Jewish educational program |
| 4 | Private tutoring |
| 5 | OTHER (SPECIFY) _____ |
| 6 | NONE |
| 8 | DON'T KNOW |
| 9 | REFUSED |

98. What was the major type of schooling you/your spouse/partner received for your/her/his formal Jewish education in grades 8 - 12? (1990: Q.73, similar)

READ LIST, IF NECESSARY

- 1 Full-time Jewish school, (e.g. Jewish day school, or yeshiva)
- 2 Part-time Jewish school that met more than once a week, (e.g. afternoon school, Talmud Torah, Heder, or religious/Hebrew school)
- 3 Sunday school or other one-day-a-week Jewish educational program (e.g. Judaica High/Hebrew High)
- 4 Private tutoring
- 5 OTHER (SPECIFY) _____
- 6 NONE
- 8 DON'T KNOW
- 9 REFUSED

ASK Q.99-Q.101 FOR RESPONDENT ONLY

99. All together, how many years of formal Jewish education through grade 12 did you receive? (1990: Q.74, similar)

_____ RECORD YEARS
 98 DON'T KNOW
 99 REFUSED

100. Overall, how would you rate the quality of your formal Jewish education through grade 12? Would you say it was . . . READ LIST

- 1 Excellent
- 2 Very good
- 3 Good
- 4 Fair, or
- 5 Poor?
- 8 DON'T KNOW
- 9 REFUSED

101. What is the major reason you say that? TBD

102. Did you have a (MALE) Bar/(FEMALE) Bat Mitzvah when you were young? (1990: Q.75, similar)

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

How Satisfied or dissatisfied were you?

103. Did you have a Jewish confirmation as a teenager? (1990: Q.75, similar)

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

IF "NO" IN Q.102, ASK:

104. Did you have a (MALE) Bar/(FEMALE) Bat Mitzvah as an adult?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

IF JEW BY CHOICE, BASED ON Q.41 AND Q.42, ASK QUESTIONS 105-113 IF DATE OF CONVERSION WAS APPROPRIATE AGE

I have a few questions about things you might have done in your teen and college age years.

105. Did you ever belong to a Jewish youth group?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

106. Did you ever go on an organized educational trip to Israel in your teen or college years?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

ASK Q.107

SKIP

TO Q.109

107. Was that when you were in . . .

- 1 High school
- 2 College, or
- 3 During both high school and college?
- 8 DON'T KNOW
- 9 REFUSED

}

SKIP

TO

Q.109

ASK

Q.108

108. How old were you when you went on that trip?

_____ RECORD AGE

- 98 DON'T KNOW
- 99 REFUSED

109. Did you ever take a college-level Jewish Studies course?

- .1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

110. Did you ever participate in any activities sponsored by a Jewish college organization, like Hillel?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

111. Did you ever attend or work at a Jewish camp that held religious services or had Jewish content?

- 1 Yes SKIP TO Q.113
- 2 No ASK Q.112
- 8 DON'T KNOW
- 9 REFUSED

112. Did you ever attend or work at a camp where most campers were Jewish?

- 1 Yes ASK Q.113
- 2 No SKIP TO Q.114
- 8 DON'T KNOW
- 9 REFUSED

113. Was this a . . . READ LIST

- 1 Sleep away camp
- 2 A day camp, or
- 3 Did you attend both types of camps?
- 8 DON'T KNOW
- 9 REFUSED

ISRAEL

FOR RESPONDENTS NOT BORN IN ISRAEL, OR "NO" TO Q.106, ASK:

114. Have you ever been to Israel?

- | | | | |
|---|------------|---|-----------|
| 1 | Yes | } | ASK Q.115 |
| 2 | No | | SKIP |
| 8 | DON'T KNOW | | TO |
| 9 | REFUSED | | Q.121 |

FOR RESPONDENTS NOT BORN IN ISRAEL, OR "YES" IN Q.106 OR Q.114

115. How many times have you been to Israel? (1990: Q.114, exact)

_____ RECORD NUMBER OF TIMES

98	DON'T KNOW
99	REFUSED

IF Q.115=2+, SKIP TO Q.118

IF Q.115=1, ASK Q.116

116. In what year did you visit Israel? (1990: Q.116, similar)

_____ RECORD YEAR

IF UNABLE TO PROVIDE YEAR, ASK:

At what age did you go to Israel?

_____ RECORD AGE

98	DON'T KNOW
99	REFUSED

Referring to which visit?

117. How long was that visit to Israel? (1990: Q.115, similar)

READ LIST, IF NECESSARY

- | | | | |
|---|--------------------|---|-------|
| 1 | Less than 2 weeks | } | SKIP |
| 2 | 2 to 4 weeks | | |
| 3 | 5 to 7 weeks | | |
| 4 | 2 to 8 months | | |
| 5 | 9 to 12 months, or | | |
| 6 | A year or more? | | TO |
| 8 | DON'T KNOW | | |
| 9 | REFUSED | | Q.121 |

118. In what year did you first visit Israel? (1990: Q.116a, similar)

_____ RECORD YEAR

In what year did you last visit Israel?

_____ RECORD YEAR

119. What is the longest time you spent during any one visit to Israel?
(1990: Q.115, similar)

READ LIST, IF NECESSARY

- .1 Less than 2 weeks
- 2 2 to 4 weeks
- 3 5 to 7 weeks
- 4 2 to 8 months
- 5 9 to 12 months, or
- 6 A year or more?
- 8 DON'T KNOW
- 9 REFUSED

FOR RESPONDENTS BORN IN ISRAEL, ASK:

120. How many times have you visited Israel since coming to the United States?

RECORD NUMBER OF TIMES.

- 98 DON'T KNOW
- 99 REFUSED

121. Do you have any close friends or immediate family living in Israel?
(1990: Q.113, similar)

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

122. Do you have any close friends or immediate family who are Israelis living in the U.S. ?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

123. How emotionally attached are you to Israel? Would you say . . .READ LIST
(1990: Q.116c, exact)

- 1 Extremely
- 2 Very
- 3 Somewhat
- 4 Not very, or
- 5 Not at all attached?

Why did question

low priority

- 8 DON'T KNOW
- 9 REFUSED

TBD: QUESTION ABOUT RELIGIOUS AND/OR ETHNIC PLURALISM IN THE US AND/OR ISRAEL

TBD: QUESTION ABOUT THE PEACE PROCESS

RELIGIOUS DENOMINATIONS

FOR RESPONDENT, ASK:

124. Referring to Jewish religious denominations, were you raised:
(1990: Q.85, exact)

READ LIST

- 1 Conservative
- 2 Orthodox
- 3 Reform
- 4 Reconstructionist, or
- 5 Something else? (SPECIFY) _____

If Orthodox - what sort?

DO NOT READ THE FOLLOWING

- 6 Just Jewish
- 7 Secular
- 8 Hasidic/Lubavitch/Chabad
- 9 Haredi/Ultra-Orthodox
- 10 A combination of two Jewish denominations
- 11 Orthodox/Conservative
- 12 Conservative/Reform
- 13 Orthodox/Reform
- 14 Other two (SPECIFY) _____

Hasidic

- 15 Traditional (Jewish)
- 16 Jewish Renewal
- 17 Humanist
- 18 Israelite/Hebrew
- 19 Culturally Jewish/Non-participating/Non-practicing
- 20 Miscellaneous Jewish (SPECIFY) _____
- 21 Mixed Jewish and another religion SPECIFY OTHER RELIGION _____
- 22 Messianic
- 23 Catholic
- 24 Protestant
- 25 Other Christian (SPECIFY) _____

- 26 Some other religion (other than Jewish or Christian)
(SPECIFY) _____
- 27 Agnostic/Atheist
- 28 No religion/None/Nothing Jewish
- 29 OTHER (SPECIFY) _____
- 98 DON'T KNOW
- 99 REFUSED

FOR RESPONDENTS WHO WERE RAISED JEWISH IN Q.124, ASK:

Now I'd like to ask about some aspects of your life when you were about 10 or 11 years old.

125. Did your family. . . READ LIST

- 1 Always
- 2 Usually
- 3 Sometimes, or
- 4 Never observe the Jewish Sabbath as special in any way?
- 8 DON'T KNOW
- 9 REFUSE

126. Did you . . . READ LIST

- 1 Always
- 2 Usually
- 3 Sometimes, or
- 4 Never have a Christmas tree in your home?
- 8 DON'T KNOW
- 9 REFUSED

127. How often did you attend synagogue as a child? Would you say . . . READ LIST

IF MULTIPLE CATEGORIES ARE REPORTED, CHOSE HIGHEST CATEGORY

- 1 Not at all
- 2 DO NOT READ Once or twice a year
- 3 Only on special occasions, such as a Bar Mitzvah or a wedding
- 4 Only on the High Holidays (Rosh Hashana, Yom Kippur)
- 5 A few times a year (3+)
- 6 About once a month
- 7 2 or 3 times a month
- 8 About once a week
- 9 Several times a week, or
- 10 Daily?
- 11 OTHER (SPECIFY) _____

- 98 DON'T KNOW
- 99 REFUSED

128. How important would you say that being Jewish was to your family when you were about 10 or 11 years old? Would you say . . . READ LIST

- 1 Extremely
- 2 Very
- 3 Somewhat
- 4 Not very, or
- 5 Not at all important?
- 8 DON'T KNOW
- 9 REFUSED

*Δ + you
Some who were
in a situation of religious
to family beliefs*

129. Now thinking about your high school years, how many of the people you considered your closest friends were Jewish? Would you say . . .
READ LIST

- 1 None
- 2 A few
- 3 Some
- 4 Most, or
- 5 All were Jewish?
- 8 DON'T KNOW
- 9 REFUSED

*But about
do you
mar to?*

JEWISH IDENTITY AND EDUCATION OF RANDOM CHILD

FOR RANDOM CHILD, ASK:

IF CHILD IS A BOY, ASK:

130. Did (NAME) have a circumcision with a Jewish ceremony (a bris)?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

IF CHILD IS A GIRL, ASK:

131. Did (NAME) have a Jewish naming ceremony (simchat bat)?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

ASK Q. 132-136 FOR EACH CHILD AGES 6- 17

Random Kid

132. Is (NAME) receiving any formal Jewish education this year?
(1990: Q.79, similar)

- | | | |
|---|------------|---------------|
| 1 | Yes | SKIP TO Q.136 |
| 2 | No | ASK |
| 8 | DON'T KNOW | Q.133 |
| 9 | REFUSED | |

133. Has (NAME) ever received any formal Jewish education?

- | | | |
|---|------------|-------|
| 1 | Yes | |
| 2 | No | SKIP |
| 8 | DON'T KNOW | TO |
| 9 | REFUSED | Q.138 |

134. All together, how many years of formal Jewish education has (NAME) received? (1990: Q.78, similar)

- _____ RECORD YEARS
- 98 DON'T KNOW
- 99 REFUSED

135. What was the major type of schooling (NAME) received for his/her formal Jewish education? (1990: Q.80, similar)

IF NECESSARY, READ LIST

- | | | |
|---|--|---------|
| 1 | Full-time Jewish school, (e.g. Jewish day school, or yeshiva) | |
| 2 | Part-time Jewish school that met more than once a week, (e.g. afternoon school, Talmud Torah, Heder, or religious/Hebrew school) | |
| 3 | Sunday school or other one-day-a-week Jewish educational program (e.g. Judaica High/Hebrew High) | |
| 4 | Private tutoring | |
| 5 | OTHER (SPECIFY) _____ | |
| 8 | DON'T KNOW | SKIP TO |
| 9 | REFUSED | Q.137 |

IF "YES" IN Q.132, ASK:

136. In what type of school is (NAME) enrolled, or what is the major type of schooling (NAME) is receiving? (1990: Q.80, similar)

(USE 1999-2000 SCHOOL YEAR. IF MORE THAN ONE TYPE OF SCHOOL IS MENTIONED, USE THE MOST PROMINENT ONE)

IF NECESSARY, READ LIST

- 1 Full-time Jewish school, (e.g. Jewish day school, or yeshiva)
- 2 Part-time Jewish school that met more than once a week,
(e.g. afternoon school, Talmud Torah, Heder, or
religious/Hebrew school)
- 3 Sunday school or other one-day-a-week Jewish educational
program (e.g. Judaica High/Hebrew High)
- 4 Private tutoring
- 5 OTHER (SPECIFY) _____
- 8 DON'T KNOW
- 9 REFUSED

IF "YES" IN Q.132 OR Q.133, ASK:

137. How would you rate the overall quality of the formal Jewish education your child(ren) has/have received? Would you say . . . READ LIST

- 1 Excellent
- 2 Very good
- 3 Good
- 4 Fair, or
- 5 Poor?
- 8 DON'T KNOW
- 9 REFUSED

New
He: satstae

ASK Q.138-140 FOR CHILDREN UNDER AGE 18 NOT CURRENTLY ENROLLED IN A JEWISH SCHOOL/PROGRAM

138. How likely are you to enroll (NAME) in a formal Jewish education program? Would you say . . . READ LIST (1990: Q.82, similar)

- | | | |
|---|------------------|----------|
| 1 | Definitely | SKIP TO |
| 2 | Probably | Q.141 |
| 3 | Probably not, or | ASK |
| 4 | Definitely not? | Q.139 |
| 8 | DON'T KNOW | SKIP |
| 9 | REFUSED | TO Q.141 |

IF Q.138=3 OR 4 AND CHILD IS 0-13, ASK:

139. What is the major reason you do not expect to enroll (NAME) in a program of formal Jewish education? (1990: Q.83, similar)

DO NOT READ LIST

- 1 Too young

0-13

- 2 Too old
- 3 Child has sufficient Jewish education
- 4 If child was a boy she would be sent
- 5 Parent not interested
- 6 Child not interested
- 7 No friends attend
- 8 Child is disabled or has a learning disability
- 9 We do not belong/ want to belong to a synagogue
- 10 Schools are too expensive
- 11 Schools are too far away
- 12 Poor quality of schools
- 13 Scheduling and logistics problems
- 14 Presently enrolled in Christian or other religious education
- 15 Will enroll/Was enrolled in Christian or other religious education
- 16 OTHER (SPECIFY) _____
- 98 DON'T KNOW
- 99 REFUSED

I/We prefer the public schools

IF "NO" IN Q.132 AND CHILD IS AGE 14-17, ASK:

140. What is the major reason you did not enroll (NAME) in a program of formal Jewish education?

DO NOT READ LIST

- 1 Too young
- 2 Too old
- 3 Child has sufficient Jewish education
- 4 If child was a boy she would be sent
- 5 Parent not interested
- 6 Child not interested
- 7 No friends attend
- 8 Child is disabled or has a learning disability
- 9 We do not belong/ want to belong to a synagogue
- 10 Schools are too expensive
- 11 Schools are too far away
- 12 Poor quality of schools
- 13 Scheduling and logistics problems
- 14 Presently enrolled in Christian or other religious education
- 15 Will enroll/Was enrolled in Christian or other religious education
- 16 OTHER (SPECIFY) _____
- 98 DON'T KNOW
- 99 REFUSED

141. Did (NAME) participate in any Jewish youth group in the past year?
(1990: Q.81a, similar)

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

142. This past year, did (NAME) attend or work at a sleep away Jewish camp that held religious services or had Jewish content?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

143. Has (NAME) ever been to Israel?

- | | | | |
|---|------------|---|-----------|
| 1 | Yes | } | ASK Q.144 |
| 2 | No | | SKIP |
| 8 | DON'T KNOW | | TO |
| 9 | REFUSED | | Q.146 |

144. Was that ^{trip} program sponsored by an organized Jewish group such as a synagogue, youth group, JCC, or federation?

- | | | | |
|---|------------|---|-----------|
| 1 | Yes | } | ASK Q.145 |
| 2 | No | | SKIP |
| 8 | DON'T KNOW | | TO |
| 9 | REFUSED | | Q.146 |

145. At what age did (NAME) go on his/her (most recent) trip to Israel?

_____ RECORD AGE

RITUALS AND ACTIVITIES

FOR RESPONDENT, ASK:

146. During the past year, did you participate in any adult Jewish education program ~~such as a college Jewish studies class?~~

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

Need to differentiate this question from next one

Form!

147. During the past year did you participate in any informal Jewish education programs, such as attending a lecture or book club on a Jewish topic?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

148. Do you display any Jewish objects in your home, like ritual objects, works of art or books?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

149. As I read a short list of activities, please tell me if you have attended any in the past year which contained Jewish themes?

READ LIST AND CHECK ALL THAT APPLY

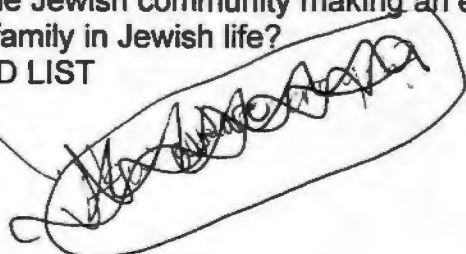
ROTATE

- 1 Movies
- 2 Theater productions
- 3 Art exhibits
- 4 Literary events
- 5 Musical concerts
- 6 Dance programs
- 7 Lectures
- 8 Museum exhibits
- 9 Did you attend any other activities with Jewish themes?
(SPECIFY) _____

150. How interested are in the Jewish community making an effort to engage (IF SINGLE: you) your family in Jewish life?
Would you say ... READ LIST

- 1 Extremely
- 2 Very
- 3 Somewhat
- 4 Not very, or
- 5 Not at all?
- 8 DON'T KNOW
- 9 REFUSED

*Seems
redundant
see below*



awkward

151. In the past year, have you. . . READ LIST

ROTATE

Yes No

- a. Read any Jewish newspaper or magazine?
(1990: Q.112, similar)
- b. Heard a tape, CD, or record containing Jewish music?
- c. Rented any video with Jewish themes or content?
- d. Read any book, fiction or non-fiction, with Jewish themes or content?
- e. Participated in any retreat or all day program with Jewish content?
- f. Used the Internet or e-mail to learn about Jewish topics?
- g. Used a CD, tape, or computer software with Jewish themes or content?

152. In the past few years, have you participated in any Jewish-based activities related to social justice such as feminism, ecology or politics? NEED TO REVISE THIS SOCIAL JUSTICE QUESTION; COULD BE SIMILAR TO Q.149

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

ASK RESPONDENT QUESTIONS 153-164 ON BEHALF OF HOUSEHOLD

153. How often does anyone in your household (IF SINGLE: do you) light candles on Friday night? Would you say . . .READ LIST
(1990: Q.94, similar)

- 1 All of the time (A/ways)
- 2 Usually
- 3 Sometimes, or
- 4 Never?
- 8 DON'T KNOW
- 9 REFUSED

IF Q.153=4, ASK:

154. How often do you do anything different on Friday night or Saturday because it is the Jewish Sabbath?

- 1 All the time (A/ways)
- 2 Usually
- 3 Sometimes, or
- 4 Never?
- 8 DON'T KNOW
- 9 REFUSED

SKIP TO Q.156

155. Do you personally refrain from handling or spending money on the Jewish Sabbath?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

156. During Passover does your household (IF SINGLE: do you) attend a Seder in your home or somewhere else...READ LIST (1990: Q.95, similar)
[ALTERNATIVE: Every year, most years, some years, or never]

- 1 All of the time (A/ways)
- 2 Usually
- 3 Sometimes, or
- 4 Never?
- 8 DON'T KNOW
- 9 REFUSED

157. Do you keep kosher?

(1990: Q.96, similar)

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

ASK Q.158
SKIP
TO
Q.161

158. Is that...READ LIST

- 1 Both in and outside the home, or
- 2 Just inside the home?
- 8 DON'T KNOW
- 9 REFUSED

ASK Q.159
SKIP
TO
Q.161

159. ^{USE ALTERNATIVE} Do you turn lights on and off on the Sabbath?

- | | | |
|---|------------|-----------|
| 1 | Yes | ASK Q.160 |
| 2 | No | SKIP |
| 8 | DON'T KNOW | TO |
| 9 | REFUSED | Q.161 |

160. Do you watch television shows in your home?

- | | |
|---|------------|
| 1 | Yes |
| 2 | No |
| 8 | DON'T KNOW |
| 9 | REFUSED |

161. Is there a mezuzah on the door of your home?

- | | |
|---|------------|
| 1 | Yes |
| 2 | No |
| 8 | DON'T KNOW |
| 9 | REFUSED |

Did you put up a mezuzah
no - can't ask this way

162. During Hanukkah does someone in your household (IF SINGLE: do you) light Hanukkah candles...READ LIST (1990: Q.98, similar)
 [ALTERNATIVE SCALE: Every night, most nights, some nights, or none of the nights]

- | | |
|---|--------------------------|
| 1 | All of the time (Always) |
| 2 | Usually |
| 3 | Sometimes, or |
| 4 | Never? |
| 8 | DON'T KNOW |
| 9 | REFUSED |

163. During the Christmas season does your household (IF SINGLE: do you) have a Christmas tree...READ LIST (1990: Q.99, exact)

ALTERNATIVE SCALE: Every Christmas, most Christmases, some Christmases, or never

- | | |
|---|-----------------------|
| 1 | All the time (Always) |
| 2 | Usually |
| 3 | Sometimes, or |
| 4 | Never? |
| 8 | DON'T KNOW |
| 9 | REFUSED |

164. Do you personally fast on Yom Kippur? (1990: Q.102, exact)

- 1 Yes
- 2 No
- 3 WOULD FAST, BUT PREVENTED BY HEALTH PROBLEMS
- 4 Sometimes
- 8 DON'T KNOW
- 9 REFUSED

ASK QUESTIONS 165-166 OF RESPONDENT ONLY

165. Referring to Jewish religious denominations, do you consider yourself to be ... READ LIST (1990: Q.84, exact)

- 1 Conservative
- 2 Orthodox
- 3 Reform
- 4 Reconstructionist, or
- 5 Something else? (SPECIFY) _____

DO NOT READ THE FOLLOWING

- 6 Just Jewish
- 7 Secular
- 8 Hasidic/Lubavitch/Chabad
- 9 Haredi/Ultra/Fervently-Orthodox
- 10 A combination of two Jewish denominations
- 11 Orthodox/Conservative
- 12 Conservative/Reform
- 13 Orthodox/Reform
- 14 Other two (SPECIFY) _____
- 15 Traditional (Jewish)
- 16 Israelite/Hebrew
- 17 Culturally Jewish/Non-participating/Non-practicing
- 18 Other Jewish (SPECIFY) _____
- 19 Mixed Jewish and another religion (SPECIFY OTHER RELIGION) _____
- 20 Messianic
- 21 Catholic
- 22 Protestant
- 23 Other Christian (SPECIFY) _____
- 24 Some other religion (other than Jewish or Christian) (SPECIFY) _____
- 25 Agnostic/Atheist
- 26 No religion/None/Nothing Jewish
- 27 OTHER (SPECIFY) _____
- 98 DON'T KNOW
- 99 REFUSED

IF ONE PERSON HOUSEHOLD, SKIP TO Q.167

166. Referring to Jewish religious denominations, do you consider your present household, as a whole, to be... READ LIST

- 1 Conservative
- 2 Orthodox
- 3 Reform
- 4 Reconstructionist, or
- 5 Something else? (SPECIFY) _____

DO NOT READ THE FOLLOWING

- 6 Just Jewish
- 7 Secular
- 8 Hasidic/Lubavitch/Chabad
- 9 Haredi/Ultra/Fervently-Orthodox
- 10 A combination of two Jewish denominations
- 11 Orthodox/Conservative
- 12 Conservative/Reform
- 13 Orthodox/Reform
- 14 Other two (SPECIFY) _____
- 15 Traditional (Jewish)
- 16 Israelite/Hebrew
- 17 Culturally Jewish/Non-participating/Non-practicing
- 18 Other Jewish (SPECIFY) _____
- 19 Mixed Jewish and another religion (SPECIFY OTHER RELIGION) _____
- 20 Messianic
- 21 Catholic
- 22 Protestant
- 23 Other Christian (SPECIFY) _____
- 24 Some other religion (other than Jewish or Christian) (SPECIFY) _____
- 25 Agnostic/Atheist
- 26 No religion/None/Nothing Jewish
- 27 OTHER (SPECIFY) _____
- 98 DON'T KNOW
- 99 REFUSED

IF RESPONDENT AND/OR SPOUSE/PARTNER IS EUROPEAN BORN, AND AGE 55+, ASK:

167. *Are you?* Do you consider yourself (Does your spouse/partner consider him/herself) to be a Holocaust survivor?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

IF "NO" IN Q.167 AND RESPONDENT HAS A PARENT BORN IN EUROPE IN Q.71
OR Q.72, ASK:

168. Do you consider yourself a child of a Holocaust survivor?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

FOR RESPONDENT, ASK Q.169-172

169. Do you consider yourself Israeli?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

170. Do you consider yourself a Zionist?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

171. Do you consider yourself an Ashkenazi Jew?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

SKIP TO Q.173
ASK
Q.
172

172. Do you consider yourself a Sephardic Jew?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

FOR RESPONDENT, ASK Q.173-184

*These are
not identity questions*

173. Are you currently a member of a synagogue, temple, [ALTERNATIVE: ADD havurah or minyan]?

- | | | |
|---|------------|---------------|
| 1 | Yes | SKIP TO Q.175 |
| 2 | No | ASK |
| 8 | DON'T KNOW | Q. |
| 9 | REFUSED | 174 |

174. Is anyone in your household currently a member of a synagogue, temple, [ALTERNATIVE: ADD havurah or minyan]?

- | | | |
|---|------------|-----------|
| 1 | Yes | ASK Q.175 |
| 2 | No | SKIP TO |
| 8 | DON'T KNOW | } Q.176 |
| 9 | REFUSED | |

175. Is that membership .READ LIST

synagogue

- | | |
|---|---|
| 1 | Conservative |
| 2 | Orthodox |
| 3 | Reform |
| 4 | Reconstructionist |
| 5 | Something else, or (SPECIFY) _____ |
| 6 | A combination of two? (ASK: Which two? CHECK BOTH CATEGORIES) |

DO NOT READ THE FOLLOWING:

- | | | |
|----|---------------------------------|-------|
| 7 | Traditional | |
| 8 | Sephardi | |
| 9 | Humanist | |
| 10 | Jewish Renewal | |
| 11 | Havurah | |
| 12 | Messianic (e.g. Jews for Jesus) | |
| 13 | OTHER (SPECIFY) _____ | |
| 98 | DON'T KNOW | ASK |
| 99 | REFUSED | Q.176 |

IF Q.175=1-13, SKIP TO Q.180

176. Aside from membership your parents may have had, since becoming an adult, have you ever belonged to a synagogue or temple?

- | | | |
|---|------------|-----------|
| 1 | Yes | ASK Q.177 |
| 2 | No | SKIP |
| 8 | DON'T KNOW | TO |
| 9 | REFUSED | Q.178 |

177. How many years ago did you last belong?

_____ RECORD NUMBER OF YEARS AGO

IF UNABLE TO REMEMBER, READ:

- 1 Less than 5 years
- 2 5 to 9 years
- 3 10 to 14 years
- 4 15 to 19 years, or
- 5 20 years or more?
- 8 DON'T KNOW
- 9 REFUSED

178. How likely are you to become a member of a synagogue or temple in the future? Would you say . . . READ LIST

- | | | | |
|---|------------------|---|-------|
| 1 | Definitely | } | ASK |
| 2 | Probably | | Q.179 |
| 3 | Probably not, or | | SKIP |
| 4 | Definitely not? | | |
| 8 | DON'T KNOW | } | TO |
| 9 | REFUSED | | Q.181 |

179. What is the primary reason you intend to join?

180. About how often do you/does (NAME) personally attend any type of synagogue, temple, or organized Jewish religious service?
 READ IF NECESSARY. ACCEPT ONLY ONE ANSWER. USE THE
 HIGHEST NUMBER CATEGORY IF MORE THAN ONE ANSWER IS
 GIVEN.

- 1 Not at all
- 2 DO NOT READ Once or twice a year
- 3 Only on special occasions such as a Bar Mitzvah or wedding
- 4 Only on the High Holidays (Rosh Hashana, Yom Kippur)
- 5 A few times a year (3+)
- 6 About once a month
- 7 2 or 3 times a month
- 8 About once a week
- 9 Several times a week, or
- 10 Daily?
- 11 OTHER (SPECIFY) _____
- 98 DON'T KNOW
- 99 REFUSED

IF SPOUSE/PARTNER IS NOT JEWISH IN Q.41, ASK:

181. Are you (IF SINGLE, DO NOT READ: or is your spouse/partner) a member of a church or other non-Jewish religious group?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

IF ALL HOUSEHOLD MEMBERS ARE JEWISH IN Q.41, SKIP TO Q.183

182. About how often do you personally attend any Christian or other type of non-Jewish religious service? READ IF NECESSARY. ACCEPT ONLY ONE ANSWER. USE THE HIGHEST NUMBER CATEGORY IF MORE THAN ONE ANSWER IS GIVEN.

- 1 Not at all
- 2 DO NOT READ Once or twice a year
- 3 Only on special occasions such as a wedding, confirmation, or baptism
- 4 Only on Easter or Christmas
- 5 A few times a year (3+)
- 6 About once a month
- 7 2 or 3 times a month
- 8 About once a week
- 9 Several times a week, or
- 10 Daily?
- 11 OTHER (SPECIFY) _____
- 98 DON'T KNOW
- 99 REFUSED

183. Outside of organized religious services, do you ever say any prayers using your own words, and without using a prayer book?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

184. On a scale of 1 to 7 in which 1 means "anti-religious" and 7 means "very religious," how would you rate your level of religiosity? CT
_____ RECORD LEVEL

CONNECTION TO JUDAISM/JEWISH PEOPLE

185. Using a scale of strongly agree, somewhat agree, somewhat disagree and strongly disagree, please tell me how much you agree with each of the following statements.
CT

ROTATE

	STRONGLY AGREE 1	SOME WHAT AGREE 2	SOME WHAT DISAGREE 3	STRONGLY DISAGREE 4	NO OPINION 5
a. I feel very connected to the Jewish people					
b. As a Jew, I feel responsible for helping people in need or distress (TBD)					
c. Jewish teaching and traditions are very relevant to life today.					
d. I feel very good about being Jewish					
e. Caring about Israel is a very important part of my being Jewish					
f. IF JEW BY CHOICE, DO NOT ASK: Being Jewish connects me to my family's past					
g. The Holocaust has deeply influenced my feelings about being Jewish					

h. Jews in Israel and Jews
in the Diaspora share a
common fate

i. The Torah was given to
Moses on Mt. Sinai

j. The Torah and the
Mitzvot are God's
commandments

k. There is a God

186. Is there a language other than English (IF RUSSIAN OR YIDDISH
INTERVIEW, INSERT APPROPRIATE LANGUAGE) that is spoken in the
home, other than just a few words or expressions?

- | | | |
|---|------------|-----------|
| 1 | Yes | ASK Q.187 |
| 2 | No | SKIP |
| 8 | DON'T KNOW | TO |
| 9 | REFUSED | Q.188 |

187. What languages is that?

- | | |
|----|-----------------------|
| 1 | Arabic |
| 2 | Farsi |
| 3 | French |
| 4 | German |
| 5 | Hebrew |
| 6 | Russian |
| 7 | Spanish |
| 8 | Yiddish |
| 9 | OTHER (SPECIFY) _____ |
| 98 | DON'T KNOW |
| 99 | REFUSED |

188. As I read a short list of statements, please tell me if you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of the following.

STRONGLY AGREE 1	SOME WHAT AGREE 2	SOME WHAT DISAGREE 3	STRONGLY DISAGREE 4	NO OPINION 5
------------------------	----------------------------	-------------------------------	---------------------------	--------------------

a. Overall, the fact that I am a Jew has a great deal to do with how I see myself.

b. It's important for me to have friends who share my way of being Jewish.

c. I feel responsible for helping people in need or distress.

d. I have the knowledge to participate comfortably in Jewish life.

e. Judaism provides important guiding principles to live by

f. Anti-Semitism is a serious problem in the U.S. today.

g. The need for funds for Jewish programs and services locally is greater now than it was five years ago.

h. The need for funds for services and programs in Israel is greater now than it was five years ago.

i. Religion is an important part of my life

j. American Jews place too much emphasis on Israel and not enough on strengthening Jewish life in this country

*My
not use
same wording as
C + J*

flaw

*How about
an allocation question?*

ANTI-SEMITISM

TBD

189. How much anti-Semitism would you say there is in your community?

- 1 A great deal
- 2 A moderate amount
- 3 A little, or
- 4 None at all?
- 8 DON'T KNOW
- 9 REFUSED

JEWISHNESS OF SOCIAL NETWORKS

190. How many of the people you consider your closest friends are Jewish.
Would you say that . . . READ LIST (1990: Q.117, similar)

- 1 None
- 2 A few
- 3 Some
- 4 Most, or
- 5 All are Jewish?
- 8 DON'T KNOW
- 9 REFUSED

191. How many of the people who live in your neighborhood are Jewish?
Would you say . . . READ LIST

- 1 None
- 2 A few
- 3 Some
- 4 Most, or
- 5 All are Jewish?
- 8 DON'T KNOW
- 9 REFUSED

192. *To what extent would you say that your neighborhood has a Jewish character? Would you say . . . READ LIST*

- 1 *Extremely*
- 2 *Very much*
- 3 *Somewhat*
- 4 *Not very, or*
- 5 *Not at all?*
- 8 *DON'T KNOW*
- 9 *REFUSED*

193. *How important is it to you that your neighborhood have a Jewish character?*
 READ LIST

- 1 Extremely
- 2 Very
- 3 Somewhat
- 4 Not very, or
- 5 Not at all ?
- 8 DON'T KNOW
- 9 REFUSED

194. If you had your choice, would you like there to be . . . READ LIST

- 1 More people who are Jewish in your neighborhood
- 2 Fewer, or
- 3 Would you like it to be the same as now?
- 8 DON'T KNOW
- 9 REFUSED

TBD-ADD A FAMILY TYPE QUESTION, EXAMPLE, MEMBER OF A FAMILY

195. When you think of what it means to be a Jew in America would you say that it means being a member of...
 ROTATE

- 1 A religious group? (1990: Q.119a, exact)

- 1. Yes
- 2. No
- 8. DON'T KNOW
- 9. REFUSED

- 2 An ethnic group? (1990: Q.119b, exact)

- 1. Yes
- 2. No
- 8. DON'T KNOW
- 9. REFUSED

- 3 A cultural group? (1990: Q.119c, exact)

- 1. Yes
- 2. No
- 8. DON'T KNOW
- 9. REFUSED

4 A nationality? (1990: Q.119d, exact)

1. Yes
2. No
8. DON'T KNOW
9. REFUSED

196. How important would you say that being Jewish is in your life? Is it. . . READ LIST (1990: Q.119e, similar)

- 1 Extremely
- 2 Very
- 3 Somewhat
- 4 Not very, or
- 5 Not at all important?
- 8 DON'T KNOW
- 9 REFUSED

Would you say that you are a strong Jew or not a very strong Jew?

ATTITUDE ABOUT TORAH

197. Which of these statements comes closest to describing your feelings about the Bible or Torah? (1990: Q.104a, similar)

READ LIST

TBD
CT

ROTATE

- 1 The Torah is the actual word of God and is to be taken literally, word for word
- 2 The Torah is the inspired word of God but not everything should be taken literally, word for word
- 3 The Torah is an ancient book of history and moral precepts recorded by man
- 4 CAN'T CHOOSE
- 8 DON'T KNOW
- 9 REFUSED

INTERMARRIAGE

198. Please tell me if any of your or your spouse's/partner's relatives have ever been married to someone who was not Jewish.

CHECK, IF "YES," TO EACH RELATIVE

- 1 IF RESPONDENT OR SPOUSE/PARTNER ARE 40+, ASK: A Child?

Yes No DK RF

- | | | | | | |
|---|--|-----|----|----|----|
| 2 | A brother or sister? | Yes | No | DK | RF |
| 3 | A Parent? | Yes | No | DK | RF |
| 4 | (IF AGE 60 OR OVER,
ADD: A grandchild?) | Yes | No | DK | RF |

IF NOT CURRENTLY MARRIED, Q.74=2,3,4, OR 5 AND LESS THAN 60 YEARS OF AGE, ASK:

199. If you were to marry, how important would it be to you that the person be Jewish? Would you say it would be . . . READ LIST

- 1 Extremely
- 2 Very
- 3 Somewhat
- 4 Not very, or
- 5 Not at all important to you?
- 8 DON'T KNOW
- 9 REFUSED

200. Hypothetically, (IF HAS A CHILD: if your child were) (IF DOES NOT HAVE A CHILD: if you had a child who was) considering marrying a non-Jewish person, would you. . . READ LIST (1990: Q.120, similar)

- 1 Strongly support
- 2 Support
- 3 Be neutral
- 4 Oppose, or
- 5 Strongly oppose the marriage?
- 8 DON'T KNOW
- 9 REFUSED

201. How would you feel about this marriage if your child's future spouse were to convert to Judaism? Would you . . . READ LIST (1990: Q.121, similar)

- 1 Strongly support
- 2 Support
- 3 Be neutral
- 4 Oppose, or
- 5 Strongly oppose the marriage?
- 8 DON'T KNOW
- 9 REFUSED

202. IF RESPONDENT HAS CHILD, ASK:

How important is it to you that your grandchildren be raised as Jews? Would you say. . . READ LIST

IF RESPONDENT DOES NOT HAVE A CHILD, ASK:

Replace these with BH battery

X-Sender: bethami@pop6.ibm.net (Unverified)
X-Mailer: QUALCOMM Windows Eudora Pro Version 4.0.2
Date: Wed, 24 Mar 1999 10:25:56 -0500
To: gamoran@ssc.wisc.edu
From: Bethamie Horowitz <bethamie@ibm.net>
Subject: Mandel Miscellany
Cc: 73321.1217@CompuServe.COM

Hi, Adam,

I wanted to update about a few different MANDel-related research matters:

First, the Identity piece. I will work with 2 grad students (one sociologist + one psychologist -- both incidentally research issues about American JEwry), but what administratively do I need to do by way of engaging them? I envision about 2 weeks of part-time work from each person.

Second, regarding the NJPS.

The Natl Technical Advisrry Comm (NTAC) met on May 14th to review first full version of NJPS questionnaire. Gail forwarded to you parts of the draft questionnaire. This is the first version that the Advisory Committee has seen, and already many suggestions have been made about how to revise it. [I have submitted many suggestion for revising things, and incidentally, the NTAC was ver open to using questions from the Connections and Journeys study. I also made a strong suggestion about using the GSS tracking question about strength of identification with Jewish.

The NJPS staff will be circulating a revised version in the coming month to a very wide array of audiences. Then the NTAC will have another go at it, and a smaller group will do a final cut. Then it will be pretested and of course more cutting will happen.

The main point is that most of the concerns we had delineated have ben included in the questionnaire so far, and I believe that some of thses questions are CORE issues for the questionnaire and thus will remain in the final version.

Re: Questionnaire-- one particular question I'd like to hear from you about concerns the grade-breaks proposed for getting the adult respondent's past experience with formal Jewish education. Instead of 1 global question (what was the major form of Jewish education you received?), there is a proposal to use 3 q's:

What was the major form of Jewish education you received in grades K-2? grades 3-7? and grades 8-12?

Are these grade divisions reasonable from your viewpoint? Any other reactions? [R will also be asked about total number of yrs of Jewish schooling]

Second point about schooling concerns today's children. The NTAC recommended that info be collected about one randomly selected child in each household. (If there are other children in the family, R will be asked if the schooling of the other children was similar or different from that of the child selected. At least we would have some sense of the homogeneity of the decisions about Jewish schooling re: different children)

Re: Mandel -NJPS relationship

Gail, Mark Gurvis, Jim Schwartz and I met last Friday to clarify Mandel's needs/desires about the NJPS. The upshot is that Jim has invited me to be one of the people making the final cuts to the questionnaire this summer. Inthe coming weeks we should have a conversation reviewing and clarifying the priorties.

Additonally, (and related) we should discuss the longer range monograph/analysis that makes sense for MANDel. Bear in mind that since Mandel is a major funder of the study, Mandel has the right to re-interview

the sample if we desire (and pay for it). The Avichai Foundation is in a similar category, and we agreed it might makes sense to coordinate efforts if we are seriously thinking of following up at all, since Avichai is alos interested in isseus of Jewish education. We should discuss this too in the near future.

Hope this email is intelligible and fills you in on the latest NJPS developments.
Bethamie

NTPS conf call 4/5/99

AG - intro

BH

NTAC met early Mar - reviewed draft grant
- draft being circulated (revised)

BH will partic in revs w/ Tschu, F Mott, Jim's ass't

Then - pretest - more cutting
Data collec first quarter of 2000 for 6 months

key areas we were pressing for

✓ ① adult respondents - full ed history - present
- more on upbringing

✓ ② children in household - full ed hist for selected child

will be cut ③ atts abt emplmt

~~BH~~

comments on items

- BH will e-mail summary

Follow-up?

AG - priority areas based on CITE bd discussion

- identity
- literacy
- particip
- court to soc justice

extended x-sec on langit? extends, not langit

Avicha: - a likely partner
 - will want to focus on day sibs & T. identity

Ellen - parents assends of prog & valid
 - reasons for choices

AG, BH, EG - what would we most want to learn
 - will Graustein - email only to set up a call

MG will bring it up w/ Annette, SF

time frame - unclear - BH will ask JS

→ develop a proposal - send to MG & GS
 - bring to a larger group à la Feb 17

GZD call 4/11/99

BRING COLOR RPT
CALL PEARL (212) 666-5419
- check 2
- status stills
- large data base stills / pilot indic pro
- go to BR

1:20 in lobby

Faren & C. pp: - what did they discuss in sept w/ DH

Eval Inst - could fit w/in Mandel School

- set up first, let "market" indicate what people are interested in

- in contrast to BN's approach of gathering lots of info

- GZD's experience - at beginning community want pay
- when see value, they will later

Gail will ask DH for his concerns at outset
Gail will restate so consensus

if q is, what happened to FI
- we are building capacity

How are Eval Guides being used?

- TEI, J Fellows
- widely distrib

TEI - evals
- plans

what's w/ Indic Proj

- instrumentat - instats, identid, (1.1.1.2)

- data - series of rpts?

at

- NTPS

mts w/ DH 4/12/99

not just oversight
- also public

CITF had lay oversight body - taking on
communal responsibility for oversight
- this no longer exists

- that's why David sees instability

- where is the home for implem of results
from research + eval
- bldg capacity etc.

GZD - this is a transition time

- lay oversight is yet to be determined

- MF will be both a funding fundat & an operating fundat

DH - a certain momentum has been lost, perhaps irreversibly
- an example - KB had learned comm. d. lies
- combination of momentum + credibility were willing to pay for Eval Inst. kit
- momentum for eval in Brit has been lost

DH

purpose of indic. proj - framework for eval
assume indic. proj. is successful - bldg tilt to eval prog

- there was a vision of an instt - to educate a
cadre of pros in Federal

(Blaustein)

- we are not prepared to fund the whole thing

deficiency in Pathways

- case studies are too superficial
 - mechanics is overdone
 - examples are weak
 - need richer case studies
 - not just mechanics - the trials & tribulations

- get a copy of David Bernstein's final project

local survey in Baltimore has just been approved

- Shoshana Cardin ~~was~~ is chair
- not just demographic - attitudinal also
- \$350,000 alloc to project
- working w/ Gary Tobin
- follow up to 1986 study that DH chair

Birthright requires an evaluation component

What do we know about the relation between Hebrew fluency and Jewish identity?

- AG - what Hebrew fluency?
- DH - what Jewish identity? - AG - we are working on this

DH is President of Fandak

Trustees think - they were skeptical - he had to ~~sell~~ ^{sell} it

- DH ability to get contin s-ppt will be undermined. This

Skepticism abt eval

- not easy to do

- don't like to use the \$

- don't like to be evaluated

- look at it as a weapon as opposed to a tool

the ball is in your court

- I need to be convinced

From: Gail Dorph <gzdorph@mandelny.org>
To: "'Mark Gurvis'" <Markdgurvis@aol.com>,
"Seymour Fox (E-mail)"
<sfox@vms.huji.ac.il>,
"Adam Gamoran (E-mail)"
<gamoran@ssc.wisc.edu>
Subject: Hirshhorn visit
Date: Tue, 13 Apr 1999 15:43:37 -0400
X-MIME-Autoconverted: from quoted-printable to 8bit by ssc.wisc.edu id OAA02100

This message is about the meeting between David Hirshhorn, Adam Gamoran and me that took place yesterday, April 12. I'm sending it to Adam as well, so if he has things that he wants to add that I have overlooked, he will feel free to add them.

David began by asking us to clarify what was going on. I reiterated what I thought he already knew about changes in the foundation. He expressed unhappiness that he had received no official notification (I guess he means a letter) about the changes. He wanted to know what had happened to Karen. What had happened to CIJE? What had happened to lay oversight? What had happened to the president's council that Lester Pollack and Mort asked me to be part of?

One concern he expressed was where is "the home" of the programs that he is now funding. Although we explained that our agenda and mission were unchanged and the home for these programs is in the Mandel Foundation office in New York, he did not seem satisfied by this answer. One thought that I had was his idea of foundation from his own experiences is not of a foundation that also operates programs. But when I tried to clarify that concept, it did not move him.

We talked pretty extensively about the Indicators project, about the TEI evaluation, about how Pathways (the volume about program evaluation) was being used. The conversation lasted about 1 and 1/2 hours and it was very focused for all but the last 10 minutes or so. He had notes and questions about the projects and I think we had a good conversation about substantive issues. And as usual, he had interesting questions, comments and suggestions. Both Adam and I have notes of those suggestions.

But at the end he said in essence, look I have no doubts about what you are telling me about the work's quality. I am not sure if the foundation will be able to continue to fund it. The entity that we were funding was an independent organization with lay oversight. That has changed significantly. In Baltimore, I (David) went out on a limb explaining the need for an evaluation institute and got communal support at the federation level. I think that in the last bit of time you have lost both credibility and momentum and I don't know if you'll be able to build it up again.

Adam and I pitched the way in which releasing indicators reports from national data sets would begin to do that job. And that we still viewed the evaluation institute as an idea that would be actualized as the foundation programs move forward, but.....

His last words were: the ball is now in your court. I actually think your means either Mort or Seymour.

gail

5/3/99

NTPS follow-up

es identity

- subjective - internal cond. of the person
 - ~~important~~ - central of the Jewish
 - content
 - activity - ritual, practice, etc.
- BH

BH

more on fam bts

- AG

more on other household member - BH

- BH

4

sibling supplement - AG

- A 6

sampling

② elaborate on participation - ~~the~~ BH

- ~~100~~ BH

decision-making abt \uparrow involvement

- what's the policy interest?

(Ellen - schloße models)

① - available as endogenous,

③ - mpts of convenience - a proxy for other issues

- Pilot w/ 1st class
- Pilot w/ 1st class

- Family culture - \rightarrow a self-conscious process?

better contextual info - by locale

- a zone of which is relevant

- Ellen

- identity 'the bandages'?

- purpose - go from subjective to active identity

- relev to instt-level indic - need to underst

⑤ how each would relate to the fundat's goals

X-Sender: usinet.bethami@pop6.ibm.net
Date: Mon, 03 May 1999 19:52:18 -0400
To: gamoran@ssc.wisc.edu, ellen.goldring@vanderbilt.edu
From: bethamie horowitz <bethami@ibm.net>
Subject: NJPS latest questionnaire

Adam and Ellen,

I just received the latest draft of the NJPS questionnaire and I am amazed at how little they have incorporated regarding identity (subjective aspect) into the questionnaire (at least based on my quick and then a bit more careful reading). The document favors behavior over any subjective state, as well it should, but it is so heavily weighted in that direction with so little regarding "subjective centrality" that I feel the document will miss out on what I have found to be a very promising means of splittling out the population. I will of course communicate with Jim Schwartz and colleagues on the NTAC, but I wanted to communicate with you fast since our discussion today assumed that much more about "identity" would appear in the current draft.

Our recommendation to Mandel regarding follow-up to NJPS may need to be revised to include a need address more of the identity questions.

Also I will review the questionnaire more carefully regarding the Mandel-related questions.

On a second matter -- the review of the Indicators of Jewish Identity Review. Adam you suggested that Steve Cohen review my piece. I am concerned that he may feel somewhat competitive, and I wonder if in addition to Steve you consider asking an additional reviewer to comment -- Paul Ritterband comes to mind (Haifa University).

Bethamie

May 18, 1999

Bethanie,

I've had a chance to read your paper. I've made a number of editorial suggestions on the manuscript. In addition, I have two substantive comments. Although the comments are few, they are extremely important, and I hope they will command your immediate attention. We had hoped to send the papers to "professors seminar" attendees this Thursday, but we will need to wait until your paper is finished. That **MUST** be no later than Tuesday.

In many ways the paper is already very strong. The introduction is terrific, and what the paper promises is potentially an outstanding contribution. For the most part, what the paper proceeds to cover is very well done. So far, however, I think the paper is unfinished in two important ways:

1. On p. 23-24, there is a slim section mis-titled "Empirical Studies of American Jewish Identity." This section contains hardly any empirical material. It asserts your ideas about distinguishing identity and practice, and as you know, I am very much taken with your ideas on this subject. However, this section fails to motivate and develop the ideas -- it simply asserts them. In my judgment, this section needs to *derive* the ideas about new conceptions of identity from the social-psychological material you have just reviewed. This seems like a straightforward task because the issues of salience, centrality, commitment, and group membership seem to set up your approach very well. Yet the paper as currently written does not take advantage of these important theoretical connections, and the discussion of your own approach seems to relate to previous work only in what it is *not* rather than in what it *is*.

If these connections were better specified in the social-psychological section, then the discussion of your approach on p.30-32, exactly as currently written, would be much more effective than it is now.

2. The paper has no conclusion, and the section on "Developing Indicators" is inadequate. Generally, you need to use the material you reviewed to offer recommendations for indicators. I can't find the connections here.

The idea of structural and group-level indicators is terrific and may fulfill the promise you indicated on the top of p.3, but the current section (p.34) is too brief, and needs to be better connected to the material you reviewed. I urge you to make the connections between the review material and the recommendations more explicit.

Similarly, and probably even more important, the psychological indicators (p.34-35) need to be motivated by your review. At present they seem disconnected from the rest of the paper and no case is made for their importance. Basically this section is far too limited and needs to be elaborated.

I'd be happy to discuss this further with you and/or to look over a draft of an expanded recommendations section. If you e-mail me something over the weekend, please include it within the text of the message instead of as an attachment.

Hope these comments are helpful and manageable in a short time frame,

Adam

P.S. Please add a cover page -- you can use the same style Ellen used for her paper.

Memo To: Jim Schwartz
From: Bethamie Horowitz
Subject: Recommendations to NTAC regarding NJPS2000 Questionnaire

In consultation with the Mandel Foundation (Gail Dorph, Adam Gamoran, Mark Gurvis and Ellen Goldring) I have prepared the following suggestions regarding the wording of the survey questions for the NJPS 2000.

Additions or changes to the questionnaire:

1. **Regarding the Jewish educational history of both respondent and spouse(q96-98) and a randomly selected child (q135)** in the household, we have the following recommendation:

Rather than asking about the type of education received in different time periods (i.e. k-2nd grade, 3-8th and 9-12th). The Mandel Foundation is recommending that people be asked about the *number of years of each form of Jewish education they ever received*:

Q 95: Have you/spouse ever received any formal Jewish education such as a Jewish day school, Hebrew School, Sunday school or private tutoring?

NEW: [If "Yes"]:

- How many years of each?
- Day school?
- Hebrew School
- Sunday school
- private tutoring

(Same question regarding child instead of q133-135)

2. **Israel trips: (Q106):**

Did you ever visit Israel during your teen years? If YES: What sort of trip? Was that an organized educational trip? a family visit? *(we need a list of the relevant types of trips)*

3. **Jewish camping (q111):**. Ask this question, and add:

Which camp (name and location?) or types of camps (we need to provide a list of types!)

Lower priority (i.e. can be dropped): q112 (did you ever attend a camp where most campers were Jewish?)

4. **Instead of asking q100 (re: quality of Jewish education) ask :**

NEW: As you look back on your Jewish education overall, how satisfied are you with the quality of Jewish education you received as a child? (very satisfied...very dissatisfied) ?

5. Add GSS question ("Would you call yourself a strong [Jew] or not a very strong [Jew]?") . perhaps following q 196 (How important is being Jewish in your life?).

NOTE: The GSS question was asked after determining R's religious preference (Protestant, Catholic, Jew, no religion...etc.) For NJPS purposes it would make sense to ask this of *anyone* who is completing the survey – and to ask it about being Jewish, even if a person says he/she has no religion). Since we will have the religious preference anyway (and can analytically limit the analysis to people who said their religion was Jewish), having replies about strength of Jewishness from people who see themselves as Jewish by religion, as well as by those who may say they have no religion will be worthwhile.

researcher

we have go-ahead - we need to produce

get someone under BS or DK
- EG will call DK

canv ~ / BS, Dt 6/15/96

①

BS - papers excellent, informative, sound, very high quality

- notes were unclear, contentious, problematic

Dt - agrees - papers were excellent

- only concern - poss that indic proj. will be stopped

BS - we should get critical positive crits of the papers

AG - should summarize notes abt indic at mts, instead of circulating BN's notes

EG - yes - es gr was pushing for an outcome indic that is closer to sub's

DK - could re-identify

Dt - papers fantastic

- ellens - tim fam. l - learned from it

- both - not area - learned from it

- ellens - recogniz abt RAND model

- inputs at diff levels - s, fam, sub

- need to consider - what's going to happen when the

- val. dat of indicators comes from ^{data came in} now they are tough

- need to ~~the~~ have theory

- indic are multi-level

- indic not necess direct related - could be indir related

- process is embedded in time - developmental

* - need to adopt a ~~developmental~~ longitudinal perspec

- use 5 pop data to add common-level data

BS - how abt getting community info from NTPS resps (2)

AG - probs of DK's ambition - repeated x-secs as more feasible goal

DK - ok, but lose developm perspec

BS - sense of Jewishness is unique among identities,
- dynamic, but not necess developmental in a linear sense

DK - link to instits - role that exper plays in devel of ident
- instit is also embedded in time

BS - how abt a Nested NELS design, w/ pass of longitud
40 schools in 5 metro areas
1/2 ts
25 SS ~ 13 yr old / schol

BH - study of conservative schls by Barry Kosmin

BS - can we get the data?

BS - make the case where needs are most critical

AG - how abt Ellen's 1st rec?

BS - need to talk to the chlm

- need to decide on the sample design - institut?
- nested?

DK - no selection issues in schl partic

DK - indiv identity influ by struc, common
- so required to get indic at context level

BS - are we committed to 2 levels (indiv/nat + institutional)
- may be better to focus on one

E6 - but can't get data from indivs will lack data on instits
- communal pros will want into an instits!

BS - how abt an add-on supplement on relig edr of resps chn
- find out what shld be going to
- get resps assessment

A6 - why need to link indivs + instt data collectors

BS - could get ~~as~~ a weighted sample of schools that way

BS - ~~if~~ so to communities, would like to see a randomized design
- in + out of schools

A6 summary

① papers permit - set good, critical reviews

② with implies keep it

③ ch is where its at in indivs res

- but A6 was cautious
- DF - should not wait until field's developed

④ think carefully ^{to begin} about design for instits - ~~not~~ ^{repres} which segments

⑤ can we do both? if so, ~~two~~ ^{linkage or separate}

- BS - definitely use the suppl to NJPS - can't get data - open +
- consider synthetic cohorts
- don't link

- zip code
- code common
- instits that indiv + fam memb's belong to

A6 - could do both direct???

conv w/ EG, GZD 6/17/99

conv abt indicators
researcher for indic
workplan for 2000 - for Aug meeting

conversat

AG will distribute summaries of prot mts notes

conv w/ Dt, BS - accepted recs, consid meth, implies

reviews of Ellen's paper - J world - ^{Danny Margolis} ^{Shelley Dwyer} ^{Bob Abrahamson} Josh Elkin,
Bethamires - SMC? Ritterband? \$500
unrotation

EG - Bethamires paper needs to be more spec. f
- what is measured
- what we should measure

GZD - send papers to Annette
- prep workplan - there imp't - feedback pls

- ① sum 2 prot convs
- ② write to Annette
- ③ ask JF, PR, to review
GZD SMC Danny

From: "Goldring, Ellen B" <ellen.b.goldring@vanderbilt.edu>
Sender: goldrieb@vanderbilt.edu
To: Adam Gamoran <gamoran@ssc.wisc.edu>
cc: Bena Medjuck <bmedjuck@mandelny.org>, gail Dorph <GZDorph@mandelny.org>
Subject: Re: DRAFT MEMO TO ANNETTE -- COMMENTS WELCOME
Date: Mon, 21 Jun 1999 11:38:13 -0700 (Pacific Daylight Time)
Priority: NORMAL
X-Mailer: Simeon for Win32 Version 4.1.1 Build (17)
X-Authentication: none

Adam,

A few comments on the memo:

1) Do you want to mention about Bethamie's paper, the need to learn from other domains, how the complexities of identity that she highlights have been dealt with empirically

2) I'm not sure what you mean by the sentence, "participants stressed the importance of examining the Jewish content of Jewish institutions" (this is not a goals/content project) and I cannot recall what was said about this in the meeting or how this differs from the next statement about outcomes. I would also give an exmaple about outcomes, such as Hebrew.

3) Do you want to be so explicit about not finding a replacement for Bill? Why not just say, we expect to have made progress and report about it by our August meeting on the.....

E.

On Sun, 20 Jun 1999 16:32:39 -0500 (CDT) Adam Gamoran <gamoran@ssc.wisc.edu> wrote:

> DRAFT

>

> Dear Annette,

>

> I'm writing to update you on the progress we've made with the Indicators
> project. The main focus since our meeting in February has been on Ellen and
> Bethamie's background papers on institutional quality and Jewish identity,
> respectively. I had a chance to review drafts of the papers in May.
> Subsequently the papers were revised and we distributed them (still as
> drafts) to members of our Professors Group for consultation.

>

> Copies of the papers were also sent to you in late May. If you have any
> comments on the papers, we could incorporate them into another revision if
> we receive them by July 15. In any case, we look forward to discussing the

- > papers and their implications for our work when we meet in August.
- >
- > CONSULTATIONS ON BACKGROUND PAPERS
- >
- > We held two meetings with our Professors Group about the papers. The first
- > took place at the seminar in Los Angeles on June 4, and the second was held
- > by conference call on June 15 with David Kaplan and Barbara Schneider, two
- > members of the group who were unable to attend the seminar.
- >
- > Discussion at the June 4 seminar was wide ranging, but we obtained several
- > helpful suggestions. Overall, participants found both papers informative,
- > useful, and interesting, and the conversations were quite spirited. On the
- > topic of identity, participants noted the lack of a developmental
- > perspective in work on identity, an issue that may be particularly important
- > for Jewish identity among diaspora Jews whose identities seem to shift and
- > flux as they pass through different life stages. Interestingly, Bethamie's
- > forthcoming work on "Connections and Journeys" may help address this issue,
- > albeit retrospectively. Another important comment, though outside the realm
- > of Bethamie's paper, is that we need a clearer articulation of the relation
- > between Jewish education and Jewish identity. A fourth point is that more
- > work needs to be done to prioritize among the many recommendations discussed
- > at the end of the paper. Bethamie's proposals are compelling and many are
- > creative, but given that we cannot do everything we need more guidance on
- > prioritizing.
- >
- > In discussing the paper on institutions, participants stressed both the
- > importance of examining the Jewish content of Jewish institutions, and the
- > difficulty of doing so. This issue will need careful consideration in the
- > future. Another important concern is to link potential outcomes indicators
- > as closely as possible to the activities and content of the institutions.
- > Participants found Ellen's recommendations for approaching the study of
- > institutions quite reasonable, given the complexities involved.
- >
- > The conference call with David Kaplan and Barbara Schneider focused on the
- > methodological implications of the papers. Both readers found the papers
- > "excellent, informative, sound, and of very high quality." Their enthusiasm
- > for the papers' contents led them to offer many suggestions about how data
- > on indicators could be collected, if the instruments for indicators were
- > designed as recommended in the papers. They would like to see an indicators
- > project that:
- >
- > -- is longitudinal for individuals as well as monitoring a system over time
- > -- places individuals in their institutional and community contexts
- >
- > While this is an exciting agenda, I cautioned that it is too ambitious for
- > the present time. Consequently we discussed ways of beginning more
- > modestly, perhaps by proceeding at two separate levels (individual across
- > the country, and institutions within selected communities) without an
- > empirical linkage between the two. This would allow us to use the NJPS and
- > its possible supplement for national data on individuals, and to obtain

- > limited data on institutions within communities as suggested by Ellen. This
- > more modest approach would have obvious limitations, in that it would not
- > follow individuals over time, and would not link individuals to their
- > particular institutions. However, it would satisfy the primary purpose of
- > the indicators project (at least as I envision it), which is to provide data
- > on current status and on changes over time for selected key elements of
- > Jewish education.
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- > The next step for these papers is to commission outside reviews from
- > individuals with expertise in the Judaic worlds that are addressed by the
- > papers (i.e., an expert on Jewish educational institutions, and an expert on
- > Jewish identity). We expect to send each paper to one expert who will
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- > decisions as we plan the future of this project.
- >
- > OTHER ACTIVITIES
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- > for the main NJPS survey, and it looks like many of our items will be
- > incorporated. If that occurs, then we may propose to use the supplement to
- > explore the institutional and community contexts in which the individuals
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- > from her national study of adolescent development, along with items designed
- > for the indicators project, in a sample of Chicago day schools. I'm not
- > sure if anything will come of this idea but we are discussing it.
- >
- > I'd welcome any response you may have to these activities, and look forward
- > to further discussions in August.
- >
- > Best,
- >
- > Adam
- >

Ellen Goldring
Professor, Educational Leadership
Peabody College - Box 514
Vanderbilt University
Nashville, TN 37203
615-322-8000

Email: ellen.goldring@Vanderbilt.Edu

From: Gail Dorph <gzdorph@mandelny.org>
To: "Adam Gamoran (E-mail)" <gamoran@ssc.wisc.edu>,
"Ellen Goldring (E-mail)" <ellen.b.goldring@vanderbilt.edu>
Subject: FW: DRAFT MEMO TO ANNETTE -- COMMENTS WELCOME
Date: Mon, 21 Jun 1999 14:29:45 -0400
X-MIME-Autoconverted: from quoted-printable to 8bit by ssc.wisc.edu id NAA12456

-----Original Message-----

From: Adam Gamoran [SMTP:gamoran@ssc.wisc.edu]
Sent: Sunday, June 20, 1999 5:33 PM
To: Goldring, Ellen B; gail Dorph
Cc: Bena Medjuck
Subject: DRAFT MEMO TO ANNETTE-COMMENTS WELCOME

DRAFT

Dear Annette,

I'm writing to update you on the progress we've made with the Indicators project. The main focus since our meeting in February has been on Ellen and Bethamie's background papers on institutional quality and Jewish identity, respectively. I had a chance to review drafts of the papers in May. Subsequently the papers were revised and we distributed them (still as drafts) to members of our Professors Group for consultation.

Copies of the papers were also sent to you in late May. If you have any comments on the papers, we could incorporate them into another revision if we receive them by July 15. In any case, we look forward to discussing the papers and their implications for our work when we meet in August.

CONSULTATIONS ON BACKGROUND PAPERS

We held two meetings with our Professors Group about the papers. The first took place at the seminar in Los Angeles on June 4, and the second was held by conference call on June 15 with David Kaplan and Barbara Schneider, two members of the group who were unable to attend the seminar.

Discussion at the June 4 seminar was wide ranging, but we obtained several helpful suggestions. Overall, participants found both papers informative, useful, and interesting, and the conversations were quite spirited. On the topic of identity, participants noted the lack of a developmental perspective in work on identity, an issue that may be particularly important for Jewish identity among diaspora Jews whose identities seem to shift and flux as they pass through different life stages. Interestingly, Bethamie's forthcoming work on "Connections and Journeys" may help address this issue, albeit retrospectively. Another important comment, though outside the realm of Bethamie's paper, is that we need a clearer articulation of the relation between Jewish education and Jewish identity. A fourth point is that more work needs to be done to prioritize among the many recommendations discussed at the end of the paper. Bethamie's proposals are compelling and many are creative, but given that we cannot do everything we need more guidance on prioritizing. In discussing the paper on institutions, participants stressed both the importance of examining the Jewish content of Jewish institutions, and the difficulty of doing so. This issue will need careful consideration in the future. Another important concern is to link potential outcomes indicators as closely as possible to the activities and content of the institutions. Participants found Ellen's recommendations for approaching the study of

institutions quite reasonable, given the complexities involved. (I MIGHT ADD THAT THEY APPRECIATED THE COMPLEXITY OF HER SUGGESTIONS FOR DEALING WITH ISSUES. THAT IS, IM AFRAID THAT YOU HAVE SAID A LITTLE TOO LITTLE BECAUSE YOU TAKE FOR GRANTED THAT HER REPORT WAS BOTH THOROUGH AND COMPLEX. SO I THINK YOU SHOULD ADD SOMETHING ABOUT HOW HER REPORT DEALS WITH THE SIGNIFICANT ISSUES IN THE FIELD FROM YOUR PERSPECTIVE AND HER ATTENTION TO BOTH QUALITATIVE AND QUANTITATIVE STRATEGIES IN DEALING WITH LARGER QUESTIONS WAS GREATLY APPRECIATED BY AUDIENCE)

The conference call with David Kaplan and Barbara Schneider focused on the methodological implications of the papers. Both readers found the papers "excellent, informative, sound, and of very high quality." Their enthusiasm for the papers' contents led them to offer many suggestions about how data on indicators could be collected, if the instruments for indicators were designed as recommended in the papers. They would like to see an indicators project that:

- * is longitudinal for individuals as well as monitoring a system over time
- * places individuals in their institutional and community contexts

While this is an exciting agenda, I cautioned that it is too ambitious for the present time. Consequently we discussed ways of beginning more modestly, perhaps by proceeding at two separate levels (individual across the country, and institutions within selected communities) without an empirical linkage between the two. This would allow us to use the NJPS and its possible supplement for national data on individuals, and to obtain limited data on institutions within communities as suggested by Ellen. This more modest approach would have obvious limitations, in that it would not follow individuals over time, and would not link individuals to their particular institutions. However, it would satisfy the primary purpose of the indicators project (at least as I envision it), which is to provide data on current status and on changes over time for selected key elements of Jewish education. The next step for these papers is to commission outside reviews from individuals with expertise in the Judaic worlds that are addressed by the papers (i.e., an expert on Jewish educational institutions, and an expert on Jewish identity). We expect to send each paper to one expert who will provide a written review. Ultimately, the papers will help guide our decisions as we plan the future of this project.

OTHER ACTIVITIES

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Finally, Barbara Schneider has raised the possibility of using instruments from her national study of adolescent development, along with items designed for the indicators project, in a sample of Chicago day schools. I'm not sure if anything will come of this idea but we are discussing it.

I'd welcome any response you may have to these activities, and look forward to further discussions in August.

Best,

Adam

Call w/ EG & DK 6/22/99

several pts on J identity.

or move to STSS

DK will rep req for restr data - ^{Elennis will help}

AG ask BK for GSS Data & SPSS commands
SPSS save file

AG to send color version to DK

Date: Tue, 6 Jul 1999 04:53:32 +0300 (IDT)
From: Paul Ritterband <uap@soc.haifa.ac.il>
To: Adam Gamoran <gamoran@ssc.wisc.edu>
Subject: Re: Jewish identity

Dear Adam, The arrangement that you suggest is fine. Please send the paper to me at the University

Department of Sociology and Anthropology
University of Haifa
Haifa, Israel

I look forward to receiving, reading and commenting on the paper.
Best wishes, Paul

On Mon, 5 Jul 1999, Adam Gamoran wrote:

> Paul,
>
> The fee of \$750 is fine but I will need to call it 1 1/2 days of work, is
> that ok? That is a constraint I am under.
>
> Adam
>
> P.S. If this is ok, where should I send the paper?
>
>
> At 07:20 PM 7/5/1999 +0300, you wrote:
> >Dear Adam, My experience is that I like to chew the piece over a few times
> >but that is my peculiarity. I would likely take more than one day but I
> >will live with one day. The \$500 is a problem. It is way below what I get
> >for consulting. Let's compromise at \$750 for the day. I am new to you so
> >you should get a new 'customer's' substantial discount.
> >Best, Paul
> >
> >
> >On Mon, 5 Jul 1999, Adam Gamoran wrote:
> >
> >> Paul,
> >>
> >> I don't have the paper with me, but it is about 30 pages long. In my
> >> experience, one day's work is a generous estimate of how long it takes to
> >> review a paper, hence the offer of \$500 (the Mandel Foundation's per diem).
> >> Regarding how far to go, of course this depends on how much there is to
> >> say, but in my experience it usually takes about 3-4 pages to write the
> >> review. Does this seem appropriate?
> >>
> >> Adam
> >>

> >
> >
> > At 12:52 AM 7/4/1999 +0300, you wrote:
> > >
> > > Dear Adam, Thanks for your note. In principle I would be very glad to do
> > > the job which you described. The issue is very important to me both
> > > personally and professionally. We would have to work out some different
> > > terms however. I don't know how long Bethamie's paper is, nor do I know
> > > how just how
> > > far you want to go with the issue. I suggest we come together on a per
> > > diem
> > > rate with a ceiling that we both find acceptable. What do you think? Best,
> > > Paul
> > >
> > >
> > > On Thu, 1 Jul 1999, Adam Gamoran wrote:
> > > >
> > > > Dear Paul,
> > > > >
> > > > I'm writing to ask for your help with a project at the Mandel
> > > > Foundation,
> > > > which I believe Bethamie Horowitz has mentioned to you. One of our
> > > > long-term goals is to establish a system of indicators for Jewish
> > > > education
> > > > in North America. The indicators would reflect both "inputs," such as
> > > > funding, teacher training, and so on, and "outputs," such as
> > > > participation,
> > > > identity, and Jewish literacy. To help us develop appropriate
> > > > indicators
> > > > of Jewish identity, we commissioned Bethamie to write a review paper in
> > > > which she has examined both the secular and the Jewish social science
> > > > literatures on the measurement of identity, and concluded with
> > > > recommendations for how we should proceed.
> > > >
> > > > If you are willing, I would like to ask you to review Bethamie's
> > > > paper for
> > > > us. In addition to your general reactions, I would ask for responses to
> > > > some specific questions, such as whether the paper addresses the
> > > > relevant
> > > > literatures thoroughly, whether its recommendations are sound, and
> > > > how you
> > > > would advise us to prioritize among the recommendations. We would
> > > > pay an
> > > > honorarium of \$500 for this service. I would ask for your written
> > > > review
> > > > by August 1, 1999.
> > > >
> > > > Please let me know whether you are able to perform this service for
> > > > us. If
> > > > so, please tell me where to send the paper and I'll get it out to you

> right
> >> >> away.
> >> >>
> >> >> Sincerely,
> >> >>
> >> >> Adam Gamoran
> >> >> Department of Sociology
> >> >> University of Wisconsin, Madison
> >> >> gamoran@ssc.wisc.edu
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Critique of the Report of Dr. Bethamie Horowitz

Professor Paul Ritterband

University of Haifa

July 25, 1999

The text that follows is organized around the three questions that are posed in the letter of July 8, 1999, written to me by Professor Adam Gamoran.

1. Does the paper address the relevant literature thoroughly?

The literature on Jewish identity is vast, chaotic, non-cumulative and of enormously mixed quality. It has become a catch-all for a wide variety of "somethings" that we all would like to understand. In a recent paper, I expressed my dissatisfaction with state of affairs by writing that I would abandon the term [for its lack of clarity and consistency] and use a much more primitive term namely "Jewishness." In her paper for the Mandel Foundation, Bethamie Horowitz has gone a long way in bringing order and clarity to the literatures that use the term. I intentionally write plural "literatures" because the term has different meanings in the several disciplines that use it.

The Horowitz report has gone further than any work with which I am familiar in making sense out of the material and turning the literature into a subject or subjects. Organizing the material by discipline, she is able to go through the very different meanings that the terms Jewish identity and Jewish identification have in the several contexts in which they are analyzed and discussed.

The terms were adopted by several disciplines, each of which has its own take on their meaning, thus each discipline

tells its own story about Jewish identity and identification. At its core, "identity" is a social psychological concept and is distinct from identification. By and large, the sociologists dealing with Jewishness study identification rather than identity. This is a distinction that is often blurred. Psychologically based theory assumes that we all have multiple identities which correspond on the subjective level with our objective social positions or statuses. Both terms, identity and identification, gained currency as Jewishness [=Yiddishkayt] was secularized and transformed and became what it is today. I don't know where and when the term was invented, though I would like to know for the purpose of clarifying usage. By the 1930s at the very latest, significant behavioral scientists were engaged in the study of Jewish identity. Kurt Lewin, the eminent social psychologist published important work in the area over sixty years ago. The same or similar issues were raised by the group organized by YIVO in Vilna to study the transformation of Jewish youth as Jewish tradition collided with modernity. The Vilna group had recruited Edward Sapir and even Sigmund Freud.

Some years back, Professor Victor Sanua wrote valuable state-of-the-art pieces on the Jewish identity literature from the perspective of psychology. Intermittently, The American Jewish Committee particularly, as well as other communal agencies published their own state-of-the-art articles/pamphlets on various aspects of the Jewishness of American Jews, dealing in whole or part with the "subject" of Jewish identity. As I remember Sanua's work, the emphasis was

on extensive coverage. As a result, in addition to citing serious, high quality research, he reported on the production of tens of not quite memorable Master's theses. That was the task which he had set for himself. Horowitz' task was quite different. She has dealt largely with the major relatively recent scholarly literature. She has filtered out the less relevant and less significant literature. The one area which has been slighted is anthropology. There are some scholars and publications that deserve inclusion. Among them are the following:

Furman, Frida Kerner
Beyond Yiddishkeit
SUNY, Albany, 1987

Prell, Riv-Ellen
Prayer and Community
Wayne, Detroit, 1989

Zenner, Walter P.
Persistence and Flexibility
SUNY, Albany, 1988

Shokeid, Moshe
A Gay Synagogue
Columbia, New York, 1985

Heilman, Samuel C.
Defenders of the Faith
Schocken, New York, 1992

A very small but intriguing body of work is beginning to emerge in economics as well, following the human capital orientation formulated by the Nobel laureate Gary Becker. Carmel Chiswick at the University of Illinois [Chicago] gave a very interesting paper [not yet published] using the human capital perspective to explain the changing agenda of American Jews.

With the one reservation noted, I would answer the

Foundation's question in the affirmative. She addresses the relevant literature thoroughly. Equally or even more important, she addresses that literature with great understanding and writes about it with great clarity.

2. Are the recommendations sound?

Given the growing freedom of American Jews to be or not to be a Jew, it is increasingly important that the community reach Jews on the motivational level. The chances that parents will automatically enroll their children in a Jewish school as a consequence of social inertia, i.e., fulfilling other people's expectations, are fewer and fewer. Being Jewish, behaving Jewish, thinking Jewish, feeling Jewish, are increasingly subject to individual will. The American Jewish community is more and more a community of assent rather than a community of descent. For the scientific investigator, this new set of circumstances means that our research instruments and models be constructed such that the motivational element can be analytically abstracted from empirical behavior.

To enhance our understanding of the voluntary society and the burden that it places on individual will, consider the American Jewish community that was emerging between 1880 and 1914. The Jewish masses of the period were immigrants or the sons and daughters of immigrants. They were struggling to establish themselves in America. Communal solidarity was built upon the on the stark fact that Jews needed Jews. There was no commercial credit for their newly established small businesses. In addition to the usual problems of small businessmen whom banks did not want to deal with, the Jews faced discrimination from the credit agencies, particularly

Dun and Bradstreet, who never missed the opportunity to defame the Jewish businessman as one of "those people," "Hebrews" whose business ethics and credit-worthiness were beneath contempt. Jews had to establish their own credit agencies and they did so with the opening of the Hebrew Free Loan Societies, or they borrowed from Landsman and/or relatives. They had little time or mental space to consider their individual, subjective Jewish identity. Jews needed Jews for who else would be for them. Consider the contrast with the contemporary situation where Jews frequently may well be the loan officers in the banks and who decide on the line of credit solely or mostly so on grounds of sound, rational business principles. For the contemporary Jew, Jewishness is frequently voluntary, individualistic. In the earlier period, solidarity was more likely to be a given rather than a communal problematic. Few Jews could afford to turn their backs on the Jewish community.

The methodological implications of this set of circumstances are obvious. Information gathered on the use of Jewish communal services would be more central to the task of examining the way Jewishness works its way through the individual and residing in large part in the space reserved for his connection with the Jewish community in the earlier period I reported on. Now, given vastly different circumstances, we need different indicators.

All of this means that people who bear responsibility for Jewish communal surveys, which are unfortunately frequently

called called population or demographic surveys, should be encouraged to include subjective-motivational-identity items in their questionnaires and interview guides.

My sense is that the community is not gaining that much from the surveys that are now being conducted -though as a practicing sociologist I am happy to have the data the surveys produce. We have to start asking the right questions. That is what I take is the major contribution of the Horowitz report and that, ultimately, is what makes it so good. It is a first class job!

3. An order of priorities

Given limited resources, I would suggest a two pronged approach. First, piggy back on communal surveys by buying space on the surveys for the kinds of questions that the Foundation deems most central to its mission and subsidizing university based research on those items. The results should encourage subsequent communal survey designers to include such items in their own design. If I am correct, we would soon have a body of findings which could help the lay and professional in Jewish education and other communal concerns to be able to allocate their resources rationally and effectively.

Second, I would suggest that the Foundation choose and develop a set of inexpensive Jewish-social indicators. The data for some of the indicators are collected routinely by the communal surveys and other bodies. Others can be worked out by the Foundation or investigators with which it contracts for services. What we need is set of social indicators comparable in their own way to the sorts of indicators that the federal government supplies to business and various levels of

government. In both instances, I propose that the Foundation build on work that is already done rather than going it alone. Before any of this happens however, the Foundation must decide on the extent to which it wants to be in the Jewish R and D business.

To: Ellen

From: Josh Elkin

Re: Your paper on indicators

I am honored to have the opportunity to have an advanced look at your wonderful paper on indicators of success, and to provide some reactions which I trust will be helpful to you and to the Mandel Foundation.

In general, I had a very positive reaction to your paper. First and foremost, I am appreciative that the topic is being given serious consideration. Greatly increased attention to this topic is vital if we are to create a more accountable system for Jewish education worldwide.

Second, I believe that the summary of the general educational field and the Jewish educational efforts at defining indicators are vital additions to the knowledge base available to those in Jewish education. Most Jewish educators do not frequent the literature which you have cited. You have organized the presentation of the various conceptual models of indicators in a manageable way. I found the charts to be especially helpful as graphic organizers of the various indicator systems. If possible, it would be helpful to have the charts folded into the body of the text for more convenient referencing.

On a personal note, I valued the attention paid to our PEJE excellence portrait. I learned to see our work within the broader context of other systems, especially those which focus on outcomes as well.

I do have one major recommendation which I think would strengthen the paper and make it all the more relevant for Jewish educational use. I feel that the section on alternative strategies needs to be given more attention, even in this first paper. You make the case quite cogently that Jewish education does not now have a real platform of established indicators upon which to build to the next stage. You correctly point to three significant alternative routes to approach the challenge of documenting educational quality, other than with indicators of success. However, I was left wanting much more.

I personally believe that the case study/ethnographic alternative has great promise for Jewish education in all its forms, as does the quality metaphor of high reliability. I want to believe that more could be offered now on these two alternatives, and that the Mandel Foundation and the rest of the field does not have to await a different paper until some time off in the future.

The way the paper is now constructed is fine for limited use within the Mandel Foundation and its associated programs. If that is indeed the entire audience, then I have no problems and you can disregard the rest of my review. However, if there is a desire to disseminate the paper more widely beyond the foundation's immediate network, I

would recommend that the paper be expanded in order to offer a more balanced presentation between the review of the indicators research and the description of the three alternatives. As it now stands, the subtle message of the paper (not intended) is that despite the limitations of indicators, and despite the poor indicator platform in Jewish education, these indicator systems are still vitally important. If you were to devote more space and detail to the three alternatives, however, a strong message would go forth from your paper calling for the adoption of different strategies reflecting the articulated alternatives.

I am well aware of how challenging it is to think about developing ethnographies; they are complex pieces to articulate and require vast amounts of time and human resource. It would be exciting to include some brief excerpts from already-existing, well-done ethnographies, even if you had to borrow from the general education world. Contact with this genre of educational investigation could have a profound influence on so many individuals in Jewish education. As you said earlier in the paper, these alternatives will help Jewish education to gradually build the platform upon which some indicator systems could be constructed down the road.

11/2/99

Gail + Ellen - can an Ellen's indie paper

review is thin + specific

answers basic q - covers Ted inst. tr well

does not see value of quant. indic.
- can this be enhanced in the paper

more on what can + can't be gained
from the qual. studies

more on what can be gained from the quant. indic.

make the conclusion stronger - reiterate gains of indic.

"not intended" msg. is intended

Indicators Project

At a meeting last February, we set two main goals for the Indicators Project during 1999: (a) To prepare materials that will allow us to produce a series of Indicator Reports using U.S. secular national data sets; (b) to produce background papers that set forth ideas and strategies for measuring indicators in two key areas: the quality of Jewish educational institutions (an “input” indicator) and Jewish identity (an “output” indicator). We met these goals, and in fact have surpassed our expectations by assembling a team and obtaining outside support for a process that may lead to a major study of Jewish schools.

We were fortunate to engage Professor David Kaplan of the University of Delaware, a member of our Professors Group, to work on the Indicators Reports. Professor Kaplan is an expert on educational statistics and the analysis of survey data. He has completed one report, which used the General Social Survey to plot changes in the self-reported strength of Jewish identity for three cohorts of American Jews: Those born before 1925, those born from 1925-1950, and those born since 1950. Professor Kaplan’s analyses document a decline in the proportion of respondents who call themselves “strong Jews” and a rise in the proportion of those who say are “not very strong Jews.” Strength of identity is related to intermarriage, as those who are intermarried tend to be less committed as Jews. Professor Kaplan’s research is the first independent corroboration of the findings of the NJPS 1990, that the rate of intermarriage among Jews born since 1950 is very close to 50%. Professor Kaplan is currently working on a second report, which examines salaries and benefits of teachers and principals in Jewish day schools, using a national data set called the Schools and Staffing Survey, which includes public schools and a variety of private schools, such as those under Jewish, Catholic, and independent auspices. The analyses for this report are complete and we expect to see a draft of the report shortly.

To help us design new indicators of Jewish education, we commissioned Dr. Bethamie Horowitz to write a background paper on Jewish identity, and Professor Ellen Goldring to write on the quality of Jewish institutions. Drafts of these papers were completed in spring 1999, and they were subsequently reviewed by our professors group and by external reviewers. The papers were then revised and have now been distributed to an audience of academics in Jewish education. The papers will serve as essential references for the Mandel Foundation if it undertakes further work on indicators of Jewish education, and researchers who examine the relation between Jewish schooling and Jewish identity.

Among the reviewers of the background papers were Professor Barbara Schneider of the University of Chicago and Professor David Kaplan of the University of Delaware. These survey experts urged us to implement our new ideas about indicators in a longitudinal study of Jewish schools and Jewish adolescents. Professor Schneider was approached by members of the Chicago Jewish community to apply her research methods and instruments for the study of adolescents to Jewish schools, and she viewed this as an opportunity to combine her interests in Jewish education with her expertise on survey research. She formed a team consisting of members of the Professors Group and persons associated with the Mandel Foundation, and asked the Spencer Foundation to support a pilot study of Jewish schools in the Chicago area. The purpose of the pilot study is to develop instruments and assess the feasibility of a large-scale study of Jewish

schools, teachers, and students, to be carried out subsequently in Chicago or elsewhere. A senior professional at the Jewish Federation of Chicago is a member of the planning team for the pilot study, and we have sought advice from the Chicago-based member of the Mandel Foundation Board, John Colman. The pilot study has been funded for one year by the Spencer Foundation, and the first meeting of the team will take place on January 12, 1999. If the full study comes to fruition, it will be the largest and most important study of a system of Jewish education to date.

As the Mandel Foundation develops an agenda for research and evaluation in the future, the Indicators Reports and the Chicago pilot study may serve as major areas of work. Each of these has the potential to provide important information that can inform national and local decision-makers about the state of Jewish education and the conditions that may lead to its advancement.

During the summer of 1999, the Coalition for Advancement in Jewish Education reprinted a 1997 article by Bill Robinson, Adam Gamoran, and Ellen Goldring on "Gender differences among teachers in Jewish schools." The report was picked up by the Jewish Telegraphic Agency and received attention in several Jewish newspapers. In addition, our report on *The Leaders Report: A Portrait of Leaders in Jewish Schools*, by Goldring, Gamoran, and Robinson, was released by the Mandel Foundation. Also, Gamoran, Goldring, and Robinson published "Towards building a profession: Characteristics of contemporary educators in American Jewish schools" in Y. Rich and M. B. Rosenak (Eds.), *Abiding Challenges: Research Perspectives on Jewish Education* (Tel Aviv: Freund, 1999). This paper presents results on teachers and educational leaders in Jewish schools, and is the culminating paper from the CIJE Study of Educators.

FAX

MANDEL FOUNDATION

November 30, 1999

To: Adam Gamoran

From: Barry

Fax number: 212-532-2646

Voice: 212-532-2646

Re: "Indicators"

This ad appeared in the NY Times today (op ed page). I thought it was interesting in the light of our "indicators" discussions.

YOUR CAR WAS STOLEN YOUR KID HAS ASTHMA AND YOU'VE JUST BEEN SUED BY YOUR NEXT DOOR NEIGHBOR CONGRATULATIONS!



According to the most popular index of prosperity—the Gross Domestic Product—this family should be celebrating.

Their "personal GDP" goes higher every time they have to spend more money, no matter the reason why. Big jump in health insurance premiums? Splendid. Expensive divorce settlement? Even better.

Is this any way to measure the real economic progress of a family... or a society? We don't think so.

That's why we created the Genuine Progress Indicator or GPI.

More than 400 leading economists, including several Nobel Prize winners, have called for measures like GPI that offer a more meaningful view of the economic realities most Americans face in their day-to-day lives.

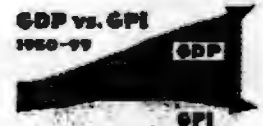
Using GDP as a starting point, GPI adds benefits (like the economic value of housework) and deducts costs (like crime and pollution) that GDP ignores.

The results are frankly troubling.

Both GDP and GPI consistently grew from 1950—the first GPI calculation—until the late 1970s. But for the past 20 years GPI has tumbled, even as total GDP continues to soar.

Maybe that's why for too many American families, the "booming" economy doesn't translate into a better quality of life.

So the next time politicians and pundits start cheering about the rising GDP, tell them you're still waiting for a measure of genuine progress.



REDEFINING PROGRESS

One Kearney Street, Fourth Floor, San Francisco, CA 94108
Visit www.progress.org for the complete new 1999
GPI update on the U.S. economy.