Appendix
Career Trajectories of Jewish Educators in the United States

Study Methodology and Data Collection Instruments

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Principal Investigator
Michael J. Feuer, PhD, Dean of the Graduate School of Education and Human Development, George Washington University

Research Team Members (in alphabetical order by last name)
Brian Blumenband, Rosov Consulting
Frayda Gonshor Cohen, Rosov Consulting
Annie Jollymore, Rosov Consulting
Jeffrey Kress, Jewish Theological Seminary
Natasha Nefedyeva, Rosov Consulting

Alex Pomson, Rosov Consulting
Wendy Rosov, Rosov Consulting
Liat Sayfan, formerly, Rosov Consulting
Meredith Woocher, Rosov Consulting

About this Report
The Collaborative for Applied Studies in Jewish Education (CASJE) is a community of researchers, practitioners, and policymakers dedicated to improving the quality of knowledge that can be used to guide Jewish education and learning. CASJE is committed to developing high quality research that is responsive to critical questions across diverse sectors in Jewish education. CASJE's programmatic and fiduciary home is located at the George Washington University's Graduate School of Education and Human Development (GSEHD).

This document accompanies the four briefs that share findings from On the Journey, one of four research strands of the CASJE Career Trajectories of Jewish Educators Study. The larger CASJE study seeks to understand the recruitment, retention and development of Jewish educators in the United States. You can read more about this study at www.casje.org

The Career Trajectories Study is organized around four central research questions:

1. Preparing for Entry
What does it take to launch a career in Jewish education?

2. On the Journey
What factors induce educators to stay in the field and what supports their professional growth?

3. Mapping the Marketplace
What does the labor market for Jewish education look like? Where are personnel shortages and saturation?

4. The Census
Estimating the number of Jewish educators in the United States workforce today.

On the Journey is designed to elucidate the career pathways of Jewish educators, including their professional growth, compensation, workplace conditions and lived experiences. In 2019 CASJE published the white paper On the Journey: Concepts That Support a Study of the Professional Trajectories of Jewish Educators, which lays out the framework and key questions that underlie this inquiry and serves as a companion to these research briefs.
Acknowledgments

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Project Leadership

Principal Investigator
Michael J. Feuer, PhD, Dean of the Graduate School of Education and Human Development, George Washington University

Research Directors
Wendy Rosov, PhD and Alex Pomson, PhD, Rosov Consulting
Ariela Greenberg, PhD, The Greenberg Team

CASJE Managing Director
Arielle Levites, PhD, George Washington University

Technical Advisory Board
Henry Braun, PhD, Boston College
Rabbi Rafi Cashman, PhD – Netivot HaTorah Day School
Dan Goldhaber, PhD – University of Washington
Miriam Heller Stern, PhD – Hebrew Union College
Susan Moore Johnson, PhD – Harvard University
Susanna Loeb, PhD – Brown University
Richard Murnane, PhD – Harvard University
Rona Novick, PhD – Yeshiva University
Miriam Raider-Roth, PhD – University of Cincinnati
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Introduction

On the Journey (OTJ) is one of four strands of a larger project sponsored by The Collaborative for Applied Studies in Jewish Education (CASJE) to investigate critical questions regarding the experiences and career trajectories of Jewish educators in the United States. OTJ investigates (1) who these educators are, (2) in what settings and sectors they are working, (3) what kinds of professional development and other supports are available to them (and whether they have taken advantage of these opportunities), and (4) how these interventions contribute to key outcomes associated with “quality” educators: job retention (length of tenure and career commitment), job satisfaction, and a sense of professional self-efficacy.

To build upon and expand prior studies of Jewish education professionals, OTJ takes a broad and inclusive approach to defining who is a “Jewish educator” and where Jewish education takes place. The target population for OTJ reaches beyond those working in formal “school” settings (day schools, early childhood (ECE), and supplemental education) to include a diverse spectrum of professionals involved in designing and delivering experiences for the purpose of facilitating Jewish learning, engagement, connection, and meaning. This definition is informed by insights gathered from a comprehensive literature review, interviews with 13 key informants in the field, and focus groups with 33 practitioners who work in settings geared to Jewish education, engagement, and/or activism.¹

Based on this understanding, OTJ studied paid professionals who work directly with people of any age who identify as Jews, in settings—whether virtual, brick-and-mortar, or outdoor—that aim to help participants find special meaning in Jewish texts, experiences, and associations (even if some who are engaged in these efforts may themselves use terms like “Jewish engagement” or “Jewish meaning making” to describe their work).

We identified five primary sectors within which these professionals work: (1) formal Jewish education (day schools, ECE, supplemental schools); (2) informal/experiential settings including both immersive (e.g., camp) and non-immersive (e.g., youth organizations, JCCs); (3) those involved in engagement, social justice, and innovation (e.g., Jewish Studio Project, Moishe House, OneTable); (4) communal organizations that may employ someone in a related role (e.g., scholars-in-residence at Federations or Jewish educators at Jewish Family Services); and (5) non-organizational networks and online learning (e.g., independent B’nai Mitzvah or Hebrew tutors).

Importantly, there are categories of professionals who did not fit our definition. Thus, while ordained rabbis who serve exclusively in pulpit positions may well view themselves as Jewish educators, they fall outside of the population most likely to be targeted for the programs and interventions that OTJ is meant to inform and inspire. This is also, and even more clearly, true of university professors of Jewish studies who are not tasked with shaping the personal commitments of their students, as well as full-time administrators and coordinators employed in Jewish educational settings who do not have direct contact with students or program participants. As well, given that the focus of the OTJ strand of the study is on the career trajectories and pathways of Jewish educators, we excluded from the study those who serve as volunteers (and whose professional commitments lie elsewhere).

¹ For an in-depth discussion of our definition of Jewish educators, see pp. 2–5 of “On the Journey: Concepts that Support a Study of the Professional Trajectories of Jewish Educators.”
Conceptual Framework and Design

At its core, On the Journey sought to understand the relationship between three conceptual categories: the “background” characteristics of individual educators and their work settings; the interventions and workplace conditions that educators may experience in their careers, and which can be influenced by external forces; and the desired outcomes for educators that are of particular interest to stakeholders of this research. All these are situated within a surrounding frame of the larger organizational and community contexts that influence the lives and experiences of any given individual. An overview of this model is shown below.
OTJ explored the relationships between and among each of these three conceptual “boxes.” A variety of interventions and workplace conditions are thought to be directly related to desired educator outcomes. These interventions and workplace conditions may themselves differ, and may exhibit differential relationships to desired educator outcomes, based on several educator characteristics. These educator characteristics may also be directly related to desired educator outcomes. Educator characteristics might be indirectly related to desired educator outcomes through their direct relations to interventions and workplace conditions. Finally, all of this plays out within individual communities.

The key outcomes are retention, which encompasses both length of time in the field of Jewish education, and career commitment (the stated intent and desire to remain a Jewish educator), which is particularly relevant for younger professionals who by definition cannot have had a long tenure in the field; job satisfaction; and sense of professional self-efficacy.

We selected these outcomes for the following reasons: (1) They can be easily quantified for research purposes; (2) Given the diversity of sectors and contexts in which our target participants work, our outcomes must be relevant across the full range of Jewish education contexts that are part of the study; (3) These outcomes encompass positive qualities of educators that we hypothesize relate to purposeful interventions or workplace conditions in meaningful ways; and (4) Research has demonstrated relationships between these educator outcomes and positive learner experiences and outcomes.²

² See pp. 5-9 of “On the Journey: Concepts that Support a Study of the Professional Trajectories of Jewish Educators” for more information.
Research Questions

Based on this model, OTJ explored three categories of research questions: (1) descriptive questions about educator characteristics, interventions and workplace conditions, the nature of the desired educator outcomes, and communal contexts; (2) comparative questions about interventions and workplace conditions as they play out with different educator characteristics; and (3) questions about the relationships between interventions and workplace conditions and desired educator outcomes and about the direct and indirect relationship between educator characteristics and these outcomes.

Descriptive Questions

Educator Characteristics

OTJ probed those characteristics indicated in the conceptual framework, above.

Interventions and Workplace Conditions

1. Opportunities for professional development
   a. What is the nature (e.g., duration, frequency) of the in-service training and ongoing professional development in which respondents participate?
   b. To what degree are respondents satisfied with the availability of these opportunities?

2. Engagement with professional networks
   a. To what degree do respondents feel connected to professional networks?
   b. Where do respondents turn to seek networks?
   c. What purpose do these networks serve?
   d. How satisfied are respondents with the availability of these networks?

3. Compensation and benefits
   a. What financial and other benefits do educators receive?
   b. To what extent are they satisfied with their compensation?
   c. What benefits do educators receive?
   d. How do compensation/benefits and other financial concerns drive job and career choices and perceived options within the field?

4. Workplace environment and conditions
   a. To what extent do respondents perceive themselves to be part of a team/community in their workplace?
   b. To what extent do they feel they have autonomy over their own work?
   c. What level of input do respondents have into organizational decision making?

5. Recognition
   a. To what extent do respondents see their work as valued by a variety of constituents (learners, parents, communal leaders, Jewish community at large)?
   b. In what ways—formal and informal—have respondents been recognized for their work by their organizations, communities, and the field as a whole?

6. Supervision and support
   a. What supervision, if any, do participants receive?
   b. How satisfied are respondents with their supervision?
Desired Educator Outcomes
1. What is the overall level of job satisfaction among respondents?
2. To what degree have respondents demonstrated length of tenure and/or stated commitment to remaining in the field?
3. What degree of professional self-efficacy is reported?
4. How do these outcomes relate to one another?

Comparative Questions
1. To what extent, if any, do interventions and workplace conditions vary by categorical educator characteristics such as age, gender, and current workplace sector or venue?
2. To what extent, if any, do the desired educator outcomes vary by such categorical educator characteristics?

Questions About Relationships Between Variables
1. To what extent are each of the interventions and workplace conditions related to desired educator outcomes?
2. To what extent are each of the educator characteristics related to desired educator outcomes?

Due to the small number of communities in OTJ, we were not able to treat community context as a variable.
Methodology

As explained above, On the Journey used a broad and inclusive definition of “Jewish educator.” Based on this definition, OTJ included those:

- Working, either part time or full time, in an institutional setting geared to Jewish educational outcomes, defined as designing and/or delivering experiences for the purpose of facilitating Jewish learning, engagement, connection, and meaning
- Engaged in work that involves direct contact with participants
- Being paid for the work
- Entered the field between 2000–2013 (i.e., in the field between 6 and 30 years)
- Post college-age.

Recruitment and Sampling

As directed by CASJE personnel, OTJ solicited participants from eight communities representing as much variability as is possible across several dimensions. These communities represented a range of sizes of Jewish populations, geography, and the nature of the Jewish educational infrastructure. Using data from the Steinhardt Social Research Institute’s American Jewish Population Project, we selected five large communities of more than 100,000 Jews (Boston, MA; Chicago, IL; Miami-Dade, FL; Nassau and Westchester Counties, NY; San Francisco Bay Area, CA); two medium-size communities with populations around 70,000 (Detroit, MI; Las Vegas, NV); and one small community, with a population just under 25,000 (Austin, TX). Our sample represents communities from diverse geographic regions throughout the United States. More information about these communities can be found in the “Brief Overview of OTJ Communities” (Appendix A).

For each community, we identified lead Federation or central agency–based educators in each of the eight communities and met with them for an orientation meeting (approximately 90 minutes each). Each of the eight communities we approached agreed to participate and signed a letter of agreement with CASJE. These lead educators provided contact lists of the educational settings in the five sectors in their communities and estimated the number of educators in their catchment (except Nassau-Westchester). The degree to which the central agencies maintained up-to-date information about the settings and educators in their catchment varied among communities.

The survey was fielded in one of the following ways, depending on the community:

1. The research team received a list of educators to whom we sent invitations to participate in the survey.
2. The leaders of the educational organizations received a link from the research team to forward to their educators.
3. Community connectors received a link from the research team to send to the leaders of the educational organizations with the request to forward the link to their educators.

Various incentive structures were used for recruitment purposes.
Instrumentation and Analytic Approach

Educator Survey

The Educator Survey was designed to explore the relationships between “background” characteristics of individual educators and their work settings, the interventions and workplace conditions that educators may encounter in their careers, and the desired outcomes for educators (self-efficacy, job satisfaction, and career commitment) that are of particular interest to stakeholders of this research. Where possible, items were drawn from previously used surveys, including the Jim Joseph Foundation Professional Development Initiative Audit Survey,6 HR Employee Benefits Sample Survey Questionnaire and Template,7 Leading Edge Employee Experience Survey,8 Jewish Teen Education and Engagement Funder Collaborative Cross-Community Youth Professional Survey,9 School Culture Survey,10 Educators in Jewish Schools Survey,11 Copenhagen Psychosocial Questionnaire (COPSOQ),12 Survey of Early Care and Education (NSECE),13 Career Commitment Survey,14 Occupational Self-Efficacy Scale (Short Version),15 and Organizational Commitment Questionnaire/Job Descriptive Index.16 We conducted a “crosswalk” among these instruments to better understand similar questions that appear, albeit with different wording, in various surveys. We also included questions that allow us to identify types of Jewish educators. A draft of the survey instrument was reviewed by CASJE personnel and other outside reviewers, as well as educational leaders from the range of sectors, with subsequent revisions made by the research team. Cognitive Testing was conducted before the survey was finalized. The survey can be found in Appendix B, and the Cognitive Testing Guidelines can be found in Appendix C.

The total number of survey respondents was 1,278, of which approximately 40% are day school educators, 20% supplemental school educators, 20% early childhood educators, 10% informal educators. The remainder work in innovation/social justice organizations, in federated institutions, or as independent educators. By design, all respondents had been in the field between 6 and 30 years. The breakdown of respondents and the response rate for each sector (based on estimates of the number of educators in each sector in each community) is indicated in Table 1.

A variety of statistical tools and techniques were used in analyzing the data. Descriptive statistics (frequencies, percentages, means,
and standard deviations) provided a basic overview of the data. Factor analyses were used to group cohesive items together and refine the Workplace Characteristics variables. Relationships among variables were analyzed in several ways. Group differences were explored using crosstabs (with chi-square tests of independence and z-tests for differences in proportions) and ANOVAs, depending on the nature of the data in question. Correlation analyses were conducted among variables of interest, including multilevel regression analyses (with the first step including Educator Characteristics and the second adding Interventions and Workplace Conditions). Finally, cluster analysis was used to classify respondents into groups based on the similarity of their responses across outcome variables (i.e., to identify those respondents who scored high across all four outcome variables and those who scored low).

Key characteristics of the survey sample are reported below in Table 2.
### Table 2
Educator Survey Sample Demographics

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>820</td>
</tr>
<tr>
<td>Male</td>
<td>176</td>
</tr>
<tr>
<td>Prefer Not to Answer</td>
<td>36</td>
</tr>
<tr>
<td>Gender Fluid</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Generation</strong></td>
<td></td>
</tr>
<tr>
<td>Boomers</td>
<td>18%</td>
</tr>
<tr>
<td>Gen X</td>
<td>35%</td>
</tr>
<tr>
<td>Millennials</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Highest Degree</strong></td>
<td></td>
</tr>
<tr>
<td>High School Diploma</td>
<td>7%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>6%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>35%</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>48%</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Graduate Degree in Jewish Education (Of those with advanced degrees)</strong></td>
<td></td>
</tr>
<tr>
<td>Jewish education</td>
<td>18%</td>
</tr>
<tr>
<td>Jewish communal service</td>
<td>5%</td>
</tr>
<tr>
<td>Jewish studies</td>
<td>13%</td>
</tr>
<tr>
<td>General education</td>
<td>42%</td>
</tr>
<tr>
<td>Other</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Certificate/Fellowship in Jewish education/Communal work</strong></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>24%</td>
</tr>
<tr>
<td>No</td>
<td>76%</td>
</tr>
<tr>
<td><strong>Denominational Identity</strong></td>
<td></td>
</tr>
<tr>
<td>Reform</td>
<td>26%</td>
</tr>
<tr>
<td>Conservative</td>
<td>23%</td>
</tr>
<tr>
<td>Orthodox/Modern Orthodox</td>
<td>22%</td>
</tr>
<tr>
<td>Just Jewish/post-denominational</td>
<td>16%</td>
</tr>
<tr>
<td>Other (Reconstructionist, secular, humanist, etc.)</td>
<td>13%</td>
</tr>
</tbody>
</table>
Interviews and Focus Groups

In order to bring both additional richness and nuance to the findings from the survey data, we engaged in two strands of qualitative data gathering. In total, we conducted 45 individual interviews and six focus groups.

First, we interviewed 20 individuals, who either worked as Jewish educators for at least five years before leaving the field or were actively considering leaving the field at the time of the survey. We drew from “leavers” within the sample communities and again used local networks to identify potential participants. Because of the potential sensitivity of the information shared, we conducted these interviews individually, rather than in groups. The “Leavers Interview Protocol” can be found in Appendix D. Interviews were conducted over Zoom, recorded, and transcribed.

We also used focus groups and individual interviews to explore questions that arose through the emergent analysis of the survey data with those currently working in the field as Jewish educators. The focus group protocol was a streamlined version of the one used for individual interviews. The protocols used with focus groups can be found in Appendix E and F. We developed and refined both focus group and interview protocols through tests with pilot groups and individuals before recruiting a total of 52 participants for focus groups (27 participants in six separate focus groups) and interviews (25 participants). Our focus groups and interviews targeted populations that were underrepresented in the survey sample (i.e., those in sectors 3, 4, and 5, primarily).

Both during data collection and upon completion, the research team met to debrief and highlight emerging themes related to the study’s research questions. An initial deductive coding tree was developed based on the study’s research questions.

Thematic categories (each with their own subthemes/codes) included background influences on educator; life transitions that shaped educator’s journey; contributing factors to job satisfaction; deterrents; and sector-specific statements. Transcripts were also coded by relevant classification variables such as gender, generation, career sector, and career longevity to allow for data mining by relevant variable.

Using NVivo software, a team of three researchers tested the application of the coding scheme on a subsection of the dataset to look for consistency in the application of the codes. Once the team felt satisfied that there was sufficient agreement in the use of each code, the remainder of the transcripts were coded by two members of the team, and additional iterative codes were added as needed to capture emerging themes that were not reflected in the initial coding scheme.

The broader research team analyzed the initial coded data and developed “Journeys” typologies. At that point, the coding was reviewed again and augmented to flesh out each of the three “Journeys” categories. In addition, five individual transcripts were selected to develop the anonymized educator portraits. Finally, as quantitative themes emerged for reporting, qualitative data were mined for relevant examples and quotes.
Appendix A
Brief Overview of OTJ Communities

Austin
Austin has a Jewish population of approximately 22,300, the smallest community in the On the Journey study. It is host to 20 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 2 day schools, 5 supplemental schools, 3 early childhood education centers, and 1 adult education venue. For Sector 2, this includes 1 camp, 4 youth groups, and 1 alternative teen program. There are 3 settings in Sector 3, and none in Sector 4. Shalom Austin is the central agency. There are several centralized, professional development initiatives running in Austin, including a mentoring program for new professionals and community-wide trainings for the staffs of synagogue schools and youth groups.

Boston
Boston has a Jewish population of approximately 248,000. It is host to 120 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 14 day schools, 25 supplemental schools, 36 early childhood education centers, and 2 adult education venues. For Sector 2, this includes 15 camps, 6 youth groups, and 2 venues categorized as “other.” There are 14 settings in Sector 3, and 6 in Sector 4. Jewish educational settings are served by the Jewish Education and Learning division of Combined Jewish Philanthropies (CJP) of Greater Boston.

Chicago
Chicago has a Jewish population of approximately 331,600. It is host to 170 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 15 day schools, 45 supplemental schools, 38 early childhood education centers, and 1 adult education venue. For Sector 2, this includes 13 camps and 31 youth groups. There are 23 settings in Sector 3, and 4 in Sector 4. The Jewish United Fund of Metropolitan Chicago is the primary organization in the area. The Board of Jewish Education (BJE) of Metropolitan Chicago is also involved, particularly with professional development.

Detroit
Detroit has a Jewish population of approximately 63,700. It is host to 47 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 3 day schools, 12 supplemental schools, 7 early childhood education centers, and 1 adult education setting. For Sector 2, this includes 3 camps, 12 youth groups, and 1 adult experiential program. There are 6 settings in Sector 3, and 2 in Sector 4. Several years ago, the central agency for Jewish education transferred from the Federation to the Jewish Community Center. The JCC provides professional development programs for day school, congregational, and early childhood educators, as well as additional support through its special needs department. There is a high per capita investment in Jewish education on the part of the community.
Las Vegas

Las Vegas has a Jewish population of approximately 74,800. It is host to 69 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 5 day schools, 9 supplemental schools, 9 early childhood education centers, and 10 adult education venues. For Sector 2, this includes 7 camps, 13 youth groups, and 4 adult experiential settings. There are 4 settings in Sector 3, and 3 in Sector 4. The central agency is Jewish Nevada, which serves the entire state.

Miami-Dade

Miami-Dade has a Jewish population of approximately 141,600. It is host to 92 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 9 day schools, 18 supplemental schools, and 25 early childhood education centers. For Sector 2, this includes 4 camps, 18 youth groups, and 4 adult experiential venues. There are 14 settings in Sector 3, and none in Sector 4. Center for the Advancement of Jewish Education (CAJE) is the central educational agency and has dedicated directors and staff overseeing all Sector 1 areas and some Sector 2 areas (i.e., teen education and engagement), excluding camps. All camps, including day and overnight camps, are overseen by the Greater Miami Jewish Federation. CAJE also has a staff person directly in charge of adult learning. The community prioritizes funding for day schools, though some funding is available for professional development in other venues.

Nassau-Westchester

The Nassau-Westchester region of the New York City area has a Jewish population of approximately 304,900. It is host to 239 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 42 day schools, 61 supplemental schools, 60 early childhood education centers, and 1 adult education venue. For Sector 2, this includes 6 camps, 60 youth groups, 2 adult experiential venues, and 2 settings characterized as “other.” There are 2 settings in Sector 3, and 3 in Sector 4. This area falls under the purview of The Jewish Education Project (formerly the Board of Jewish Education of NY), which provides oversight, in part, by county. The sheer size of The Jewish Education Project makes it one of the most bureaucratically regimented and complex of the central agencies we worked with, and it is both the administrative and professional development central agency overseeing education.

San Francisco

The San Francisco Bay Area has a Jewish population of approximately 250,000. It is host to 146 Jewish educational settings among Sectors 1–4 (Sector 5 numbers are not reported on a per-community basis). For Sector 1, this includes 10 day schools, 34 supplemental schools, 30 early childhood education centers, and 2 adult education settings. For Sector 2, this includes 17 camps, 26 youth groups, 3 adult experiential settings, and 11 alternative teen programs. There are 5 settings in Sector 3, and 8 in Sector 4. The central educational agency in San Francisco is Jewish LearningWorks (JLW). JLW provides professional development, primarily for educational leaders, as do settings such as the Contemporary Jewish Museum, the Jewish Studio Project, and others. There is also a focus on creating professional networks among educators.
Appendix B
Educator Survey

Please take note of the following conventions:
1. Block titles introducing each section as well as other headings will not be visible to respondents and are used for organizational and analytical purposes only.
2. All italicized information within brackets is for the online survey programmer and will also not be visible to respondents.

Educator Survey

The Consortium for Applied Studies in Jewish Education (CASJE) seeks to investigate critical questions regarding the recruitment, retention, and development of Jewish educators. Please note that in this survey, we use the term Jewish education broadly to include Jewish engagement, Jewish outreach, and other similar activities. While “Jewish educator” or “Jewish education” may not be terms that resonate with you, we use them in order to make the wording of the questions more manageable.

CASJE has hired Rosov Consulting to conduct this flagship study to better understand the career trajectories of Jewish educators in the context of their workplaces and communities, and to identify the professional experiences and resources that maximize Jewish educator satisfaction and efficacy. Please respond to the following 20-30-minute survey. We thank you in advance for your open and honest feedback. As a token of our appreciation, once you complete the survey you will be [Insert community specific incentives].

By participating in this study, you will help the Jewish community learn about the recruitment, retention, and development of educators in multiple sectors of the Jewish education ecosystem in North America. The risks associated with participating in the study are minimal and are not greater than anything you may encounter in your daily life.

Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. Information will be collected for research purposes only and all data are confidential.

This survey is administered by Rosov Consulting, a third-party service provider. All public reporting on this information will be done in the aggregate. Nothing you share here will be attributable to you. Should you have any questions, feel free to contact Annie Jollymore, Project Associate, at ajollymore@rosovconsulting.com.

I have read the information above and I give my consent to participate in this study: [Required]
- I give my consent [If chosen, continue to Block 1]
- I don’t give my consent [if chosen, end survey]
Career Information

Block I: Information about current workplace

The following set of questions focuses on the work you do in Jewish education. Please note that we consider only paid work when we refer to ‘workplace’ or ‘job.’

1. In which of the following settings are you employed? (Please include your current work and seasonal work from Summer 2019, if applicable.) (Select all that apply.) [Required]
   - Jewish day school
   - Jewish supplementary school (e.g., Hebrew school, Sunday school, after-school program)
   - Jewish preschool or early childhood care
   - Jewish summer camp (including summer 2019)
   - Jewish youth group/movement
   - College campus Jewish organization (e.g., Hillel, Chabad)
   - Israel education/advocacy organization
   - Jewish Federation/foundation
   - JCC
   - A department in a university/college
   - Other synagogue educational program not already listed
   - Engagement, social justice, service learning or innovation organization (e.g., Moishe House, OneTable, Repair the World)
   - Self-employed/independent contractor/"gig" worker [mutually exclusive]
   - Other. Please describe:

   [If in Q1 only selected ‘A department in a university/college’ end survey; otherwise continue]

2. [If Q1 ≠ ‘Self Employed’] For how many Jewish organizations do you work for pay? (Include your work in the Summer of 2019.)
   - 1
   - 2
   - 3
   - 4 or more

3. [Display if Q2 > 1] In which of these settings is your primary Jewish professional work? [Carry over selections from Q1]

Block I, Part 2: Information about workplace

4. Which of the following best describes your role in your primary Jewish professional work?
   - “Front-line work” – I work directly with our target population/learners/community members
   - Supervision/Management – I supervise, manage, and/ or provide professional development for professionals who work directly with our target population/learners/community members
   - Both “front-line work” and supervision/management
   - Other. Please describe: ______________

   [If in Q4 only selected ‘Supervision/Management’ end survey; otherwise continue]

4.1 [Display if Q2 > 1] As you go through the survey, when you are asked to think about your primary work in Jewish education, please think about your work at the following: [Pipe in Choice from Q3]
5. **[If Q1 ≠ ‘Self Employed’]** In addition to working in Jewish organizations, do you also work for pay in an organization outside of the Jewish sector?
   a. Yes – as my main source of income
   b. Yes – as a secondary source of income
   c. No

5.1 **[If Q1 = ‘Self Employed’]** In addition to being self-employed, do you also work in an organization outside of the Jewish sector?
   a. Yes – as my main source of income
   b. Yes – as a secondary source of income
   c. No

5.2 **[If Q5 OR Q5.1 = ‘Yes’ (a or b)]** What do you do? Please describe: ____________________________

6. Do you consider yourself to be a Jewish educator?
   a. No
   b. Yes
   c. Sometimes

6.1 **[If Q6 = ‘No’ or ‘Sometimes’]** Please note that in this survey, we use the term Jewish education broadly to include Jewish engagement, Jewish outreach, and other similar activities. While “Jewish educator” or “Jewish education” may not be terms that resonate with you, we use them in order to make the wording of the questions more manageable. As you complete the survey, when you see the terms Jewish education or Jewish educator, you can keep in mind whatever term you use to describe your work and use that term as the basis of your response.

7. Not counting work prior to age 21, in what year did you begin paid work in Jewish organizations? [drop down menu of years]

   **[If in Q7 picked earlier than 1990 end survey]**

8. **[If selected only ‘Jewish day school’ in Q1 OR if Q3 = ‘Jewish day school’]** What is your role at your school? (Select all that apply.)
   a. Jewish studies teacher
   b. Hebrew language teacher
   c. General studies teacher
   d. Experiential educator (e.g., Student Activities coordinator, director of student life)
   e. Teaching assistant
   f. Special needs support/para-educator
   g. Principal/Head of school
   h. Division head
   i. Administrative assistant
   j. Other. Please describe: ________________

   **[If in Q8 ‘Jewish studies teacher,’ ‘Hebrew language teacher,’ ‘Special needs para-educator’ ‘General studies teacher’ ‘Experiential educator’ or ‘Teaching assistant’ are not selected end survey; otherwise skip to Block II]**
9. [If selected only ‘Jewish supplementary school’ or ‘Jewish preschool’ in Q1 OR if Q3 = ‘Jewish supplementary school’ or ‘Jewish preschool’] What is your role at your organization? (Select all that apply.)
   a. Teacher
   b. Teaching assistant
   c. B’ni Mitzvah tutor
   d. Hebrew language tutor
   e. Junior congregation leader
   f. Experiential educator
   g. Special needs support/para-educator
   h. Specialist (teaching music, nutrition, fitness, etc.)
   i. Director/Assistant Director
   j. Administrative assistant
   k. Other. Please describe: __________

   [If in Q9 only ‘Administrative assistant’ or only ‘Other’ are selected end survey; If selected any of the other options, skip to Block II]

10. [If Q1 = ‘Jewish summer camp,’ or ‘Jewish youth group,’ ‘JCC,’ or ‘College campus Jewish organization’ only OR Q3 = ‘Jewish summer camp,’ ‘Jewish youth group,’ ‘JCC,’ or ‘College campus Jewish organization’] What is your role at your organization? (Select all that apply.)
    a. Youth group advisor
    b. Counselor
    c. Fellow
    d. Experiential educator
    e. Engagement professional
    f. Song leader
    g. Trip leader
    h. Program manager
    i. Shaliach
    j. Director/Assistant Director
    k. Division head
    l. Administrative assistant
    m. Other. Please describe: __________

    [If in Q10 only ‘Director,’ ‘Administrative assistant,’ ‘Division head’ or ‘Other’ are selected end survey; If selected any of the other options, skip to Block II]

11. [If selected only ‘Synagogue’ in Q1 OR Q3 = ‘Synagogue’] What is your primary role at the synagogue? (Select one)
    a. Tot Shabbat leader
    b. Junior congregation leader
    c. Adult, Family, or Lifelong learning provider/Director
    d. Pulpit rabbi
    e. Cantor
    f. Youth leader
    g. Other. Please describe: __________

    [If in Q11 ‘Pulpit Rabbi’ or ‘Cantor’ are selected end survey; If selected any of the other options, skip to Block II]

Block II: Employment History

12. [If Q1 ≠ ‘Self-employed’] Thinking about your primary job in a Jewish organization, how many years have you been working at this organization? ___ (Please round to the nearest year. If less than a year, enter 0; if the work is summer/seasonal, count each summer/season as 1 year) [Number Validation, required]

13. [If Q1 ≠ ‘Self-employed’] Thinking about your primary job in a Jewish organization, how many years have you been in your particular position at this organization? ___ (Please round to the nearest year. If less than a year, enter 0; if the work is summer/seasonal, count each summer/season as 1 year) [Number Validation]
14. [If Q1 = ‘Self-employed’] How many years have you been self-employed in the Jewish education sector? ___ [Number Validation]

Next, we’d like to know more about your employment history. For the following questions, please consider paying jobs, part time or full time, that you’ve held since college (or, if you did not go to college, since age 21).

15. [If Q1 ≠ ‘Self-employed’] How many years total have you been employed in Jewish organizations/settings? (Please round to the nearest year. If less than a year, enter 0.) [Number Validation, required]

16. [If Q1 ≠ ‘Self-employed’] How many years total have you been employed in any setting (Jewish and otherwise)? (Please round to the nearest year. If less than a year, enter 0.) [Number Validation]

17. In how many different Jewish organizations have you worked? ___ [Number Validation]

18. [If Q1 ≠ ‘Self-employed’] How many years total, if any, were you employed in Jewish organizations/settings? (Please round to the nearest year. If you have never been employed in a Jewish organization/setting, enter 0.) [Number Validation]

19. What was your first paid job in a Jewish context (may include a job you had in high school or college/up to age 21)? (Select one.)

   a. Summer camp counselor
   b. Youth group advisor
   c. Administrative assistant
   d. Hebrew/Jewish text tutor
   e. Teacher or teaching assistant at a Jewish day school
   f. Teacher or teaching assistant at a Jewish supplementary school (e.g., Hebrew school, Sunday school, after-school program)
   g. Teacher or teaching assistant at a Jewish preschool
   h. Campus fellowship program (for Hillel, Birthright etc.)
   i. Trip leader (e.g., domestic heritage trip, Israel experience program)
   j. Song leader
   k. Other. Please describe: __________

20. While in high school, did you do any paid work in a Jewish organization?

   a. Yes
   b. No

21. While in college (or, if you did not go to college, ages 18-21) did you do paid work in a Jewish organization?

   a. Yes
   b. No
22. Since your first paid job (including paid jobs you had in high school or college), in what other Jewish organizations/settings have you worked for pay? (Select all that apply.)
   a. Jewish day school
   b. Jewish supplementary school (e.g., Hebrew school, Sunday school, after-school program)
   c. Jewish preschool or early care
   d. Jewish summer camp
   e. Jewish youth group/movement
   f. College campus Jewish organization (e.g., Hillel, Chabad)
   g. Israel education/advocacy organization
   h. Jewish federation/foundation
   i. JCC
   j. A department in a university/college
   k. Other synagogue educational program not already listed
   l. Engagement, social justice/service learning, and innovation organization (e.g., Jewish Studio Project, Moishe House, OneTable)
   m. Other. Please describe: __________

23. At any point since age 21, did you hold a primary job in any of the following? (Select all that apply.)
   a. A secular educational organization
   b. An educational organization of a religion other than Judaism
   c. A different field altogether. Please describe: __________
   d. none of these [mutually exclusive]

24. Which of the following, if any, inspired you to work as a Jewish educator? (Select all that apply.)
   a. Participating in Jewish youth groups
   b. Participating in Jewish camps
   c. Attending Jewish day school
   d. Attending supplementary Jewish school
   e. Going to religious services
   f. Participating in a campus Jewish experience
   g. Participating in an Israel experience program
   h. My family
   i. An inspirational educator
   j. I had a job opportunity and decided to take it
   k. Other. Please describe: __________

25. To what extent do each of the following motivate you in your work as a Jewish educator? [Matrix: Not at all, a little, somewhat, a lot] [Randomize items]
   a. Contributing to the Jewish community
   b. Working in a place in which I have much in common with many of the staff members
   c. Giving myself an opportunity to strengthen my own religious identity
   d. Impacting people’s life paths
   e. Having work that is compatible with living a Jewish life (e.g., have Jewish holidays off)
   f. Expressing my commitment to the Jewish people
   g. Expressing my commitment to educating others
   h. Expressing my love for the particular subject matter
   i. Making a living
   j. Other. Please specify: __________
26. Which of the following statements best describes where you see yourself currently in your career?
   a. I’m still exploring what professional field to enter.
   b. I’ve made a start in a professional field.
   c. I’m getting settled in my field and am no longer a beginner.
   d. I am well established in my field.
   e. I have been well established in my field and am winding down.
   f. Other. Please explain:_________________

Interventions and Workplace
Block III: Compensation and Benefits
In this section we ask you to provide information about your work compensation and benefits.

27. [If Q2 = ‘1’ or If Q1 = ‘Self Employed’] Approximately how many hours on average do you work for pay per week?__ [Number validation]

28. [If Q2 = ‘2’ and Q5 = ‘No’] Approximately how many hours on average do you work for pay per week at...?
   a. your primary job in Jewish education __ [Number validation]
   b. your other Jewish professional position __ [Number validation]

29. [If Q2 > ‘2’ and Q5 = ‘No’] Approximately how many hours on average do you work for pay per week at...?
   a. your primary job in Jewish education __ [Number validation]
   b. your other Jewish professional positions (total) __ [Number validation]

30. [If Q5 = ‘Yes - as my primary job’] Approximately how many hours on average do you work for pay per week at...?
   a. your primary job outside of the Jewish sector __ [Number validation]
   b. your Jewish professional position(s) __ [Number validation]

31. [If Q5 = ‘Yes - as my secondary job’] Approximately how many hours on average do you work for pay per week at...?
   a. your primary job at a Jewish organization __ [Number validation]
   b. your job(s) outside of the Jewish sector __ [Number validation]

32. [If Q2 = ‘1’ or If Q1 = ‘Self Employed’] What were your total combined annual earnings in 2019 before tax, not including benefits?
   a. Less than $25,000
   b. $25,000-$49,999
   c. $50,000-$74,999
   d. $75,000-$99,999
   e. $100,000-$124,999
   f. $125,000-$149,999
   g. $150,000-$174,999
   h. $175,000-$199,999
   i. $200,000 or more
   j. I prefer not to say
33. **[If Q2 > '1']** What were your **total combined annual earnings in 2019 before tax**, not including benefits, from your current jobs in Jewish organizations?

- a. Less than $25,000
- b. $25,000-$49,999
- c. $50,000-$74,999
- d. $75,000-$99,999
- e. $100,000-$124,999
- f. $125,000-$149,999
- g. $150,000-$174,999
- h. $175,000-$199,999
- i. $200,000 or more
- j. I prefer not to say

34. **[If Q1 ≠ 'Self Employed']** Which of the following employee benefits do you receive (from your work in Jewish organizations)? (Select all that apply.)

- a. Paid vacation
- b. Medical insurance/Health care
- c. Dental insurance
- d. Vision insurance
- e. Professional development stipend
- f. Reduced/free tuition for children at school
- g. Reduced/free congregational membership
- h. Reduced/free program fees
- i. Life insurance
- j. Retirement plan (401(k), 403(b), etc.)
- k. Short- or long-term disability
- l. Paid family leave
- m. Flex time
- n. Ability to work from home
- o. None of the above [mutually exclusive]
- p. Other. Please describe: 

35. **Are you the primary breadwinner in your household?**

- a. I am the sole breadwinner in my household.
- b. I am the primary breadwinner in my household.
- c. I am not the primary breadwinner in my household.
- d. Other. Please explain: 

**Block IV: Opportunities for Professional Growth**

The next set of questions is about the availability of professional growth opportunities in your primary job in Jewish education.

36. Regarding the professional support available to you, to what extent do you agree or disagree with the following statements? (Matrix: Strongly disagree; Disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Agree; Strongly agree) [Randomize items]

- a. I have a relationship with a mentor who helps me do my work better.
- b. **[If Q1 ≠ 'Self-employed']** I have opportunities for advancement at my organization.
- c. **[If Q1 ≠ 'Self-employed']** I have opportunities to develop new skills at my organization.
- d. **[If Q1 ≠ 'Self-employed']** My organization provides me sufficient opportunities for professional development — e.g. training, conferences, community of practice, etc.
37. Are there any professional networks/organizations you can turn to if you need them?
   a. Yes
   b. No
   c. Not sure

38. [If Q37 = 'yes'] Regarding professional networks, to what extent do you agree or disagree with the following statements: [Matrix: Strongly disagree; Disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Agree; Strongly agree] [Randomize items]
   a. I utilize Jewish professional networks to obtain information and resources for my day-to-day work
   b. I utilize professional networks outside of the Jewish world to obtain information and resources for my day-to-day work

39. Are there available professional development opportunities that you can access?
   a. Yes
   b. No
   c. Not Sure

40. In an average year, in approximately how many professional development experiences of each of the following durations do you participate? (Please enter 0 if you haven’t participated.)
   a. Experiences that last a total of 4 hours or less [Number validation]
   b. Experiences that last a total of 4 to 8 hours [Number validation]
   c. Experiences that last a total of more than 8 hours [Number validation]
   d. Other [Number validation]

40.1. Please describe your other professional development experiences. [Text entry]

41. In which of the following professional development opportunities have you participated in the past 3 years? (Select all that apply.)
   a. Coaching and/or observation from mentor or supervisor
   b. Coaching and/or observation from peer
   c. Coaching and/or observation from outside consultant
   d. Content-oriented workshop or lecture
   e. Reading and discussing professional literature
   f. Attending a professional conference
   g. Collaborative learning projects with colleagues
   h. Other. Please describe __________

Block V: Workplace Environment
The following questions focus on your job environment. If you work in more than one organization, please focus on your primary job in Jewish education.
Supervision

42. [If Q1 ≠ ‘Self-employed’] Do you have a direct supervisor?
   a. No
   b. Yes

43. [If Q42 = ‘Yes’] Regarding your relationship with your supervisor, to what extent do you agree or disagree with the following statements: (Matrix: Strongly disagree; Disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Agree; Strongly agree) [Randomize items]
   a. My supervisor is an instructional mentor to me.
   b. My supervisor knows my needs for professional development.
   c. My supervisor knows how well I’m performing my work.
   d. My supervisor tries to be aware of my concerns.
   e. My supervisor takes time to praise me.
   f. My supervisor values my ideas.
   g. My supervisor provides useful feedback on how well I am performing.
   h. My supervisor genuinely cares about my wellbeing.

Autonomy/Empowerment

44. Thinking about your primary job in Jewish education, to what extent do you agree or disagree with the following statements: (Matrix: Strongly disagree; Disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Agree; Strongly agree) [Randomize items]
   a. I feel the work I do is important.
   b. [If Q1 ≠ ‘Self-employed’] I enjoy telling others about my organization.
   c. [If Q1 ≠ ‘Self-employed’] At my organization, I am informed well in advance about important decisions, changes, or future plans.
   d. [If Q1 ≠ ‘Self-employed’] I am treated with respect on a day-to-day basis.
   e. [If Q1 ≠ ‘Self-employed’] I know that leaders will provide support when I encounter challenges at work.
   f. I am included in decisions that affect my work.
   g. [If Q1 ≠ ‘Self-employed’] I would recommend my organization as a great place to work.
   h. [If Q1 ≠ ‘Self-employed’] My organization’s values are aligned with Jewish values as I understand them.
   i. [If Q1 ≠ ‘Self-employed’] I’m comfortable sharing potentially unpopular opinions at my organization.
   j. I have enough autonomy to perform my job effectively.
   k. [If Q1 ≠ ‘Self-employed’] I receive appropriate recognition for good work at my organization.
   l. [If Q1 ≠ ‘Self-employed’] My opinion is valued at my organization.
   m. I have the resources I need to do my job effectively.
   n. I know what I need to do to be successful in my role.
   o. I enjoy my work.
Teamwork/Relatedness

45. [If Q1 ≠ ‘Self-employed’] Regarding your relationship with your co-workers in your primary job in Jewish education, to what extent do you agree or disagree with the following statements: [Matrix: Strongly disagree; Disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Agree; Strongly agree] [Randomize items]
   a. I am able to get help and support from my colleagues when I need it.
   b. I am pleased with the people I work with.
   c. My colleagues are highly talented professionals.
   d. My efforts are validated and/or recognized by my colleagues.
   e. Disagreements in my organization are voiced openly and discussed.
   f. I feel valued as a professional by my colleagues.
   g. I feel comfortable speaking up if my values are being compromised.
   h. Cooperation and sharing of ideas and resources across my organization are encouraged.

Job Satisfaction

46. How satisfied or dissatisfied are you with the following elements of your primary job as a Jewish educator? [Matrix: Very dissatisfied; Somewhat dissatisfied; Neither dissatisfied nor satisfied; Somewhat satisfied; Very satisfied] [Randomize items]
   a. [If Q1 ≠ ‘Self-employed’] The level of teamwork among your colleagues
   b. Your monetary compensation
   c. Your workload
   d. Your physical workspace
   e. [If Q1 ≠ ‘Self-employed’ and in Q34 ‘None of the above’ is not selected] The benefits you receive (medical, dental, retirement, etc.)
   f. The opportunities available for professional growth
   g. [If Q1 ≠ ‘Self-employed’] The opportunities for promotions within your organization

Outcomes

Block VI: Retention – Commitment and longevity/Turnover intention

The following questions are about your attitudes toward your profession, your organization and the likelihood you’d stay in your primary job in Jewish education.
47. Thinking about the work you do in Jewish education, to what extent do you agree/disagree with the following items? [Matrix: Strongly disagree; Disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Agree; Strongly agree] [Randomize items]

   a. If I could get a similarly paying job outside of a Jewish setting, I would likely take it.
   b. I definitely want a career for myself in a Jewish setting.
   c. If I could do it all over again, I would choose to work in a different profession.
   d. If I had all the money I needed without working, I would probably still continue to work in a Jewish setting.
   e. I like this profession too much to give it up.
   f. This is the ideal profession for me.
   g. I am disappointed that I ever entered this profession.
   h. I spend a significant amount of personal time reading online resources, journals or books related to my profession.
   i. I am proud to tell people that I do the work that I do.
   j. I would like to advance to a more senior role within the Jewish educational sector.

48. [If Q1 ≠ ‘Self-employed’] Thinking about your primary job in Jewish education, to what extent do you agree/disagree with the following items? [Matrix: Strongly disagree; Disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Agree; Strongly agree] [Randomize items]

   a. I am loyal to my organization
   b. I am willing to exert a great deal of effort to achieve my organization’s goals
   c. If I could get a similar job in a different Jewish organization paying the same amount, I would probably take it

49. How long do you intend to continue working for your Jewish organization?

   a. Less than 1 year
   b. 1-2 years
   c. 3-5 years
   d. More than 5 years
   e. Until retirement
   f. Unsure

50. How long do you plan to continue working in the Jewish educational or professional sector?

   a. Less than 1 year
   b. 1-2 years
   c. 3-5 years
   d. More than 5 years
   e. Until retirement
   f. Unsure
51. [For respondents who want to leave their current organization and staying in the field: If (Q49 = 'Less than 1 year' or '1-2 years') and (Q50 = '3-5 years' or 'More than 5 years' or 'Until retirement') ] Please select the top 3 items most likely to make you consider leaving your organization

a. The balance between my work life and my home life
b. More interesting work elsewhere
c. Dissatisfaction with supervisor or senior leadership
d. Better financial opportunities elsewhere
e. Better benefits elsewhere
f. Insufficient opportunities for career development
g. Lack of fit with coworkers
h. Lack of resources and support to get the job done
i. Insufficient recognition
j. Commute time is too long
k. Desire for greater job security
l. Lack of role model, mentor, or coaching
m. The proportion of time I spend on fulfilling administrative requirements and other paperwork
n. Heavy workload
o. I am going back to school full time.
p. Society’s view of my profession
q. The status of my profession in the Jewish community
r. Other. Please describe

52. [For respondents who want to leave the Jewish education field: If Q50 = 'Less than 1 year' or '1-2 years'] Select the top 3 items most likely to make you consider leaving the field of Jewish education

a. Need or desire to relocate and no jobs available in this sector in new locale.
b. Workload more manageable in a different sector.
c. More interesting work in a different sector
d. Dissatisfaction with my primary organization turned me off to this sector.
e. Better financial opportunities elsewhere
f. Better benefits elsewhere
g. Insufficient opportunities for career development in this sector.
h. Unable to satisfactorily balance work and personal life.
i. Lack of resources and support to get the job done.
j. Greater job security in a different sector.
k. Society’s view of my profession.
l. The status of my profession in the Jewish community.
m. Lack of role models, mentors, or coaches in my current sector.
n. Other. Please describe
**Block VII: Sense of Professional Self-Efficacy**

53. **Thinking about your primary job in Jewish education**, to what extent the following statements are true? [Sliding scale form 1 = ‘Not True at all’ to 6 = ‘Completely True’]. [Randomize items]
   
a. I can remain calm when facing difficulties in my job because I can rely on my abilities.
b. When I am confronted with a problem in my job, I can usually find several solutions.
c. Whatever comes my way in my job, I can usually handle it.
d. My past experiences in my job have prepared me well for my occupational future.
e. I meet the goals that I set for myself in my job.
f. I feel prepared for most of the demands in my job.
g. I have the requisite Jewish knowledge needed for my job.
h. I have the requisite general knowledge needed for my job.
i. I feel useful.
j. I am good at what I do.
k. The work I do makes a positive difference.

**Educator Characteristics**

**Block VIII: General Demographics**

In this final section we ask more general demographic question, so we can describe the sample of survey takers we reached. As a reminder, the information you provide is confidential, and results are only going to be presented in the aggregate.

54. **Which of the following degrees have you attained**? (Select all that apply.)
   a. High school diploma/GED
   b. Associate’s degree
   c. Bachelor’s degree
   d. Master’s degree
   e. Doctorate degree (e.g., PhD, EdD)
   f. Rabbinic/Cantorial Ordination
   g. Other. Please describe: ______

55. **Have you participated in an intensive certificate or fellowship program in Jewish education or communal work** (e.g., Wexner, iCenter, etc.)?
   a. Yes
   b. No

56. **[If in Q54 ‘Master’s degree’ or ‘Doctorate’ is selected] In which of the following is your graduate degree?** (Select all that apply.)
   a. Jewish education
   b. Jewish communal service
   c. Jewish studies
   d. General education
   e. Other. Please describe, ____________
57. Regarding ethnicity/race: I identify as… (Select all that apply.)
   a. African American
   b. Asian
   c. Black/African
   d. Latinx/Hispanic
   e. Middle Eastern/North African
   f. Mixed-Race/Multiracial
   g. Native American/Alaska Native
   h. Pacific Islander/Native Hawaiian
   i. White
   j. Prefer not to answer (mutually exclusive)
   k. Other. Please describe

58. Regarding gender: I identify as…
   a. Male
   b. Female
   c. Gender fluid/Non-binary
   d. Something else. Please describe
   e. Prefer not to answer

59. What is your birth year? [Drop down menu of years]

60. What is the zip code for your primary residence? [Zip Code validation]

61. [if Q1 ≠ ‘Self-employed’] What is the zip code for your primary workplace? [Zip Code validation]

61.2 What is the name of the organization in which you do your primary Jewish professional work? [Please note that this information will remain completely confidential and will never be used to identify any individuals or organizations in analysis or reporting.]

62. Until age 18, where were you mostly raised?
   a. United States or Canada
   b. Israel
   c. Former Soviet Union
   d. Eastern Europe
   e. Western Europe
   f. South America
   g. Another country. Please specify

Block IX: Jewish Background
63. Which of the following best describes you?
   a. I’m not Jewish.
   b. I’m Jewish.
   c. I’m Jewish culturally, but not religiously.
   d. I’m Jewish both culturally and religiously.
   e. I’m Jewish and something else (Please explain what “else”): __________________________
   f. It’s complicated. (Please explain: __________________________)
64. [if in Q63 'I'm not Jewish' is not selected] Regarding denomination, I consider myself to be:
   a. Chabad
   b. Conservative
   c. Haredi
   d. Humanist
   e. Just Jewish
   f. Modern Orthodox
   g. Orthodox
   h. Post-denominational
   i. Reconstructionist
   j. Reform
   k. Secular
   l. Other. Please specify: __________

65. [if in Q63 'I'm not Jewish' is not selected] Growing up, which of the following Jewish experiences have you attended/participated in? (Select all that apply.)
   a. An overnight camp that had Shabbat services and/or a Jewish education program
   b. A Jewish day camp
   c. A Jewish day elementary school
   d. A Jewish day middle school
   e. A Jewish day high school
   f. A supplementary Jewish school program (e.g., Hebrew/Sunday school/Jewish afterschool), age 13 or younger
   g. A supplementary Jewish school program (e.g., Hebrew/Sunday school/Jewish afterschool), after age 13
   h. A Jewish youth group/movement
   i. Organized group trip to Israel
   j. Other. Please specify: __________

66. Are you married or partnered?
   a. Yes
   b. No

67. [if in Q66 = 'Yes'] How does your partner identify?
   a. They are not Jewish
   b. They are Jewish
   c. They are Jewish culturally, but not religiously
   d. They are Jewish both culturally and religiously
   e. They are Jewish and something else (What "else"? Please explain: __________)
   f. It's complicated (Please explain: __________)

68. Please add anything else you would like to share about your experience as a Jewish educator that we did not ask or that you would like to elaborate on

Block X: Requesting Emails

69. [Required] Thank you for completing this survey. Are you willing to be contacted in the future to provide additional data, if needed?
a. Yes
b. No

Your personal information is confidential and will not be shared with others. Your responses to the survey will be analyzed separately and will not include your personal information or organizational affiliation.

70. [If in Q69 = ‘Yes’] Please provide the following information. It will only be used to contact you for participation in additional research and to send you a gift card should you win any drawings:
   a. Your first name ____________________________.
   b. Your email address ____________________________.

71. [If in Q69 = ‘No’] In order to send you the gift card, should you win the survey drawing, please provide the following information.
   a. Your first name ____________________________.
   b. Your email address ____________________________.
MEASUREMENTS USED


HR Employee Benefits Sample Survey Questionnaire and Template. [https://survey.sogosurvey.com/survey.aspx?k=RQsWUYVXsYsPsPsP&lang=0&data=](https://survey.sogosurvey.com/survey.aspx?k=RQsWUYVXsYsPsPsP&lang=0&data=)


Appendix C
Cognitive Testing Guidelines - OTJ Educator Survey

Cognitive Testing Guidelines – OTJ Educator Survey

Introduction
Thank you for being willing to help us in testing this survey. The purpose of this conversation is to make sure that all the survey questions are understandable, are not offensive in any way, and that the response options provided allow for an appropriate response.

This survey was designed to understand better understand the career trajectories of Jewish educators in the context of their workplaces and communities, and to identify the professional experiences and resources that maximize Jewish educator satisfaction and efficacy. This is part of a larger research project that is being implemented by Rosov Consulting on behalf of CASJE, the Consortium for Applied Studies in Jewish Education, to understand the recruitment, retention, and development of Jewish educators, a term which we define broadly for this research (more on that when we get to the survey).

During this conversation, we would like you to review the introductory text and each survey question and the response options provided. We then would like you to “think aloud” as you process the question and decide how you would respond to the question. We recognize that this may feel a little strange to “think aloud” with us, but this will enable us to understand how other respondents may interpret and understand the questions. You do not have to give us your answer, but simply share your thoughts on the question and the response options.
Do you have any questions before we begin?

Ongoing points to look for throughout the conversation
- Was there any difficulty in interpreting the question?
- Did the respondent feel they could select one of the response answers?
- Were there any response answers that they felt were missing? Did they feel there were too many or too few response options?
- (If there are any scales) How did the respondent feel about the format? Were the scale points appropriate?

General questions to ask at the end
- What are their thoughts regarding the length of the survey? (was it the right length, too long, way too long?)
- Were any of the question offensive or awkward?
- Were any of the questions hard to interpret? Were there any words that seemed too technical or too personal?
- Did anything seem repetitive?
- How did they feel about the look and format of the survey?
- If giving an incentive, tell the respondent the possible incentive. Would this be a good incentive?
Appendix D
Interview Protocol - “Leavers”

**Introduction:** Thank you again for making time for this conversation today. Just as a reminder, this interview is part of a major research study of the experiences and career arc of those who are working or have worked in Jewish educational settings in North America. The project is being overseen by the Collaborative for Applied Studies in Jewish Education and funded by the William Davidson Foundation and the Jim Joseph Foundation. As part of this research we are interviewing people who are no longer working in the field, or who are considering leaving. Your insights will help us better understand the decisions that those working in Jewish education make about their career path.

The interview should take about 45 minutes. I will be taking notes and, with your permission, also recording the interview. All of this will remain confidential. We’ll be using summaries and will remove all identifying information from any quotes or examples we use.

Please note that in this interview, we use the term Jewish education broadly to include Jewish engagement, Jewish outreach, and other similar activities. Does the term “Jewish educator” or “Jewish education” resonate with you? If not, what term best describes your work?

1. Tell me about yourself and your life now (location? Married? Kids? Job?)
   a. Tell me about your engagement with and connection to Judaism, Jewish life and Jewish education when you were growing up.

2. Can you take a few minutes to describe your employment history and pathway since you took your first paid, full-time job? (including work in and outside of Jewish education – prompt for info about length of tenure and positions held)

3. Now I’d like to focus specifically on your decisions about working in Jewish education – can you tell me about how you originally came to be working in Jewish education?
   a. Were you considering paths outside of Jewish education at that time? Which ones? Why did you ultimately choose Jewish education?
   b. [for those who have switched jobs within Jewish education]: You mentioned you switched from [OLDER JOB] to [NEWER JOB] – what led to that transition?
   c. Had you worked in part time jobs in Jewish education, such as at Jewish summer camps?
   d. Please describe any training, education, or preparatory experiences you’ve had.

4. Please tell me how you came to transition out of work in Jewish education.
a. When did you start thinking about leaving your last job and what were your feelings about leaving it?

b. What were the pros and cons of leaving?

c. What opportunities did you see outside of Jewish education?

d. We’re you making an intention effort to leave Jewish education?

e. Did you have unfulfilled expectations about work in Jewish education?

f. What surprised you most about working in Jewish education?

4b. What factors led you to choose your current job?

a. Would you have taken a similar job in Jewish education if available?

b. Is there anything you miss about Jewish education?

4c. At any point before leaving that last job, had you considered leaving the field? Tell me more about that, the factors you considered, and why you ultimately stayed?

5. What might have led you to remain within the field of Jewish education?

a. Workplace changes?

b. Changes to the nature of the work?

c. Changes to your preparation for the work that might have led you to remain?

6. Was work-life balance ever an issue? In what way? What do you think can be done to encourage more people to stay in Jewish education?

a. What can be done to encourage more people to enter?
NOTE TO INTERVIEWER: REMEMBER TO HIGHLIGHT THE SUBGROUP OF INTEREST PRIOR TO CONDUCTING INTERVIEW

Introduction: Thank you again for making time for this conversation today. Just as a reminder, this interview is part of a major research study of the experiences and career arc of those who are working or have worked in Jewish educational settings in the U.S. The project is being overseen by the Consortium for Applied Studies in Jewish Education and funded by the William Davidson Foundation and the Jim Joseph Foundation.

The interview should take about 45 minutes. I will be taking notes and, with your permission, also recording the interview. All of this will remain confidential. We’ll be using summaries and will remove all identifying information from any quotes or examples we use.

Please note that in this interview, we use the term Jewish education broadly to include Jewish engagement, Jewish outreach, and other similar activities. Does the term “Jewish educator” or “Jewish education” resonate with you? If not, what term best describes your work?

1. Tell me about yourself and your life now (location? Married? Kids? Job?)
   a. Tell me about your engagement with and connection to Judaism, Jewish life and Jewish education when you were growing up (probe also for current engagement).

2. Tell me about your employment history and the pathway you took to where you are now. (focus on and prompt for thinking about transitions)
   a. When and why did you get involved in Jewish education?
   b. Did you work or consider working outside the Jewish sector? [probe especially for switchers]
   c. Say more about changes between jobs and/or sectors.
   d. What kind of formal preparation as a Jewish educator have you had? [formal degrees, certificate/fellowship programs, etc]
e. Thinking about people around the same age as you are, how does your career path to this point compare to theirs? What are the similarities and differences?

f. [if switcher] Probe if not already clear: Can you please describe your thinking specifically regarding moving into Jewish education from a different field?

3. So reflecting back on that whole journey, how do you think those specific experiences shaped how you feel and think about your current work? (probe for early and work experiences)
   a. Have your experiences provided you with perspectives or skills that have enhanced/detracted how you feel about your work? In what ways?

   b. [Switchers, Movers, Sector-Switchers:] How do you think [other relevant work experiences/transitions] may have shaped how you think about your work?

4. We’re interested in how those working in Jewish education can best be supported so they can thrive and stay motivated and committed to their work. Thinking about the times in the course of your work in Jewish education in which you felt that you thrived and felt most engaged with, successful in, or committed to your work, can you describe what that was like and what you think accounted for those experiences? [prompt for what organizational and leadership practices/policies contributed to this, and what external supports [professional networks, mentors, relationships, learning experiences] contributed.]
   a. Now think about the opposite, times in Jewish education you felt it was challenging to stay engaged, successful or committed – what do you feel contributed to those experiences? [including org/leadership practices/policies, and external contributors]
      i. How did you get through that time? [probe for resources, etc. drawn on]

5. [Millenials and Getting Started:] Clearly, you have a job in Jewish education – would you also say that you have a career in Jewish education? Tell me about your thinking on this.
6. [If preferred a different term that Jewish education and didn’t explain previously]: You indicated at the very beginning that you preferred the term [PREFERRED TERM] to the term “Jewish educator.” Can you tell me a bit more about how you think about that distinction?

7. The results of this study are going to be used by funders, policy makers, and others to guide their efforts in strengthening the field of Jewish education. From your perspective, what are the most important things that can be done to encourage more people to enter the field, and to thrive once they have entered?

   a. Is there anything you might add or emphasize particularly for attracting and supporting people in [YOUR SECTOR]?

   b. Is there anything you might add or emphasize particularly for attracting and supporting [YOUR DEMOGRAPHIC GROUP/S]?

8. Is there anything else you’d like to add, or that I should have asked you about but didn’t?
FOCUS GROUP PROTOCOL – On the Journey

Introduction: Thank you again for making time for this conversation today – we are especially grateful given current realities of the world we’re living in. This focus group is part of a major research study of the experiences and career arc of those who are working or have worked in Jewish educational settings in the U.S. The project is being overseen by the Consortium for Applied Studies in Jewish Education and is funded by the William Davidson Foundation and the Jim Joseph Foundation.

I’ll be posing questions to the group to spur conversation about your experiences, but I encourage you to respond to and ask additional questions of each other as the conversation unfolds. The conversation should last approximately 75 minutes, and your responses are entirely confidential, meaning we will not attach your responses to your name when we report our findings. While we cannot guarantee that all participants will maintain the same standards of confidentiality that we do, we additionally request that what is said in this space stays in this space to allow for candid and fruitful conversation.

Additionally, do you mind if we record this session to ensure that we are taking accurate notes? Please respond with a verbal “yes.”

Do you have any questions before we begin?

1. You’ve all been invited to this particular group because you work in [SECTOR]. Let’s start with a quick go-around. What is your position and your responsibilities at your work? There’s no need for you to share the name of the place in which you work.

Thanks! Now let’s get to the main focus areas. We’re particularly interested in workplace environment and conditions and how these play out in the degree of satisfaction or dissatisfaction one has for their work. Looking over the course of their work in any field, many people can point to periods of time that they were particularly motivated and committed to the work they do, and periods of time when they felt that it was challenging to stay motivated or committed.

2. Let’s start by thinking about times in the course of your work in Jewish education in which you felt that you thrived and felt most engaged with, or committed to your work. What was it that led to these feelings? What was it about your work and workplace that allowed you to get to that point of feeling so engaged with your work?

   a. Depending on the response, the interviewer can use the following Prompts
      [Either “X came up a few times and I want to see if you can say a bit more about it”; OR “The topic of X really didn’t come up at all, or at least not much, and I’m wondering about your thoughts about it and why it didn’t come up”]
      
      • The role of leadership and supervision
• Relationships with co-workers
• The nature of the work itself
• The power to make decisions about your own work.
• Opportunities for professional growth and learning
• The learners (and their families, if applicable)

b. To facilitate conversation: Just as a reminder, you should feel free to comment on one another’s responses and to ask one another questions. Let me pause for that. [If need more prompting: Did you hear anything that either you relate with or that surprised you?]

3. Now let’s shift gears and consider those times in the course of your work in Jewish education that you felt it was challenging to stay engaged, successful or committed. What was it that led to these feelings? What about your work allowed brought you to that point of feeling so frustrated or disengaged with your work?

a. Depending on the response, the interviewer can use the following Prompts. [Either “X came up a few times and I want to see if you can say a bit more about it”; OR “The topic of X really didn’t come up at all, or at least not much, and I’m wondering about your thoughts about it and why it didn’t come up”]
   a. The role of leadership and supervision
   b. Relationships with co-workers
   c. The nature of the work itself
   d. The power to make decisions about your own work.
   e. The learners (and their families, if applicable)

b. To facilitate conversation: Just as a reminder, you should feel free to comment on one another’s responses and to ask one another questions. Let me pause for that. [If need more prompting: Did you hear anything that either you relate with or that surprised you?]

4. I’d like to focus for a moment on salary and benefits.
   a. In what ways, if any, do you see your salary as related to the degree of commitment to and engagement with the work that you do?
   b. How about benefits?
   c. Are there any benefits that you consider to be highest priorities, whether you get these or not?

5. The results of this study are going to be used by funders, policy makers, and others to guide their efforts in strengthening the field of Jewish education. From your perspective, what are the most important things that can be done to encourage more people to enter the field, and to thrive once they have entered?
The Collaborative for Applied Studies in Jewish Education (CASJE) is an evolving community of researchers, practitioners, and philanthropic leaders dedicated to improving the quality of knowledge that can be used to guide the work of Jewish education. The Collaborative supports research shaped by the wisdom of practice, practice guided by research, and philanthropy informed by a sound base of evidence.

George Washington University’s Graduate School of Education and Human Development (GSEHD) advances knowledge through meaningful research that improves the policy and practice of education. Together, more than 1,600 faculty, researchers and graduate students make up the GSEHD community of scholars. Founded in 1909, GSEHD continues to take on the challenges of the 21st century, guided by the belief that education is the single greatest contributor to economic success and social progress.

Rosov Consulting helps foundations, philanthropists, federations, and grantee organizations in the Jewish communal sector make well informed decisions that enhance their impact. Working at the nexus of the funder and grantee relationship, our expertise includes evaluation, applied research, impact assessment, and the design and implementation of data collection efforts to inform strategy development and planning. Founded in 2008, we utilize our range of life experiences and knowledge to best serve our clients.

The William Davidson Foundation is a private family foundation that honors its founder and continues his life-long commitment to philanthropy, advancing for future generations the economic, cultural and civic vitality of Southeast Michigan, the State of Israel, and the Jewish community. For more information, visit williamdavidson.org.

The Jim Joseph Foundation seeks to foster compelling, effective Jewish learning experiences for young Jews in the United States. Established in 2006, the Jim Joseph Foundation has awarded more than $600 million in grants with the aspiration that all Jews, their families, and their friends will be inspired by Jewish learning experiences to lead connected, meaningful, and purpose-filled lives and make positive contributions to their communities and the world.