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TO: A. Hochstein  
From: Perry Davis

DRAFT June 12, 1988

# DATA ON JEWISH EDUCATION IN NORTH AMERICA

(SEE END OF REPORT FOR SOURCE SYMBOLS - pp.15,16)

## I. General Demographic Data

### A. Total Population

- US Jewish population in 1982 - 5,725,000 Based on Am. Jewish Yearbook, 1983
- ◆ U.S. School age population estimated at 900,000
- B. Age group breakdowns
- C. Gender Breakdowns
- D. Regional distinctions ?
- E. Denominations ?

\ Schiff in 1983 indicates a 5-18 year old population of 850,000 in North America!

## II. General Enrollment data for all types of J. Ed. formats

### A. At this time in our history. Age breakdown. Gender.

*Difference between  
Canada + U.S.*

In early 1980s there were 372,417 pupils enrolled in day schools and supplementary schools of various formats.

By age, 39-43 of every 100 children between the ages of 3 and 17 are enrolled in these schools (11-13 of these in day schools and 28-30 in supplementary schools). This data varies widely by region.

- ◆ Put another way out of a total potential population of 900,000 at any one time 41% or 373,000 individuals were enrolled in schools (105,000 in day school and 268,000 in supplementary schools) 527,000 were not enrolled. (analysis in JESNA Statistical highlights) U.S.
- Data for 5 cities on current % of Jewish populations by age who have received a formal Jewish Education at any time in their life -- of those who are now 18-24, 80% have had some form of J. Ed. , but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of J. Ed. Source , collected data in Fishman report out of Brandeis p.24. (see exhibit)



- Based on data from NY, MetroWest and Rochester it appears that today younger women are almost as likely as younger men to receive formal Jewish education and the kind of J. Ed. they receive is likely to be similar to that of men. Older generations of J. women were much less likely than men to receive any formal J. Education and less likely that it would be as intensive as men's education. Source Fishman, Brandeis study, p.25.
  
- B. At any time in their lives. Need clear def. of enrollment and format.
  
- = According to Genuth, DellaPergola and Dubb in Report 3, "The percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.
  
- \ Schiff in 1983 report (North American not US statistics) indicates "given current rate of enrollment about 60% of todays 5-18 year olds will be exposed to some kind of Jewish education in their lifetime"  
 He goes on to say 40% will have begun adult life without any formal Jewish schooling (in 1962 the non-enrollment number was only 15%!, that year he says there were 600,000 students in Jewish schools of all types and in 1982-3 he says the enrollment figure is 340,000 a 45% decline in 20 years.)  
 Source of data is not noted.

note: Schrage citing Steven M. Cohen, "Outreach to the Marginally Affiliated: Evidence and implications for Policymakers in Jewish Education," Journal of Jewish Communal Service, Winter 1985, Vol. 62, No.2. says "the vast majority of American Jews send their children at one time or another to some form of Jewish schooling" and that "the overwhelming majority of parents affiliate with a Jewish institution at some time in their lives". Over time, therefore, Cohen asserts that by the end of adolescence 87% of males and 70% of Jewish females have received some Jewish schooling. But only 40 to 50 percent of all Jewish families and less than half of Jewish children ages 6-18 are affiliated or in school at this moment in time."



## III. Institutional Data (formal and informal)

## A. NUMBERS OF Institutions

- Early Childhood programs (JCCs, Synagogues, other)
- Day Schools (elem. and high schools)
- Supplementary schools (elem, high schools, after school during week, sunday only, etc.)
- Youth ed. programs in JCCs other youth programs
- camps
- College/Grad programs (J. Ed. courses and Hillel et al)
- Adult Education (synagogues, JCCs, Federations, via bureaus, via J. organizations like Hadassah, etc.)
- Israel related educational programs for N. Americans

- Nearly 3/4 of all religious Jewish schools are supplementary and 1/4 of those are one day schools. % of all Jewish schools in America are day schools. Source Dubb and DellaPergola Research Report No.4 (cited in Fishman)
- In the early 1980s there were 2360 Jewish schools in U.S. Of these 499 were day schools and 1,861 supplementary (of which about 25% were one day per week school). The JESNA summary noted below cites 2,066 supplementary schools and 587 day schools for a total of 2653.
- \ Schiff in his 1983 report notes 1,835 supplementary schools in N. America 760 Reform, 785 Conservative, 250 Orthodox, and 40 communal. For day schools he notes 586 in North America, 462, Orth., 62 Conservative, 44 Communal, 9 Reform, 5 indep., 4 Yiddish Secular.
- ◆ JESNA summary citing "JESNA-Hebrew Univ. Census, 1986" indicates 2,653 Jewish schools : 2,066 supplementary and 587 day schools. A further breakdown shows 60% 2-5 day supplementary, 19% 1 day supplementary and 21% day schools.

## Enrollment Data

B. For as much of the above as possible - participants in each format/institution - absolute numbers, and ratios, break down if possible by age group per institution.

- In early 1980s there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. By age - 39-43 of every 100 children between the ages of 3 and 17 are enrolled in these schools (11-13 of these -- in day schools and 28-30 in supplementary schools). This data varies widely by region.
- Day schools (total 499) - 366 include pre-primary grades 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades. In supplementary schools enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13 year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzvah (grades 1-8).
- = 1982 census showed 104,752 day school students in U.S. and 267,665 supplementary school students.
- 1982 statistics show breakdown as 1.5% in independent pre-schools, 27% in day schools and 72% in supplementary schools.
- ◆ JESNA Statistical Highlights (p.4) (indicating its source as the 1986 census) has a chart outlining the % of enrollment by age groups and by day school or supplementary format the chart % totals 41 not 100, which means that percent reflects comparison to total eligible population and not total enrollment. (see attached).

The same page shows a similar breakdown of enrollment by denominations and further by day school, supplementary school and all schools. (see attached)

- In early 1980s 43,000 Jewish pre-schoolers were enrolled in Jewish school. Source Genuth, DellaPergola and Dubb, Research Report 3, p.38.
- 28% of children enrolled in J. schools in US were in day schools according to Res. Report No. 4 Dubb, DellaPergola. (triple the proportion from 10% in 1962 according to Schiff "status of Supplementary School".) Put another way the number of students enrolled in all day schools increased by 66% from 1962-1982 according to Schiff "On the status of

*Good -  
emphasize  
trends.*



Jewish Supplementary School" Jewish Education Vol.5 No.4 (1982) (These figures are cited by Fishman)

W In the Crossroads report by Schiff in 1983 he indicates that from 1962 to 1982 supplementary school enrollment (presumably in N. America) went from 540,000 to 230,000 a decline of 58% and day school enrollment in the same time frame went from 60,000 to 110,000 or an 83% increase.

- 50,000 pupils attend exclusively one-day programs according to Dubb and DellaPergola Research Report 4.
- Among all J Children ages 3-17, 13% are enrolled in Jewish day schools and 30 % in supplementary schools (multiple and single day formats) Ibid.
- Actual enrollment in supplementary schools (for demographic reasons largely) fell 310,000 form 1962-1982. Source Schiff, "Status of the Supplementary School"

#### DATA FOR 18-24 YEAR OLDS

- In Boston, with a national and large student population, in 1985 125 students were questioned (random) age was 18-24, almost % had attended J. Ed. programs or classes during the previous year (synagogues or other sponsored programs). Source Boston, 1985 Study of the Combined Jewish Philanthropies of Greater Boston (based on information supplied by Dr. Sherry Israel).

#### DATA ON ADULTS

- Fewer than one in ten adult Am Jews are enrolled in adult J. Education classes i most cities (for most age groups it is actually less than 5%) Source, based on Fishman analysis of federation city data (p.55).

#### IV. National and local support/service organizations or inst.

- A. Bureaus (how many)
- B. Other local educational support institutions (feds w/ staff dedicated to ed. planning, eg.?)
- C. Denominations and their ed. institutions / special colleges of J. Ed.?

W Schiff notes 6 major national movements and several other religious groups involved directly in Jewish education they are:

1. United Synagogue of America - Conservative
2. Union of American Hebrew Congregations - Reform
3. National Commission on Torah Education (Yeshiva Univ.)-Orth.
4. Torah Umesorah - Orthodox
5. Agudath Israel - Orthodox (advocacy and lobbying)
6. Various Hasidic movements allied to their schools - Orth.



V. Personnel/ Educators

- A. Numbers by type of institution (see III above)
- B. Numbers by level and function
- C. Profile (background eg. formal J. and ed. schooling, Am born v. Israeli, other)
- D. Employment conditions (salaries, benefits)
- E. Full time -- Part time
- F. Retention / turnover rates
- G. Recruitment data

Senior personnel

#	Day Schools	800
	Supplementary Schools	1300
	JCCs, Youth centers and youth movements	614
	Central Communal Organizations	400
	University teaching and research	100
	Total	3214

For North America, based on interim report of Sub-Committee on Personnel of the J. Ed. Comm. of the Jewish Agency (Dec. 1986)

Teachers

- In 1982, according to Dubb and DellaPergola, 65% of the schools reported 21,762 teachers. The census gathered additional data from a smaller sample. In addition teachers working in more than one school were counted in each school so the number is technically a number of teaching posts not really teachers.

Of the number noted 1/3 - 7,246 were in day schools and of this 1/3, 3,693 taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%). 3% of supplementary school teachers and 17% of day school teachers had no college education at all.

Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no

more than a high school Jewish education.

- ♦ A summary chart (based on 1986 JESNA-Heb. Univ. Census) in the JESNA Statistical highlights (p.5) shows the following data:

<u>School Setting</u>	<u># of Teacher</u>	<u>Teaching status</u>	
		<u>full time</u>	<u>part time</u>
Supplementary	15,000	8%	92%
Day (and indep pre-school)	3,700	80%	20%

- ♦ JESNA's Dept. of Human Resources indicates the numbers of licenses issued nationwide (granted by the National Board of License and 11 local affiliates). The vast number of teachers are not licensed.

<u>YEAR</u>	<u>LICENSES</u>
1981-2	148
1982-3	149
1983-4.	201
1984-5	175

Chazan noting data from his own work Personnel in Jewish Education (Jerusalem: World Jewish Conference for Jewish Education, 1984. and Saul Wachs. The Jewish Teacher: Professional Status (New York, Am. Jewish Committee, 1984); and research being conducted for the Project for Jewish Educational Statistics of Hebrew University's Institute for Contemporary Judaism.

Based on the above Chazan cites 45,000 Jewish teachers worldwide and 63% or 28,350 in the U.S. (not clear if this includes secular studies teachers too). Of these 66% have completed University studies and 60% have completed some Judaic studies.

note: Isa Aron and Adrienne Bank in the Symposium issue "Jewish Teacher - Today and Tomorrow" Jewish Education Vol.55, no.1, Spring 1987, The Council for Jewish Education, cites the 1982 Hebrew Univ. Census as finding 18,133 supplementary school teachers in North America (the estimate above for the U.S. was about 15,000). They go on to say, however, that the number may be erroneous because only 67% of schools responded and some teachers work in more than one setting. They therefore use the approximation of 20,000 supplementary school teachers.



EMPLOYMENT CONDITIONS

## TEACHER SALARIES (and comparisons)

- ♦ JESNA citing a projection from "Teacher Salary Update" in TRENDS #9, JESNA, 1985 has the following chart:

Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. <u>public school</u> teacher	25,300
full-time elem. <u>private school</u> teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000

UPDATE On May 6, 1988 The New York Times reported the following relevant statistics for general education teachers:

Based on an annual survey of 200,000 freshmen by the University of California at Los Angeles, 1987 showed 8.1% of Freshmen planning to enter teaching, this was up from 7.3% in 1986 and 4.7% in 1982 (but in the late 1960s the number was at 25%). Quality of interested Freshmen as measured by SAT scores was also increasing. A key reason for the rise:

1980	Average Teacher Salary	\$17,300
1986	Average Teacher Salary	\$25,200
1987	Average Teacher Salary	\$28,031

(the increase from 1980 to 1987 is 62%)

Source: National Education Association

but note: Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

Chazan also cites salaries of about \$18,500 for full time day school teachers in early 1980s, \$9-11,000 for supplementary school teachers and mid \$50,000s for center executives and school principals. For this he cites Schiff, "The Jewish Teacher Today and Tomorrow" in Jewish Education, LV, 1 (Spring, 1987), p.6.



## VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

Note: data will come via placement services (talk to Sylvia Ettenberg at JTS for example)

## VII. Training institutions

- A. Number of institutions and programs (see below)
- B. Number of Participants (total, by type of program)
- C. Annual Graduates (and if possible where they go) FOR:

- Full time programs
- Part time programs
- In service programs
- Bureaus
- OJT (in schools; JCCs; etc.)
- Israel programs
  - Short term (summer Melton programs eg.)
  - Longer term (Machon Gold, Greenberg Inst. Melton, etc.)

# Number of Institutions.--For senior personnel 4 training orgs. inst. in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.

#	Number of graduates in	Israel , 1985	26
		Israel , 1986	32
		U.S. , 1985	62
		U.S. , 1986	86

(Annette this is the appendix to the Dec. report to Kaplan I assume this chart means all graduates not just senior personnel graduates)

♦ JESNA "Statistical Highlights" p.5 indicates (based on its own department of Human Resources) the following under "Enrollment in J. Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

<u>Type of Program</u>	<u># of full time students</u>
Bachelors level	45
Masters level	101

## VIII. Economic/Financial data

- A. Costs (trends, regional, by format, etc.)
  - B. Covering the costs (trends, regional, etc.)
    - 1. Tuition portion (trends)
    - 2. Grant portion (various kinds including subventions from endowments that are communal eg. federation, general communal support in an area, private foundation support) trends in recent years.
- A summer 1985 report estimated a total of \$500 million spent on J. Ed. every year. Source Alvin Schiff, "Public education and the J.School," Journal of Jewish Communal Service, vol 61, No.4 (Summer 1985)
- \ In Schiff's 1983 "Crossroads Report" he breaks the ½ billion dollar number down as follows: \$400 million for formal primary and secondary education and \$100 million for family education, adult education, teacher training, camping, communal service to schools and informal Jewish education associated with formal auspices.
- ♦ (see attached) JESNA Trends "Statistical Highlights" for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for at total of \$555,000,000. Source cited is projections from Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

AVERAGE PER PUPIL COSTS AND TUITION FEES

<u>SETTING</u>	<u>PER PUPIL COST</u>	<u>TUITION FEES</u>
Day school		
Nursery -8th grade	\$3,300	\$2,300
9 - 12 Grade	5,000	3,150
Supplementary (n-12)		
2-5 days/wk	660	240
1 day/wk	270	not available



Federation allocations to Jewish Education (77 cities)Source "Federation Allocations to Jewish Education", CJF, 1980-84

Federation allocation to J. Ed. (includes higher education)	1980	1984
	\$34,523,849	\$49,912,912

J.ed. alloc. as a % of total local allocations	24%	26%
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breakdown by school format (1984)

Dayschools - 51%

Bureaus of J. Ed. - 31%

Community Schools - 9%

Institutions of higher Jewish learning - 6%

Congregational School - 2%

Other - 1%

(Schiff's 1983 report shows very different statistical breakdowns by school format although his total federation allocation was not far off in 1982 - \$37 million. eg. Schiff cites 79% of the allocation to day schools).

- In the Fishman study the following appears: The average J. Community allocates over % of its federation budget to J. Ed. based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%)  
Source Naomi Liebman, Federation Allocations to Jewish Education, 1980-1984 (New York: CJF Statistics Unit, 1985)

- update -- In 77 cities federation education allocations increased during the five years from 1980 to 1984 from \$35 million to \$50 million. (Ibid.)

note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJF G.A. 1986 states the following: Federations account for only 5% % of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

■ A highly divergent number is : In 1982 it was estimated that American Jews were spending a total of \$280,000,000/annum. Report by Ackerman (from manuscript) cited in Dubb and DellaPergola (p.vii).

\ Schiff in the 1983 Crossroads report provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of



over \$100 million annually (made up by special fundraising efforts).

- \ Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure.
- \ Supp. school costs were fully funded by membership fees.

#### IX. Data on Canada

- & In 1978-9, according to Himmelfarb and DellaPergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education, 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16) .

The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school. (p32).

- + In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p,.38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.
- = Update The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb) showed 131 Schools in Canada, with 26,627 students and 2,054 teachers of these 44 schools were day schools, with 16,679 students and 1,363 teachers.

For supplementary schools the number was 87, with 9,948 students and 691 teachers.

?? In depth data for a major city ?

Data may be applied from synopsis of 18 city data in the Brandeis, Fishman study (see below)

*Contrast  
high education  
participation  
city with  
low participation  
city.*

XI. Pull out the key data that we know as threshold information

- A. Neutral descriptive data
- B. Problems highlighted

# Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

# Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

C. Opportunities and positive developments highlighted

- In St. Louis 1982 survey shows that respondents were twice as likely as their parents to have received some formal Jewish education. Source 1982 Federation study for St. Louis, p.129.
- Based on data from NY, Metrowest and Rochester it appears that today younger women are almost as likely as younger men to receive formal Jewish education and the kind of J. Ed. they receive is likely to be similar to that of men. Older generations of J. women were much less likely than men to receive any formal J. Education and less likely that it would be as intensive as men's education. Source Fishman, Brandeis study, p.25.
- The number of students enrolled in all day schools increased by 66% from 1962-1982 according to Schiff "On the status of JEWish Supplementary School" Jewish Education Vol.5 No.4 (1982)
- There is an increase in the number of non-orthodox day schools (in Phila. half of day school enrollees are in Conservative sponsored schools, 28% so in Chicago and Miami, 20% in L.A.) Source Dubb and DellaPergola, Research Report 4
- In 1945 there were 70 day schools in US, in 1955 - 203, in 1967 there were 350 and today roughly 632. Source Schiff, "Status of Supplementary School". (Graph)
- Fishman says majority of parents seem reasonably happy with their children's Jewish education, rating it good rather than outstanding or deficient. Based on Federation city data for about 4 cities. See pp. 51-2. (exhibit)



## XII. What is the most significant gaps in our data?

major gap - impact of J. Ed. on J. identity and survival

- Basic question*
- no data on communal participation in family education programs or on its impact
  - No real market research to discover parent needs and roles vis a vis their children's or their own J. Ed.
  - We don't know how much families can afford to pay for J. Ed.
  - Daycare needs and opportunities and costs not clear in J. Context. (would parents want these as J. services, how much would they pay?)
  - data missing for pre bar/bat mitzvah children, college age young adults, young and older singles, family groups
  - we don't know impact of early age J. ed. on future/later age J. ed.
  - What is effectiveness of J. curriculum and different formats at different ages,
  - does J. Ed. and what kind of J. ed. really effect J. continuity? (relat. between enculturation, and formal text learning, impact of camping, family weekends, etc.
  - What kind of home, family programs are there? Do they work?
  - Who and how many Jews attend Synagogue shabbatonim?
  - Who and how many go to camp, Israel for education, political and social outreach programs? Do these programs bring participants closer to their J. identity. Role of JCCs?
  - How much J. Ed. should be subsidized, supported by enrolles, free?
  - Who should we target for J. Ed. above others, where do we get largest return on our investment of J. Ed. time and resources? (to committed JEws, marginal ones, very young, pre-bar/bat mitzvah captive audiences, college age, singles, families??



Source Data

- [-] Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

→  
→  
This report focuses on data collected and analyzed in the 1980s, many of the key sources are others used in this report. The unique data of this report is based on data from 18 recent federation conducted city studies on Jewish demographics (and education). See pp.5-7 of this report for details and espec. footnote 18. (attached. )

It may be possible to use this report for the construction of data for a particular city as a model.

- [#] "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.
- [■] Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986
- [♦] JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.
- [\\] Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA. There are extensive statistics in the report, many are not reported in this summary because they have been updated or repeated by more recent sources. Primary data sources for this report are not noted.
- [^] Barry Chazan, "The State of Jewish Education". (no other information available on this source, statistics include 1988 data, however, in some cases)
- [&] Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.
- [+] Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report

Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

- [=] Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Need more local data to show

- 1) Micro vs macro picture
- 2) Trends
- 3) Models of <sup>relatively</sup> good performance vs <sup>relatively</sup> bad performance. (What can we aspire to if we can get lower performance communities to rise to level of better

" Is it worth time, energy + money to try to improve performance?



## Teachers

### Number

There are approximately 18,700 teaching positions in Jewish schools (not including general studies positions in day schools). However, a single teacher may fill several teaching posts. Most teachers teach part-time in supplementary schools.

<u>School Setting</u>	<u>Number of Teachers</u>	<u>Teaching Status</u>	
		<u>Full Time</u> (more than 12 hours)	<u>Part Time</u>
		%	%
Supplementary	15,000	8	92
Day (and independent pre-school)	3,700	80	20

Source: JESNA-Hebrew University Census, 1986.

### Teacher Licensing

While the number of licenses issued nationwide has risen during the past few years, the vast majority of teachers are not licensed. The number of teacher licenses (permanent and temporary) granted annually by the National Board of License and its eleven, local affiliated boards is:

<u>Year</u>	<u>Licenses</u>
1981 - 82	148
1982 - 83	149
1983 - 84	201
1984 - 85	175

Source: JESNA, Department of Human Resources.

### Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-86)

<u>Type of program</u>	<u>Number of full-time students</u>
Bachelors level	45
Masters level	101

While specific data on the number of new teachers needed each year are not available, it seems clear that the supply of graduates from training programs is small relative to the demand. Indeed, many of those graduating with an MA, take administrative rather than teaching positions.

Source: JESNA, Department of Human Resources.

To: Annette Hochstein

From: Perry Davis

Re: Draft No. 2 - Data Presentation

Date: June 26, 1988

---

This draft (though still too lengthy) further reduces the amount of material previously assembled. Duplicative sources have been eliminated. Several divergent positions have been included as have different perspectives on the same issue. Some of the data has been presented in tabular form. A few gaps are left to fill in.

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As indicated, I have reviewed the attached data with a number of individuals all of whom have added information and/or confirmed and supported this synopsis.

- Mitch Jaffee	JWB
- Alvin Schiff	NY BJE
- Jonathan Woocher	JESNA
- Leora Isaacs	JESNA
- Jeff Scheckner	CJF
- Chaim Botwinick	NY Federation/ NY BJE
- Sylvia Edinger	JTS
- Joseph Reimer	Brandeis
- Steven Cohen	Queens College
- Paul Friedman	United Synagogue of America

I'll await your phone call.

cc. A. Naperstek



## Perry Davis Associates, Inc.

535 Fifth Avenue, New York, NY 10017 • (212) 682-8484

2387

New Address: 25 W. 45th Street, Suite 1409, NYC 10036 (212) 840-1166

To: Art Naperstek

From : Perry Davis

Date: July 5, 1988

Re: Data presentation format for Aug. 1

---

There are several assumptions governing our presentation of data for the first meeting of the Commission:

- The data has to be concise, clear and meaningful.
- The sources have to be wide ranging, reflecting our general partnership theme. An acknowledgment page will thank the individuals and a wide range of institutions that have reviewed our draft report or made comments and suggestions. This will counter the contention that one source of data is monopolizing the report. (We asked for contrary data sources at every interview.)
- Some Commissioners will conclude that the report is simplistic and will want deeper analysis. We have to be clear that this report is descriptive rather than analytic in nature. Others will complain that there is too much data being thrown at them at one time. Hopefully, we will strike the right balance for most Commissioners. In general we should err on the side of too little data or analysis -- the gaps can be filled in over the life of the Commission.
- Despite all of our efforts to cover all the bases in data presentation, some will still criticize the data, or the way we are presenting it. The criticism will be justified in some cases, because everyone readily admits to substantial problems surrounding the primary data collection efforts. Perhaps a clarifying sentence or two in our report can forestall this. Others will find erroneous reasons to fault our presentation (eg. they will jump to conclusions that we don't make simply by inferring too much from a simple statistic).
- The oral presentation of the data is a critical point on the Aug. 1 agenda. A worst case scenario might involve a lay



Commissioner giving the presentation of the data and being peppered with questions and criticisms about the material. In almost every case (perhaps with the exception of Yanowitz) a lay Commissioner will find it difficult to respond adequately. The situation can become quite uncomfortable.

On the other hand, a deft presentation will become a heuristic experience for all present. It will stimulate spirited discussion and lead naturally into the major decision making part of the meeting -- choice of task force study areas. My suggestion, is that a professional (even a member of the staff or one of the senior policy advisors) make the presentation to the group.

- Presented carefully, the data report will produce the following results:

- Provide a threshold level of information about Jewish education in the US and Canada to all Commissioners - (enrollment numbers, kinds of institutions, etc.)
- Highlight some of the problems and opportunities facing us in the area of Jewish education - (the shortage of qualified personnel, overall funding shortages but increasing federation commitments, etc.) [I think we have to add some more positive issues to the report].
- Emphasize the broad areas of ignorance, the knowledge gaps still facing us -- (eg. what works and what doesn't in a host of areas, economic data gaps, lay leadership development needs, the educational system of the future - "blue sky", etc.).

This is the critical point. We know that massive resources are needed to improve the condition of Jewish education in North America, but we don't know where private and communal investments will yield the highest return, the largest "bang for the buck". This Commission will, in a relatively short period of time, fill in the gaps, provide the information necessary to make informed and potent giving much more likely.

\*\*\*\*\*

#### Next steps:

1. Finalize data collection
2. Agree on format and content of the written report (including graphs and tables). Most members of the senior policy group should sign off on the final report and it should be mailed to Commissioners by July 18.
3. Prepare slide, charts or overhead projections for Aug. 1.
4. Agree on who presents the report, and brief that individual.



To: Annette Hochstein

From: Perry Davis

Re: Draft No. 2 - Data Presentation

Date: June 26, 1988

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- Joseph Reimer	Brandeis
- Steven Cohen	Queens College

I'll await your phone call.

cc. A. Naperstek

DRAFT 2 June 28, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

I. General Demographic Data

A. Total Population

Country	Estimate Jewish Pop.	% of tot.
U.S. (1930)	4,228,000	3.6
U.S. (1982)	5,725,000	2.4
U.S. (1984)	5,705,000	2.4
U.S. (1986)	5,814,000	2.5
U.S. (1987)	5,944,000	2.5
Canada (1984)	310,000	1.2

SOURCE: American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

B. U.S. School Age Population

1982	900,000
1986	913,000

SOURCE: Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986. Similar ratio applied for 1986.

C. Regional distribution

"Whereas in the mid-1930s, 90 percent of the country's Jewish population was found in 17 metropolitan areas, in the 1980s, in order to reach 90 percent it was necessary to include over 30 metropolitan areas." In Canada, two metropolitan regions, Toronto and Montreal, accounted for 74% of the country's Jewish population and 90 percent of the country's Jewish population was concentrated in only six metropolitan areas.

SOURCE: Barry Kosmin, Paul Ritterband and Jeffrey Scheckner, "Jewish Population in the United States, 1986", in the American Jewish Yearbook, 1987, Volume 87, (New York: American Jewish Committee and Jewish Publication Society, 1987), p.173.



D.    Denomination - 1988 North American Jewish Data Bank  
Percent of surveyed households

Reform	29.8
Conservative	34.6
Orthodox	9.0
None/Other	26.6

SOURCE: Barry Kosmin, "Contemporary American Jewry: Implications for Planning" North American Jewish Data Bank, Occasional Paper No. 4, June, 1988.

II.   General Enrollment data for all types of Jewish Education formats

- In early 1980s out of a school age population of approximately 900,000 in the United States 39-43% (372,417) pupils were enrolled in day schools and supplementary schools of various formats. 11-13% (105,000) of these in day schools and 28-30% (268,000) in supplementary schools. This data varies widely by region.

SOURCE: Dubb, DellaPergola

[We may wish to say the number was in a range of between 350,000 and 400,000 based on comments by Al Schiff].

- Considered from a different perspective, in the same period of time (early 1980s), the percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.

SOURCE: Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

- Looking ahead, Schiff (referring to all of North America) says:  
"given current rate of enrollment about 60% of today's 5-18 year olds will be exposed to some kind of Jewish education in their lifetime"

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

- Based on a 1985-86 survey of 5 cities, -- of those who are now 18-24, 80% have had some form of Jewish Education, but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of Jewish Education. Reimer indicates the definition of Jewish Education in this survey was broader. He also notes the difficulty inherent in comparing the Fishman survey and the census figures. Shall we omit this?

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Brandeis University: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987).

### III. Institutional Data

#### NUMBERS OF INSTITUTIONS

Total number of Jewish day and supplementary schools in the U.S. 1982/3 - 2360. (SOURCE: Dubb and DellaPergola)

Total number of Jewish day and supplementary schools in North America in 1988 - estimate 2600-2800. (SOURCE: JESNA, interview)

##### A. Early Childhood Programs:

According to a JWB estimate made in 1988 there are approximately 150 nursery/pre-school programs in Jewish Community Centers in North America.

SOURCE: Interview with Mitch Jaffee, JWB

##### B. Day Schools (elem. and high schools)

In the early 1980s there were 499 Jewish day schools in the U.S. (1/4 of the total)

SOURCE: Dubb and DellaPergola

Schiff notes 586 day schools in North America (462 Orthodox, 62 Conservative, 44 Communal, 9 Reform, 5 Independent, 4 Yiddish - Secular)

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

##### C. Supplementary Schools

In the early 1980s there were approximately 1861 supplementary schools in the U.S. (3/4 of the total). One fourth of these were one day per week schools.

SOURCE: Dubb and DellaPergola



Schiff notes 1,835 supplementary schools in North America in 1983 (760 Reform, 785 Conservative, 250 Orthodox, and 40 Communal).

SOURCE : Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

D. Camp programs affiliated with Jewish Community Centers

In 1987 JWB had 25 "sleep away" camps in North America and 75 day camps.

SOURCE: JWB information, 1988

E. College/Grad programs

[data may still be forthcoming from the Association of Jewish Studies in Cambridge, Mass.]

F. Adult Education (synagogues, JCCs, Federations, via bureaus, via Jewish organizations like Hadassah, etc.)  
(not available) [should we eliminate the category?]

G. Israel related educational programs for N. Americans

[not available]

\*\*\*\*\*

Enrollment Data

In the early 1980s, in the U.S., there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. There were 104,752 day school students in U.S. (27% of total) and 267,665 supplementary school students (72% of total).  
SOURCE: Dubb and DellaPergola

A. Early Childhood - In the early 1980s 43,000 Jewish pre-schoolers were enrolled in Jewish schools in the U.S.

SOURCE Genuth, DellaPergola and Dubb

B. Day schools - 366 include pre-primary grades  
344 include grades 1-6, 217 grades 7-9 and 165 high schools.  
Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades.

C. Supplementary schools - enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13

year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzvah (grades 1-8).

50,000 pupils attend exclusively one-day programs.  
SOURCE: Dubb and DellaPergola

[we may wish to include various charts from JESNA Statistical Highlights (p.4) outlining the % of enrollment by age groups and by day school or supplementary format].

NOTE: Writing in 1983, Schiff indicates that from 1962 to 1982 supplementary school enrollment in N. America went from 540,000 to 230,000 a decline of 58%. Day school enrollment in the same time frame went from 60,000 to 110,000 or an 83% increase. Reimer warns against jumping to conclusions on the basis of this statistic.

Why

SOURCE: Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

#### D. DATA FOR 18-24 YEAR OLDS

In Boston, with a national and large student population, in 1985 125 students were questioned (random) age was 18-24, almost 4 had attended Jewish Education programs or classes during the previous year (synagogues or other sponsored programs). [results of limited survey, not census]

SOURCE: Sherry Israel, "Boston's Jewish Community: The 1985 CJP Demographic Study" (Boston: Combined Jewish Philanthropies of Greater Boston, May, 1987), p.65

#### E. DATA ON ADULTS

- Fewer than one in ten adult Am Jews are enrolled in adult Jewish Education classes in most cities [results of survey, not census]

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Massachusetts: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.), p.55.

### IV. National and local support/service organizations or inst.

- A. Bureaus of Jewish Education in North America - 51 in 1988

SOURCE: JESNA, interview



- B. Other local educational support institutions  
(federations with staff or committees dedicated to education planning and support)

In 1988, JESNA surveyed all Federations for Jewish Educational Contact persons. A total of 118 replied to the survey and 65 provided the name of a "chairperson" or lay contact in the area of Jewish Education.

SOURCE: JESNA, interview

- C. Denominations and their educational institutions

1. United Synagogue of America - Conservative
2. Union of American Hebrew Congregations - Reform
3. National Commission on Torah Education (Yeshiva Univ.)-Orth.
4. Torah Umesorah - Orthodox
5. Agudath Israel - Orthodox (advocacy and lobbying)
6. Various Hasidic movements allied to their schools
7. The Reconstructionist College

## V. Personnel/ Educators

For North America

Senior personnel	
Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	614
Central Communal Organizations	400
University teaching and research	100
Total	3214

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

### Teachers

In 1982, according to Dubb and DellaPergola, 65% of the schools reported 21,762 teachers.

<u>Teachers</u>	<u>Type of School</u>
21,762	All Schools
7,246	Day School
14,516	Supplementary Schools

Note: The census gathered additional data from a smaller sample. In addition teachers working in more than one school were counted in each school so the number is technically a number of teaching posts not really teachers.

Of the number noted 1/3 - 7,246 were in day schools and of this 1/3, 3,693 taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%). 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: Dubb and DellaPergola

JESNA's Dept. of Human Resources indicates the numbers of licenses issued nationwide (granted by the National Board of License and 11 local affiliates). The vast number of teachers are not licensed.

<u>YEAR</u>	<u>LICENSES</u>
1981-2	148
1982-3	149
1983-4	201
1984-5	175

#### EMPLOYMENT CONDITIONS

##### TEACHER SALARIES (and comparisons)

##### Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. <u>public school</u> teacher	25,300
full-time elem. <u>private school</u> teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000



SOURCE: JESNA citing a projection from "Teacher Salary Update" in TRENDS #9, JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times, May 6, 1988

[the following note is optional]

but note: Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

#### VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrienne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report --

December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

[Some data from JESNA still to be received, will only cover administrative positions]

## VII. Training institutions

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number of graduates in	Israel , 1985	26
	Israel , 1986	32
	U.S. , 1985	62
	U.S. , 1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

<u>Type of Program</u>	<u># of full time students</u>
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

## VIII. Economic/Financial data

### ■ TOTAL COST -

JESNA reports for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for at total of \$555,000,000.

### ■ AVERAGE PER PUPIL COSTS AND TUITION FEES

<u>SETTING</u>	<u>PER PUPIL COST</u>	<u>TUITION FEES</u>
Day school		
Nursery -8th grade	\$3,300	\$2,300
9 - 12 Grade	5,000	3,150
Supplementary (n-12)		
2-5 days/wk	660	240
1 day/wk	270	not available



SOURCE: JESNA, Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

■ FEDERATION ALLOCATIONS TO JEWISH EDUCATION (77 CITIES)

Federation allocation to Jewish Education (includes higher education), and as a percent of total local allocations:

<u>Year</u>	<u>Allocation</u>	<u>% of total alloc.</u>
1980	\$34,523,849	24%
1984	\$49,912,912	26%
1986	\$61,767,752	28%

Breakdown of Federation Allocations by School Format (1986)

Dayschools - 54%  
Bureaus of Jewish Education - 28%  
Community Schools - 9%  
Institutions of higher Jewish learning - 5.5%  
Congregational School - 4%  
Other - 2%

SOURCE: "Federation Allocations to Jewish Education 1980 - 1986", CJF, Research Department, October 1986.

Note: The average Jewish Community allocates over 4% of its federation budget to Jewish Education based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%)

SOURCE: Naomi Liebman, Federation Allocations to Jewish Education, 1980-1984 (New York: CJF Statistics Unit, 1985)

Note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJF G.A. 1986 states the following: Federations account for only 5% of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

Schiff in the 1983 provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of over \$100 million annually (made up by special fundraising efforts).



Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure. Supp. school costs were fully funded by membership fees.

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA.

#### IX. Data on Canada

1978-9

In 1978-9, according to Himmelfarb and DellaPergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education, 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16) .

The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school.

SOURCE: Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p,.38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.

SOURCE: Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.



## 1982 Data (Canada)

The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb, and Report # 5, Dubb) showed 128 Schools in Canada, 3 were independent schools, 40 day schools and 85 supplementary schools.

Total enrollment was 26,627 students, a total of 46% of the eligible population. 63% of enrolled students attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

X. Significant gaps in the data. (Joe Reimer reacted quite positively to the data gaps I indicated in my last draft, particularly on the issue of success measurements. He and Chaim Botwinick added some additional areas of "missing data".)

### ADDITIONAL GAPS (See draft 1)

- Impact of changing birthrate and regional differences
- How do Federations decide on educational funding priorities?
- Impact of unionization (the Montreal example) on personnel and other educational issues.
- More data needed about Jewish Education dropout rates and reasons.
- The role of the "Israel connection"
- Data on lay leadership, training, participation, support, etc.
- Who is accountable?

XI. Data indicating educational opportunities and problems.

2400

FAX NUMBER:

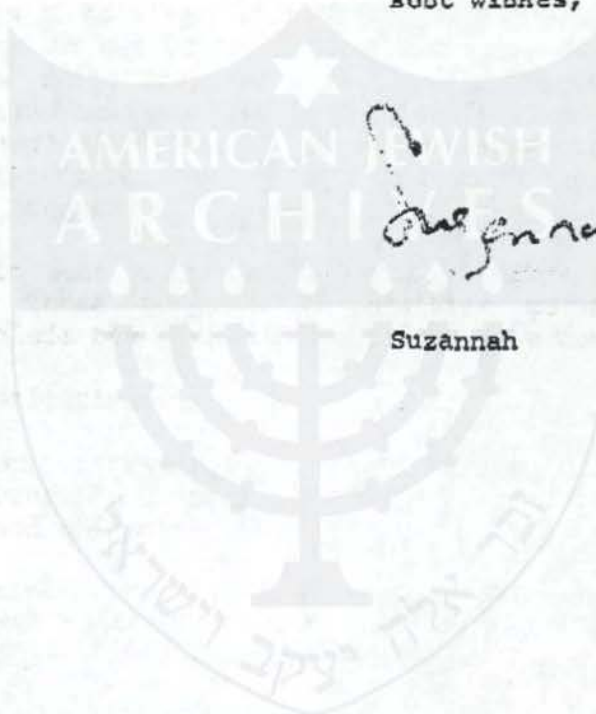
001-216-391-8327

FOR THE URGENT ATTENTION OF PROF. SEYMOUR FOX C/O GINNY LEVY

Dear Prof. Fox,

Please find attached material that you requested.

Best wishes,



Suzannah





The International Center  
for University Teaching of Jewish Civilization  
under the auspices of the President of Israel  
P.O.B. 4234, Jerusalem 91 042

Tel: 699032, 699036 טל:

המרכז הבין-לאומי  
לחוראת חרבות ישראל באוניברסיטאות  
בחסות נשיא המדינה  
ה.ד. 4234, ירושלים 91 042

Memorandum

**JEWISH CIVILIZATION STUDIES  
IN NORTH AMERICAN INSTITUTIONS OF HIGHER LEARNING**

Response to Question 1

As of July 1988, the International Center for University Teaching of Jewish Civilization's holdings list 596 universities and colleges that teach Jewish courses in the United States (as compared to 40 in 1965); and 44 in Canada. These range from small regional colleges and denominational institutions to major universities. The institutions may offer isolated courses fully or partially devoted to Jewish subjects, or full programs ranging from undergraduate level (minor and major in Judaic Studies) to graduate and Ph.D. programs.

The faculty in some cases teach Judaic Studies full-time; in other cases they teach those subjects in addition to courses in general departments, or include the Jewish subject in a more comprehensive course.

Samples of institutions:

The 1985 Report on Jewish Studies within the City University of New York (prepared by Prof. R. Chazan) listed 111 courses in Jewish Studies for the Fall of 1983, and a faculty of 41.

At Cornell University, NY, the Interdisciplinary Program for Jewish Studies (an outgrowth of the Department of Near Eastern Studies) listed 28 courses taught in 1987-88 by 12 faculty members.

At the University of California in Los Angeles, the Jewish Studies Program within the Department of Near Eastern Studies offered 13 courses in 1985-86; the Yiddish division of the Foreign Languages Department offered 12 courses; 24 additional courses dealing totally or partially with Jewish Civilization were taught in other departments, such as History, Political Science, Philosophy and Religion. The Jewish Studies Program had a faculty of ten.

An interesting example of a consortium for the teaching of Jewish Civilization is the Lehigh Valley Center for Jewish Studies (PA), established as recently as 1984, the purpose of which is "to develop, administer and coordinate a comprehensive program of Jewish Studies among the six institutions of the Lehigh Valley Association of Independent



Colleges: Allentown College of St. Francis of Sales, Cedar Crest College, Lafayette College, Lehigh University, Moravian College, and Muhlenberg College." The Academic Advisory Board of the program includes 12 professors and lecturers in the six institutions involved; 37 courses are offered.

A sample of Jewish studies as part of a general department is the Department of Religion at the College of William and Mary, VA, which in 1987-88 offered a concentration in Judaic Studies with six courses, and eight more courses included in other concentrations in the same department. Ten professors and adjunct professors teach those courses.

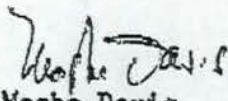
Loyola Marymount University, CA, a Catholic institution, offers six Judaic Studies courses in the Department of Religion, and one in its Department of Politics.

In Canada, a report just submitted by Prof. Ira Robinson of Concordia University to the International Center included 44 institutions of higher learning teaching some form of Jewish Civilization Studies. If you wish we can facsimile the report to you.

The Jewish Studies program at the University of Toronto, for instance, includes 20 courses, nine of which were required in 1983-84 for the 'Specialist Programme in Jewish Studies', six for the 'Major Programmes' in Jewish Studies, Hebrew Language and Literature, Jewish History and Judaism, and three to four courses for the 'Minor Programmes' in the same areas. The courses are taught by a staff of 20 faculty members.

#### Response to Questions 2 and 3

Regarding the full statistics on faculty appointments and student enrollment, it is understandably impossible within the American system of registration to present anything but guesstimates. It is also necessary to note that these courses are not open solely to Jewish students and faculty, and that Jewish subjects are included in a wide range of courses in the general disciplines. According to most acceptable evaluations, 85 percent of the Jewish youth of college age in the United States (estimated at some 350,000 to 400,000 students) attend universities; and this is of course the major source of students in the Jewish Civilization programs. The enormous expansion of university courses in Jewish Civilization over the past two decades is highly significant, and there is every indication that this is an evolving phenomenon in both numbers and quality.

  
Moshe Davis  
Academic Chairman



DRAFT 4 July 11, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

I. General Demographic Data

A. Total Population

Country	Estimate Jewish Pop.	% of tot.
U.S. (1930)	4,228,000	3.6
U.S. (1982)	5,725,000	2.5
U.S. (1986)	5,814,000	2.5
U.S. (1987)	5,944,000	2.5
Canada (1984)	310,000	1.2

SOURCE: American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

B. U.S. School Age Population (ages 3-17)

1982 (estimates)	880-950,000
1987 (estimates)	915-980,000

SOURCE: Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986. p.34. [ ?? Similar ratio applied for 1986.??]

C. Regional distribution

"Whereas in the mid-1930s, 90 percent of the country's Jewish population was found in 17 metropolitan areas, in the 1980s, in order to reach 90 percent it was necessary to include over 30 metropolitan areas." In Canada, two metropolitan regions, Toronto and Montreal, accounted for 74% of the country's Jewish population and 90 percent of the country's Jewish population was concentrated in only six metropolitan areas.

SOURCE: Barry Kosmin, Paul Ritterband and Jeffrey Scheckner, "Jewish Population in the United States, 1986", in the American Jewish Yearbook, 1987, Volume 87, (New York: American Jewish Committee and Jewish Publication Society, 1987), p.173.

D.    Denomination - 1988 North American Jewish Data Bank  
Percent of surveyed households

Reform	29.8
Conservative	34.6
Orthodox	9.0
None/Other	26.6

SOURCE: Barry Kosmin, "Contemporary American Jewry: Implications for Planning" North American Jewish Data Bank, Occasional Paper No. 4, June, 1988.

II.    General Enrollment data for all types of Jewish Education formats

- In early 1980s out of a school age population of approximately 900,000 in the United States 39-43% (372,417) pupils were enrolled in day schools and supplementary schools of various formats. 11-13% (105,000) of these in day schools and 28-30% (268,000) in supplementary schools. This data varies widely by region.

[We may wish to say the number was in a range of between 350,000 and 400,000 based on comments by Al Schiff].

- In terms of ideological orientation, the analysis can be provided in several ways:

For 1982-3

- Total of Jewish formal school enrollment by denomination of the school - 36% in Reform Schools, 29% in Conservative Schools and 24% in Orthodox Schools.
- By format - Day schools pupils were 74.5% orthodox, 12% Conservative, 2.5% Reform, 11% interdenominational and other. Supplementary school.
- Supplementary school pupils were 4.5% Orthodox, 35.8% Conservative, 48.6% Reform and 11% interdenominational and other.

SOURCE: Dubb, DellaPergola

- Considered from a different perspective, in the same period of time (early 1980s), the percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.

SOURCE: Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First



Census of Jewish Schools in the Diaspora 1981/2-1982/3:  
International Summary" Research report number 3, 1985, Hebrew  
University of Jerusalem, The Institute of Contemporary Jewry.

- Looking ahead, Schiff (referring to all of North America) says:  
"given current rate of enrollment about 60% of today's 5-18 year olds will be exposed to some kind of Jewish education in their lifetime"

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

- Based on a 1985-86 survey of 5 cities, -- of those who are now 18-24, 80% have had some form of Jewish Education, but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of Jewish Education.

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Brandeis University: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987).

### III. Institutional Data

#### NUMBERS OF INSTITUTIONS

Total number of Jewish day and supplementary schools in the U.S. 1982/3 - 2360. (SOURCE: Dubb and DellaPergola)  
[Shall we go with a range of 2400-2600 in light of the gaps in some of the NYC data?]

Total number of Jewish day and supplementary schools in North America in 1988 - estimate 2600-2800. (SOURCE: JESNA, interview)

#### A. Early Childhood Programs:

According to a JWB estimate made in 1988 there are approximately 150 nursery/pre-school programs in Jewish Community Centers in North America. No other numbers are available.

SOURCE: Interview with Mitch Jaffee, JWB

#### B. Day Schools (elem. and high schools)

In the early 1980s there were 499 Jewish day schools in the U.S. (1/4 of the total)

SOURCE: Dubb and DellaPergola

Schiff notes 586 day schools in North America (462 Orthodox, 62 Conservative, 44 Communal, 9 Reform, 5 Independent, 4 Yiddish - Secular) [we may wish to say the range is anywhere from 550 to 600 day schools].

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

#### C. Supplementary Schools

In the early 1980s there were approximately 1861 supplementary schools in the U.S. (3/4 of the total). One fourth of these were one day per week schools.

SOURCE: Dubb and DellaPergola

Schiff notes 1,835 supplementary schools in North America in 1983 (760 Reform, 785 Conservative, 250 Orthodox, and 40 Communal).

SOURCE : Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education", 1983.

#### D. Camp programs affiliated with Jewish Community Centers

In 1987 JWB had 25 "sleep away" camps in North America and 75 day camps. Non-JWB camps total about 45 (resident camps) for a total of 70 resident camps in North America.

SOURCE: JWB, 1988

#### E. Synagogue and Zionist Youth Movements

At this time, there are approximately 10 well-known synagogue and Zionist youth organizations (with "Shlichim") in North America. These include: B'nai Akiva, United Synagogue Youth (and its pre teen Kadima section), B'nai B'rith Youth Organization, National Council of Synagogue Youth, National Federation of Temple Youth, Habonim, Shomer Hatzair, Masada Youth, Young Judea, and Betar. In some cities, non-Zionist youth organizations like Jewish Public School Youth in New York have also developed. A full listing of these organizations is not available.

SOURCE: Paul Friedman, United Synagogue of America

#### F. College/Grad programs

In 1988 the International Center for University Teaching of Jewish Civilization lists 596 universities and colleges that teach Jewish courses in the U.S. (as compared to 40 in 1965) and 44 institutions in Canada.

SOURCE: Memorandum from Moshe Davis, Academic Chairman



of the International Center for the University Teaching of Jewish Civilization under the auspices of the President of Israel. July, 1988

G. Adult Education (synagogues, JCCs, Federations, via bureaus, via Jewish organizations like Hadassah, etc.)  
Data not available.

H. Israel related educational programs for N. Americans

Given a wide diversity of sponsoring institutions, it is estimated that there are a few hundred Israel related programs for North Americans.

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants

Enrollment Data

In the early 1980s, in the U.S., there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. There were 104,752 day school students in U.S. (27% of total) and 267,665 supplementary school students (72% of total).  
SOURCE: Dubb and DellaPergola

A. Early Childhood - In the early 1980s 43,000 Jewish pre-schoolers were enrolled in Jewish schools in the U.S.

SOURCE: Genuth, DellaPergola and Dubb

B. Day schools - 366 include pre-primary grades 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades.

C. Supplementary schools - enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13 year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzvah (grades 1-8).

50,000 pupils attend exclusively one-day programs.

SOURCE: Dubb and DellaPergola

NOTE: Writing in 1983, Schiff indicates that from 1962 to 1982 supplementary school enrollment in N. America went from 540,000 to 230,000 a decline of 58%. Day school enrollment in the same

time frame went from 60,000 to 110,000 or an 83% increase. Reimer warns against jumping to conclusions on the basis of this statistic.

SOURCE: Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

#### D. Synagogue and Zionist Youth Movements

A rough estimate based on reports of leaders of the 10 leading youth organizations indicates anywhere from 88,000 to 116,000 active participants/members in North America in 1988.

#### E. Camps

Estimates by JWB show approximately 22-24,000 campers in 1987 in JWB facilities (resident camps). JWB's directory of other resident camps show an enrollment of approximately 30,000 - for a total of 52-54,000 campers in North America.

SOURCE: JWB, "Directory of Jewish Resident Camps", 1988.

#### F. Data for college and university students.

No reliable data on the percentage of the total 350-400,000 Jewish university students taking Jewish courses.

#### G. DATA ON ADULTS

- No accurate data on number of adults enrolled in Jewish Education courses at JCCs or elsewhere.
- But based on a multi-city survey, it is reported that fewer than one in ten adult Am Jews are enrolled in adult Jewish Education classes in most cities .

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Massachusetts: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.), p.55.

#### H. Data on Israel related Educational programs

Current estimates indicate anywhere from 8-10,000 North American young people involved in a variety of Israel related summer programs. Year round programs may involve a total of 25-30,000 participants.

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants



IV. National and local support/service organizations or inst.

- A. Bureaus of Jewish Education in North America - 51 in 1988

SOURCE: JESNA, interview

- B. Other local educational support institutions  
(federations with staff or committees dedicated to education planning and support)

In 1988, JESNA surveyed all Federations for Jewish Educational Contact persons. A total of 118 replied to the survey and 65 provided the name of a "chairperson" or lay contact in the area of Jewish Education.

SOURCE: JESNA, interview

- C. Denominations and their educational institutions

1. United Synagogue of America - Conservative
2. Union of American Hebrew Congregations - Reform
3. National Commission on Torah Education (Yeshiva Univ.)-Orth.
4. Torah Umesorah - Orthodox
5. Agudath Israel - Orthodox (advocacy and lobbying)
6. Various Hasidic movements allied to their schools
7. The Reconstructionist College

V. Personnel/ Educators

For North America

	Senior personnel
Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	614
Central Communal Organizations	400
University teaching and research	100
Total	3214

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Teachers

In the mid-1980s JESNA estimated approximately 30,000 teachers in Jewish Schools in North America.

In-1982,-according-to-Dubb-and-DellaPergola,-65%-of-the schools-reported-21,762-teachers--

<u>Teachers</u>	<u>Type-of-School</u>
21,762	All-Schools
-7,246	Day-School
14,516	Supplementary-Schools

Note:-The-census-gathered-additional-data-from-a-smaller-sample-  
In-addition-teachers-working-in-more-than-one-school-were-counted  
in-each-school-so-the-number-is-technically-a-number-of-teaching  
posts-not-really-teachers--

Of the number noted, 1/3 were in day schools and of this 1/3, about half taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%) . 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: JESNA and Dubb and DellaPergola Report No.4.

JESNA's-Dept.-of-Human-Resources-indicates-the-numbers-of  
licenses-issued-nationwide-(granted-by-the-National-Board-of  
License-and-11-local-affiliates):-The-vast-number-of  
teachers-are-not-licensed--

<u>YEAR</u>	<u>LICENSES</u>
1981-2	148
1982-3	149
1983-4	201
1984-5	175



## EMPLOYMENT CONDITIONS

### SENIOR POSITIONS

#### Salary averages for 1985-6 at JCCs and BJE's

Executive level salaries	\$51-53,000
Upper middle level salaries	40-42,000
Lower middle level salaries	26-33,000
Entry level salaries	21,000

SOURCE: Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency. Publication Number 5, October 1987.

### TEACHER SALARIES (and comparisons)

#### Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. <u>public school</u> teacher	25,300
full-time elem. <u>private school</u> teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000

SOURCE: JESNA citing a projection from "Teacher Salary Update" in TRENDS #9, JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times, May 6, 1988

JESNA believes that current day school salaries would probably be about \$21-23,000. Supplementary school salaries are about \$10,000.

but note: Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

## VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrienne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

#### VII. Training institutions - For Senior Personnel

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number of graduates in	Israel , 1985	26
	Israel , 1986	32
	U.S. , 1985	62
	U.S. , 1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

<u>Type of Program</u>	<u># of full time students</u>
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).



- A 1987 report notes approximately 300 students in Ph.D. programs in Jewish studies in North America. It is estimated that 250 are actively pursuing their doctorates and about 40 Ph.Ds are granted every year.

SOURCE: Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency. Publication Number 5, October 1987.

#### VIII. Economic/Financial data

##### ■ TOTAL COST -

JESNA reports for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for a total of \$555,000,000.

##### ■ AVERAGE PER PUPIL COSTS AND TUITION FEES

<u>SETTING</u>	<u>PER PUPIL COST</u>	<u>TUITION FEES</u>
Day school		
Nursery -8th grade	\$3,300	\$2,300
9 - 12 Grade	5,000	3,150
Supplementary (n-12)		
2-5 days/wk	660	240
1 day/wk	270	not available

SOURCE: JESNA, Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

##### ■ FEDERATION ALLOCATIONS TO JEWISH EDUCATION (77 CITIES)

Federation allocation to Jewish Education (includes higher education), and as a percent of total local allocations:

<u>Year</u>	<u>Allocation</u>	<u>% of total alloc.</u>
1980	\$34,523,849	24%
1984	\$49,912,912	26%
1986	\$61,767,752	28%

##### Breakdown of Federation Allocations by School Format (1986)

Dayschools - 54%  
 Bureaus of Jewish Education - 28%  
 Community Schools - 9%  
 Institutions of higher Jewish learning - 5.5%  
 Congregational School - 4%  
 Other - 2%

SOURCE: "Federation Allocations to Jewish Education 1980 - 1986", CJF, Research Department , October 1986.

Note: The average Jewish Community allocates over ¼ of its federation budget to Jewish Education based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%)

SOURCE: Naomi Liebman, Federation Allocations to Jewish Education , 1980-1984 (New York: CJF Statistics Unit, 1985)

Note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJF G.A. 1986 states the following: Federations account for only 5% of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

Schiff in the 1983 provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of over \$100 million annually (made up by special fundraising efforts).

Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure. Supp. school costs were fully funded by membership fees.

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA.

#### IX. Data on Canada

1978-9

In 1978-9, according to Himmelfarb and DellaPergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education, 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16) .



The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school.

SOURCE: Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p.38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.

SOURCE: Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

#### 1982 Data (Canada)

The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb, and Report # 5, Dubb) showed 128 Schools in Canada, 3 were independent schools, 40 day schools and 85 supplementary schools.

Total enrollment was 26,000 students, a total of 46% of the eligible population. 63% of enrolled students attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

#### X. Significant gaps in the data.

- no data on communal participation in family education programs or on its impact
- No real market research to discover parent needs and roles vis a vis their children's or their own J. Ed.
- We don't know how much families can afford to pay for J. Ed.
- Daycare needs and opportunities and costs not clear in J. Context. (would parents want these as J. services, how much would they pay?)
- data missing for pre bar/bat mitzvah children, college age young adults, young and older singles, family groups

- we don't know impact of early age J. ed. on future/later age J. ed.
- What is effectiveness of J. curriculum and different formats at different ages,
- does J. Ed. and what kind of J. ed. really effect J. continuity? (relat. between enculturation, and formal text learning, impact of camping, family weekends, etc.
- What kind of home, family programs are there? Do they work?
- Who and how many Jews attend Synagogue shabbatonim?
- Who and how many go to camp, Israel for education, political and social outreach programs? Do these programs bring participants closer to their J. identity. Role of JCCs?
- How much J. Ed. should be subsidized, supported by enrolles, free?
- Who should we target for J. Ed. above others, where do we get largest return on our investment of J. Ed. time and resources? (to committed JEws, marginal ones, very young, pre-bar/bat mitzvah captive audiences, college age, singles, families??





#### ADDITIONAL GAPS NOTED IN INTERVIEWS

- Impact of changing birthrate and regional differences
- How do Federations decide on educational funding priorities?
- Impact of unionization (the Montreal example) on personnel and other educational issues.
- More data needed about Jewish Education dropout rates and reasons.
- The role of the "Israel connection"
- Data on early childhood programs
- Data on lay leadership, training, participation, support, etc.
- Who is accountable?



### Source Data

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

This report focuses on data collected and analyzed in the 1980s, many of the key sources are others used in this report. The unique data of this report is based on data from 18 recent federation conducted city studies on Jewish demographics (and education). See pp.5-7 of this report for details and especially footnote 18. (attached. )

It may be possible to use this report for the construction of data for a particular city as a model.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA. There are extensive statistics in the report, many are not reported in this summary because they have been updated or repeated by more recent sources. Primary data sources for this report are not noted.

Barry Chazan, "The State of Jewish Education". (no other information available on this source, statistics include 1988 data, however, in some cases)

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education



Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency. Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada" Research Report Number 5, 1987, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.



2329

To: A. Hochstein

From: Perry Davis

Date: July, 13, 1988

Re: Data report

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The full backup paper will follow in the next hour.

The gaps that remain here are the age cohort numbers. I'm still waiting to hear from Cohen or Debbie.

I've marked off the paragraph on qualifications. I'm not clear how the 4000 number relates to the 3200 N. American Senior Educator number. Do you want to include this?

The acknowledgements should be put in some order (let me know) and the sources will be alphabetized.





Just IN. —

JUL 13 '88 14:29

NATIV CONSULTANTS

972 2 699951

P.1/1

NATIV POLICY AND PLANNING CONSULTANTS  
P.O.B. 4497, Jerusalem 91044  
Telephone: 972-2-662296  
Facsimile No. 972-2-699951

FACSIMILE TRANSMISSION

TO: MR. PERRY DAVIS  
FAX NO: 212 840 1514  
FROM: DEBBIE MELINE  
RE: DATA ON AMERICAN JEWISH POPULATION  
DATE: JULY 13, 1988  
NO. OF PAGES: 1

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I SPOKE WITH STEVE COHEN. AFTER EXAMINING THE RESULTS OF SEVERAL POPULATION STUDIES DONE IN LARGE JEWISH COMMUNITIES (IN THE AMERICAN JEWISH YEAR BOOK 1985) STEVE DETERMINED THAT APPROXIMATELY 1.1% OF THE AMERICAN JEWISH POPULATION FALLS INTO EACH ONE-YEAR AGE GROUP. (E.G. 1.1% OF AMERICAN JEWS ARE 4 YEARS OLD).

THEREFORE 16.5% OF THE AMERICAN JEWISH POPULATION IS 3 - 17 YEARS OLD (1.1% X 15 YEARS) AND 7.7% OF THE AMERICAN JEWISH POPULATION IS 18 - 24 YEARS OLD (1.1% X 7 YEARS).

16.5% X 5.94 MILLION = .98 MILLION JEWS 3-17 YEARS OLD

7.7% X 5.94 MILLION = .457 MILLION JEWS 18-24 YEARS OLD

I HOPE THIS INFORMATION IS HELPFUL

## DATA ON JEWISH FORMAL AND INFORMAL EDUCATION IN NORTH AMERICA

### INTRODUCTION

The data that follows represents a compilation of various sources reflecting the best available and most current statistics on Jewish Education in North America. A number of reports, and interviews were employed in the preparation of this report. These sources are listed on pages 5 and 6.

### FORMAL EDUCATION

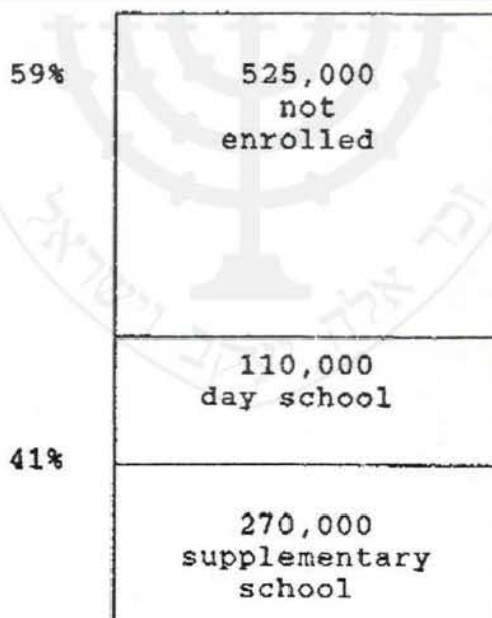
The most recent census of students and schools in the United States (early 1980s) found approximately 2600 - 2800 schools and a total school age population (3 - 17 year old) of 880-950,000.

#### Number of Schools

Supplementary Schools	2100	79%
Day Schools	600	21%

Canada had about 130 schools (40 day and 90 supplementary)

#### ENROLLMENT (U.S.)



Total US Jewish Population in 1982 (year of ed. census) 5,725,000  
Total School Age Population (3-17 year old).....880-950,000

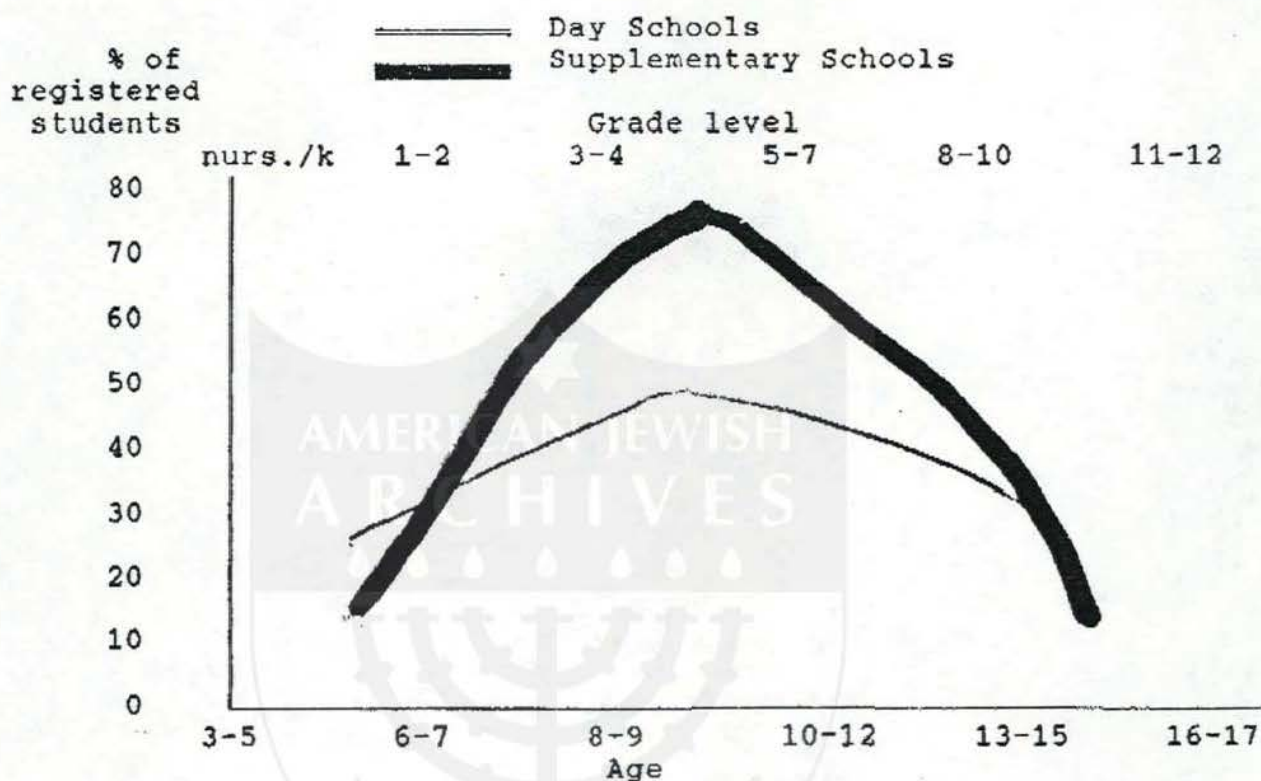
#### DATA ON CANADA

- Total enrollment was 26,000 students, a total of 46% of the eligible population. Of these, 63% attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools responded to the census and reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

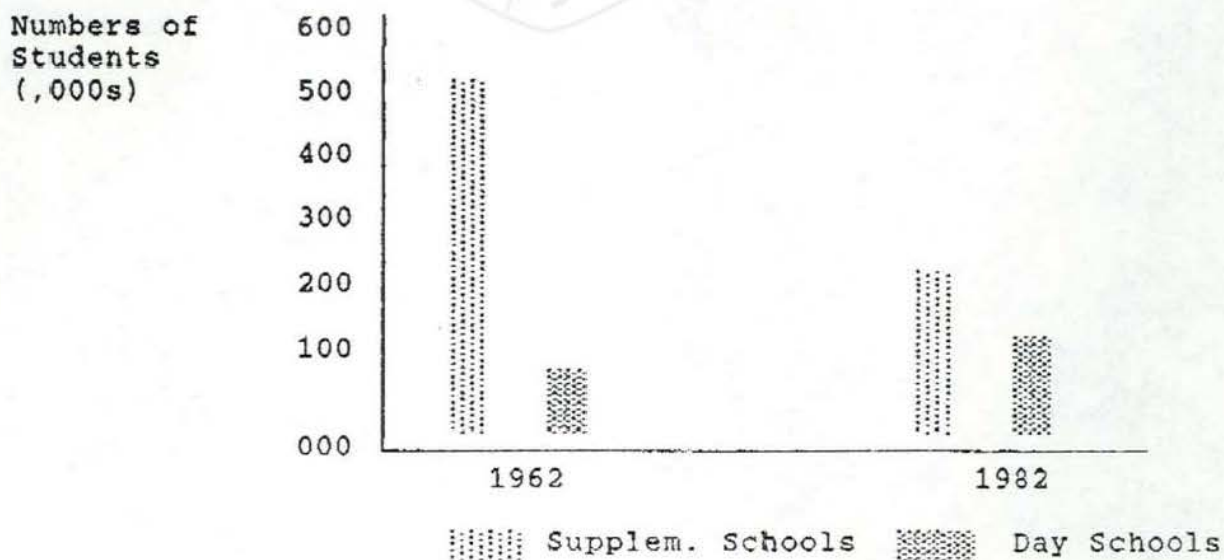


# FORMAL EDUCATION (CONT.)

## ENROLLMENT BY SCHOOL AND GRADE LEVEL (U.S.)



## TRENDS IN ENROLLMENT



## INFORMAL EDUCATION

### A. Early Childhood Programs

Number of Institutions	Total Elig. Pop.	Participants
150 JCC Nurseries		not available
No other data avail.		

### B. Camping Programs (resident camps)

Number of Camps	Total Elig. Pop.	Participants
70 (25 JWB Camps)		52-54,000

### C. College/University Programs in Jewish Studies

Number of Programs	Total Elig. Pop.	Participants
596 in the U.S.	350-400,000	not available
44 in Canada		

### D. Youth Organizations (zionist, synagogue movements, etc.)

Number of Organizations	Total Elig. Pop.	Participants
10 major organizations in the US and Canada		85-115,000

### E. Adult Education

- No accurate data on number of adults enrolled in Jewish education programs at JCCs or elsewhere.
- Based on a multi-city survey (not a census), it is reported that fewer than one in ten adult American Jews are enrolled in adult Jewish education classes in most cities .

### F. Israel Related Educational Programs

Number of Programs	Total Elig. Pop.	Participants
Several hundred		8-10,000 Summer
		25-30,000 Year round



## PERSONNEL

### SENIOR (SUPERVISORY OR ADMINISTRATIVE) PERSONNEL (North America)

Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	600
Central Communal Organizations	400
University teaching and research	100
Total	3200

## TEACHERS

In the mid-1980s there were approximately 30,000 teachers in Jewish day and supplementary schools in North America. About 2/3 of this total taught in supplementary schools and 1/3 in day schools.

## EMPLOYMENT CONDITIONS

### SENIOR POSITION SALARIES

#### Salary averages for 1985-6 at JCCs and BJE's

Executive level salaries	\$51-53,000
Upper middle level salaries	40-42,000
Lower middle level salaries	26-33,000
Entry level salaries	21,000

### TEACHER SALARIES (and comparisons)

#### Annual Teacher Salaries (1987 estimates)

Day School (30 hours of teaching per week)	\$21-23,000
Full time elem. public school teacher	28,000
Supplementary School (12 hours of teaching/wk)	9,000

## LEVEL OF TRAINING

- More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%)
- 3% of supplementary school teachers and 17% of day school teachers had no college education at all.
- Jewish studies teachers in day schools were better educated in Jewish studies than were their colleagues in supplementary schools. 78% of day school teachers had more than a high school Jewish education; less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools, the teachers had more Jewish educational background than in Conservative or Reform schools.

## PERSONNEL NEEDS

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.
- *Some 3000*  
Worldwide, 4000 people hold senior positions in Jewish education. Of these, 1/3 to 1/2 do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability.
- Worldwide, no more than 100 people graduate annually from 16 training programs for senior positions. To meet the need in the U.S.- about 300 senior educators must be trained annually, for the next 10 years.

## ACKNOWLEDGMENTS

The following individuals provided data and comments for this report:

- Art Rotman - JWB
- Mitch Jaffee - JWB
- Leonard Rubin - JWB
- Alvin Schiff - NY Board of Jewish Ed.
- Jonathan Woocher - JESNA
- Leora Isaacs - JESNA
- Jeff Scheckner - Council of Jewish Federations
- Chaim Botwinick - NY Federation
- Annette Hochstein - NATIV Policy and Planning Consult.
- Joseph Reimer - Brandeis University
- Paul Friedman - United Synagogue of America
- Moshe Davis - International Center for the University Teaching of Jewish Civilization



## SOURCES

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA.

Barry Chazan, "The State of Jewish Education".

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency. Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada" Research Report Number 5, 1987, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

To: Annette Hochstein

From: Perry Davis

Date: July 13, 1988

Re: Data report Draft No. 4

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This draft (which, with your editing can be Joe Reimer's backup document for the presentation on 8/1) includes the following additions:

- JWB's resident camp roundup
- Moshe Davis' academie program statistics
- Data from the Ukeles report on numbers of Ph.D. students and senior educator salaries
- Art Rotman had no numbers on adult education programs in JCCs or elsewhere

The Association for Jewish Studies in Cambridge had no contrary numbers to those provided by M. Davis.

I also added background data on enrollment and denomination correlation (Mort had raised the item, as you remember).

The latest Canadian data has been double checked, as you asked.

You indicated that the \$19,800 average teacher salary for day school teachers is "no longer true". This was a JESNA 1985-6 figure. They haven't updated the figure but assume that a figure of between \$21 and 22,000 is probably as accurate as one can be.

cc. A. Naperstek



DRAFT 4 July 11, 1988

DATA ON JEWISH EDUCATION IN NORTH AMERICA

I. General Demographic Data

A. Total Population

Country	Estimate Jewish Pop.	% of tot.
U.S. (1930)	4,228,000	3.6
U.S. (1982)	5,725,000	2.5
U.S. (1986)	5,814,000	2.5
U.S. (1987)	5,944,000	2.5
Canada (1984)	310,000	1.2

SOURCE: American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

B. U.S. School Age Population (ages 3-17)

1982 (estimates)	880-950,000
1987 (estimates)	915-980,000

SOURCE: Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986. p.34. [ ?? Similar ratio applied for 1986.??]

C. Regional distribution

"Whereas in the mid-1930s, 90 percent of the country's Jewish population was found in 17 metropolitan areas, in the 1980s, in order to reach 90 percent it was necessary to include over 30 metropolitan areas." In Canada, two metropolitan regions, Toronto and Montreal, accounted for 74% of the country's Jewish population and 90 percent of the country's Jewish population was concentrated in only six metropolitan areas.

SOURCE: Barry Kosmin, Paul Ritterband and Jeffrey Scheckner, "Jewish Population in the United States, 1986", in the American Jewish Yearbook, 1987, Volume 87, (New York: American Jewish Committee and Jewish Publication Society, 1987), p.173.

D. Denomination - 1988 North American Jewish Data Bank  
Percent of surveyed households

Reform	29.8
Conservative	34.6
Orthodox	9.0
None/Other	26.6

SOURCE: Barry Kosmin, "Contemporary American Jewry: Implications for Planning" North American Jewish Data Bank, Occasional Paper No. 4, June, 1988.

II. General Enrollment data for all types of Jewish Education formats

- In early 1980s out of a school age population of approximately 900,000 in the United States 39-43% (372,417) pupils were enrolled in day schools and supplementary schools of various formats. 11-13% (105,000) of these in day schools and 28-30% (268,000) in supplementary schools. This data varies widely by region.

[We may wish to say the number was in a range of between 350,000 and 400,000 based on comments by Al Schiff].

- In terms of ideological orientation, the analysis can be provided in several ways:

For 1982-3

- Total of Jewish formal school enrollment by denomination of the school - 36% in Reform Schools, 29% in Conservative Schools and 24% in Orthodox Schools.
- By format - Day schools pupils were 74.5% orthodox, 12% Conservative, 2.5% Reform, 11% interdenominational and other. Supplementary school.
- Supplementary school pupils were 4.5% Orthodox, 35.8% Conservative, 48.6% Reform and 11% interdenominational and other.

SOURCE: Dubb, DellaPergola

- Considered from a different perspective, in the same period of time (early 1980s), the percent of Jewish children ever receiving some Jewish Education is estimated at being between 71-75% in the U.S.

SOURCE: Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First



Census of Jewish Schools in the Diaspora 1981/2-1982/3:  
International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

- Looking ahead, Schiff (referring to all of North America) says:  
"given current rate of enrollment about 60% of today's 5-18 year olds will be exposed to some kind of Jewish education in their lifetime"

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

- Based on a 1985-86 survey of 5 cities, -- of those who are now 18-24, 80% have had some form of Jewish Education, but of those who are now 65 years old or more only 56-75% (depending on the city) have had some form of Jewish Education.

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Brandeis University: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987).

### III. Institutional Data

#### NUMBERS OF INSTITUTIONS

Total number of Jewish day and supplementary schools in the U.S. 1982/3 - 2360. (SOURCE: Dubb and DellaPergola)  
[Shall we go with a range of 2400-2600 in light of the gaps in some of the NYC data?]

Total number of Jewish day and supplementary schools in North America in 1988 - estimate 2600-2800. (SOURCE: JESNA, interview)

#### A. Early Childhood Programs:

According to a JWB estimate made in 1988 there are approximately 150 nursery/pre-school programs in Jewish Community Centers in North America. No other numbers are available.

SOURCE: Interview with Mitch Jaffee, JWB

#### B. Day Schools (elem. and high schools)

In the early 1980s there were 499 Jewish day schools in the U.S. (1/4 of the total)

SOURCE: Dubb and DellaPergola

Schiff notes 586 day schools in North America (462 Orthodox, 62 Conservative, 44 Communal, 9 Reform, 5 Independent, 4 Yiddish - Secular) [we may wish to say the range is anywhere from 550 to 600 day schools].

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

#### C. Supplementary Schools

In the early 1980s there were approximately 1861 supplementary schools in the U.S. (3/4 of the total). One fourth of these were one day per week schools.

SOURCE: Dubb and DellaPergola

Schiff notes 1,835 supplementary schools in North America in 1983 (760 Reform, 785 Conservative, 250 Orthodox, and 40 Communal).

SOURCE : Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education", 1983.

#### D. Camp programs affiliated with Jewish Community Centers

In 1987 JWB had 25 "sleep away" camps in North America and 75 day camps. Non-JWB camps total about 45 (resident camps) for a total of 70 resident camps in North America.

SOURCE: JWB, 1988

#### E. Synagogue and Zionist Youth Movements

At this time, there are approximately 10 well-known synagogue and Zionist youth organizations (with "Shlichim") in North America. These include: B'nai Akiva, United Synagogue Youth (and its pre teen Kadima section), B'nai B'rith Youth Organization, National Council of Synagogue Youth, National Federation of Temple Youth, Habonim, Shomer Hatzair, Masada Youth, Young Judea, and Betar. In some cities, non-Zionist youth organizations like Jewish Public School Youth in New York have also developed. A full listing of these organizations is not available.

SOURCE: Paul Friedman, United Synagogue of America

#### F. College/Grad programs

In 1988 the International Center for University Teaching of Jewish Civilization lists 596 universities and colleges that teach Jewish courses in the U.S. (as compared to 40 in 1965) and 44 institutions in Canada.

SOURCE: Memorandum from Moshe Davis, Academic Chairman



of the International Center for the University Teaching of Jewish Civilization under the auspices of the President of Israel. July, 1988

G. Adult Education (synagogues, JCCs, Federations, via bureaus, via Jewish organizations like Hadassah, etc.)  
Data not available.

H. Israel related educational programs for N. Americans

Given a wide diversity of sponsoring institutions, it is estimated that there are a few hundred Israel related programs for North Americans.

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants

Enrollment Data

In the early 1980s, in the U.S., there were 372,417 pupils enrolled in day schools and supplementary schools of various formats. There were 104,752 day school students in U.S. (27% of total) and 267,665 supplementary school students (72% of total).  
SOURCE: Dubb and DellaPergola

A. Early Childhood - In the early 1980s 43,000 Jewish pre-schoolers were enrolled in Jewish schools in the U.S.

SOURCE: Genuth, DellaPergola and Dubb

B. Day schools - 366 include pre-primary grades 344 include grades 1-6, 217 grades 7-9 and 165 high schools. Of the enrollment 25% pre-primary, 48% primary grades, 16% middle grades and 11% secondary grades.

C. Supplementary schools - enrollment increased gradually from grade 1 to 5, stable in grade 7, drop in grade 8 (13 year olds) and steep drop after that. Enrollment in supplementary schools enrollment in grades 9-12 was only 18% of the total pre-barmitzvah (grades 1-8).

50,000 pupils attend exclusively one-day programs.

SOURCE: Dubb and DellaPergola

NOTE: Writing in 1983, Schiff indicates that from 1962 to 1982 supplementary school enrollment in N. America went from 540,000 to 230,000 a decline of 58%. Day school enrollment in the same

time frame went from 60,000 to 110,000 or an 83% increase. Reimer warns against jumping to conclusions on the basis of this statistic.

SOURCE: Schiff, "Jewish Education at the Crossroads: The State of Jewish Education"

#### D. Synagogue and Zionist Youth Movements

A rough estimate based on reports of leaders of the 10 leading youth organizations indicates anywhere from 88,000 to 116,000 active participants/members in North America in 1988.

#### E. Camps

Estimates by JWB show approximately 22-24,000 campers in 1987 in JWB facilities (resident camps). JWB's directory of other resident camps show an enrollment of approximately 30,000 - for a total of 52-54,000 campers in North America.

SOURCE: JWB, "Directory of Jewish Resident Camps", 1988.

#### F. Data for college and university students.

No reliable data on the percentage of the total 350-400,000 Jewish university students taking Jewish courses.

#### G. DATA ON ADULTS

- No accurate data on number of adults enrolled in Jewish Education courses at JCCs or elsewhere.
- But based on a multi-city survey, it is reported that fewer than one in ten adult Am Jews are enrolled in adult Jewish Education classes in most cities .

SOURCE: Sylvia Barack Fishman, Learning About Learning, (Massachusetts: Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.), p.55.

#### H. Data on Israel related Educational programs

Current estimates indicate anywhere from 8-10,000 North American young people involved in a variety of Israel related summer programs. Year round programs may involve a total of 25-30,000 participants.

SOURCE: Annette Hochstein, NATIV Policy and Planning Consultants



IV. National and local support/service organizations or inst.

A. Bureaus of Jewish Education in North America - 51 in 1988

SOURCE: JESNA, interview

B. Other local educational support institutions  
(federations with staff or committees dedicated to education planning and support)

In 1988, JESNA surveyed all Federations for Jewish Educational Contact persons. A total of 118 replied to the survey and 65 provided the name of a "chairperson" or lay contact in the area of Jewish Education.

SOURCE: JESNA, interview

C. Denominations and their educational institutions

1. United Synagogue of America - Conservative
2. Union of American Hebrew Congregations - Reform
3. National Commission on Torah Education (Yeshiva Univ.) - Orth.
4. Torah Umesorah - Orthodox
5. Agudath Israel - Orthodox (advocacy and lobbying)
6. Various Hasidic movements allied to their schools
7. The Reconstructionist College

V. Personnel/ Educators

For North America

Senior personnel	
Day Schools	800
Supplementary Schools	1300
JCCs, Youth centers and youth movements	614
Central Communal Organizations	400
University teaching and research	100
Total	3214

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Teachers

In the mid-1980s JESNA estimated approximately 30,000 teachers in Jewish Schools in North America.

In-1982,-according-to-Dubb-and-DellaPergola,-65%-of-the schools-reported-21,762-teachers:-

<u>Teachers</u>	<u>Type-of-School</u>
21,762	All-Schools
-7,246	Day-School
14,516	Supplementary-Schools

Note:-The-census-gathered-additional-data-from-a-smaller-sample. In-addition-teachers-working-in-more-than-one-school-were-counted in-each-school-so-the-number-is-technically-a-number-of-teaching posts-not-really-teachers:-

Of the number noted, 1/3 were in day schools and of this 1/3, about half taught Jewish studies (the rest only secular studies).

More men than women are teachers.

More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%) . 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: JESNA and Dubb and DellaPergola Report No.4.

JESNA's-Dept.-of-Human-Resources-indicates-the-numbers-of licenses-issued-nationwide-(granted-by-the-National-Board-of license-and-11-local-affiliates):-The-vast-number-of teachers-are-not-licensed:-

<u>YEAR</u>	<u>LICENSES</u>
1981-2	148
1982-3	149
1983-4	201
1984-5	175



## EMPLOYMENT CONDITIONS

### SENIOR POSITIONS

#### Salary averages for 1985-6 at JCCs and BJE's

Executive level salaries	\$51-53,000
Upper middle level salaries	40-42,000
Lower middle level salaries	26-33,000
Entry level salaries	21,000

SOURCE: Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency. Publication Number 5, October 1987.

### TEACHER SALARIES (and comparisons)

#### Annual Teacher Salaries (1985-6)

Day School (30 hours of teaching per week)	\$19,800
full time elem. <u>public school</u> teacher	25,300
full-time elem. <u>private school</u> teacher	19,100
Supplementary School (12 hours of teaching/wk)	9,000

SOURCE: JESNA citing a projection from "Teacher Salary Update" in TRENDS #9, JESNA, 1985 has the following chart:

Latest NEA figures show the average public school teacher's salary has risen to \$28,031 in 1987 (since 1982 there has been a 62% increase).

SOURCE: The New York Times, May 6, 1988

JESNA believes that current day school salaries would probably be about \$21-23,000. Supplementary school salaries are about \$10,000.

but note: Himmelfarb indicates that the public school, Jewish school differentials need to consider the fact that average public school teachers spend an average of 35 hours in school compared to 18 hours for Jewish studies day school teachers. He cites Dubb and DellaPergola as saying that in 1982-3 only 19% of day school teachers worked more than 30 hrs/wk. Over half of public school teachers hold Masters degrees, a much higher proportion than Jewish day school teachers. (Harold Himmelfarb, in "Symposium on The Jewish School Teacher: Today and Tomorrow" in Jewish Education, vol. 55, Number 1, Spring 1987 published by the Council for Jewish Education with assistance by JESNA.)

## VI. Jobs

- A. Total number of positions needed or available (by type and institution)
- B. Positions filled (qualified and less than qualified)
- C. Positions unfilled (now and trends)

There are estimates (based on surveys of local Jewish Education Bureaus) that in some areas of North America as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

SOURCE: Unpublished report by Isa Aron and Adrienne Bank, "Dealing with the Shortage of Supplementary School Teachers: An Exploratory Study". Report funded by JESNA. Will require permission to quote the survey.

Worldwide 1/3 to 1/2 of the 4000 people holding senior positions in Jewish education "do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability." p.3 interim report 1986.

Worldwide no more than 100 people graduate annually from training programs for senior positions. (p.4) To meet the need for 10 years 350-400 senior educators must be trained annually.

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

#### VII. Training institutions - For Senior Personnel

4 training institutions in Israel and 12 programs in the U.S. (does not include discontinued programs or advanced degree work in various universities not designated as training centers.)

Number of graduates in	Israel , 1985	26
	Israel , 1986	32
	U.S. , 1985	62
	U.S. , 1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

<u>Type of Program</u>	<u># of full time students</u>
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).



- A 1987 report notes approximately 300 students in Ph.D. programs in Jewish studies in North America. It is estimated that 250 are actively pursuing their doctorates and about 40 Ph.Ds are granted every year.

SOURCE: Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency. Publication Number 5, October 1987.

#### VIII. Economic/Financial data

##### ■ TOTAL COST -

JESNA reports for 1985-6 estimates the cost of Day school operations at \$370,000,000 and the cost of Supplementary School operations at \$185,000,000 for a total of \$555,000,000.

##### ■ AVERAGE PER PUPIL COSTS AND TUITION FEES

<u>SETTING</u>	<u>PER PUPIL COST</u>	<u>TUITION FEES</u>
Day school		
Nursery -8th grade	\$3,300	\$2,300
9 - 12 Grade	5,000	3,150
Supplementary (n-12)		
2-5 days/wk	660	240
1 day/wk	270	not available

SOURCE: JESNA, Budgeting and Financing in Jewish Day schools, 1984 and Budgeting and Financing in Jewish Supplementary Schools, 1983.

##### ■ FEDERATION ALLOCATIONS TO JEWISH EDUCATION (77 CITIES)

Federation allocation to Jewish Education (includes higher education), and as a percent of total local allocations:

<u>Year</u>	<u>Allocation</u>	<u>% of total alloc.</u>
1980	\$34,523,849	24%
1984	\$49,912,912	26%
1986	\$61,767,752	28%

##### Breakdown of Federation Allocations by School Format (1986)

Dayschools - 54%  
 Bureaus of Jewish Education - 28%  
 Community Schools - 9%  
 Institutions of higher Jewish learning - 5.5%  
 Congregational School - 4%  
 Other - 2%

SOURCE: "Federation Allocations to Jewish Education 1980 - 1986", CJF, Research Department, October 1986.

Note: The average Jewish Community allocates over ¼ of its federation budget to Jewish Education based on five year survey 1980-1984. (allocations for all local purposes during the same period went up by 33%)

SOURCE: Naomi Liebman, Federation Allocations to Jewish Education, 1980-1984 (New York: CJF Statistics Unit, 1985)

Note: Schiff "The American Jewish Day School - 1986 - Retrospect and Prospect" address delivered at CJF G.A. 1986 states the following: Federations account for only 5% of the total Jewish day school income (1% to Fund for Jewish Education in New York City for example and 12% outside of New York).

Schiff in the 1983 provides further breakdown on Day school costs. At the elementary level he notes \$2000 as the average per pupil annual cost, with the average per pupil income at \$800 and a deficit based on these numbers of \$64 million. At the high school day school level the average per pupil is \$3450, income is \$1500 and the deficit is \$38 million for a total day school deficit of over \$100 million annually (made up by special fundraising efforts).

Schiff notes that the average per pupil; cost of \$2600 in day schools is comparable to public school costs even though the Jewish day school day is 2-4 hours longer and there are two sets of teachers. He notes that the costs of the physical plant, maintenance, low instructional cost and maximum use of school resources and personnel as the reason for the higher productivity figure. Supp. school costs were fully funded by membership fees.

SOURCE: Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

#### IX. Data on Canada

1978-9

In 1978-9, according to Himmelfarb and DellaPergola there were 49,000 Jewish Children (ages 3-17) in Canada, 22,000 were enrolled in Jewish school, 39% were receiving any kind of Jewish education, 25% were in day school, 14% were in part-time Jewish education, 63% of those receiving any Jewish education at all were receiving it in day school settings. (p.16) .



The enrollment decline in Canada between 1965 and 1978 was only 8%.

In Toronto and Montreal 50-60% of all Jewish children in any educational setting were in day school.

SOURCE: Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

In Montreal and Toronto with 1971 Jewish populations of 110,000 and 114,000 respectively, the percentage of surveyed Jews who had ever received any Jewish education was (in Toronto) 94% for males and 74% for females (p. 38). And most of these who received any Jewish education attended day school 55% in Montreal and 19% in Toronto. The similar number for the U.S. is less than 10%. The day school enrollment statistic of 63% noted above is compared to the 26% number in the U.S.

SOURCE: Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

#### 1982 Data (Canada)

The 1982 Hebrew Univ Census (Report # 3 Genuth, DellaPergola and Dubb, and Report # 5, Dubb) showed 128 Schools in Canada, 3 were independent schools, 40 day schools and 85 supplementary schools.

Total enrollment was 26,000 students, a total of 46% of the eligible population. 63% of enrolled students attended day schools and 37% attended supplementary schools. Three quarters of all students were concentrated in Toronto and Montreal. 74% of the schools reported a total of 2,012 teachers - 1350 in day schools and 662 in supplementary schools.

#### X. Significant gaps in the data.

- no data on communal participation in family education programs or on its impact
- No real market research to discover parent needs and roles vis a vis their children's or their own J. Ed.
- We don't know how much families can afford to pay for J. Ed.
- Daycare needs and opportunities and costs not clear in J. Context. (would parents want these as J. services, how much would they pay?)
- data missing for pre bar/bat mitzvah children, college age young adults, young and older singles, family groups

- we don't know impact of early age J. ed. on future/later age J. ed.
- What is effectiveness of J. curriculum and different formats at different ages,
- does J. Ed. and what kind of J. ed. really effect J. continuity? (relat. between enculturation, and formal text learning, impact of camping, family weekends, etc.
- What kind of home, family programs are there? Do they work?
- Who and how many Jews attend Synagogue shabbatonim?
- Who and how many go to camp, Israel for education, political and social outreach programs? Do these programs bring participants closer to their J. identity. Role of JCCs?
- How much J. Ed. should be subsidized, supported by enrolles, free?
- Who should we target for J. Ed. above others, where do we get largest return on our investment of J. Ed. time and resources? (to committed JEws, marginal ones, very young, pre-bar/bat mitzvah captive audiences, college age, singles, families??





### Source Data

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

This report focuses on data collected and analyzed in the 1980s, many of the key sources are others used in this report. The unique data of this report is based on data from 18 recent federation conducted city studies on Jewish demographics (and education). See pp.5-7 of this report for details and especially footnote 18. (attached. )

It may be possible to use this report for the construction of data for a particular city as a model.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA. There are extensive statistics in the report, many are not reported in this summary because they have been updated or repeated by more recent sources. Primary data sources for this report are not noted.

Barry Chazan, "The State of Jewish Education". (no other information available on this source, statistics include 1988 data, however, in some cases)

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education

JUL-13-88 NEW YORK PUBLIC LIBRARY ASTOR LENOX TILDEN FOUNDATION  
Attained in Diaspora Communities for 1970s" Research Report  
Number 2, 1983 Hebrew University of Jerusalem, The Institute  
of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First  
Census of Jewish Schools in the Diaspora 1981/2-1982/3:  
International Summary" Research report number 3, 1985, Hebrew  
University of Jerusalem, The Institute of Contemporary  
Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for  
Jewish Studies Students". The Jewish Education Committee of  
the Jewish Agency. Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora  
1981/2-1982/3: Canada" Research Report Number 5, 1987,  
Hebrew University of Jerusalem, The Institute of  
Contemporary Jewry.







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MESSAGE:

*written in a rush.**Dear Perry,*

*Contrary to an phone conversation of yesterday, I enclose my immediate response to the Data Sheet draft you prepared. I believe that a few hours of careful editorial work will do the job - but I'm on my way home and simply won't have the time to do it. I suggest you think in terms of Max. 10 messages, as simple and straight-forward as possible. Please refer to our discussion here last week for the charts.*



a fast on-the-spot job

SELECTED

SOME DATA ON JEWISH ED.DATA ON JEWISH FORMAL AND INFORMAL EDUCATION IN NORTH AMERICA

## INTRODUCTION

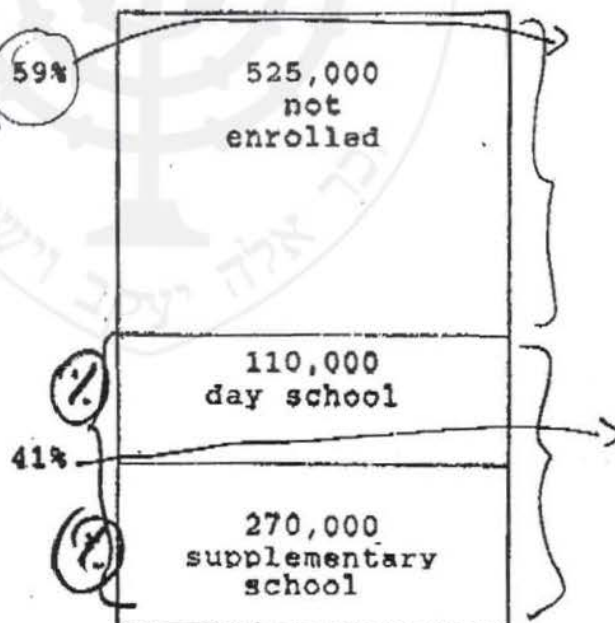
The data that follows represents a compilation of various sources reflecting the best available and most current statistics on Jewish Education in North America. A number of reports, and interviews were employed in the preparation of this report. The sources are listed on pages 5 and 6.

## 1. FORMAL EDUCATION

The most recent census of students and schools in the United States (early 1980s) found approximately 2600 - 2800 schools and a total school age population (3 - 17 year old) of 880-950,000

	Number of Schools :		APPROXIMATELY
	U.S.		CANADA
Supplementary Schools	2100	79%	90
Day Schools	600	21%	40
Canada had about 130 schools (40 day and 90 supplementary)			
TOTAL	2700		130
ENROLLMENT (U.S.)			

Keep in mind  
Presentation -  
the reader.  
Can we use ESNA chart as base?



CANADA  
26,000  
73%  
67%

Total US Jewish Population in 1982 (year of ed. census) 5,725  
Total School Age Population (3-17 year old).....880-950

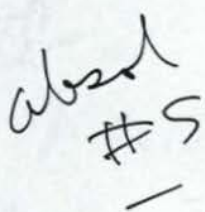
## DATA ON CANADA

- Total enrollment was 26,000 students, a total of 46% of eligible population. Of these, 63% attended day schools and 3 attended supplementary schools. Three quarters of all student were concentrated in Toronto and Montreal. 74% of the schools responded to the census and reported a total of 2,012 teacher 1350 in day schools and 662 in supplementary schools.

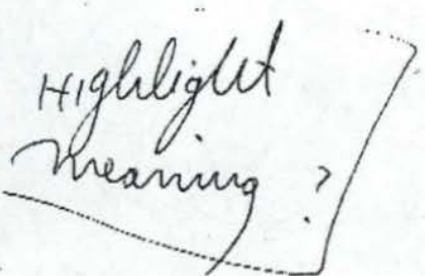
\* DISCLAIMER BACKBARK etc ...



ENROLLMENT BY SCHOOL AND GRADE LEVEL (U.S.)



Numbers of  
Students  
(,000s)



strong + 2



II INFORMAL EDUCATION

A. Early Childhood Programs

Number of Institutions Total Elig. Pop. Participants  
150 JCC Nurseries not available  
No other data avail.

B. Camping Programs (resident camps)

Number of Camps Total Elig. Pop. Participants  
70 (25 JWB Camps) 52-54,000 70  
800 per camp?  
Lesson Car. kb

C. College/University Programs in Jewish Studies

Number of Programs Total Elig. Pop. Participants  
596 in the U.S. 350-400,000 not available  
44 in Canada

D. Youth Organizations (zionist, synagogue movements, etc.)

Number of Organizations Total Elig. Pop. Participants  
10 major organizations in the US and Canada 85-115,000  
A PR. 100,000 in 10 major organizations

E. Adult Education

No accurate data on number of adults enrolled in Jewish education programs at JCCs or elsewhere.

Based on a multi-city survey (not a census), it is reported that fewer than one in ten adult American Jews are enrolled in adult Jewish education classes in most cities.

F. Israel-Related Educational Programs in Israel

Number of Programs Total Elig. Pop. Participants  
Several hundred

8-10,000  
Summer

25-30,000 per year  
Year round



### PERSONNEL

#### SENIOR (SUPERVISORY OR ADMINISTRATIVE) PERSONNEL (North America)

<del>Day Schools</del>	<del>800</del>
<del>Supplementary Schools</del>	<del>1300</del>
<del>JCCs, Youth centers and youth movements</del>	<del>600</del>
<del>Central Communal Organizations</del>	<del>400</del>
<del>University teaching and research</del>	<del>100</del>
Total (constant principal & up)	3200

Senior (Formal / Informal)  
Teachers

TEACHERS

3000 +  
30,000 +

In the mid-1980s there were approximately 30,000 teachers in Jewish day and supplementary schools in North America. About 2/3 of this total taught in supplementary schools and 1/3 in day schools.

### Salaries

#### EMPLOYMENT CONDITIONS

#### SENIOR POSITION SALARIES

Salary averages for 1985-6 at JCCs and BJE's

Executive level salaries  
Upper middle level salaries  
Lower middle level salaries  
Entry level salaries

\$51-53,000

40-42,000

26-32,000

21,000

separate together?  
must be high today

#### Annual TEACHER SALARIES (1987 estimates) (and comparisons)

Annual Teacher Salaries (1987 estimates)

Day School (30 hours of teaching per week) \$21-23,000  
Full time elem. public school teacher 28,000  
Supplementary School (12 hours of teaching/wk) 9,000

important



LEVEL OF TRAINING

- More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65% had <sup>(positive)</sup>)
- 3% of supplementary school teachers and 17% of day school teachers had no college education at all.
- Jewish studies teachers in day schools were better educated in Jewish studies than were their colleagues in supplementary schools. 78% of day school teachers had more than a high school Jewish education; less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day schools and supplementary schools, the teachers had more Jewish educational background than in Conservative or Reform schools.

PERSONNEL NEEDS - some facts:

In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

Worldwide, 4000 people hold senior positions in Jewish education. Of these, 1/3 to 1/2 do not meet minimum criteria of qualifications for Jewish studies, educational theory and practice and/or leadership and administrative ability.

Worldwide, no more than 100 people graduate annually from 16 training programs for senior positions. To meet the need in the U.S. - about 300 senior educators must be trained annually, for the next 10 years.

ACKNOWLEDGMENTS

The following individuals provided data and comments for this report:

- Art Rotman - JWB  
Mitch Jaffee - JWB  
Leonard Rubin - JWB  
Alvin Schiff - NY Board of Jewish Ed.  
Jonathan Woocher - JESNA  
Leora Isaacs - JESNA  
Jeff Scheckner - Council of Jewish Federations  
Chaim Botwinick - NY Federation  
Annette Hochstein - NATIV Policy and Planning Consult.  
Joseph Reimer - Brandeis University  
Paul Friedman - United Synagogue of America  
Moshe Davis - International Center for the University Teaching of Jewish Civilization



## SOURCES

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

*Volume 3*

Barry Chazan, "The State of Jewish Education".

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment in Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency, Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada" Research Report Number 5, 1987, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.



To: Annette Hochstein

From: P.Davis

Re: Data Report

Date: July 18, 1988

X2397

Art, Ginny and I had some trouble deciphering your notes on the earlier draft. This, I hope captures most of your suggestions, but I'm sure there are some issues I didn't catch or misunderstood. Please call me or fax back the changes.

Your suggestion about dropping some of the material is fine but a few eliminations harm the report's impact - eg. the level of Jewish education of day and supplementary school teachers. I did not understand your comments on the first bullet under "Level of Training"

I've applied S. Cohen's formulas on total eligible population. I don't think putting that data in chart form adds anything. The tables are quite understandable. Your several hundred number for Israel programs stands out as vague. I didn't drop the camping program information but added the "dual session" note which is why the 54,000 number is not off.

I've changed the format of the "enrollment by school and grade level chart". The chart now reflects absolute numbers.

The clarity of the bars on the "Trends in Enrollment": chart is fine. The fax dulls them a bit.

The Barry Chazan piece has nothing on publication date or source, it's a reprint with no information beyond the title and author.

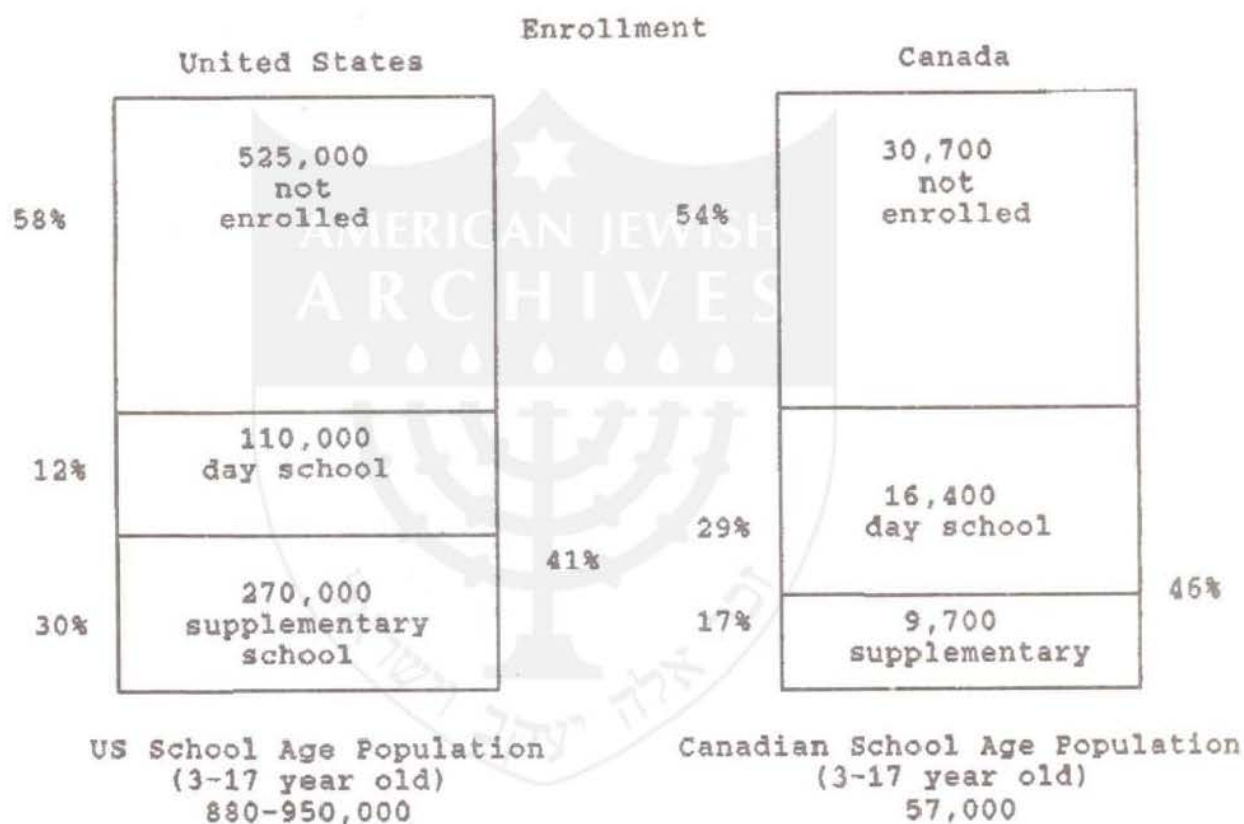
✓ cc. Art Naperstek



## SELECTED DATA ON JEWISH EDUCATION \*

## I. FORMAL EDUCATION

	Number of Schools (1982)	
	U.S.	Canada
Supplem. Schools	2100 (79%)	90 (69%)
Day Schools	600 (21%)	40 (31%)
<b>TOTAL</b>	<b>2700</b>	<b>130</b>



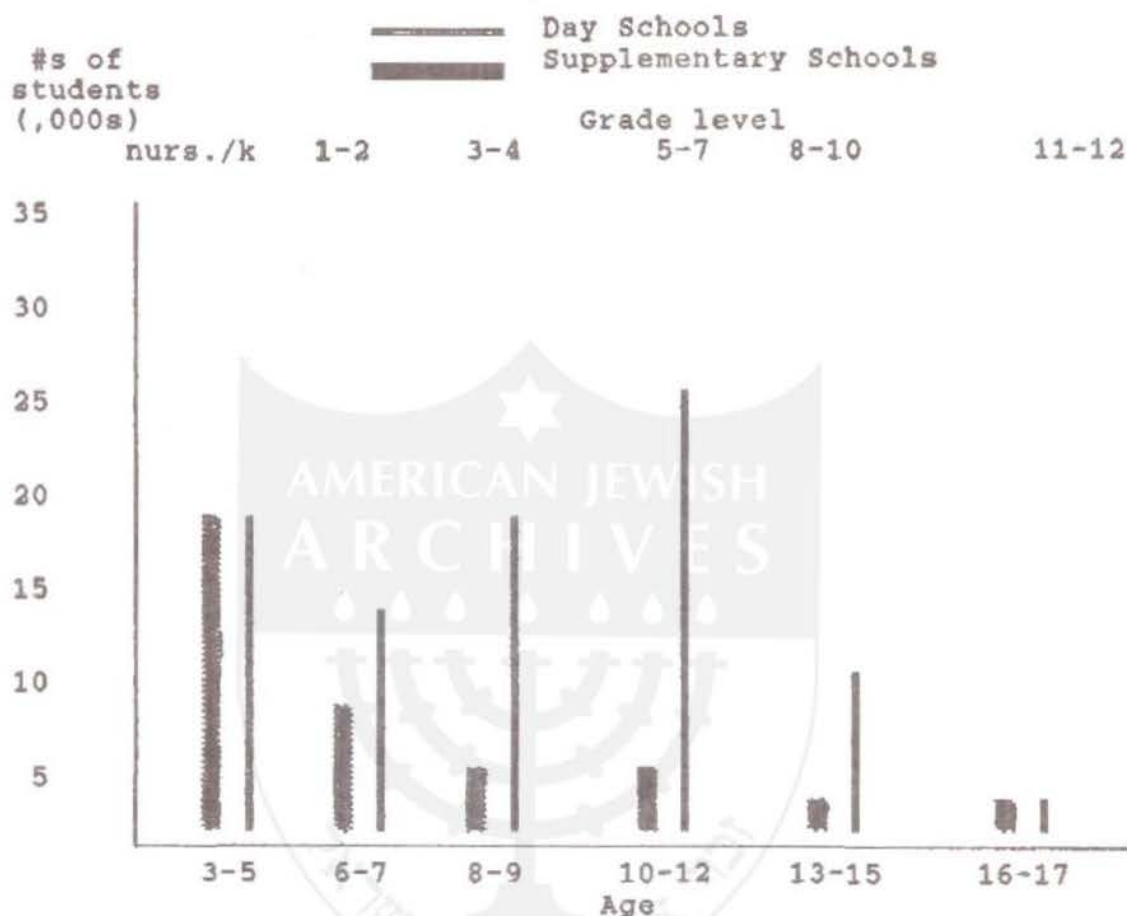
Tot. U.S. Jewish Pop.  
5,725,000 (1982)

Tot. Canadian Jewish Pop.  
308,000 (1982)

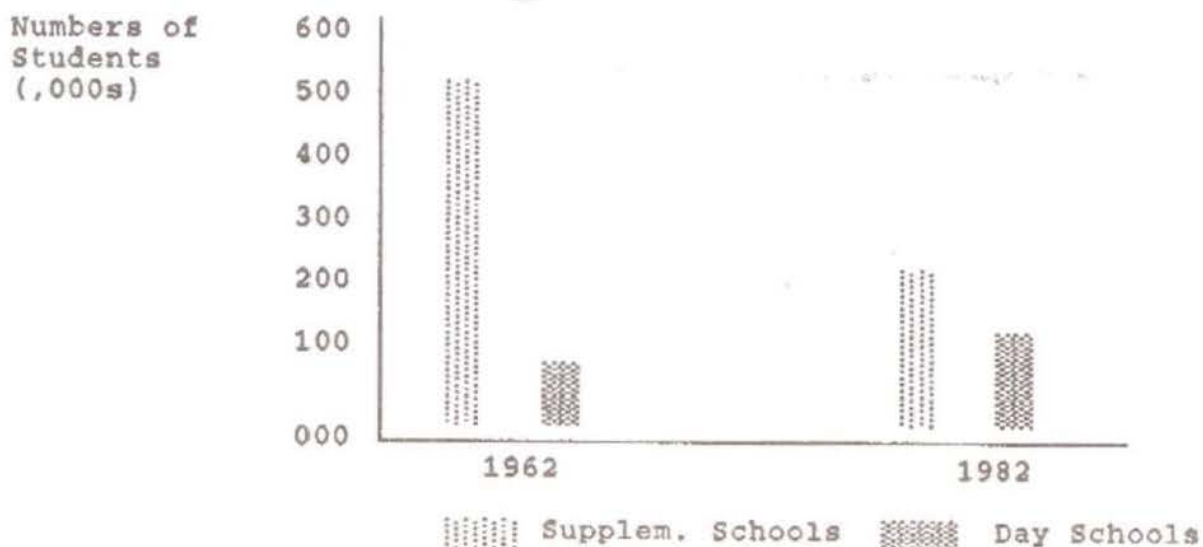
\* The data represents a compilation of various sources reflecting the best available and most current statistics on Jewish Education in North America. Figures have been rounded-off and represent general estimates.

## FORMAL EDUCATION (CONT.)

## ENROLLMENT BY SCHOOL AND GRADE LEVEL (U.S.)



## TRENDS IN ENROLLMENT





## II. INFORMAL EDUCATION

## A. Camping Programs (resident camps)

Number of Camps	Total Elig. Pop.	Participants
70	525,000	52-54,000 (some dual session)

## B. College/University Programs in Jewish Studies

Number of Programs	Total Elig. Pop.	Participants
596 in the U.S. 44 in Canada	350-400,000	not available

## C. Youth Organizations (zionist, synagogue movements, etc.)

Number of Organizations	Total Elig. Pop.	Participants
10 major organizations in the US and Canada	475,000	Approx. 100,000 in major orgs.

## D. Educational Programs in Israel

Number of Programs	Participants
Several hundred	25-30,000/year

## III. PERSONNEL (North America)

SENIOR (Formal/Informal) PERSONNEL.....3,000+  
TEACHERS.....30,000+

## IV. SALARIES

## ANNUAL TEACHER SALARIES (1987 Estimates)

Day School (30 hours of teaching per week) \$21-23,000  
Full time elem. public school teacher 28,000  
Supplementary School (12 hours of teaching/wk) 9,000

## SENIOR POSITION SALARIES (1985-6 at JCCs and BJEs)

Salary averages for 1985-6 at JCCs and BJEs

Executive level salaries \$53-55,000

## V. LEVEL OF TRAINING

- More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%)
- 3% of supplementary school teachers and 17% of day school teachers had no college education at all.

## VI. PERSONNEL NEEDS

- In some areas of North America, as many as 15% of supplementary school teaching slots are unfilled as of the first day of school.

- ENROLLMENT IN JEWISH EDUCATOR TRAINING PROGRAMS  
IN JEWISH INSTITUTIONS OF HIGHER LEARNING (1985-6)

<u>Type of Program</u>	<u>Number of full time students</u>
Bachelors level	45
Masters level	101

## ACKNOWLEDGMENTS

The following individuals provided data and comments for this report:

- Chaim Botwinick - NY Federatio
- Steven M. Cohen - Queens College
- Moshe Davis - International Center for the University  
Teaching of Jewish Civilization
- Paul Friedman - United Synagogue of America
- Annette Hochstein - NATIV Policy and Planning Consult.
- Leora Isaacs - JESNA
- Mitch Jaffee - JWB
- Joseph Reimer - Brandeis University
- Art Rotman - JWB
- Leonard Rubin - JWB
- Jeff Scheckner - Council of Jewish Federations
- Alvin Schiff - NY Board of Jewish Ed.
- Jonathan Woocher - JESNA



## SOURCES

Learning About Learning, Sylvia Barack Fishman, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University,, December 1987.

"Senior Personnel for Jewish Education Progress Report -- December 1986" The Jewish Education Committee of the Jewish Agency, December 10, 1986. Report submitted by Annette Hochstein.

Allie Dubb, Sergio DellaPergola, "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3" Research Report Number 4, Hebrew Univ. of Jerusalem Institute for Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986

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Alvin Schiff, "Jewish Education at the Crossroads: The State of Jewish Education" 1983 report prepared for the Joint Program for Jewish Education , in conjunction with CJF, JWB and JESNA.

Barry Chazan, "The State of Jewish Education". Monograph

Harold S. Himmelfarb and Sergio DellaPergola "Enrollment In Jewish Schools in the Diaspora Late 1970s" Research Report Number 1, Project of Jewish Education Statistics, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, 1982.

Sergio DellaPergola and Nitza Genuth, "Jewish Education Attained in Diaspora Communities for 1970s" Research Report Number 2, 1983 Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Nitza Genuth, Sergio DellaPergola, Allie A. Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary" Research report number 3, 1985, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

Jacob B. Ukeles, "Senior Educator: A Career Option for Jewish Studies Students". The Jewish Education Committee of the Jewish Agency. Publication Number 5, October 1987.

Allie Dubb, "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada" Research Report Number 5, 1987, Hebrew University of Jerusalem, The Institute of Contemporary Jewry.

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.



## Research sources

### JEWISH EDUCATION - SELECTED SOURCES

American Jewish Yearbook (for respective years), published by the American Jewish Committee and the Jewish Publication Society.

Chazan, Barry. "The State of Jewish Education," monograph.

DellaPergola, Sergio and Genuth, Nitza. "Jewish Education Attained in Diaspora Communities for 1970s," Research Report No. 2, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1983.

Dubb, Allie A. "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: Canada," Research Report No. 5, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1987.

Dubb, Allie A. and DellaPergola, Sergio. "First Jewish Census of Jewish Schools in the Diaspora 1981/2 - 1982/3," Research Report No. 4, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1986.

Fishman, Sylvia Barack. Learning About Learning, Maurice and Marilyn Cohen Center for Modern Jewish Studies, Brandeis University, December 1987.

Genuth, Nitza, DellaPergola, Sergio and Dubb, Allie A. "First Census of Jewish Schools in the Diaspora 1981/2-1982/3: International Summary," Research Report No. 3, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1985.

Himmelfarb, Harold S. and DellaPergola, Sergio. "Enrollment In Jewish Schools in the Diaspora Late 1970s," Research Report No. 1, The Hebrew University of Jerusalem, The Institute of Contemporary Jewry, Project for Jewish Educational Statistics and JESNA, 1982.

Hochstein, Annette. "Senior Personnel for Jewish Education Progress Report -- December 1986," The Jewish Education Committee of the Jewish Agency, December 10, 1986.

JESNA, "Statistical Highlights of Jewish Schooling in the U.S." Trends, No. 11, Spring 1986.

Schiff, Alvin. "Jewish Education at the Crossroads: The State of Jewish Education," 1983 report prepared for the Joint Program for Jewish Education, in conjunction with CJF, JWB and JESNA.

Ukeles, Jacob B. "Senior Educator: A Career Option for Jewish Studies Students," The Jewish Education Committee of the Jewish Agency, Publication No. 5, October 1987.



perry20.7/2mn-w

July 20, 1988

Dear Perry,

Thank you for the latest version of the data document and for the cover page. It is considerably closer to the final document. I have a few comments and suggestions which I hope will be useful to you in preparing the final, final version.

## 1. I. FORMAL EDUCATION:

It may be safer to change the figure of 41% (total enrollment in U.S.) to 42% so that it is consistent with the left side of the chart. It might also be helpful to somehow bracket the bottom two sections of both the U.S. and Canada charts so that the 42% and 46% figures are clearly understood.

## 2. On that same page:

Perhaps the four items below the charts (US/Canadian school age population and US/Canadian total Jewish population) could be presented in a more distinct layout. (I probably mean something both simple and separate.)

## 3. Maybe the footnote at the bottom of that page should be stated less strongly i.e. "...sources reflecting current available statistics on Jewish education in North America."

## 4. The year for the enrollment data should be added.

## 5. On the following page (FORMAL EDUCATION CONT.)

- a. The year of the upper table should be added.
- b. The upper table figures do not add up to the lower table totals. Are they from different years? Am I missing something, e.g. is the upper table no. of students per year?
- c. Are the symbols on the upper table reversed or do we really have more students in day schools than in supplementary schools?

- d. Trends in enrollment - we should add to each bar the % of the eligible population involved. So readers know that declining enrollment figures are partly due to declines in the size of those age groups.

*James**don't know the cohort should figure in 1980**1982  
1/1/82**see 37#41*



- 35  
32
- e. The 1982 figures: the bars are not quite consistent with the absolute figures on page 1 (110,000; 270,000) - *fixed*
- f. This may be software related, but the space between 000 and 100 is greater than subsequent spacing.
6. II. INFORMAL EDUCATION:
- a. I still believe that this section should be presented in a more forceful format. One possible variation could be:
- e.g. CAMPING PROGRAMS:  
70 resident camps  
52-54,000 participants (some dual session), which is 10% of the total eligible population (ages x-y):
- b. College/University Programs in Jewish Studies don't belong in the category of Informal Education - you could perhaps put them as a separate section.
- c. I think it may be necessary to note the number of JCC's in this section, otherwise the informal sector is not dealt with adequately. *200*
- d. There are 300+ educational programs in Israel that accommodate U.S. participants, (mostly of ages 13 - 35.)
7. I would put the sections "personnel" through "personnel needs" on a separate page.
8. On that same page (IV. SALARIES):  
I would write "full time day-school" for the sake of easy comparison with the public school, and/or add the number of hours for public schools.
- The information on salaries at JCCs and BJEs should be added as an additional line to the teachers' salaries to be less prominent. *7*
9. V. LEVEL OF TRAINING:  
I would still recommend leaving out the information on the level of training; the message is not sufficiently apparent. The illegible note to myself there was to use it in the oral presentation.
10. VI. PERSONNEL NEEDS:  
Here I would add the sentence "it is estimated that a sizeable proportion of the educational personnel does not have adequate qualifications in Jewish Studies, Hebrew language or pedagogics."
- Dear  
not  
line  
person  
presentation  
1988*



I would add to the training programs figures the sentence "This represents but a fraction of actual annual personnel needs."

11. As a last point, I just want to remind you that we thought it safest to have this document checked by Rotman, Woocher and Schiff before it goes to print.

Perry, I know this is tedious, but I believe the result will be worth the efforts. I'd love to see the final product for my meeting with Joe Riemer. The large paper is really great, and if the presentation side is taken care of, your work will bear great fruit.

Keep well.

on Sunday morning!

Lehitraot.

Annette

CC: Dr. A. Naparstek

in figw  
11/9/88  
192  
1/1/4

Call Debbie Melne

chart at various age groups

8/1/88 Data Presentation

I. Draft of presentation topics.

Page 1.

Demographic data and aggregate data for formal educational settings.

- Same
- ✓ A. Bar chart will indicate numbers of all 5-17 year old Jewish young people (for census year 1982- 5.7m total population) and breakdown for total population, 1) % and numbers of young people not enrolled in any formal Jewish educational setting, 2) % and enrolles for day schools, and 3) % and enrolles for supplementary schools. (see JESNA chart)
- ✓ B. Line chart will show total number of enrolles and % of students by grade levels. One line for day school students and different color line on same chart for supplementary school students by grade. [Chart will indicate strong drop off of population after bar/bat mitzvah.]
- ✓ C. Trend indications. 1) Bar chart comparing day school and supplementary school enrollment (by % of total enrollment and actual numbers) for 1962 and 1982. 2) Bar chart indicating % of all respondents (in 1982) answering yes to the question "did you ever receive a Jewish education" -- 71-75%, and Al Schiff's projection of what that % will be for all current 5-18 year olds -- 60%.
- D. Chart indicating number of day and supplementary schools in 1982 and estimates for 1988. (maybe this can be part of A.)  
IF PART OF A = OK. IF NOT = DROP.
- E. Perhaps on the same chart as above, number of Jewish educators (senior and teachers) for day and supplementary schools. I suggest SEPARATE "PERSONNEL BOARD. # & SALARIES & TRAINING & NEEDS.

Page 2.

Data on informal Jewish educational settings.

- A. As available, data on <sup>TOTAL POPULATION</sup> institutions and enrollment for the following (in some categories data will not be available).
- K and pre-K programs
  - camping programs CAMPS (SLEEPOVER & DAYCAMP)
  - youth organizations MOVEMENTS
  - college and university programs (M. Dams mate)
  - adult education programs ?
  - Israel programs for North Americans (PARTICIPATION)



B. Personnel:

1) chart showing breakdown of numbers of ~~senior~~ personnel and teachers by educational format, by CATEGORIES

2) Salary data Average Salary (day school - no annual suppl. hourly? Annual.

C. Economic data:

1) JESNA cost estimate for day and supplementary schools  
2) Bar chart showing trends of Federation allocations to Jewish education (as part of all Federation dollars) from 1980-1986.

D. Series of charts of numbers for Canada.

Page 3 or 4.

Acknowledgments of sources used and individuals and institutions providing assistance in the preparation of this report.

The above data can be presented in writing in advance of the 8/1 meeting and reviewed briefly at the meeting.

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II. Needs Discussion

[To be presented orally or in writing on Aug. 1.]

Personnel problems. Data to be presented on the dearth of personnel and (the 1982) findings about the low level of training of personnel:

- A. More supplementary school teachers had college degrees than did Jewish studies teachers in day schools (85% compared to 65%). 3% of supplementary school teachers and 17% of day school teachers had no college education at all. Jewish study teachers in day schools were better educated in Jewish studies (27% were rabbis as opposed to 8% in supplementary schools), 78% of day school teachers had more than a high school Jewish education, less than 50% of supplementary teachers had a high school Jewish education. In Orthodox day school and supplementary schools the teachers had more Jewish educational background than in conservative or reform schools. Again, in all supplementary schools over 40% of all teachers had no more than a high school Jewish Education and in reform schools 66% had no more than a high school Jewish education.

SOURCE: JESNA and Dubb and DellaPergola Report No.4.







Number of graduates in	Israel , 1985	26
	Israel , 1986	32
	U.S. , 1985	62
	U.S. , 1986	86

SOURCE: "Senior Personnel for Jewish Education Progress Report -- December 1986"

Type of Program	# of full-time students
Bachelors level	45
Masters level	101

SOURCE: JESNA "Statistical Highlights" Enrollment in Jewish Educator Training Programs in Jewish Institutions of Higher Learning (1985-6).

AK  
yes no?

E. Deficiencies of Supplementary Education  
Quote relevant statistics from Schiff, NYBJE report.

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### III. INFORMATION GAPS

A. More detailed enrollment data about early childhood education, informal settings of Jewish education. We need a sense of the impact of Jewish educational intervention at different formal and informal settings (including the Israel connection), dropouts, etc.

B. Data is needed about the impact of various training programs for Jewish educators, pre-service, in-service, in Israel, etc. Again, do we have a way of assessing the impact? Market research.

C. Data is needed on the question of recruitment, retention and development of educational staff. What is the impact of salary and fringe package as compared to non-financial motivation.

D. Data is needed on the opportunities to improve Jewish educational services via community networking (involvement of Congregations, JCCs, Federations, and Bureaus/Schools).

E. What is known about lay leadership in Jewish education at various communal levels? Who is involved, what is their level of involvement, planning, fund-raising, accountability, etc. This applies at the Bureau, Federation, School and private foundation level.

F. What do we know about the economics of Jewish education? Have tuition levels kept up with increased levels of wealth in the Jewish community. On the other hand, are some families still unable to afford Jewish education for their children?

PROBABLY  
FOR TALK  
NOT FOR  
WRITTEN  
REPORT

NO