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AMERICAN JEWISH ARCHIVES

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

Series D: Adam Gamoran Papers. 1991–2008.

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

Box
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Project proposal. "The Jewish Indicators Project: Goals, Rationale, Possible Indicators, and Outline of Suggested Approach." Drafts and notes, 1998.

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

INDICATORS OF JEWISH EDUCATION: GOALS, RATIONALE, AND PROPOSED INDICATORS

Framework

CIJE's ultimate goal is to contribute richly to the actualization of the kind of thriving Jewish community described in our long-term vision for the North American Jewish community. The vision is of a community where there is:

- 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 and a commitment to pluralism
- Strong leadership
- Innovation and energy

The community vision also includes a system of 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. For this reason, it is essential that we carefully monitor our progress towards our vision of an optimal educational system. The Indicators Project is an effort to monitor this progress.

Hence, the Indicators Project takes as its starting point the four elements of the education system; these four elements are **goals**, and the purpose of the Indicators project is to assess our current standing and monitor progress towards these goals.

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
 - Coherence
 - Jewish content
 - Leadership content

Teachers in Jewish Schools

- Formal training in education and Jewish studies
- Professional growth
 - Number of hours
 - Coherence
 - Jewish content

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.

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:

Financial

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

Non-Financial

- Educator reports of lay involvement in education.
- Survey data on community satisfaction with education.
- Survey data on knowledge of available options for Jewish education.
- Rates of participation in Jewish education at all levels, from pre-school to adult 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:

- Proportion of school directors who work full-time in Jewish education
- Articulated system of in-service education
 - Coherence
 - Emphasis of Jewish content
 - Incentives for participation
- Agreement on fundamental educational goals of the institution.
- High levels of attendance among members of the institution.
- Quality of content is rich and deep.
- Participants gain knowledge that is meaningful to them as a result of their participation.

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

Rationale: The synagogue is potentially a 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.
- A job description that includes significant responsibilities for education in the life of the congregation.
- Educator reports of rabbinic involvement in education.



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

- Rationale - Enhancing the not-essential 60/60 (ATA) reflects current thinking. - ed - trained fs are more off (D-H)
- Formal training
- Recognize not all fs will be
- Prof growth for all

- Indicators

- ~~Ad~~ Leaders of J Schls

- Formal training - ed
- admin
- Judaica

- classm exper

- prof growth

~~con~~ quality indices - Hys
- coherence
- Jewish content - etc.

- teachers in J schls

- ~~Formal~~ Formal training - ed
- Judaica

- prof growth

Other categories of eds
are implied
- to inform leaders
- formal training
- camp exp
- not ready to
develop indices

~~Informal~~ Leaders of J

- camp dir, jcc educators

- rich Judaic bks

- ongoing J learning

- prof fring in orgz inst of envmt for ~~edu~~ growth

Goal: Strong ^{and informed} community s - ppt for J educ

- Rationale - Strength of syst of ed dep heavily on financ + non financ express of its mptc.

Innov in J ed will req financ resources, + indivs + grps who are prepared to champion J educ. More generally, effect of ed system enhanced when embedded in a s - pptic community.

- Indicators -

- Financial

- % of community allocation to educ

- ~~foundation~~ ^{other} philanthropic contrib to ed - eg foundation

- per capita congru alloc to educ

- Leadership committed to educ causes

(lay champions)

- well informed, pressing
- ed rpts of lay involunt (lay people focusing on educ)

- Community satisfac + comm to ^{current} educ insts

- survey indic of satisfac + progress

- survey of knowledge of avail options

- rates of partic in J ed at all levels from pre-school to adultthd

Goal: High-quality instts defined as those

PURPOSE - driven by vision - sense of purpose

STRUCTURE - providing life-long opps for lrs

CONTENT - ^{providing} ~~providing~~ content infused w/ meaning for these ^{also} ~~also~~ particip

- Rationale - Teachers do their work in instts

- can't just ch the instts - need to change contexts of their work

- this goal needs to be recognized by all parties. Pabb.s + other eds

can take the lead, b.t all members must ~~and~~ coalesce around vision

- Indicators

(- Full-time, ^{well-trained} prns)

- Artic syst of in-service educ

- Avail of prgs at all levels

(- Partic in prgs at all levels)

- Agreement on ^{fund educ} ~~shared~~ ^{goals} of instt.

- Quality of ^{among peer leadership} ~~content~~ is rich + deep.

- Quality of learning among particip

~~to be~~

Goal: Rabbis who ~~are~~ ^{view themselves as} educators as integral to their work

- Rationale - The syn is setting for much potential. As leader of syn, rabb. sets tone, stands as role model. Also, rabb. is fund an educator, h.s./her ^{potential} contrib to goal of J educ. is enhanced by understanding of ^{educ. financing} ~~central~~ of J educ to ~~the~~ ^{of} h.s./her work.

- Indicators

- Formal trng. in educ
- Job descrip. incl. ^{responsibility} for educ. in life of congreg.
- ~~Active engagement~~
- Involved w/ s-ppt. of relig. sch. (prn reports)

Intro

J comm vision is the ultimate goal

J edvc vision is strategy for + elem. in
~~mechanism~~ thing J comm
we envision.

Indic project is effort to monitor ~~decrease~~
progress towards vision for J edvc.



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The community vision also includes a system of education with:

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- Strong, informed community support for Jewish education.
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- 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. For this reason, it is essential that we carefully monitor our progress towards our vision of an optimal educational system. The Indicators Project is an effort to monitor this progress.

Hence, the Indicators Project takes as its starting point the four elements of the education system; these four elements are **goals**, and the purpose of the Indicators project is to assess our current standing and monitor progress towards these goals.

I. Goals for 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.

Possible
Indicators:

Leaders of Jewish Schools

- Formal training in education, Jewish studies and administration/leadership
- Classroom experience
- Professional growth
 - Number of hours
 - Coherence
 - Jewish content
 - Leadership content

Teachers in Jewish Schools

- Formal training in education and Jewish studies
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Leaders of Informal Jewish Education (camp directors and JCC educators)

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

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:**Financial**

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

Non-Financial

- Educator reports of lay involvement in education.
- Survey data on community satisfaction with education.
- Survey data on knowledge of available options for Jewish education.
- Rates of participation in Jewish education at all levels, from pre-school to adult education.

Jewish ed occurs in
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;
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Indicators:

- Proportion of school directors who work full-time in Jewish education
- Articulated system of in-service education
 - Coherence
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 - Incentives for participation
- Agreement on fundamental educational goals of the institution.
- High levels of attendance among members of the institution.
- Quality of content is rich and deep.
- Participants gain knowledge that is meaningful to them as a result of their participation.

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

Rationale: The synagogue is *potentially* 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.
- A job description that includes significant responsibilities for education in the life of the congregation.
- Educator reports of rabbinic involvement in education.

? II. Goals for Jewish Life



THE JEWISH COMMUNAL INDICATORS PROJECT

OBJECTIVE

Since the 1990 National Jewish Population Survey, there has been a flurry of activity by communities and institutions, which has been loosely grouped under the rubric of "continuity." New programs, new approaches, new institutions have been created, sponsored by Federations, Foundations and private givers. Some of these new endeavors are part of a carefully planned strategy at the communal level; others are grassroots ideas; still others are the come from the intersection of planning and grassroots activity.

Many of the people who are doing this work, lay leaders and professional alike, express frustration and concern about their inability to know whether these program are, or will ever, make a difference to Jewish life in North America. There is no feedback mechanism that can give us a sense, in a relatively short time frame, whether these programs are working effectively to build Jewish identity and commitment to Jewish life.

In other realms of life—business, education, science, and medicine—there are ways of measuring and tracking success. These methodologies are generally accepted approaches that can be used to evaluate projects and people, to inform managerial decisions, to compare one program or institution to another, and perhaps, most importantly, to keep people focused on the things that really matter.

CJJE proposes to develop a set of indicators that can be used by a Jewish community to get an early read on whether its Jewish education and continuity programs are working in a significant and meaningful way. It is our hope that this methodology would be adopted by enough communities to make possible meaningful comparisons between communities and to give a sense of the national trends.

CONCEPT

In order 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 in building a set of indicators, 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 the following working definition of a thriving Jewish community:

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

It is our basic belief that such a community cannot exist without a strong system of Jewish education. Because of this belief and because change in the system of education is likely to be a precursor of broader changes in the fabric of Jewish life, our community vision also includes a system of education with:

- Educators who are richly prepared and involved in 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. We believe that *it represents the 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 this 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 a set of twelve indicators, built around the goals articulated in this working vision. The purpose of the Indicators project is to assess our current standing and monitor progress towards these goals. It is our hope that at least some of this data would be available from existing data sources that are collected on a regular basis. However, the majority of this data would have to be collected by means of a community-level survey of Jewish households.

PROPOSED INDICATORS: JEWISH LIFE

Goal 1: Centrality of Jewish learning

Rationale: It is our strongly held belief that Jewish learning, in its most broad definition, is the cornerstone of Jewish life. We are after all “the people of the book” and the Talmud teaches us that “Talmud Torah k’neged kulam” (the study of Torah is equal to all the 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 importantly, life-long learning for adults is what keeps Jewish life fresh, alive and meaningful. [Hopefully someone else could do better with this paragraph – We need something in here that stresses the value of learning as an end in itself, not just as a means to an end]

Indicators: We propose two types of indicators. One is the rate of participation in Jewish educational experiences. The second is a Jewish literacy indicator. Participation rates are relatively simple to measure through survey data. The literacy indicator is more complicated, but we believe that self-reported literacy measures could be developed that could be validated for accuracy and then used more broadly.

*Torah l'shma
Learning for its own sake
is a core Jewish value*

Goal #2 – Strong Jewish identity

Rationale: Jewish identity, or seeing one's Jewishness as central to one's life, we believe, is a critical prerequisite to deciding to live a 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. We hypothesize that it will be an important predictor of Jewish continuity.

Indicators: This is the most difficult area to measure. There are some surrogates for identity such as Jewish behaviors, Jewish affiliations, and Jewish associations; there is also the possibility of developing self-reported identity questions. There is some pathbreaking work being developed in this area by Bethamie Horowitz and by ????????. We hope that this project will be able to develop a measurement tool in this area that will, based on these new approaches, advance the state-of-the-art in quantitative measures of Jewish identity.

Goal #3 – Involvement in Jewish life and Jewish institutions

Rationale: If people "talk-the-talk" but don't "walk-the-walk" it doesn't bode well for the future of the Jewish community. Involvement in Jewish life is the "bottom line." Provided we define such involvement very broadly, it is the ultimate outcome measure.

Indicators: We propose to survey Jewish households about participation in a broad range of Jewish activities and institutions

Goal #4 – Concern with social justice

Rationale: Again, this is an activity so essential to what Judaism is about, that unless the level of this concern is high, it would be hard to say that we have a thriving Jewish community.

Indicators: We propose to measure participation by Jews in volunteer work and in charitable giving, both within and outside the Jewish community, as a surrogate for concern about social justice. This data is already available (I think)

Goal #5 – Strong Leadership

Rationale: Leadership is the engine of ongoing innovation and renewal. Without strong lay and professional leadership, the sustainability of the entire Jewish endeavor is in question. [Need some help here – this is incredibly hard stuff to articulate]

Indicators: We propose two types of measures

- + Agency Leaders – Data on the preparation and salaries in key agency positions
- + Data on the preparation and involvement of lay leaders in the community [This is weak.]

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:

Financial

- Percentage of Federation 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.
- Amount of time devoted to discussing the vision of the institution
- Reports by members that quality of content is rich and deep.
- Participants report that they gain knowledge that is meaningful to them as a result of their participation.

By community:

- 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 potentially a 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. In addition, Rabbis increasingly work in settings other than synagogues where education takes place.

Indicators:

In congregational settings

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

In other settings:

- Number of Rabbis employed as educators

SUMMARY OF PROPOSED INDICATORS

Goals	Indicators
Jewish life	
Centrality of Jewish learning	1. Participation in educational experiences
Jewish identity	2. Jewish literacy
Involvement in Jewish life	3. Identity survey
Concern with social justice	4. Survey on participation
Strong leadership	5. Charitable giving and volunteer hours
	6. Preparation and salaries of leaders
Jewish education	7. Preparation and involvement of lay leaders
Prepared educators	8. Training and experience of school leaders, teachers and leaders of informal Jewish education
	9. Salaries and benefits of educators
Community support	10. Federation and private giving to education
	11. Per capita congregational allocations to education
High quality institutions	12. Institutional vibrancy survey
	• Attendance/participation
	• Attention to visioning

stage of development

- Attitudes of participants
13. Community survey of satisfaction with knowledge of educational opportunities
 14. Training and involvement of Rabbis in congregations
 15. Rabbis working in other educational settings
- Rabbis involved in education



Social Indicators of Religious/Ethnic ^{Heritage} ~~Identity~~ ^{Identity}

The Case of N American Jewish

NAm T pop dwindling in numbers

~~about 1/2~~

- current rates 5-55 ~ 1/2 intermarry, ^{children} of the intermarry ~ 1/4 raised as Jews
- poss overest. intermarry
- either way pop, along w/ rel. & ethn herit, may be decl

at same time, efforts to preserve

- continuity commission
- educ innov
- educ as key intervention

This paper proposes an indic syst for J educ & heritage

- types
 - formal ed
 - informal ed
- pop chars
 - partic
 - identit

Can't w/ disc of meaning of rel. & ethn ^{partic. for goal of} ~~indicators~~ ^{life in} a pluralistic society.

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.
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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 Measures are available
3. Involvement in Jewish life	Participation survey.	Measures are available 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

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

OBJECTIVE

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

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

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

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

CONCEPT

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

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

OUTCOMES

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

INPUTS

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

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

POSSIBLE OUTCOME INDICATORS

Goal 1: Centrality of Jewish learning

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

Indicators:

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

Goal 2: Strong Jewish identity

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

Indicators:

- Jewish identity survey

Goal 3: Involvement in Jewish life and Jewish institutions

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

Indicators:

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

Goal 4: Concern with social justice

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

Indicators:

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

Goal 5: Strong leadership

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

Indicators:**Professional Leaders of Key Agencies**

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

Lay Leaders

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

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

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

Indicators:**Leaders of Jewish Schools**

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

Teachers in Jewish Schools

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

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

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

- Salaries and benefits

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

Goal 2: Strong, informed community support for education.

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

Indicators:

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

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

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

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

Indicators:

By institution – an institutional review that might include:

- Levels of attendance among members of the institutions

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

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

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

Indicators:

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

NEXT STEPS

1) We would like to find 1-2 communities that would like to become pilot sites for the development of these indicators. We hope to engage with these communities and with their key institutions in the development of a list of goals that reflects a broadly defined communal agenda. Then tools and instruments would be created that would be useful to communal and institutional leaders in assessing and evaluating new and ongoing initiatives. These tools would be tested and refined. Ultimately, they would be made available to other communities around the country through the CIJE Evaluation Institute, a program sponsored by the Jacob and Hilda Blaustein foundation.

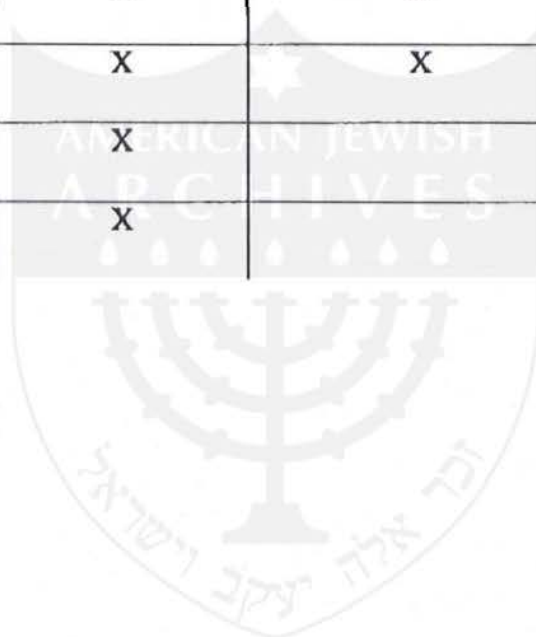
2) We plan to engage researchers/academics to create a scan of the currently available tools in the areas where there are weaker measurement instruments (see exhibit 1 and 2). These scans would outline relevant tools from other fields of endeavor (e.g. general education) and discuss their applicability to measurement of Jewish educational outcomes and inputs.

Exhibit 1 – Outcome Measures

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

Exhibit 2 – Input Measures

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





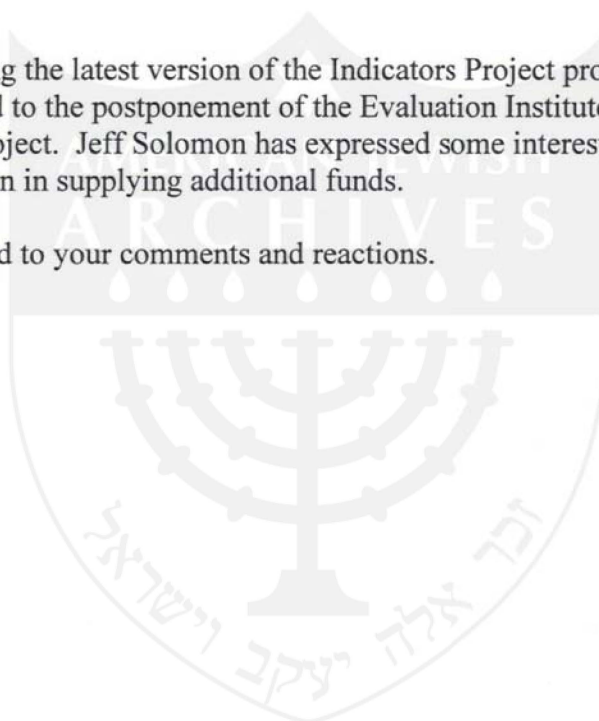
To: Ellen Goldring Gail Dorph
Adam Gamaron Barry Holz
Steve Cohen Nessa Rapoport
Susan Stodolsky Annette Hochstein
Barbara Schneider Seymour Fox
Bethamie Horowitz Cippi Harte

June 16, 1998

From: Karen Barth

I am enclosing the latest version of the Indicators Project proposal. David Hirschorn has agreed to the postponement of the Evaluation Institute and to move the funds over to this project. Jeff Solomon has expressed some interest on behalf of the Bronfman Foundation in supplying additional funds.

I look forward to your comments and reactions.



THE JEWISH INDICATORS PROJECT: GOALS, RATIONALE, POSSIBLE INDICATORS, AND OUTLINE OF SUGGESTED APPROACH

THE CHALLENGE

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

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

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

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

THE INDICATORS CONCEPT

To measure the success of attempts to revitalize Jewish life through education, it is necessary to first layout hypotheses about the key inputs and to define the desired outcomes of the endeavor. It is useful to focus on a small number of truly essential goals rather than to try to include all of the things that might be important. Each community has its own goals and its own ideas about key inputs but nonetheless, it is probably possible to create a set of common indicators that cut across the spectrum of Jewish communal life. Such a list might include:

OUTCOMES

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

INPUTS

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

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

POSSIBLE OUTCOME INDICATORS

Goal 1: Commitment to ongoing Jewish learning

Rationale: It is our strongly held belief that Jewish learning, in its broadest definition, is the cornerstone of Jewish life. We are after all "the people of the book." Learning for its own sake (torah l'shma) is a core Jewish value, and the Talmud teaches us that "talmud torah k'neged kulam," the study of Torah is equal to all other mitzvot because it leads one to participate in 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 (formal and informal) at all levels, from pre-school to adult education
- Jewish literacy
- Attitudes toward Jewish learning

Goal 2: Strong Jewish identity

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

Indicators:

- Jewish identity survey

Goal 3: Involvement in Jewish life and Jewish institutions

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

Indicators:

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

Goal 4: Jewish values in everyday life

Rationale: Grounded in prophetic teachings, Rabbinic Sources, and Medieval Communities, the actualization of Jewish values and ethics 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)
- Workplace ethics

Goal 5: Strong leadership

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

Indicators:

Professional Leaders of Key Agencies

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

Lay Leaders

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

POSSIBLE INDICATORS: INPUTS

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

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

Indicators:

Leaders of Jewish Schools

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

Teachers in Jewish Schools

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

- Salaries and benefits

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

- Extent of Judaic background (formal and informal)
- Ongoing Jewish learning (formal and informal)
- Professional training in an organized 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, museum staff, etc., but at this time we are not prepared to identify appropriate indicators of training and professional growth.

Goal 2: Strong, informed community support for education.

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

Indicators:

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

Goal 3: High-quality Jewish institutions.

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

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

Indicators:

By institution – an institutional review that might include:

- Levels of attendance among members of the institutions
- Participants reports
- Survey data satisfaction with 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

A LONGER-TERM VISION FOR THE PROJECT

STEP 1: Conduct a survey of available tools and indicators

- Contract with leading scholars to survey available approaches within and outside the Jewish Communities in three of the most difficult areas: identity, literacy, and institutional evaluation
- Gather existing instruments from within the Jewish Community
- Review existing data sets from within and outside the Jewish Community

STEP 2: Work with a team of advisors representing communities and National Agencies to refine the list of input and outcome indicators

STEP 3: Select (or develop where necessary) an initial set of instruments to be used in the pilot test site

STEP 4: Pilot the instruments in 1-2 communities

STEP 5: Refine the instruments based on the pilots and develop a kit for use by others

STEP 6: Set up an Evaluation Institute whose responsibilities would be to:

- Maintain data from Community and Institutional surveys and do cross-comparisons
- Train Community, Foundation and Institutional lay leaders and professionals in:

- The basics of evaluation
- The use of the Indicator instruments as a communal evaluation tool
- Adaption of the Indicators tools to specific program and institutional evaluation needs
- Consult with Communities, Foundations and Institutions who need assistance with evaluation projects.

Exhibits 3 and 4 layout a projected timeline and budget for the above activities.

NEXT STEPS

- 1) Engage researchers/academics to create a scan of the currently available tools in the areas where there are weaker measurement instruments (see exhibit 1 and 2). These scans would outline relevant tools from other fields of endeavor (e.g. general education) and discuss their applicability to measurement of Jewish educational outcomes and inputs.
- 2) Find 1-2 communities that would like to become pilot sites for the development of these indicators and engage with these communities and with their key institutions in the development of a list of goals that reflects a broadly defined communal agenda. Then tools and instruments would then be created that would be useful to communal and institutional leaders in assessing and evaluating new and ongoing initiatives. These tools would be tested and refined.

Exhibit 1 – Outcome Measures

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

Exhibit 2 – Input Measures

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

