



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**  
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

**MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.**

Series F: CIJE Accrual, 1981-2011, undated.  
Subseries 2: Dan Pekarsky, 1981-2011, undated.

---

Box  
79

Folder  
10

Monitoring, Evaluation, and Feedback. Leading indicators, 1997.

For more information on this collection, please see the finding aid on the  
[American Jewish Archives](http://AmericanJewishArchives.org) website.

## **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
<b>Jewish life</b>		
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
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.
<b>Jewish education</b>		
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

### Questions for Discussion CIJE Board Meeting, December 3, 1997

1. Drawing on CIJE's strategic plan, our proposed indicator system includes measures of both Jewish education and Jewish life more broadly. Some of our advisors urged us to focus our limited energies on education alone, because this is the area we know best and for which we already have some instruments and data, and because it is the central focus of CIJE's activities. Others have counseled that because ultimately we are concerned with creating vibrant Jewish communities, the broader indicators of Jewish life are essential. How should we respond to this issue?

2. Our proposal focuses mainly on information at the community level. This approach was selected for several reasons: The community is the most likely site of influential policies, the community is a central focus for fundraising, and much community data are already available. However, the community is not the only possible level of analysis; others include the national/continental level and the institutional level. National data may attract more attention and may generalize to more communities. What is the right balance of indicators from the communal, national/continental, and institutional levels?

3. What do you think is the likely level of communal interest and willingness to participate in such a project?

4. Leaving aside issues of feasibility, methodology and cost, do you think this is roughly the right set of things to try to measure?

5. What role should CIJE ultimately play in the Jewish Indicators Project, if any? Alternatives we can envision include:

- A Policy Brief, stating our case but going no further
- Prepare a template based on existing data, and identify the need for more data
- Developing a methodology, which we hope others would use
- A full-service operation, i.e. we would develop and implement the project across communities
- Develop the methodology and rely on another organization to carry out the data collection

**SUMMARY OF PROPOSED INDICATORS**

<u>Goals</u>	<u>Indicators</u>	<u>Availability</u>
<b>Jewish life</b>		
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.  Development needed. Development needed. Development needed.
<b>Jewish education</b>		
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  Teachers in Jewish schools: formal training in education and Jewish studies; time for professional growth; salaries and benefits  Leaders of informal Jewish education: Judaic background; ongoing Jewish learning; professional training; salaries and benefits	Measures are available  Measures are available  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  
Time devoted to discussion institutional visions  
Member reports that quality of content is rich and deep  
Participants report they gain knowledge  
Community satisfaction survey  
Community survey on knowledge of options available

Development needed  
Development needed  
Development needed  
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 PROPOSED INDICATORS

### OBJECTIVE

The last decade has seen a flurry of activity by communities and institutions which has been loosely grouped 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 ideas; 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 these efforts are making progress? 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 continuity, measured purely in numbers, is on the decline. As CIJE has proceeded with its strategic planning, however, 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. It is our hope that the methodology we develop would be adopted by enough communities to make possible meaningful comparisons between communities, and to give a sense of national or continent-wide trends over time.

### 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.

we believe that such indicators offer the potential for a much more meaningful assessment of efforts to improve Jewish communal life

Identify  
labelled  
placed

Jewish communal life in one of its strands, and

initiatives

contributing to communal welfare?

This effort ~ our Plan

- 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:**

(Karen's indicators of Jewish life go here....)

#### **PROPOSED INDICATORS: JEWISH EDUCATION**

(This is mainly the same as our previous draft so I'm not faxing it again...)

## 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.

CIJE 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 that 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.

**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.

*Novanchus*  
*ew*

**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**

*Jewish (?)*

**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**

<b>Goals</b>	<b>Indicators</b>
<b>Jewish life</b>	
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
<b>Jewish education</b>	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

Rabbis involved in education

- 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

To: Susan Stodolsky, INTERNET:sue@cicero.spc.uchicago.edu  
To: Barbara Schneider, INTERNET:schneidr@norcmail.uchicago.edu  
To: Dan Pekarsky, INTERNET:pekarsky@mail.soemadison.wisc.edu  
To: Ellen Goldring, INTERNET:goldrieb@ctrvax.vanderbilt.edu  
To: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu  
To: Karen Barth, [104440,2474]  
To: Patricia Cipora Harte, pcharte  
To: Gail Dorph, GZDorph  
CC: "Jessica S. Holstein", jsholstein  
From: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu  
Date: 11/19/97, 1:09 PM  
Re: indicators telecon today -- tentative agenda

Sender: gamoran@ssc.wisc.edu  
Received: from duncan.ssc.wisc.edu (duncan.ssc.wisc.edu [144.92.190.57])  
by hil-img-6.compuserve.com (8.8.6/8.8.6/2.9) with SMTP id NAA19803;  
Wed, 19 Nov 1997 13:09:18 -0500 (EST)  
Received: from [144.92.174.144] by duncan.ssc.wisc.edu; (5.65v3.2/1.1.8.2/10May96-043  
id AA09502; Wed, 19 Nov 1997 12:09:16 -0600  
Message-Id: <2.2.16.19971119181001.2c3fd656@ssc.wisc.edu>  
X-Sender: gamoran@ssc.wisc.edu  
X-Mailer: Windows Eudora Pro Version 2.2 (16)  
Mime-Version: 1.0  
Content-Type: text/plain; charset="us-ascii"  
Date: Wed, 19 Nov 1997 12:10:01 -0600  
To: Karen Barth <104440.2474@compuserve.com>,  
Patricia Cipora Harte <pcharte@compuserve.com>,  
Gail Dorph <GZDorph@compuserve.com>,  
Adam Gamoran <gamoran@ssc.wisc.edu>,  
Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu>,  
Dan Pekarsky <pekarsky@mail.soemadison.wisc.edu>,  
Barbara Schneider <schneidr@norcmail.uchicago.edu>,  
Susan Stodolsky <sue@cicero.spc.uchicago.edu>  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: indicators telecon today -- tentative agenda  
Cc: "Jessica S. Holstein" <jsholstein@compuserve.com>

For the telecon today at 3pm Eastern time, please have at hand the document  
"Indicators of Jewish Education: Goals, Rationale, and Proposed Indicators."  
This was distributed on October 9.

The tentative agenda for today's conversation is:

1. Where are we on the "big question" -- are we gathering indicators of Jewish education in North America, or Jewish life in North America?
2. Does the document need further revision before it can be circulated to our lay board?
3. Plans for Dec 3 discussion of the indicators project with the board.  
--tentative plan: a. AG introduces the concept of an indicators project  
b. BS explains how indicators are used in general education, with examples  
c. AG briefly introduces our proposal (which has been previously circulated)  
d. Open discussion, with questions, including the "big question" above

**From:** "Jessica S. Holstein" <jsholstein@compuserve.com>  
**To:** Dan Pekarsky <pekarsky@mail.soemadison.wisc.edu>  
**Date:** 11/18/97 1:34pm  
**Subject:** Re: materials for tomorrow's Indicators telecon

Dan, see below re: tomorrow's meeting. KAB is currently on her way back from Israel via the GA in Indianapolis and has not been in the office since Oct. 29, so AG is probably right about the revisions to the project proposal. in any case, you have a rough agenda. let me know if there is anything else you need before the meeting. also, when can we expect you in the office? gail was surprised to see that you are scheduled to attend in person. looking forward to seeing you.  
regards,  
jessica

-----Forwarded Message-----

**From:** Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu  
**To:** "Jessica S. Holstein", jsholstein  
**CC:** "Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu> Karen Barth", [104440,2474]  
**Date:** 11/18/97 2:21 PM  
**RE:** Re: materials for tomorrow's Indicators telecon  
**Sender:** gamoran@ssc.wisc.edu  
**Received:** from duncan.ssc.wisc.edu (duncan.ssc.wisc.edu [144.92.190.57])  
by dub-img-4.compuserve.com (8.8.6/8.8.6/2.9) with SMTP id OAA03587  
for <jsholstein@compuserve.com>; Tue, 18 Nov 1997 14:21:05 -0500 (EST)  
**Received:** from [144.92.188.27] by duncan.ssc.wisc.edu; (5.65v3.2/1.1.8.2/10May96-0433PM)  
id AA24029; Tue, 18 Nov 1997 13:12:10 -0600  
**Message-Id:** <9711181912.AA24029@duncan.ssc.wisc.edu>  
**X-Sender:** gamoran@ssc.wisc.edu  
**X-Mailer:** Windows Eudora Pro Version 2.1.2  
**Mime-Version:** 1.0  
**Content-Type:** text/plain; charset="us-ascii"  
**Date:** Tue, 18 Nov 1997 13:11:51 -0600  
**To:** "Jessica S. Holstein" <jsholstein@compuserve.com>  
**From:** Adam Gamoran <gamoran@ssc.wisc.edu>  
**Subject:** Re: materials for tomorrow's Indicators telecon  
**Cc:** "Ellen Goldring <goldrieb@ctrvax.vanderbilt.edu> Karen Barth" <104440.2474@compuserve.com>

That's a good question. At this point we were supposed to be working with Karen's revision of our project proposal. If that is ready it should be circulating, but I think she did not have had time to do it. Consequently, the document we are dealing with is the proposal from our Oct 9 meeting, and all the participants have that already.

I think the agenda for this conversation is:

1) Where are we on the big question: Are we seeking indicators of Jewish life in North America, or indicators of Jewish education in North America (which may include some outcomes)?

2) How shall we use our time at the Board meeting Dec 3?

--Tentative plan:

1. AG introduces the concept
2. Barbara Schneider talks about indicators in general education
3. AG briefly describes our proposal (which has been distributed in advance), identifies some key questions, then opens the floor for discussion.

At 10:27 AM 11/18/97 -0500, you wrote:

>are there any materials that need to be emailed/faxed for tomorrow's

>(Nov.19) Indicators teleconference?

>

>

**CC:** Chava Werber <CWerber@compuserve.com>

## 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.

# FAX

**Date:** Tuesday, October 07, 1997**Time:** 8:53:00 AM**5 Pages**

---

**To:** Karen Barth  
CIJE**From:** Adam Gamoran  
UW-Madison**Fax:** (1-2) 12-532-2646**Fax:** (608) 265-5389**Voice:** +1 (212) 532-2360**Voice:** (608) 263-4253

---

**Comments:**

Here's an attempt from Dan and me to provide a rationale for key goals, and a set of indicators to accompany the goals.

This has taken us in a somewhat different direction than my June proposal -- in particular the indicators are much more expansive (and too ambitious for the short term). Still we maintain the focus on the system of Jewish education, having concluded that this system is the main strategy for creating the kind of community we envision. Feedback welcome--Adam

## 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.

Some of these items need more concrete indicators. → you might mention that we think

Non-Financial

and lay

- 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.

How assess

**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.

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

Re: Pooled data sets

October 5, 1997

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

Dear Karen,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely yours,

Steven M. Cohen

**From:** Adam Gamoran <gamoran@ssc.wisc.edu>  
**To:** soe\_1.internet("DANPEK@MACC.WISC.EDU")  
**Date:** 10/1/97 5:03pm  
**Subject:** Dan, here's a draft based on our discussion this morning. Please comment.

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~~ *this*  
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 the 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

*years of Exp ?*

Leaders of Jewish Informal 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

*RESOURCES*  
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

→ public

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.

[DAN: I DID NOT KNOW HOW TO FIT IN "WELL-INFORMED, PRESTIGIOUS LAY PEOPLE FOCUSING ON EDUCATION (LAY CHAMPIONS)."

Perhaps rely on reports by others knowledgeable folks.

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 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.

Handwritten bracket and arrow pointing to the indicators list.

Some of these are problematic as indicators

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.

① Generally strong ② the section on Indicators seems to me the most problematic  
↙ ← the "Indicators" don't seem to be genuine indicators

③ Most other changes are ~ grammar, clarity

④ Pro of Exp. ~ that an indicator for educators/principals

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

- A JEWISH COMMUNITY WHERE THERE IS:

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

- A SYSTEM OF EDUCATION WITH:

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

Long-term  
Goals

Proximate goals

Involvement

Learning is central → <sup>Kinds of</sup> Participatory rates

Social justice

ID

Educators

Institutions

Content

# Jewish Life

Centrality of Jewish Learning

Concern for Social Justice

ID (Jewish Values) Involved

System of Educ

Educators / Training

<sup>No</sup> # for Educ / Strong Community Support for Education

Institutions - Budget  
- Training  
-

CIJE Indicators Project  
Planning Meeting  
September 17, 1997

Proposed Agenda

I. Indicators of Jewish Education: A Proposal

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

II. Discussion of content

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

III. Discussion of methods

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

III. Process

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

**From:** Adam Gamoran <gamoran@ssc.wisc.edu>  
**To:** Dan pekarsky <pekarsky@mail.soemadison.wisc.edu>  
**Date:** 9/16/97 2:20am  
**Subject:** Re: evaluation workshop agenda -Reply

INDICATORS OF JEWISH EDUCATION:  
ASSESSING CURRENT STATUS AND MONITORING CHANGE

Adam Gamoran  
Ellen B. Goldring  
Bill Robinson

June, 1997

The Problem

The 1990 National Jewish Population Survey, with its finding that over half of American Jews now marry out of the faith (Kosin et al., 1992), was a shock to the Jewish community. Committed Jews across the community spectrum are concerned about the future of the Jewish population of North America, and many are turning to Jewish education as a possible solution (Council for Initiatives in Jewish Education, 1990). A variety of commissions, programs, and initiatives are being proposed and implemented across North America. These efforts share the common purpose of revitalizing the Jewish community through education, but they are generally not coordinated and differ in their specific objectives. A major problem for new efforts is the lack of information about whether they are succeeding. How will we know whether Jewish education is moving in the right direction? Typically, evaluations are short term and limited in scope, if they occur at all. Yet the objectives of programs such as lay leadership development, enhanced professional development for teachers, seminars for educational leaders, and so on, are long-term and diffuse. Hence, there is a mismatch between the short-term local evaluation information being gathered, and the need for long-term, wide-ranging knowledge about change in the Jewish community.

An important reason for this mismatch is that appropriate information is difficult to gather and interpret. Program goals are often ambiguous and progress is hard to measure. For example, behavioral measures such as whether a person lights Shabbat candles or conducts a Passover Seder -- desired outcomes of some education programs -- are probably inadequate for capturing the complex and diverse processes by which individual Jews respond to these programs. In addition, programs may have ambitious goals for change that occurs over a long period of time. It is difficult to measure progress in the absence of a longitudinal approach which can be expensive and complex, and requires a long delay before results can be assessed. These challenges call for a coordinated effort to bring together a wide variety of information about Jewish education and its consequences in North America. Such an effort may draw on information already being collected in on-going projects, and it may also involve new data collections especially designed for this purpose. This effort to establish "Indicators of Jewish Education" is modeled after similar approaches in economics, health, and general education. It would provide a baseline on the current status of Jewish education, and allow assessment of change over time.

There are several benefits of an Indicators approach to addressing the shortage of information about Jewish education and its effects.

Indicators would describe the status of a key aspect of the Jewish community, taking the pulse in an area whose health is believed to be central to the life of North American Jewry.

Indicator data would facilitate planning. In the medical field, child immunization rates are used to plan medical interventions. Similarly, rates of teacher training or professional development might be used to develop policies that respond to anticipated shortfalls.

Unlike most program evaluations, Indicators offer a long-term perspective. By gathering similar data over a long period of time, such indicators may be able to detect changes that are too gradual to appear in program evaluations.

An Indicators project can focus on the outcomes that really matter. It can transcend the direct outcomes of individual initiatives to examine the

overall progress of the Jewish community and its educational system.

Over time the Indicator data would constitute a data base which could be accessible to many researchers and thus stimulate new research in Jewish education.

#### Proposed Methodology

To help us develop a methodology for compiling Indicator data, we held consultations with four groups of experts, and spoke with other individuals. A synthesis of these consultations is attached. We considered a variety of purposes of an Indicators project, including [a] providing a status report on Jewish education; [b] assessing progress towards CIJE's vision; [c] evaluating CIJE; and [d] documenting the effects of Jewish education. Our proposal emphasizes the value of Indicators for a status report, but all four purposes may be served to some degree.

We also discussed different models for an Indicators project, including a longitudinal survey of a cohort, as compared with reliance on existing cross-sectional surveys, and various levels of analysis, particularly the national, community, and institutional levels. Our proposed methodology emphasizes the community level and repeated cross-sections, although it incorporates information from national surveys as well.

#### Emphasis on a Status Report

The main purpose of the Indicators project is to identify the current state of Jewish education, and to monitor change over time. This information may be used to galvanize support for change, when it is combined with a strong argument about what changes are most likely to produce the desired results. For example, CIJE data on the background and training of teachers, combined with current theories of teacher training, serve as the basis for important new initiatives in teacher professional development in Jewish education.

While this type of project would not evaluate CIJE directly, it could serve an evaluative purpose in the sense that when change occurs in the right direction, CIJE's mission is being accomplished. For the most part the project would not assess CIJE's broad vision for Jewish life in North America, because that vision is too far removed from education and from "hard data" to be feasibly measured at this time. However, it would examine progress towards CIJE's vision in education, which is at the core of CIJE's vision.

#### Focus on the Community Level

There are three main reasons for emphasizing the community level in the study of Indicators. The first is substantive: The community is the most likely site of influential policies. National policies often have little impact on individuals, and policies of specific programs and institutions, while very important for members, typically do not have implications beyond their walls. At the community level, however, there is potential for concrete policies to affect a large number of people across a variety of denominations, programs, and institutions. In Baltimore, for example, a community-wide incentives program has increased the extent of professional development among supplementary school teachers (Gamoran et al., in press). In Seattle, new funding has subsidized day school tuition, and an Indicators project would allow comparisons of enrollment over time and across communities with different funding policies.

The second reason to focus on communities is that substantial data are already available. A number of communities have conducted demographic surveys, some repeatedly. In addition, some version of the CIJE educators survey has been conducted in Atlanta, Baltimore, Chicago, Cleveland, Los Angeles, Milwaukee, and Seattle, and other communities may be added in the near future. Also, survey data on professional development programs are available for Atlanta, Baltimore, Cleveland, Hartford, Milwaukee, and San Francisco.

The third reason is related to the second: Data collection at the community level is more feasible than at the national level. Existing data will not be enough for the indicators project, so some new data will need to be collected. The community offers a reasonable frame for survey methods.

The communal focus also has limitations. Most important, it hinders the generalizability of the Indicators. Many small communities will not be represented, and unless New York is one of the communities, the degree to

which New York's situation is adequately represented by surveys from other communities is not known. This limitation can be partially addressed by using national data when available. Demographic information and rates of participation in Jewish education can be taken from the National Jewish Population Survey and compared with community data to give some sense of the generalizability of the community data.

#### Use of Cross-Sections

Rather than following a single cohort of individuals over time, we recommend gathering data on cross-sections of individuals repeatedly over time. Repeated cross-sections are needed to monitor change in the state of Jewish education. For example, cross-sections could reveal whether rates of enrollment in religious education beyond the age of bar mitzvah are increasing or not. Following a single cohort would show how the experiences of individuals changed over the life course, but would not indicate whether Jewish education or its outcomes are changing over time.

Large surveys often allow examination of multiple cohorts. For example, the National Jewish Population Survey has been used to show that intermarriage rates are rising, by documenting the increasing chances of intermarriage for persons born in later years. Thus, a single survey can yield data on successive cohorts, up to the time the survey is administered.

The disadvantage to cross-sectional rather than longitudinal data on individuals is that cause and effect cannot be demonstrated. One might observe a rise in enrollment and a decline in intermarriage and infer a causal connection, but this conclusion would be far more speculative than that based on a study of comparable individuals whose enrollment and marriage decisions were followed over time.

#### Next Steps

A list of proposed indicators is provided below. This proposal implies four "Next Steps":

(1) Compile existing data from communities into a coherent data base. Need to [a] identify communities with appropriate data; [b] acquire the data. This includes CIJE data on educators and on professional development. Timeline: Fall 1997 - Spring 1998.

(2) Repeat the survey from the CIJE Study of Educators in Milwaukee (Spring 1998) and Atlanta and Baltimore (Fall 1998). This would be five years after the original survey, and it would provide trend data in addition to the baseline for these cities. Consider additional surveys in Los Angeles, Seattle, and Cleveland for 1999, where surveys similar to the CIJE survey have been administered. Timeline: Spring - Fall 1998, and beyond.

(3) Consider gathering new data where data are currently unavailable. Need to prioritize -- which data are most essential? Timeline: Ongoing.

(4) Articulate a theory of change. Need to explain more fully why these indicators are most essential, and how the indicators are linked to one another. CIJE already has a theory of change -- it needs to be made explicit in the context of the indicators. Timeline: Ongoing.

#### Proposed Indicators

##### I. NATIONAL/CONTINENTAL

###### A. Currently available (all by cohort)

1. Intermarriage rates
2. Participation in any Jewish education
3. Participation in day school
4. Years of Jewish education

###### B. Not currently available

1. Jewish summer camp attended (by name of camp)
2. Children in Jewish early childhood education
3. Private foundation contributions to Jewish education

##### II. COMMUNITY

A. Currently available for selected communities from community surveys

1. Various demographics
2. Contributions to Federation
3. Percentage of Federation allocation to Jewish education

B. Currently available for selected communities from CIJE surveys

1. Characteristics of teachers in Jewish schools
2. Characteristics of educational leaders
3. Characteristics of professional development programs

C. Not currently available

1. Participation rates (overall and post-bar-mitzvah)
2. Content in formal and informal Jewish education
3. Learning outcomes for participants in Jewish education
4. Attitudinal outcomes for participants in Jewish education

Synthesis of Consultations on the Leading Indicators Project

We held four consultations with a variety of experts to help with our planning and development in the Leading Indicators Project. Aside from CIJE staff, participants in the consultations were non-overlapping. They brought to the consultations a broad range of specialized knowledge in areas of general education, Jewish education, evaluation, and survey methods. A list of consultations and participants is attached. In addition to those listed, we held an individual meeting with Harold Himmelfarb, a sociologist and author of a well-known study on the effects of Jewish education, who currently works for the U.S. Department of Education. Of those persons deemed most important for our consultations, the only one we did not see was Steven M. Cohen of Hebrew University's Melton Centre. We hope to speak with him at a later date.

Despite the diversity of participants, several common themes emerged in the consultations:

1) Overall there was substantial enthusiasm for the idea of an Indicators project. Almost all participants thought the project could serve a mobilization purpose; that is, by providing essential, basic information about the current state of Jewish education and ongoing changes, the Indicators could stimulate interest and support for policy decisions about Jewish education.

The strongest cautionary views were expressed by Len Saxe at the Research Network consultation. In Saxe's judgment, the most pressing issues are at the community level, and Indicator data may not be rich enough or sensitive enough to context to help the communities.

2) While not totally dismissing the value of indicators, Saxe's argument tilted strongly towards the community as the most important level of analysis. This emphasis is consistent with the views of many of the participants in all four consultations. The community is the most essential level of analysis for a variety of reasons: a) It is the locus of funding decisions; b) Individuals participate in a variety of institutions within a given community; c) Most existing survey data are at the community level.

3) Although many participants asked whether the Indicator study was supposed to be an evaluation of CIJE's work, few if any of the participants thought that it should be (except indirectly, in the sense that if Jewish educational indicators are moving in the right direction, CIJE's mission is being accomplished). Close evaluation of CIJE's work would not, for the most part, yield Indicator data of broad interest (e.g., the TEI removed from specific CIJE initiatives to constitute direct evaluation of CIJE. Most participants thought that gathering Indicator data would be a valuable activity, but it would not be a direct evaluation of CIJE.

4) Some causal inference, or at least speculation, is possible with Indicators data. However, demonstrating causal effects should not be the main focus of the Indicators study. Data that can serve adequately for

causal analysis would likely be too narrow and restricted to serve the broad purpose of Indicators. For example, an in-depth study of a single cohort over time would not show how Jewish institutions and the Jewish population are changing over time.

5) Participants at the Professors consultation and at the CAPE consultation commented that the "CIJE Draft Visions" are not appropriate as the starting point for an Indicators study. The draft visions are too "soft" (i.e. hard to measure), too abstract, too value-oriented, and too distant from education. Instead, theories about quality in education should be considered as the basis for developing Indicators.

6) Participants noted a need for a theory, conceptual framework, or "causal maps" that would link the Indicators to one another. To make even the most speculative causal inferences possible, a set of theoretical connections is essential. For example, we have a theory that certain types of professional development are more effective than other types. We can use this theory to decide on the indicators of the quality of professional development. Admittedly, however, this does not test the hypothesis that such professional development is in fact effective.

7) Finally, participants at AERA, CAPE, and the Research Network agreed that "Leading" Indicators is not the proper term. "Leading" indicators refers to indicators used for forecasting, usually in economics. Instead, we are simply talking about "Indicators."

#### Participants in Consultations on the Leading Indicators Project

February 2, 1997: The CIJE Professors Seminar

Adam Gamoran  
Ellen Goldring  
Gail Dorph  
Sharon Feiman-Nemser  
Bill Firestone  
Barry Holtz  
Fran Jacobs  
Barbara Neufeld  
Anna Richert  
Susan Stodolsky

March 27, 1997: AERA

Adam Gamoran  
Ellen Goldring  
Bill Robinson  
Henry Levin  
Aaron Pallas  
Barbara Schneider  
Lee Shulman  
Rafe Stolzenberg

May 22, 1997: CAPE

Adam Gamoran  
Hadar Harris  
Annette Hochstein  
Michael Inbar

June 2, 1997: Network for Research in Jewish Education

Adam Gamoran  
Bill Robinson  
Isa Aron  
Jonathan Golden  
Barry Holtz  
Bethamie Horowitz  
Leora Isaacs  
Sherry Israel  
Joan Kaye  
Alisa Rubin Kurshan  
Dan Pekarsky

Len Saxe  
Lifsa Schachter  
Rob Toren  
Jonathan Woocher

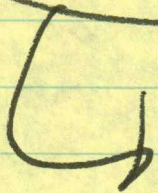
Symptoms -

Goals  
Essence

Contributory factors } Are things going in the right direction?  
Indices of Progress

Is it about Jewish ed. or about Jewish life?

① Participation - Support for - Qualification



② Literacy / Intermediary rates

Methods / Cohort

Confidence / Comm

years of education

Enrollment-rates

Participation-rates

Attitudinal outcomes

Process / Outcomes

need clear goals:

outcome-indicator

FROM: Adam Gamoran, INTERNET:gamoran@ssc.wisc.edu  
TO: Nessa Rapoport, 74671,3370  
Barry, 73321,1221  
Karen, 104440,2474  
Alan, 73321,1220  
Gail, 73321,1217  
Bill Robinson, 74104,3335  
Ellen, INTERNET:GOLDRIEB@CTRVAX.VANDERBILT.EDU  
Annette, INTERNET:ANNETTE@VMS.HUJI.AC.IL  
CC: Adam, INTERNET:GAMORAN@SSC.WISC.EDU  
DATE: 3/14/97 3:40 AM

Re: proposal for consultation on Leading Indicators at the research network conference

Sender: gamoran@ssc.wisc.edu  
Received: from duncan.ssc.wisc.edu (duncan.ssc.wisc.edu [144.92.190.57]) by  
dub-img-3.compuserve.com (8.6.10/5.950515)  
id DAA12790; Fri, 14 Mar 1997 03:38:48 -0500  
Received: from [144.92.182.79] by duncan.ssc.wisc.edu; (5.65v3.2/1.1.8.2/10May96-0433PM)  
id AA12229; Fri, 14 Mar 1997 02:38:25 -0600  
Date: Fri, 14 Mar 1997 02:38:25 -0600  
Message-Id: <9703140838.AA12229@duncan.ssc.wisc.edu>  
X-Sender: gamoran@ssc.wisc.edu  
X-Mailer: Windows Eudora Pro Version 2.1.2  
Mime-Version: 1.0  
Content-Type: text/plain; charset="iso-8859-1"  
Content-Transfer-Encoding: quoted-printable  
To: GOLDRIEB@ctrvax.Vanderbilt.Edu, Bill Robinson <74104.3335@CompuServe.COM>,  
Gail Dorph <73321.1217@CompuServe.COM>, ANNETTE@vms.huji.ac.il,  
Alan <73321.1220@CompuServe.COM>,  
Karen Barth <104440.2474@CompuServe.COM>,  
Barry Holtz <73321.1221@CompuServe.COM>,  
Nessa Rapoport <74671.3370@CompuServe.COM>  
From: Adam Gamoran <gamoran@ssc.wisc.edu>  
Subject: proposal for consultation on Leading Indicators at the  
research network conference  
Cc: gamoran@ssc.wisc.edu

Here is a draft of our proposal to hold a consultation on the Leading Indicators project at the research network conference in June. Please note that I have limited the description of the project slightly for this audience: I am focusing on Jewish education more narrowly, rather than the broader Jewish community.

I would welcome your comments TODAY (Friday) if you have a chance to read the draft proposal. I have to submit the proposal this weekend. If you can't get to it today, I would still be happy to have your comments later, since this is an ongoing project.

## LEADING INDICATORS OF JEWISH EDUCATION: A PLAN FOR MONITORING CHANGE

### Purpose

The purpose of the proposed consultation is to seek input from the Jewish educational research community on a major new research initiative being contemplated by the Council for Initiatives in Jewish Education (CIJE). The CIJE is an independent, non-profit organization dedicated to the revitalization of Jewish education in North America through systemic educational reform, working with Jewish communities and organizations to build the profession of Jewish education and mobilize community support for Jewish education. An earlier project, the CIJE Study of Educators, has resulted in widespread policy discussions about the preparation of teachers and educational leaders in Jewish schools. The new initiative, on "Leading Indicators," would also have broad implications for understanding the status and prospects of Jewish education in North America. For this reason it is essential that a wide variety of researchers in Jewish education have the opportunity to share their insights at the planning stage.

### Problem

The 1990 National Jewish Population Survey, with its finding that over half of American Jews now marry out of the faith (Kosmin et al., 1992), was a shock to the Jewish community. Committed Jews across the community spectrum are concerned about the future of the Jewish population of North America, and many are turning to Jewish education as a possible solution (Council for Initiatives in Jewish Education, 1990). A variety of commissions, programs, and initiatives are being proposed and implemented across North America. These efforts share the common purpose of revitalizing the Jewish community through education, but they are generally not coordinated and differ in their specific objectives. A major problem for new efforts is the lack of information about whether they are succeeding. How will we know whether Jewish education is moving in the right direction? Typically, evaluations are short term and limited in scope, if they occur at all. Yet the objectives of programs such as lay leadership development, enhanced professional development for teachers, seminars for educational leaders, and so on, are long-term and diffuse. Hence, there is a mismatch between the short-term, limited information being gathered, and the need for long-term, wide-ranging knowledge about change in the Jewish community.

An important reason for this mismatch is that appropriate information is difficult to gather and interpret. Program goals are often ambiguous and progress is hard to measure. For example, behavioral measures such as whether a person lights Shabbat candles or conducts a Passover seder -- desired outcomes of some education programs -- are probably inadequate for capturing the complex and diverse processes by which individual Jews respond

to these programs. In addition, change happens over a long period of time. It is difficult to measure progress in the absence of a longitudinal approach which can be expensive and complex, and requires a long delay before results can be assessed.

Instead of (or in addition to) short-term, narrow assessments of individual programs, there is a need for a coordinated effort to bring together a wide variety of information about Jewish education and its consequences in North America. Such an effort may draw on information already being collected in on-going projects, and it may also involve new data collections especially designed for this purpose. This effort to establish "Leading Indicators" of Jewish education is modeled after similar approaches in economics, health, and general education. It would provide a baseline on the current status of Jewish education, and allow assessment of change over time.

There are several benefits of a Leading Indicators approach to addressing the shortage of information about Jewish education and its effects. First, Leading Indicators would describe the status of a key aspect of the Jewish community, taking the pulse in an area whose health is believed to be central to the life of North American Jewry. Second, it would allow forecasting. In the medical field, child immunization rates are used to forecast the future health of a community. Similarly, rates of teacher training or professional development might be used to forecast changes in the Jewish knowledge of a future generation of Jewish children. Third, unlike most program evaluations, Leading Indicators offers a long-term perspective. By gathering similar data over a long period of time, such indicators may be able to detect changes that are too gradual to appear in program evaluations. Fourth, a Leading Indicators project can focus on the outcomes that really matter. It can transcend the direct outcomes of individual initiatives to examine the overall progress of the Jewish community and its educational system.

Rates of  
teacher ed.  
or prof. devel

Explain

## Methodology

A planning process for this project is currently underway, and a variety of methodologies are under consideration. Several possible outcomes have been tentatively identified, and these are listed in Figure 1. This list is illustrative and is not meant to be exhaustive.

The basic methodology of the project has three components: (a) to coordinate and integrate data that are already being collected; (b) to identify the essential gaps in current information; and (c) to consider collecting new information to fill in the gaps. Beyond these basic steps, a variety of models are currently under consideration, and could be the subject of fruitful discussion at the conference. Figure 2 lists possible discussion questions for the proposed consultation.

One model under consideration follows the example of the U.S. government, which has recently begun compiling data to monitor progress towards national education goals (National Goals Panel, 1995). In 1990, the federal government and the nation's governors agreed upon several national goals for

education, such as "all children will start school ready to learn" and "students will be first in the world in mathematics and science." Since 1994, the National Goals Panel has compiled information that addresses progress toward these goals. For example, data on preschool participation are used to assess progress in preparing children to start school. The data are not especially collected for the Goals Panel; instead they are drawn from a variety of national surveys administered periodically by the U.S. Department of Education and other agencies.

Math. ed. goals:  
Ready to Learn  
via preschool  
participation

The National Goals approach has several characteristics that make it appealing as a model for Leading Indicators of Jewish education. First, it is based on a limited set of clear goals around which there is substantial consensus. Second, it is nation-wide. Third, it does not require any new data collection; instead it relies on information already being gathered.

what would  
they be  
in Jewish  
ed.?

However, it is not clear that a national (or continental) focus is feasible or necessarily desirable for Jewish education. The only nation-wide survey is the National Jewish Population Survey, and this is conducted only once a decade, not frequently enough for information that could be used for forecasting. However, individual communities may gather information more often. Also, whereas a national study may be a formidable challenge, community-based studies may be more feasible. Consequently, an alternative model would be to identify a limited number of representative communities and both use available information and collect new information where necessary.

## Conclusion

The Leading Indicators project is a potentially important initiative for assessing the current status of Jewish education in North America and monitoring possible change. The project would benefit greatly from the insights of educational researchers who will be attending the conference. Over time, the project may benefit educational researchers who may carry out analyses of new data that may be collected. Hence, this consultation is proposed to establish a conversation around the idea of Leading Indicators of Jewish education.

=0C

## References

Commission on Jewish Education in North America. (1990). A Time to Act. Lanham, MD: University Press of America.

Kosmin, Barry A., Sidney Goldstein, Joseph Waksberg, Nava Lerer, Ariella Keysar, and Jeffrey Scheckner. (1993). Highlights of the CJF National Jewish Population Survey. New York: Council of Jewish Federations.

National Education Goals Panel. (1995). The National Education Goals Report. Washington, DC: U.S. Government Printing Office.

Are 1. through 5. leading indicators -  
- or goals for which we  
need leading indicators

=0C

Figure 1. Illustrative Outcomes for Leading Indicators

=09

1. Lifelong learning: Jewish education occurs throughout the life course and is not limited to childhood schooling.

2. Knowledge and learning: There is a recognized minimum level of knowledge and skills that most Jews achieve, and a substantial group achieves much higher levels.

as judged by whom?

3. Educational leaders: Educational leaders are prepared, by training and disposition, to provide the vision and leadership necessary for Jewish education, including expertise in education, Judaica, and administration.

4. Teachers: Teachers are prepared, by training and disposition, to teach the rich Jewish heritage that is vital for Jewish continuity, including expertise in Jewish content and the field of education.

5. Informal education: Every Jew has access to informal educational experiences with rich Jewish content.

6. \$ for J.E.

7. Hubs in ed. Env.

as judged by whom?

=0C

Figure 2. Questions for Discussion

1. Is the Leading Indicators project a worthwhile idea? Who would benefit from it?

2. Is it feasible to identify and gather information on Leading Indicators of Jewish education in North America?

3. What information is already being collected that would address the illustrative outcomes, or other outcomes that may be proposed? What are the key gaps in available information?

4. How should potential Indicators be prioritized?

5. Should the coordination and collection of data be focused primarily on the community or the national level?