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Studies of Personnel in Jewish Education: A Summary Report  
Prepared for the Commission on Jewish Education in North America

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January, 1990

In an effort to provide the Commission on Jewish Education in North America with a broader understanding of various aspects of the situation of personnel in Jewish education, we solicited information from central agencies of Jewish Education in the U.S. and Canada. Representatives from all agencies listed on the 1989-90 JESNA Directory were contacted, as were other organizations (e.g., the UAHC, United Synagogue, JWB and JESNA) thought to possess useful information. Relevant dissertations and publications were also used as resources.

Of particular interest was information about salaries and/or salary scales, benefits, turnover rates, qualifications, professional development and new configurations of teaching (i.e. "Jewish Communal Educators") with regard to the following populations: 1) K-12 teachers, 2) Senior Level Personnel, 3) Pre-School Teachers and Directors and 4) Youth Group Directors.

The types of information available in each of these areas varies from community to community. Some communities have conducted extensive surveys of some of the groups enumerated above, and have analyzed them thoroughly; other communities have conducted (or are in the process of conducting) more limited studies; still others publish salary scales but have no hard data on the extent to which the scales are followed. Many other

organizations have produced reports or proposals relating to the situation of one or another of the populations in question. However, because these reports did not include any original data, they do not appear in this report. In all, this report covers material which was collected from 25 communities and/or institutions. A complete listing of all documents summarized in this report appears in Appendix 1.

Because the quality, quantity and format of the data collected vary greatly, it is difficult to make broad generalizations, other than to summarize the findings of each report. This summary focuses on information received about the following four groups: 1) K-12 teachers, 2) senior level personnel, 3) pre-school teachers and directors and 4) youth group directors. Data on each of these groups has been divided into 6 categories: a) numbers, b) salaries, c) benefits, d) qualifications, e) turnover rate, and f) opportunities for professional development.

The population about which the most information is available is that of K-12 Teachers, as many agencies have done some research of their own on such things as teacher numbers, salaries and benefits, and have developed guidelines in the form of salary scales. Many also provide professional development opportunities to teachers in their communities.

Information regarding Senior Level Personnel (primarily day and supplementary school principals) was provided by the Cleveland, Orange County and San Diego Bureaus, HUC, the National Board of License and the Solomon Schechter Day School

Association. In addition, JESNA conducts an annual study of salaries and benefits among personnel at central agencies. Although this study is described in several places in this report, it is not reproduced in an appendix, due to the confidential nature of the information.

Information about Pre-School Teachers and Directors came from three sources only: the JWB 1989 Annual Survey and Report, the Los Angeles Bureau of Jewish Education 1988-89 Early Childhood Salary Schedule, and the 1988 Miami Jewish Educator Study.

Information regarding personnel in informal education proved the most difficult to obtain. Although several communities have written reports or proposals regarding informal education, only one, Los Angeles, has actually completed a study that focuses on Youth Group Directors. All information on this population therefore, comes from this study, which is reproduced in its entirety in Appendix 11.

**I.K-12 TEACHERS****A. Numbers**

*Following are those organizations which were able to report on the current numbers of teachers in their communities:*

1. The Cleveland Bureau of Jewish Education has compiled 1986-87 and 1987-88 "teacher population charts," which indicate that their faculty in 1986-87 (including directors) numbered 518, including 116 new teachers and/or directors. In 1987-88, it numbered 566, including 126 new teachers and/or directors. These figures appear to include general studies teachers in day schools.

2. We can conclude from the Denver Central Agency for Jewish Education 1988 Day School survey that their Judaica day school faculty numbered 111 in 1988. All five day schools reported, indicating a 100% response rate.

3. The Los Angeles Teacher Census was administered to 649 Judaica teachers in both day and supplementary schools in 1987-88. This represents a 78% response rate, indicating a total of 832 teachers for that year, of which 275 taught in day schools and 557 taught in supplementary schools.

4. We can conclude from the 1988 Miami Jewish Educator Study that the community has a total of 340 Judaica teachers, of which

126 taught in day schools and 214 taught in supplementary schools.

5. The 1989 Report of the Federation of Jewish Agencies of Greater Philadelphia Committee on Personnel in Jewish Education found 606 teaching positions in supplementary schools, and 75 positions for Judaica teachers in day schools.

6. The 1986 United Jewish Federation of Greater Pittsburgh Teaching Personnel Survey Data found 61 day school Judaica teachers (in four day schools) and 179 supplementary school teachers (in ten supplementary schools).

7. In 1988-89, the Bureau of Jewish Education of Rhode Island reports that "there are approximately 170 teachers in [their] system," including day and supplementary school teachers. It is unclear whether this figure includes general studies teachers in day schools.

8. The San Diego Agency for Jewish Education reports that in 1988-89, there were 70 day school teachers and 106 supplementary school teachers in the community. These figures include general studies teachers in day schools.

Table IA offers a summary of the numbers of Judaica teachers in both supplementary and day schools (excluding general studies teachers wherever possible) for the communities listed above.

Table 1A

## NUMBERS OF K-12 JUDAICA\* TEACHERS, BY COMMUNITY, ALPHABETICALLY

	Est. Jewish pop. of city:	# Day School Teachers	# Suppl. School Teachers:	Total # of Judaica Teachers
Cleveland, OH, (may include gen. studies teachers)	65,000	n/a	n/a	566
Denver, CO:	45,000	111	n/a	n/a
L.A., CA:	501,000	275	557	832
Miami, FL:	238,000	126	214	340
Phil., PA:	250,000	75	606	681
Pittsburgh, PA:	45,000	61	179	240
Providence, R.I., (may include gen. studies teachers)	14,200	n/a	n/a	170
San Diego, CA: (including gen. studies teachers)	70,000	70	106	176

1 Source: American Jewish Yearbook, 1989 (American Jewish Committee and Jewish Publication Society)

2 General Studies teachers not included, unless they also teach Judaica (except where otherwise noted)

3 Actual figures cited in studies

4 Extrapolation from census data

\* Except where otherwise noted

### B. Salaries (K-12 Teachers)

*Eighteen communities were able to provide information about teacher salaries, although the quality and quantity of the information varies greatly from place to place. In addition, United Synagogue of America sent salary information regarding the faculty of schools affiliated with the Solomon Schechter Day School Association. Although quite a few bureaus of Jewish education publish salary scales, most do not know the extent to which they are actually followed by schools. It is therefore important to differentiate between the information yielded by a census or survey, which reflects actual salaries, from that yielded by scales/schedules, which reflect suggested salaries.*

#### i. Surveys

1. The Atlanta Bureau of Jewish Education has produced a 1988-89 Survey of Tuition Charges and Teacher Salaries. Minimum, maximum, trimmed average and substitute salaries are reported by school, for Judaic Day School teachers (annual), Afternoon School teachers (per hour), One Day School teachers (per hour) and Supplementary High School teachers (per hour). (See Appendix 2, pgs. 1-2)

2. The Cleveland Bureau of Jewish Education reports that in 1989, the hourly range in salary for supplementary school teachers is \$7.00 - \$27.00. A salary scale is not used, and documentation for the range cannot be made available.

3. The 1988 Denver Central Agency for Jewish Education sent raw data regarding salary ranges for Day School teachers. This raw data is too cumbersome to be included in the report.

4. The 1987-88 Los Angeles Jewish Teacher Census (78% response rate) reveals the following percentages regarding Salary per Annual Weekly Hour for Judaic Day School and Supplementary School teachers.

Under \$300	20%
\$300-570	19%
\$571-694	21%
\$695-999	18%
\$1,000-1,350	22%
TOTAL	<u>100%</u>

The Census also reports on Total Annual Income from Jewish Teaching, as follows:

\$500-999	15%
\$1,000-2,999	26%
\$3,000-9,999	28%
\$10,000-14,999	12%
\$15,000-19,999	5%
\$20,000+	14%
TOTAL	<u>100%</u>

5. The 1988 Miami Jewish Educator Study reports that Judaic Day School teachers in 1987-88 earned an average of \$22,700 for 28.0 weekly hours of paid work, and that Synagogue School teachers earned \$6,200 for an average of 6.9 hours per week. (Related tables [how teachers rate salaries, salary by teacher type, salary by region] can be found in Appendix 2, pgs. 3-4)

6. The Board of Jewish Education of Greater New York provided ranges and averages for full-time Day School teachers (minimum 20 hr. per week) and Supplementary School teachers (minimum 12 hrs. per week) for the 1985-86 school year. They are as follows:

	<u>Range</u>	<u>Average</u>
Day Schools/Yeshivot	\$8,700-38,200	\$18,400
Supplementary Schools	\$5,800-16,500	\$12,500

7. The Orange County Bureau of Jewish Education's 1989 Annual Education Survey includes minimum, maximum and average hourly salaries for Judaica and Hebrew teachers, for each school in the community. (See Appendix 2, p.5)

8. United Federation of Greater Pittsburgh's Teaching Personnel Survey Data (1986- close to 100% response), reports that the average annual hourly wage is \$483.

9. The annual hourly range in San Diego, CA is \$270-800. (Based on an analysis of raw data sent by the Bureau of Jewish Education.)

#### ii. Salary Scales

1. The Baltimore Board of Jewish Education offers a 1989-90 Annual Hour Salary Scale, which includes six license categories and several "steps" in each category. "Since the scale is directly linked to professional advancement through college courses, teachers are motivated to enroll in such courses

(through the Joint Commission Program on a tuition-free basis) to increase their salaries beyond the cost of living increment. At this time, professional advancement through course enrollment is the only way a teacher can move up the scale." (See Appendix 3, p.1)

2. The Bureau of Jewish Education of Greater Buffalo, Inc./High School of Jewish Studies has a 1989-90 "annual hourly wage" salary scale which appears to apply to High School teachers only. Categories are based on experience, teaching diploma and educational degree. (See Appendix 3, p.2)

3. The Board of Jewish Education of Metropolitan Chicago reports that it has and uses a salary scale, but we have not received it yet.

4. The Los Angeles Bureau of Jewish Education has a 1989-90 Salary Schedule for Teachers of Hebrew and Jewish Studies in Supplementary and Day Schools. The scale is presented in terms of annual hourly rates, and categories take into account: local and/or national permits, local certification, degrees in Jewish Studies and national and/or educator's licenses. There are 18 "steps" through which teachers may advance in order to increase their salaries. Advancement into steps 2-10 may be achieved "upon completion of one year of teaching experience and two semester units (30 hours) of Department-approved courses in Judaica or Education or In-Service workshops; and into steps 11-18 with four units." (*Salary Rating Explanations*; see Appendix 3, p.3)

5. The Jewish Education Council of Montreal provided an annual salary scale for the 1987-88 school year, the eight categories of which are based on years of experience from 13 through 20. (See Appendix 3, p.4)

6. The Bureau of Jewish Education of Rhode Island recommends an "annual hourly wage" salary schedule in 1986 that takes into account both training and years of teaching experience. (See Appendix 3, p.5)

7. The Agency for Jewish Education of Southfield, MI, sent an agreement between United Hebrew Schools of Metropolitan Detroit and the Association of Hebrew Teachers of Metropolitan Detroit, dated 9/1/87-8/31/90, which contains salary scales and notes on their application. Separate scales were created for teachers who were on the school payroll for the entire school year beginning Sept. 1, 1980 and those who were not. The scales are arranged in 1 hour, 6 hour, 12 hour and 12 hour+ MA categories. (See Appendix 3, pgs.6-8)

8. The Toledo Board of Jewish Education provided a 1989-90 salary schedule, which takes into account years of experience from 1-20, and the following four categories: B.A., 15 Grad. Hours, M.A. and M.A. plus 15 Grad. Hours. (See Appendix 3, p.9)

9. The Solomon Schechter Day School Association sent a 1986-87 Faculty Salary Schedule that provides salary ranges for Judaic Studies teachers in 60 Solomon Schechter schools in California, Connecticut, Florida, Illinois, Kansas, Maryland, Massachusetts,

Michigan, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Texas and Canada. Schools are numbered, not named. (See Appendix 3, pgs.10-11)

### C. Benefits (K-12 Teachers)

*The following communities offer some type of benefits plan to their Day and/or Supplementary School teachers:\**

1. Employees of the Bureau of Jewish Education of Chicago\* are "covered by the same package as all Federation employees. The Bureau does not fund any benefits for teachers in affiliated schools, but serves as the umbrella organization for a benefits package. Twelve schools participate in the medical program. Each school reaches its own agreement with its staff as to which benefits will be paid for by the school. Life insurance, dental coverage, and a tax sheltered annuity are also available."

2. The Jewish Community Federation of Cleveland prepared an Employee's Retirement Plan that became effective in July of 1985. Retirement income is provided by the Federation or by one of its participating agencies. Participants are additionally covered by a long-term disability program and a death benefit program provided under separate contract with an insurance carrier. Teachers with over 1,000 annual hours are eligible for coverage under this plan. It therefore applies to some Day School teachers only.

\* Some information about benefits in Chicago, Miami, Washington and New York comes from the Los Angeles Bureau of Jewish Education's 1987 Report on Benefits in Jewish Schools, not from the agencies themselves.

3. We can conclude from the Denver Central Agency for Jewish Education's 1988 Day School Survey (100% response; raw data only), that three out of five Day Schools provide some type of benefits plan for their teachers. Details about the plans were not provided.

4. According to the Los Angeles Jewish Teacher Census, 42% of Los Angeles Day School teachers receive medical benefits, while 18% participate in a pension plan. 10% of Supplementary School teachers receive medical benefits while 8% participate in a pension plan. The Census also includes the following charts: a) Percentage of Teaching Slots which Carry Medical, Pension and Disability Benefits and b) Percentage of Teaching Slots which Carry Other Benefits. These charts are reproduced in Appendix 4, pgs.1-2.

5. In 1987, the Los Angeles Bureau of Jewish Education issued a report entitled "Teacher Benefits in Jewish Schools in Los Angeles: A Survey and Proposal for Action." The report contains a survey of existing benefits available in Los Angeles day and supplementary schools, plus information about additional benefits' packages available to public and private school systems in Los Angeles, the Jewish Federation and other Jewish educational systems around the country. Lastly, the report recommends a benefits' package for Los Angeles area Jewish educators.

The survey yielded a 73% response rate for Day Schools and a 51% response rate for Supplementary Schools. Because 82% of all Supplementary School teachers work less than 9 hours per week however, and there is consensus that benefits need only be provided for teachers who work a minimum of 15 hours per week, the proposal does not take into account much information from the survey on supplementary school teachers.

The Day School Survey revealed the following:

Full-time Teachers (30 hrs. per week or more)

Medical Coverage	55%
Retirement Plan	0.4%
Life Insurance	22%
State Disability	48%
Social Security	95%
Dental Coverage	21%

15-29 hrs. per week:

Medical Coverage	3%
Retirement Plan	No participants
Life Insurance	No participants
State Disability	55%
Social Security	99%
Dental	No Participants

Significantly, the proposal emphasizes that the creation of a viable benefits package, including medical and retirement plans, disability benefits and life insurance, will play a role in a) "upgrading the field of Jewish education..." b) "increasing the influence of the Bureau of Jewish Education..." c) "setting a minimum standard for all educators in Los Angeles..." and d) "increasing compliance with certification requirements among all levels of educators in [the] community." This entire report is included in Appendix 4.

6. The Miami Jewish Educator Study reveals that 60% of Miami Day School teachers receive medical benefits and 60% participate in a pension plan. 13% of Miami Supplemental School teachers receive medical benefits and 14% participate in a pension plan.

7. The Teacher Fringe Benefits' Program (TFB) of the Greater Miami Jewish Federation\* has been in existence since 1971. Through this program, "health insurance is offered to teachers with at least a temporary license, with the TFB paying up to a limit of \$600.00 with all contributions matched by the school. In addition, the TFB contributes 4% of the Hebrew and ECE teachers' salary towards retirement, up to a \$25,000 maximum." At the time the L.A. report was prepared (1987), "the Bureau [had] allocated additional funds for life and disability insurance, but the funds had not yet been dispersed."

\* Some information about benefits in Chicago, Miami, Washington and New York comes from the Los Angeles Bureau of Jewish Education's 1987 Report on Benefits in Jewish Schools, not from the agencies themselves.

8. George Lebovitz's 1981 dissertation "Satisfaction and Dissatisfaction among Judaic Studies Teachers in Midwestern Jewish Day Schools" (survey with 40% response rate) reports the following:

Benefits paid partially or entirely by the school:

Pension/Retirement	32.9%
Social Security	57.3%
Life Insurance	9.8%
Health Insurance	64.9%

Benefits available in the school:

Sick Leave	97.6%
Personal Leave	82.9%
Tuition Discount	80.5%
Sabbatical Leave	11.0%

9. Direct information about the New York Board of Jewish Education's Gross fund (known as The Fund for Jewish Education) was not received, however, the Los Angeles Bureau of Jewish Education's Report on Benefits sheds some light on the program.

According to the L.A. report, "benefits are covered for all educators in day schools who teach 20 hours a week or more and for educators in supplementary schools who teach at least 12 hours per week. The Medical Reimbursement Program pays up to \$30.00 per month for the individual or \$80.00 per month for the family, with the school or the school plus employee, paying the balance."

Life Insurance and a Pension Reimbursement program are also available.

It is thought that The Fund for Jewish Education is at the forefront of benefits' packages for teachers in the United States.

10. 42% of all Philadelphia Day School Judaic Studies teachers receive medical benefits, while 20% receive pension benefits. According to the Federation of Jewish Agencies of Greater Philadelphia's 1989 Survey of Day School Teachers, other benefits available to Philadelphia Day School teachers include: sick leave with pay, personal leave with pay, free/reduced tuition for children, in-service training, conference allocations, sabbatical leave, subsidies for continuing education, maternity leave and disability. (See Appendix 4, p.14)

11. According to the agreement between United Hebrew Schools of Metropolitan Detroit and the Association of Hebrew Teachers of Metropolitan Detroit (Agency for Jewish Education in Southfield, MI), "participating teachers who teach twelve hours per week or more are eligible for inclusion in the Federation's Pension and Insurance Program." In addition, such teachers are eligible for inclusion in the School's family hospitalization insurance program. "The School will pay all premiums for the hospital/medical insurance selected by the teacher (two plans are available)." The School will not provide insurance to a teacher who receives comparable coverage under the policy of his/her spouse, however.

12. The Bureau of Jewish Education in Washington, D.C.\* "does not fund any teacher benefits, but does act as the

\* Some information about benefits in Chicago, Miami, Washington and New York comes from the Los Angeles Bureau of Jewish Education's 1987 Report on Benefits in Jewish Schools, not from the agencies themselves.

umbrella organization for educators employed in the various Jewish schools. The program works as follows: each school reaches a separate agreement with its own staff as to which benefits the school will cover. The balance is the responsibility of the employee... A choice of Kaiser and one other medical plan is available... Several hundred people participate in this system...

Schools send in both their portions and their teachers' portions of the agreement to the Bureau and the Bureau provides the clerical services to administer the program. The program has been in operation for 10 years and is said to work very well."

13. We can conclude from the Solomon Schechter Day School Association's Faculty Salary Schedule that 17 out of 60 schools (28%) provide some type of benefits program for their teachers. Details about the plans, such as who is eligible and how many participate, are not available. (Please refer back to Appendix 3 [Salary Scales], pgs.10-11)

#### D. Qualifications (K-12 Teachers)

1. According to the 1986 Report of the Boston Combined Jewish Philanthropies Task Force on Supplementary Jewish Education, "only 15% of teachers in schools under Reform auspices and 18% of those in Conservative schools, have a degree in Jewish Studies. While the teachers averaged eight years of supplementary education, there was a wide range." The Report also states that "schools do not require that teachers be certified, nor are there economic incentives for either certification or continuing education."

2. 1988 Day School surveys distributed by the Denver Central Agency for Jewish Education (100% response) report on (per school): 1) highest level of Jewish education, and 2) Jewish certification. This raw data is too cumbersome to be included here.

3. The Los Angeles Jewish Teacher Census contains a number of charts related to teacher qualifications. They are:

- a) Number of College-Level Courses Taken in Judaica, Hebrew and Education
- b) Years of Experience in Supplementary School
- c) Years of Experience in Day School
- d) Comparison chart for Los Angeles, Miami and Philadelphia on Percentage of College-Level Judaica Courses Taken.

These charts are reproduced in Appendix 5, pgs.1-6

According to a preliminary report on the Los Angeles Census, "a significant segment of the teaching population (40% in L.A., roughly 50% in Miami and over 1/3 in Philadelphia) is probably quite qualified, in terms of college level Judaica courses taken.

But a segment which is only slightly smaller (1/3 in L.A., and close to 40% in Miami) is probably unqualified, having taken no Judaica courses on the college level at all."

4. The **Miami Jewish Educator Study** contains tables on the following, related to teacher qualifications:

- a) Level of Secular Education
- b) Level of Jewish Education
- c) Jewish Education during College
- d) Ability to Read Hebrew
- e) Possession of a Teacher's License
- f) Years of Experience in Synagogue Schools
- g) Years of Experience in Day Schools
- h) Average Number of Years of Experience.

These tables are reproduced in Appendix 5, pgs.7-14

In addition, Miami teachers appear in the Los Angeles Jewish Teacher Census' comparison chart on Percentage of College Level Judaica Courses Taken.

5. George Lebovitz's dissertation on Judaic Studies teachers in **Midwestern Jewish Day Schools** contains a table on Professional Experience and Qualifications. This table can be found in Appendix 5, p.15

6. The **Federation of Jewish Agencies of Greater Philadelphia's Survey of Day School, Synagogue and Supplementary School teachers** contains tables on educational backgrounds for all three types of teachers. The tables reveal percentages of those holding degrees in Jewish Studies, Jewish Educational Licenses and Secular Educational Licenses. They also reveal types

of degrees, sources of licenses and highest level of completed schooling. They can be found in Appendix 5, pgs.16-18

In addition, Philadelphia appears in the Los Angeles Jewish Teacher's Census's comparison chart on Percentage of College Level Judaica Courses Taken. (Appendix 5, p. )

7. Through JESNA, we have obtained 1987-88 charts from the National Board of License that list the Number of Licenses Issued by the NBL and its Affiliates. Types of licenses include Temporary and Permanent Teacher Licenses, Level I and Level II Permits, Special Licenses in Talmud, Nursery-Kindergarten and Special Ed., and Provisional and Permanent Principal's Licenses. NBL Affiliates include Baltimore, Boston, Chicago, Cleveland, Detroit, Los Angeles, Metro, NJ, Miami, New York, Philadelphia and Washington D.C. (See Appendix 5, pgs.19-20 )

8. The Bureau of Jewish Education of Rhode Island provided their 1989 "School Staff Summaries," which were surveys distributed as part of a census to all supplementary and day school administrators in the community. 100% of the surveys were returned. Community totals with regard to various measures of qualification follow:

- a) Number of teachers (out of a total of 170) with Bureau certification or National Jewish License - 29
- b) Number of teachers with rabbinic degrees - 23
- c) Number of teachers without Jewish certification, licensing or ordination - 129
- d) Number of teachers who are graduates of a Hebrew Teacher's College, a collegiate Judaic studies program, or seminary - 39

### E. Turnover Rate (K-12 Teachers)

1. According to Boston's 1986 Combined Jewish Philanthropies Report on Supplementary Jewish Education (general study without precise documentation), there is a 35% annual turnover rate, and some classrooms were left unstaffed at the beginning of the year.

2. The Jewish Community Federation of Cleveland's 1986 Report on Jewish Continuity (general study without precise documentation) states that there is/was a 20% annual turnover rate, including those teachers who move to a different school and those who leave the field. "Teacher population charts" report a 21%-24% turnover rate in 1986-87, and a 22.3% turnover rate in 1987-88. (See Source and figures in A1)

3. A preliminary report on the Los Angeles Jewish Teacher's Census explains that the turnover rate can be "assessed in two different ways: a) by percentage of new teachers, and b) by likelihood of remaining in the field five years hence." Comparison tables relate percentages in these categories for Los Angeles, Miami, Philadelphia and Cleveland. (See Appendix 6, p.1)

4. George Lebovitz's dissertation on "...Judaic Studies Teachers in Midwestern Day Schools" (based on survey with 40% response rate) states with regard to turnover rate: "over half the teachers report that they have held their current positions for three years or less. Only 15% have remained in the same school for 10 years or more. More than one quarter of the teachers have worked in three or more schools."

**F. Opportunities for Professional Development (K-12 Teachers)**

*The kinds of information available with regard to professional development range from brochures on Bureau sponsored programs to isolated statistics from surveys on teacher-perceived availability of "professional enhancement" at their schools. A common measure that would enable real comparison does not emerge.*

1. We can extract the following community totals from the 1988 Denver Central Agency for Jewish Education's Day School Survey (100% response):

- a) Schools that require teachers to participate in continuing education programs - 3 out of 5
- b) Schools that offer pre-service and/or in-service training to teachers - all
- c) Percentage of faculty that takes advantage of in-service offered by schools or other sponsors - (100%, 100%, 98%, 80%, 40%)

2. The Jewish Education Council of Greater Kansas City offers a range of professional development options, from a one year long "Novice Teacher's Program" to an extensive "Teacher Certification Curriculum" that requires two years of study in a recognized college or university plus three years teaching experience for permanent certification. Other options include the "Morim Program" for new teachers, which involves a monthly class and an ongoing "mentor relationship," and the "Fellowship Program" for teachers who have taught at least two years in a Bureau-affiliated school. In addition, Bureau sponsored courses and workshops are made available throughout the year.

3. The Miami Jewish Educator Study contains a section entitled "Availability of Professional Enhancement," wherein "respondents were asked to rate their perceptions of availability of professional enhancement at their school on a scale of 1 to 10, with 1 identified as poor and 10 as excellent." Overall, availability of professional enhancement was rated 5.1 in day schools and 6.6 in synagogue schools.

4. George Lebovitz's dissertation on "...Judaic Studies Teachers in Midwestern Day Schools" contained an interesting statistic with regard to professional development. According to his survey, teachers particularly singled out the in-service programs of their schools for criticism. 40.3% felt that they did not help them improve their skills.

5. The Greater Philadelphia Federation of Jewish Agencies 1989 Report on Day School, Supplementary School and Synagogue School teachers offers percentages for all three types of educators on a) specific kinds of support received at school, b) classes and workshops attended within past year, c) subjects addressed at workshops, auspices of workshops or classes attended and 4) current interest in attending classes or workshops. These tables are included in Appendix 7, pgs.1-5

6. United Jewish Federation of Pittsburgh and the UJF Foundation have funded The Jewish Teacher's Institute, a pilot program that has been in existence since 1986. "The primary goal of the Jewish Teacher's Institute is the professional growth of

the Jewish educator through a systematic, university-level program of study." (1989 Summary of Goals and Objectives)

The Institute has succeeded in implementing local programs which comply with the criteria of the NBL, and participating in programs available through accredited Jewish Teacher Training Colleges. They have not yet been able to establish a connection to a local university, the last of three objectives.

According to the Institute, 20 courses have been offered, 137 teachers have registered for 255 of the courses, 61 teachers have taken two or more courses, and all courses have been approved for credit by the NBL. In addition, the summary states: "the program has been widely disseminated on the national level."

7. The Rhode Island Bureau of Jewish Education provided a 1989 Report of the Grants-In-Aid Committee, which revealed that "for two years, [they] have been awarding schools institutional stipends based on their faculty's participation in professional development. School inservice programs, conferences, Bureau workshops and courses, college and university courses, and adult education programs were the avenues through which educators obtained their requisite number of hours. If 60% of the faculty participated in 10 hours of study, the school was eligible for a professional development award. Five schools qualified the first year, four the second.

In their analysis of the program, the committee concluded that the most significant problem lay in the fact that the teachers themselves were not rewarded for their efforts.

Suggestions for awarding teacher stipends and improving the program included the following: 1) teachers who achieve eight units of study will receive a \$100 stipend; those who achieve 12 units will receive \$150, 2) no more than three units of secular education may be counted toward the eight units, and 3) the Teacher Training Advisory Committee should assign unit values to conferenced, school-sponsored inservice, Bureau workshops and courses, and adult education courses after careful review of the syllabus and/or agenda.

## II. SENIOR LEVEL PERSONNEL

*Information about Senior Level Personnel is available from the following sources: the Cleveland Bureau of Jewish Education, the National Board of License, the Orange County Bureau of Jewish Education, the San Diego Agency for Jewish Education, and the Solomon Schechter Day School Association. Most, if not all the information applies to school principals. JESNA conducts an annual Salary and Benefit Study of personnel employed by central agencies for Jewish education; although the full report remains confidential, some findings of the 1988-89 study are reported here.*

### A. Numbers (Senior Level Personnel)

1. As of 1987, the Jewish Community Federation of Cleveland reported that it had the following senior level personnel:

Day school directors (full-time): 3

Full-time supplementary school directors: 4

Part-time supplementary school directors: 10

2. The Orange County Bureau of Jewish Education's 1989 Annual Education Survey counts the number of their synagogue school administrators at 12, including three full time, eight part time and one post that is not identified as full or part time.

4. The San Diego Agency for Jewish Education produced 1988-89 per-school charts that indicate the community has nine

supplementary school administrators (at least four of which are full time) and five full time day school administrators.

5. The Solomon Schechter Day School Association's 1988-89 Survey of Principal's Salaries includes 24 schools (and by extension, at least 24 principals). The survey does not include schools w/fewer than 100 students however, or those in Canada. The 1986-87 Faculty Salary Schedule includes information on 60 schools. It takes into account schools in Canada, and may take into account schools with fewer than 100 students.

6. The 1988-89 JESNA Directory lists 50 Bureaus, Boards and Central Agencies of Jewish Education in the United States and Canada, and 50 Executive Directors.

### B. Salaries (Senior Level Personnel)

1. The Jewish Community Federation of Cleveland reported the following salary ranges for full and part-time directors in 1987:

Full-time Communal Day School Directors:	\$39,000-80,000
Full-time Communal Supplementary School Directors:	\$34,000
Part-time Communal Supplementary School Directors:	\$15,000-20,000
Full-time Congregational Supplementary School Directors:	\$25,000-35,000
Part-time Congregational Supplementary School Directors:	\$5,000-19,000

2. The 1989 Annual HUC Alumni Survey contains a salary chart for full-time positions, with ranges from \$20,000 to \$45,000+. Alumni are categorized by "full-time educator" status, "other full-time" status and "rabbi-educator" status. Cross tabulation charts include 1) salary and gender, 2) salary and years since receiving MAJE, 3) salary and size of school, 4) salary and size of congregation, 5) salary and relative cost of living in area, and 6) school size and years since receiving MAJE. (See Appendix 8, pgs.1-3 for complete charts.)

3. The Orange County Bureau of Education 1989 Annual Education Survey reveals the exact salaries of its 3 full-time and 8 part-time educators. (See Appendix 8, p.4)

4. The San Diego Agency for Jewish Education 1988-89 charts reveal the exact salaries of its 9 Supplementary School Directors and its 5 Day School Directors. (See Appendix 8, pgs. 5-7)

5. The Solomon Schechter Day School Association's 1988-89 Survey of Principal's Salaries reports the exact salaries and salary averages of principals, by number of students in the schools in which they are employed. It does not report on schools of less than 100 or those in Canada. Following are the averages; (See appendix 8, pgs.8-11 for the complete chart.)

<u># of Students in School</u>	<u>Salary of Director</u>
100-200 students	Avg. \$54,333
200-300 students	Avg. \$67,267
300-400 students	Avg. \$65,067
400+	Avg. \$79,400

Also available is the 1988-89 Report on Principals' Salaries, which reports salary ranges for 23 schools, by size of school. This report can also be found in Appendix 8, p.12

6. JESNA's Central Agencies for Jewish Education 1988-89 Salary and Benefit Study reports the mean, median and range for executive directors, assistant directors, department heads, consultants, early childhood, special education, teacher center, media center and teacher and media center, for agency employees in large city bureaus, intermediate city bureaus and small city bureaus. While figures in each category may not be revealed, some generalizations from the data can be made:

a) There is a wide range of salaries for directors and assistant directors:

Director (large bureau) \$40-98,000 (median 73,000)

Director (intermediate bureau) \$40-72,000 (median 52,000)

Director (small bureau) \$23-55,000 (median 46,000)

Assistant Directors (large bureau) \$29,000-75,000 (median 52,000)

Assistant Directors (intermediate bureau) \$24-53,000 (median 30,000)

b) Salaries for consultants and specialists are considerably lower. They range from \$15,000 for part-time positions, to \$63,000 for full-time positions. Across all categories, the median salary is approximately \$28,000, except for that of department heads in large bureaus, whose median salary is \$45,000.

### C. Benefits (Senior Level Personnel)

1. The Jewish Community Federation of Cleveland's 1987 chart of salary ranges and benefits for School Principals reports that full-time Communal Day School, full-time Communal Supplementary and part-time Communal Supplementary principals are on the Jewish Community Federation Benefits Plan. Neither full nor part-time Congregational Supplementary School principals are on the plan. The plan itself is not described.

2. The 1989 HUC Annual Alumni Survey reports on the percentages of alumni serving in a full-time capacity who receive a) cost of living increase, b) merit increase, c) pension plan contribution by employer, d) disability benefits, e) budget for professional conferences, workshops and meetings, f) annual vacation, g) professional dues paid by employer, h) life insurance and i) synagogue membership. Other charts give the number of years since receipt of MAJE degree, crosstabulated with a) contribution to pension, b) percent of salary used as base for pension, c) budget for conferences and, and d) health insurance (See Appendix 9, pgs.1-4)

3. The Orange County Bureau of Jewish Education's 1989 Annual Education Survey Charts report on whether benefits are included in the salaries of individual principals, and if not, how much is additionally allocated for 1) pension, 2) convention, 3) medical, 4) transportation and 5) other. (Please refer back to Appendix 8 [salary information], p.4)

4. The San Diego Agency for Jewish Education's 1988-89 charts report on whether benefits are included in the salaries of individual principals, and if not, how much is additionally allocated for whichever benefits the school has chosen to provide. Five of 12 supplementary schools provide some type of benefits programs for their full or part time principals, while all four day schools that employ principals provide some type of benefits program for them.

5. As it does with salaries, the Solomon Schechter Day School Association reports on principals benefits by size of school. Percentage of salary taken for pension, and additional allocations for major medical, convention, disability, life insurance (plus or minus other benefits depending on the school) are included in the report, as is sum of total package. (Please refer back to Appendix 8 [salary information], pgs.8-11)

6. The JESNA 1988-89 Central Agencies for Jewish Education Salary and Benefit Study reports the following benefits being offered to agency employees: a) pension, b) long term disability, c) life insurance, d) conference, e) business exp. reimburse., f) education benefits, g) medical benefits for employees only, and h) medical benefits for family. Surprisingly, even among directors, there are a few positions which do not include benefits. The data on consultants' and specialists' benefits does not differentiate full-time from part-time, so it is impossible to tell what percentage of full-time positions carry benefits.

#### D. Qualifications (Senior Level Personnel)

1. The National Board of License reports that in 1987-88, New York issued 7 permanent principals licenses, Philadelphia issued 2 permanent principals licenses and the N.B.L. itself issued 3 permanent principals licenses, for a total of 12. This figure is significantly lower than the 20 permanent licenses and 3 provisional licenses issued in 1986-87 and the 20 permanent and 2 provisional licenses issued in 1985-86.

No other agencies were able to provide information on qualifications with regard to senior level personnel.

#### E. Turnover Rate (Senior Level Personnel)

We have not received any information on turnover rate with regard to senior level personnel.

#### F. Opportunities for Professional Development (Senior Level Personnel)

We have not received any information specifically related to senior level personnel and opportunities for professional development. (We can probably assume that senior level personnel can take advantage of all the same opportunities that their respective communities provide for teachers, however.)

### III. PRE-SCHOOL TEACHERS AND DIRECTORS

*Information about pre-school teachers and directors in all categories comes from three sources: the JWB 1989 Annual Survey and Report, the Los Angeles Bureau of Jewish Education 1988-89 Early Childhood Salary Schedule, and the 1988 Miami Jewish Educator Study.*

#### A. Numbers (Pre-School Teachers and Directors)

1. According to a phone interview with Dr. Edward Kagen, JWB Director of Statistics, who cites a 1988-89 annual survey of his agency, there are 327 full-time (20 hours per week or more) Jewish Community Center pre-school teachers and 169 directors. (A precise response rate for this survey was unavailable.)

2. The 1988 Miami Jewish Educator Study estimates that "there are about 380 teachers and aides in ECE programs in Dade County."

#### B. Salaries (Pre-School Teachers and Directors)

1. The JWB 1989 Annual Survey reports the following with regard to full-time teacher and director salaries:

##### Teachers:

Average	\$13,105
Median	\$12,900
Range	\$7,500-20,000

##### Directors:

Average	\$24,768
Median	\$23,363
Range	\$11,500-60,000

Dr. Kagen feels that we must bear in mind that there are great differences in time commitments, responsibilities, local economic conditions, and varying budget ranges of JCC's.

2. According to the 1987 Los Angeles Bureau of Education's Early Childhood Salary Survey, the average hourly wage for teachers in Jewish nursery schools was \$7.48. The 1988-89 Salary Schedule Rationale uses \$7.48 as the lowest wage. The schedule takes into account: units accumulated, degrees and credentials, and seniority. The Rationale states: " In an effort to reward teachers for their education and to encourage continued education, both ECE units and Judaica units have a greater impact on salary than does seniority. To reward and encourage Judaic education especially, each Judaic unit counts 50% more than each ECE unit." (See Appendix 10, pgs.1-5)

Assistants multiply the scale by .8. Teacher/Directors multiply the scale by 1.2.

3. The 1988 Miami Jewish Educator Study reports the following percentages regarding ECE teacher salaries:

Under \$10,000	48%
\$10,000-24,000	44%
\$25,000-39,000	8%
\$40,000+	0%
Average:	\$11,900

#### C. Benefits (Pre-School Teachers and Directors)

*Neither JWB nor Los Angeles has information on benefits for pre-school teachers or directors.*

1. The 1988 Miami Jewish Educator Study reports that 31% of ECE teachers receive medical benefits and 27% receive pension benefits.

#### **D. Qualifications (Pre-School Teachers and Directors)**

1. Dr. Kagen of JWB explains that qualifications for JWB pre-school teachers are primarily city and state regulated for pre-school teachers.

2. In order to obtain a Los Angeles Bureau of Jewish Education Standard Judaic Early Childhood Teaching Credential in 1989-90, teachers must have completed the following coursework and requirements: 4 units each of ECE curriculum, ECE Hebrew and Jewish History/Contemporary Jewish Life; 6 units of Customs/Observances, 2 units of Bible and 4 units of electives. They must also have completed 12 units of General ECE coursework, and have worked for one year as a paid assistant or teacher in a Child Development program. State requirements must also be met.

3. The 1988 Miami Jewish Educator Study reports percentages on the following with regard to teacher qualifications: Jewish education in college, number of teaching positions held, possession of a teacher's license, previous teaching experience, and various "measures of Jewishness." (See Appendix 10, pgs.6-8)

### E. Turnover Rate (Pre-School Teachers and Directors)

*Neither JWB nor the Los Angeles Bureau have information on turnover rate.*

1. The 1988 Miami Jewish Educator Study reports the following percentages on the probability of remaining in the field in 5 years:

Definitely	29%
Probably	54%
Probably Not	14%
Definitely Not	3%

### F. Opportunities for Professional Development (Pre-School Teachers and Directors)

1. The Los Angeles Bureau of Education 1989-90 Salary Schedule Rationale states: "each educator is required to attend at least one BJE-sponsored or approved inservice per year in order for this schedule to apply to them."

2. The 1988 Miami Jewish Educator Study reports that the following percentages of ECE teachers have taken advantage of opportunities for professional development:

Enrollment in CAJE workshops over past 3 years:	83%
Enrollment in other Judaic workshops:	19%
Enrollment in Teaching Methods courses:	30%

#### IV. YOUTH GROUP DIRECTORS

*Although several communities have conducted studies of their Jewish youth groups, only one community, Los Angeles, has completed a survey of Jewish Youth Professionals. All of the following information then, is from the 1989 Report on the Survey of Los Angeles Jewish Youth Professionals. The survey has a 58% response rate. This report is reproduced in its entirety in Appendix 11.*

##### **A. Numbers (Youth Group Directors)**

The report indicates that 60 Youth Professionals have been identified and involved with YPAC during this past year.

##### **B. Salaries (Youth Group Directors)**

The report reveals numbers of full-time professionals receiving salaries within ranges from \$10,000-19,000 to over \$40,000; half-time professionals receiving salaries within ranges from under \$5,000 to \$10,000-14,000, and quarter-time professionals receiving hourly/monthly salaries from \$200 per month to \$15/hour. (See Appendix 11)

##### **C. Benefits (Youth Group Directors)**

The report reveals percentages of full-time professionals receiving: paid vacation, medical/self, medical/family, dental,

pension, sick leave, disability, maternity, conference allowance, prof. dues and car allow. (See Appendix 11)

#### D. Qualifications (Youth Group Directors)

The report includes numbers of full-time, half-time and quarter-time professionals who are or have attained: current undergrad., BA, Current Grad., MA and Rabbi. It also reports on numbers who have elementary Jewish education, secondary Jewish education, undergrad. Jewish studies courses, grad. Jewish studies courses, and Rabbinical school experience.

(See Appendix 11)

#### E. Turnover Rate (Youth Group Directors)

The report concludes that "the median length of stay in the field is 6-7 years." It also contains a table on Plans Three Years from Now. (See Appendix 11)

#### F. Opportunities for Professional Development (Youth Group Directors)

The report contains two tables that are relevant with regard to this category: 1) Opportunities for Creativity and Professional Growth, for which professionals rated such opportunities as "very high," "fairly high," "average" or "fairly low" and 2) Opportunities for Career Advancement, which took into account the same ratings. (See Appendix 11)

## APPENDICES: TABLE OF CONTENTS

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- Appendix 11: "Report on the Survey of Los Angeles Jewish Youth Professionals"

APPENDIX 1: ALPHABETICAL LISTING OF ALL DOCUMENTS SUMMARIZED IN  
THIS REPORT

- a) Atlanta Bureau of Jewish Education  
-1988-89 Survey of Tuition of Charges and Teacher Salaries
- b) Baltimore Board of Jewish Education  
-1989-90 Salary Scale
- c) Boston:  
-1986 Combined Jewish Philanthropies Report on  
Supplementary Jewish Education
- d) Buffalo Bureau of Jewish Education  
-1989-90 Salary Scale
- e) Cleveland Bureau of Jewish Education  
-1986-87, 1987-88 teacher population charts  
-1985 Employee Retirement Plan  
-1987 chart of salary ranges and benefits for school  
principals
- f) Denver Central Agency for Jewish Education  
-1988 Day School Survey (100% response rate)
- g) Hebrew Union College - Jewish Institute of Religion  
-1989 Annual Alumni Survey (63% response rate)
- h) Jewish Education Service of North America (JESNA)  
-1988-89 Directory  
-1988-89 Central Agencies for Jewish Education Salary  
and Benefit Study
- i) Jewish Welfare Board (JWB)  
-1988-89 Annual Survey
- j) Kansas City Jewish Education Council  
-Professional development brochures and information
- k) Los Angeles Bureau of Jewish Education  
-1989-90 Salary Scale  
-1987 Report: "Teacher Benefits in Jewish Schools in Los  
Angeles: A Survey and Proposal for Action"  
-1988-89 Early Childhood Salary Schedule Rationale  
-1989 Report on the Survey of Los Angeles Jewish Youth  
Professionals
- l) Los Angeles BJE Jewish Teacher Census (78% response rate)
- m) 1988 Miami Jewish Educator Study (response rate 80%)
- n) Midwest:  
-1981 Dissertation by George Lebovitz: "Satisfaction and  
Dissatisfaction among Judaic Studies Teachers in

Midwestern Jewish Day Schools" (survey with 40% response rate)

- o) Montreal Jewish Education Council  
-1987-88 Salary Scale
- p) National Board of License  
-1987-88 charts on Number of Licenses Issued by the NBL and its Affiliates
- q) New York: Board of Jewish Education of Greater New York  
-1985-86 Salary Ranges and Averages
- r) Orange County Bureau of Jewish Education  
-1989 Annual Education Survey
- s) Philadelphia: Federation of Jewish Agencies of Greater Philadelphia  
-1989 Report of the Committee on Personnel in Jewish Education  
-1989 Data from Surveys of Day School, Supplementary and Synagogue School Teachers (response rate: 54%)
- t) Pittsburgh: United Jewish Federation of Greater Pittsburgh  
-1986 Teaching Personnel Survey Data (close to 100% response)  
-1989 Summary of Goals and Objectives of the Jewish Teacher's Institute
- u) Rhode Island Bureau of Jewish Education  
-1988-89 "school staff summaries" (100% response rate)  
-1986 Salary Scale  
-1989 Report of the Grants-in-Aid Committee (re: professional development)
- v) San Diego Agency for Jewish Education  
-1988-89 "per school charts"
- w) Solomon Schechter Day School Association  
-1987-87 Faculty Salary Schedule  
-1988-89 Survey of Principal's Salaries
- x) Southfield, MI Agency for Jewish Education  
-9/1/87-8/31/90 agreement between United Hebrew Schools of Metropolitan Detroit and the Association of Hebrew Teachers of Metropolitan Detroit
- y) Toledo Board of Jewish Education  
1989-90 Salary Scale

**Appendix 2:**

**Salary information (K-12 Judaica teachers), based on surveys.**

ATLANTA BUREAU OF JEWISH EDUCATION  
Survey of Tuition Charges & Teacher Salaries in Atlanta Jewish Schools  
 1988-89

1. DAY SCHOOLS

<u>TUITION:</u>	<u>TUITION CHARGES</u>		
	<u>School:</u>	<u>1st Child</u>	<u>Other Children</u>
Epstein School	K. & Pre-1st	3500	
	Grade 1 & 2	3650	less \$250
	Grade 3	3850	less \$250
	Grade 4	3950	less \$250
	Grade 5	4100	less \$250
	Grades 6-7	4200	less \$250
Hebrew Academy	Pre.K&K./Full Dy	\$3250	less \$100
	Grades 1-3	3875	less \$300
	Grades 4-5	3975	less \$300
	Grades 6-8	4050	less \$300
Torah Day School	Grades 1-3	\$3450	less \$150
	Grades 4-5	\$3650	less \$150
	Grade 6	\$3850	less \$150
Yeshiva H.S.	Grade 8	\$4850	
	Grades 9-12	\$5250	less \$300

✓ TEACHERS SALARIES: ANNUAL(Actual)-JUDAIC TEACHERS(adj. to full time equivalent)

<u>School:</u>	<u>Maximum</u>	<u>Minimum</u>	<u>Trimmed Av.</u>	<u>Substitute</u>
Epstein Sch.(Jud.)	\$28,662	\$20,063	\$24,949	\$54/day; \$27/hf-day
Epstein Sch.(Gen.)	\$31,737	\$18,813	\$25,215	\$54/day; \$27/hf-day
Hebrew Academy	\$41,321	\$18,139	\$24,744	\$48/day
Torah Day School	\$34,500	\$25,000	\$25,389	\$50/day; \$25/hf-day
Yeshiva H.S.	\$39,500	\$14,500	\$27,135	\$12/hour

2. AFTERNOON SCHOOLS

<u>TUITION:</u>	<u>TUITION CHARGES</u>		
	<u># OF Days</u>	<u>1st child</u>	<u>Other Child.</u>
Ahavath Achim	3(inc Sun)	\$255-330	less \$15
Beth Shalom	3(inc Sun)	\$350	\$350
Bnai Torah	2 or 3(inc Sun)	\$295/2 dys-\$350/3 dys	\$300/3 dys
Etz Chaim	3(inc Sun)	\$310	\$310
Kehillat Chaim	1	\$140	\$140
Kol Emeth	1	\$125	\$115
Midrasha	2	\$260(full)\$65/yrly hr.	20%
Shearith Israel	2 or 3(inc Sun)	\$185/2dy;\$265/3 dys	\$215
The Temple	1	\$190	\$190
Temple Emanu-El	1	\$200	\$200
Temple Sinai	1	\$150	\$150

✓ TEACHER SALARIES:

School:	SALARY -- PER HOUR			
	Maximum	Minimum	Trimmed Av.	Substitute
Ahavath Achim (Full Time)	\$45	\$20.05	\$37.04	\$32-\$35/session
(Part Time)	\$28.33	\$18.76	\$20.06	
Beth Shalom	\$26	\$15	\$15.18	\$30/session
Bnai Torah	\$38.88	\$17.77	\$27.04	\$18-\$25/Session
Etz Chaim	\$34	\$20	\$23	\$15/Session
Kehillat Chaim	\$15	\$11.50	\$12.43	--
Kol Emeth	\$35	\$35	\$35	--
Midrasha	\$25	\$19.60	\$21.25	\$15/1st hr/\$10 ea add hr
Shearith Israel	\$33.56	\$18.95	\$21.25	\$25/Session
The Temple	\$25	\$9	\$17.35	\$10/hr.
Temple Emanu-El	\$38.66	\$12	\$19.74	\$35/Session
Temple Sinai	\$26.66	\$22	\$24.47	\$24.67/hr.

3. ONE DAY SCHOOLS

TUITION:	TUITION CHARGES	
	1st child	Other Children
School:		
Ahavath Achim	\$155	less \$15
Beth Shalom	\$160	\$160
Bnai Torah	\$150	\$150
Etz Chaim	\$150	\$150
Kehillat Chaim	\$110	\$110
Kol Emeth	\$110	\$110
Shearith Israel	\$50/K; \$100/1st grade	same
The Temple	\$95	\$95
Temple Emanu-El	\$150	\$150
Temple Sinai	\$140	same

✓ TEACHER SALARIES:

School:	LENGTH OF SESSION	SALARY PER HOUR			
		Max.	Min.	Trimmed Av.	Substitute
Ahavath Achim	2 1/2 hrs	\$18	\$12	\$15.53	\$32-\$35/sess.
Beth Shalom	2 1/2 hrs	\$26	\$15	\$15.18	\$30/session
Bnai Torah	2 hrs.	\$38.88	\$17.77	\$27.04	\$18-\$25/sess.
Etz Chaim	2 hrs	\$22	\$9	\$14.75	\$15/sess.
Kehillat Chaim	2	\$15	\$11.50	\$12.43	--
Kol Emeth	2	\$15.50	\$11.00	\$13.80	\$12.50/hr.
Shearith Israel	2 1/2 hrs	\$33.56	\$18.95	\$21.25	\$25/sess.
The Temple	2 1/2 hrs	\$25	\$9	\$17.35	\$10/hr.
Temple Emanu-El	2 1/2 hrs	\$38.66	\$12	\$19.74	\$35/sess.
Temple Sinai	2 3/4 hrs	\$16.73	\$14.55	\$15.29	\$14.55/hr.

4. SUPPLEMENTARY HIGH SCHOOLS

## TUITION:

School:	# Of Days	TUITION CHARGES	
		1st Child	Other Child.
Machon (A.A.)	1	\$155	\$140
Midrasha (Comm. H.S.)	1-2	\$260(full);\$65 yrly. hr. less 20%	
Temple Sinai Conf. Academy	1	\$140	\$140

## ✓ TEACHERS SALARIES:

School:	Maximum	Minimum	Trimmed Aver.	Substitute
Machon (A.A.)	\$17.50	\$17.50	\$17.50	\$17.50
Midrasha (Comm. H.S.)	\$25.00	\$19.60	\$21.25	\$15/1st hr. \$10/addn'l hr.
Temple Sinai Conf. Academy	\$26.66	\$21.33	\$32.81	\$24.00

March, 1989

### Salary

Respondents were asked to rate their perceptions of salary at their school on a scale of 1 to 10, with 1 identified as "poor" and 10 as "excellent." Salary was rated 5.6 in the day schools, 6.9 in the synagogue schools, and 4.5 in the ECE programs (Table 7-13). (Figure 41)

See Tables 4-11 and 4-12 for information on household income and Tables 6-31 and 6-32 for information on salaries.

For day schools, Judaic day school teachers (6.1) report a higher level of salary satisfaction than secular teachers (5.3). This is consistent with the higher levels of salary paid to Judaic day school teachers. Poor ratings (1-3) are provided by 18% of Judaic day school teachers and by 22% of secular teachers.



Ratings are significantly higher in the synagogue schools, with an average rating of 7.3 by Reform synagogue school teachers and 6.3 by Conservative teachers. Notice that only 5% of Reform synagogue school teachers gave a poor (1-3) rating, while 17% of Conservative teachers did so. This is consistent with the findings that Reform synagogue school teachers earn higher salaries than the Conservative counterparts.

Salary is viewed most negatively in the ECE programs, where the average rating is 4.5. Notice that 20% of ECE teachers and 28% of ECE aides rated salary at a level of "poor."

Within synagogue schools, salary would appear to be rated about the same in South Dade (7) as in North Dade (6.9) (Table 7-14). 51% of South Dade synagogue school teachers provided excellent rating (8-10), as did 44% of North Dade synagogue school teachers.

For ECE teachers, salary is perceived most positively in North Dade (4.9), compared with South Dade (4.5) and the Beaches (4.4). 26% in South Dade, in contrast to 17% in North Dade, only 10% on the Beaches, indicated a "10" rating.



Table 7-13  
Salary by Teacher Type

	Day Schools			Synagogue Schools			ECE Programs		
	Judaic	Secular	Total	Reform	Conserv	Total	Teachers	Aides	Total
1 (Poor)	7.1%	7.2%	7.2%	2.9%	6.2%	4.2%	19.7%	28.1%	22.8%
2	4.0	7.2	6.0	1.9	3.1	2.4	8.9	3.3	6.8
3	7.1	7.9	7.6	.0	7.7	3.0	5.9	11.6	8.0
4	4.0	9.2	7.2	3.9	4.6	4.2	10.8	8.3	9.9
5	14.1	21.7	18.7	9.7	12.3	10.7	15.8	16.5	16.0
6	14.1	13.2	13.5	7.8	10.8	8.9	11.8	9.9	11.1
7	16.2	15.8	15.9	20.4	18.5	19.6	12.3	12.4	12.3
8	18.2	12.5	14.7	24.3	15.4	20.8	7.9	4.1	6.5
9	11.1	3.3	6.4	15.5	13.8	14.9	4.4	5.0	4.6
10 (Excellent)	4.0	2.0	2.8	13.6	7.7	11.3	2.5	.8	1.9
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Summary</i>									
Poor (1-3)	18.2%	22.4%	20.7%	4.9%	16.9%	9.5%	34.5%	43.0%	37.7%
Medium(4-7)	48.5	59.9	55.4	41.7	46.2	43.5	50.7	47.1	49.4
Excellent(8-10)	33.3	17.8	23.9	53.4	36.9	47.0	14.8	9.9	13.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average	6.1	5.3	5.6	7.3	6.3	6.9	4.6	4.2	4.5

Table 7-14  
Salary by Region

	Synagogue Schools		ECE Teachers		
	North	South	North	South	Beach
1 (Poor)	2.1%	3.8%	16.9%	26.3%	9.8%
2	4.2	1.0	5.6	8.4	14.6
3	4.2	2.9	8.5	2.1	9.8
4	4.2	3.8	8.5	10.5	17.1
5	12.5	10.5	16.9	12.6	22.0
6	6.3	8.6	12.7	13.7	4.9
7	22.9	18.1	12.7	11.6	14.6
8	18.8	21.9	9.9	6.3	4.9
9	12.5	18.1	5.6	6.3	.0
10 (Excellent)	12.5	11.4	2.8	2.1	2.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Summary</i>					
Poor (1-3)	10.4%	7.6%	31.0%	36.8%	34.1%
Medium(4-7)	45.8	41.0	50.7	48.4	58.5
Excellent(8-10)	43.8	51.4	18.3	14.7	7.3
Total	100.0%	100.0%	100.0%	100.0%	100.0%
Average	6.9	7.1	4.9	4.5	4.4

J.E.A. ANNUAL EDUCATION SURVEY - 1989  
(ORANGE COUNTY)

TEMPLE	HOURLY STAFF SALARIES												HOURS/WK	RATE /HR	VOLUNTEERS
	JUDAICA			HEBREW			AIDES			AGE OF AIDES		SECRETARY			
	MIN	MAX	AVG	MIN	MAX	AVG	MIN	MAX	AVG	MIN	MAX				
A	\$5.00	\$20.00	\$16.00	\$17.00	\$20.00	\$18.50	\$5.00	\$5.00	\$5.00	13	-	-	-	-	
B	\$10.00	\$19.00	\$14.50	\$15.00	\$21.00	\$18.00	\$3.00	\$5.00	\$4.00	13	-	-	-	-	
C	\$7.50	\$21.00	\$14.00	\$18.00	\$24.00	\$21.00	\$1.75	\$3.50	\$2.50	14	-	5	\$6.56	17	
D	\$14.00	\$22.50	\$18.25	\$14.00	\$21.00	\$16.50	\$5.00	\$7.50	\$6.25	16	18	20-30	\$13200/YR	-	
E	\$13.00	\$19.00	\$17.00	\$14.00	\$19.00	\$17.25	-	-	-	14	-	-	-	-	
F	\$14.00	\$17.00	\$15.50	\$16.00	\$22.50	\$19.25	\$18 PER SEMESTER			-	-	15	\$7.50	4	
G	\$11.00	\$17.00	\$14.00	\$12.00	\$20.00	\$16.00	\$2.00	\$5.00	\$3.50	13	17	25	\$8.00	-	
H	\$15.00	\$15.00	\$15.00	\$24.50	\$24.50	\$24.50	\$2.50	\$3.75	\$3.12	13	17	15	\$8.00	1	
I	\$15.00	\$20.00	\$18.00	\$15.00	\$20.00	\$18.00	\$2.50	\$2.50	\$2.50	-	-	-	-	-	
J	\$10.00	\$15.00	\$12.50	\$19.00	\$30.00	\$28.50	\$2.00	\$3.00	\$2.50	14	17	40	\$7.00	-	
	-	-	-	\$20.00	\$25.00	\$22.50	\$3.00	\$8.00	PER SESS.	14	17	14	-	1	
	\$10.40	\$20.00	\$14.22	\$16.66	\$20.00	\$18.77	\$2.40	\$6.00	\$3.30	15	18	7	9.89	9	

**Appendix 3:**  
**Salary scales (K-12 Judaica teachers)**

## SALARY SCALE FOR TEACHERS VI-- PER ANNUAL HOUR OF TEACHING -- 1989-90

	Local Permit	Local Certif.A	Local Certif.B	Nat'l. Permit I	BHU-BA in Jewish St.	Nat'l. Permit II	Nat'l. License	Educator's License	
Credits	0-23	24-35	36-47	48-59	60-71	72-95	96-113	114+	
Step 1	546	588	633	733	789	914	1139		An individual can advance one step annually up to step 5, provided at least 3 collegiate credits have been earned in Judaica, Hebraica or pedagogy.
2	558	600	646	747	804	933	1161		
3	568	612	658	763	821	951	1184		
4	581	624	672	778	837	970	1208		
5	591	637	685	794	854	988	1233		
6		656	706	818	880	1018	1269	1366	Beyond the 5th step, a teacher can advance only by having earned 6 collegiate credits in Judaica, Hebraica or pedagogy.
7		676	727	841	906	1049	1307	1407	
8		696	748	867	934	1081	1347	1449	
9				893	962	1113	1387	1492	
10				920	990	1146	1428	1537	
11								1584	In neither category can a teacher advance more than one step annually.

## IMPLEMENTATION:

No teacher shall receive more than a 10% increase in any year until reaching the appropriate level.

+3% for MEd or MA in related field.

+2% for "Life Experiences" or Merit at the discretion of the principal.

Recommended by Executive Committee of the Synagogue Council -- November 11, 1988  
Ratified by BJE Board of Directors -- February 9, 1989



בית הספר התיכון

# High School of Jewish Studies

2640 NORTH FOREST ROAD, GETZVILLE, N.Y. 14068

(716) 689-8844 HIGH SCHOOL OF JEWISH STUDIES  
SALARY PER ANNUAL HOUR  
1989-1990

Marc Goulan  
EXECUTIVE DIRECTOR

NO EXPERIENCE	YEARS OF EXPERIENCE	TEACHING DIPLOMA	BACHELORS JEWISH ED. OR EQUIV.	MASTERS JEWISH ED. OR EQUIV.	PHD OR RABBINICAL OF EQUIV.	BASE
\$400	\$18 per year	\$450	\$500	\$600	\$650	
	418	468	518	618	668	1
	436	486	536	636	686	2
	454	504	554	654	704	3
	472	522	572	672	722	4
	490	540	590	690	740	5
	508	558	608	708	758	6
	526	576	626	726	776	7
	544	594	644	744	794	8
	562	612	662	762	812	9
	580	630	680	780	830	10
	598	648	698	798	848	11
	616	666	716	816	866	12
	634	684	734	834	884	13
	652	702	752	852	902	14
	670	720	770	870	920	15
	688	738	788	888	938	16
	706	756	806	906	956	17
	724	774	824	924	974	18
	742	792	842	942	992	19
	760	810	860	960	1010	20
	778	828	878	978	1028	21
	796	846	896	996	1046	22
	814	864	914	1014	1064	23
	832	882	932	1032	1082	24
	850	900	950	1050	1100	25

BASE PLUS NUMBER OF YEARS OF EXPERIENCE TIMES NUMBER OF HOURS PER WORK WEEK.



**BUREAU OF JEWISH EDUCATION**  
 OF THE JEWISH FEDERATION-COUNCIL OF GREATER LOS ANGELES  
 6505 WILSHIRE BLVD., SUITE 710, LOS ANGELES, CA 90048  
 TELEPHONE: 852-7702



PERSONNEL SERVICES DEPARTMENT

1989-1990 UNIFIED SALARY SCHEDULE  
 -----

FOR TEACHERS OF HEBREW & JEWISH STUDIES IN SUPPLEMENTARY AND DAY SCHOOLS

*which of these are equivalent to NBL licenses? How do they compare?*

STEP	COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	COLUMN F
	<i>think these are all equivalent NBL licenses</i> LIMITED CREDENTIAL 84 semester units Judaica + 20 Education	STANDARD CREDENTIAL BJE, BRE, MAT, MAJE MAHE	STANDARD CREDENTIAL Plus 14 semester units Judaica or Education	STANDARD CREDENTIAL Plus 28 semester units Judaica or Education	STANDARD CREDENTIAL Plus 42 semester units Judaica or Education	STANDARD CREDENTIAL Plus 56 semester units Judaica or Education
1	601	660	700	735	770	802
2	627	693	730	762	802	827
3	654	722	755	797	828	857
4	688	749	789	823	857	889
5	716	781	815	851	889	918
6	741	807	844	883	918	966
7	770	836	878	910	966	991
8	800	883	903	949	991	1019
9	827	917	930	985	1019	1051
10	854	949	979	1011	1051	1077
11		996	1011	1040	1077	1106
12		1040	1051	1072	1106	1133
13		1077	1093	1106	1133	1167
14		1119	1133	1152	1167	1193
15		1152	1168	1188	1200	1227
16		1198	1215	1235	1237	1264
17		1232	1248	1268	1286	1315
18					1320	1348

Salary for PERMIT holders: \$506 per annual hour

*(ARTE - 1000 - 1000 - 1000 - 1000 - 1000)*

SALARY AND SALARY RATING EXPLANATIONS

1. The number shown in each box is an ANNUAL HOURLY RATE. The Annual Hourly Rate is the salary for one scheduled-hour of teaching per week, per completed contract year.

TO DETERMINE YOUR ANNUAL SALARY:

(a) Refer to the step and column that reflects your certification and salary status as determined by the Personnel Services Department.

(b) Multiply the annual hourly rate (the figure listed in the box corresponding to your step and column), by the number of scheduled teaching hours per week.

EXAMPLE: COLUMN C, STEP 5 - teacher teaching 15 hours per week -

Annual hourly rate for 1989-90	\$815
Multiplied by the number of scheduled teaching hours per week:	<u>X 15</u>
EQUALS ANNUAL SALARY:	\$12,225

2. Master's or Ph.D. degree: Add to the annual hourly rate either \$6 for a Master's degree or \$14 for a Ph.D. in Jewish Studies and/or Education.
3. A teacher qualifies for STEP ADVANCEMENT into steps 2-10 upon completion of one year of teaching experience and two (2) semester units (30 hours) of Department-approved courses in Judaica or Education or In-Service workshops; and into steps 11-18 with four (4) units. Qualifying transcripts must be submitted to the Bureau prior to August 15, 1989 for salary step advancement in 1989-90.
4. New teachers will be granted 50% credit for acceptable experience outside of Los Angeles.

EXAMPLE: A teacher with six years of acceptable teaching experience will be placed on Step 4 of the teacher's appropriate column.

5. This Salary Schedule will be reviewed annually in accordance with the Code of Personnel Practices.

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Suggested salary for substitutes:

PERMITS -	\$12.00/hour
COLUMN A -	\$13.50/hour
COLUMNS B & C -	\$17.50/hour
COLUMNS D & E -	\$18.50/hour
COLUMN F -	\$19.00/hour

HS OF MAR

High School based on 1320 periods per year

101 → Feb 11/

6-5.07

ANNUAL SALARY SCALES IN FORCE AS OF THE 101ST DAY OF WORK OF THE 1987-1988 SCHOOL YEAR

18.30 Ann

EXPERIENCE STEPS (1) 13 years	C A T E G O R I E S (2)						
	14 years or less	15 years	16 years	17 years	18 years	19 years	20 years (3)
1 19,170 <sup>14.52</sup>	21 543 <sup>16.32</sup>	23 118 <sup>17.51</sup>	24 808 <sup>23.1</sup>	26 648 <sup>20.4</sup>	28 626 <sup>21.62</sup>	30 789 <sup>23.22</sup>	34 241 <sup>25.81</sup>
2 19,788 <sup>14.97</sup>	22 154 <sup>14.78</sup>	23 775 <sup>17.01</sup>	25 537 <sup>19.34</sup>	27 433 <sup>20.78</sup>	29 466 <sup>21.78</sup>	31 695 <sup>24.01</sup>	35 147 <sup>26.65</sup>
3 20,380 <sup>15.43</sup>	22 786 <sup>17.26</sup>	24 479 <sup>19.23</sup>	26 259 <sup>19.79</sup>	28 216 <sup>21.37</sup>	30 344 <sup>22.98</sup>	32 616 <sup>24.25</sup>	36 068 <sup>27.22</sup>
4 21,021 <sup>15.73</sup>	23 455 <sup>17.76</sup>	25 171 <sup>19.06</sup>	27 033 <sup>20.47</sup>	29 047 <sup>22.0</sup>	31 239 <sup>23.66</sup>	33 586 <sup>25.44</sup>	37 038 <sup>28.02</sup>
5 21,770 <sup>16.19</sup>	24 124 <sup>18.22</sup>	25 910 <sup>19.62</sup>	27 811 <sup>21.06</sup>	29 908 <sup>22.65</sup>	32 159 <sup>24.14</sup>	34 616 <sup>26.37</sup>	38 060 <sup>28.73</sup>
6 22,460 <sup>16.59</sup>	24 809 <sup>18.79</sup>	26 648 <sup>20.18</sup>	28 626 <sup>21.68</sup>	30 789 <sup>23.32</sup>	33 093 <sup>25.07</sup>	35 640 <sup>27.05</sup>	39 092 <sup>29.51</sup>
7 23,222 <sup>17.11</sup>	25 537 <sup>19.34</sup>	27 433 <sup>20.72</sup>	29 466 <sup>22.22</sup>	31 695 <sup>24.01</sup>	34 104 <sup>25.33</sup>	36 716 <sup>27.81</sup>	40 168 <sup>30.42</sup>
8 24,022 <sup>17.52</sup>	26 259 <sup>19.79</sup>	28 216 <sup>21.32</sup>	30 344 <sup>22.77</sup>	32 616 <sup>24.32</sup>	35 117 <sup>25.60</sup>	37 817 <sup>28.04</sup>	41 269 <sup>31.76</sup>
9 24,753 <sup>17.82</sup>	27 033 <sup>20.52</sup>	29 047 <sup>22.07</sup>	31 239 <sup>23.16</sup>	33 586 <sup>25.43</sup>	36 172 <sup>27.40</sup>	38 983 <sup>29.53</sup>	42 435 <sup>32.14</sup>
10 25,477 <sup>18.23</sup>	27 811 <sup>21.06</sup>	29 908 <sup>22.65</sup>	32 159 <sup>24.16</sup>	34 616 <sup>26.72</sup>	37 259 <sup>28.22</sup>	40 167 <sup>30.11</sup>	43 619 <sup>33.01</sup>
11 26,329 <sup>18.53</sup>	28 626 <sup>21.68</sup>	30 789 <sup>23.32</sup>	33 093 <sup>25.07</sup>	35 640 <sup>27.1</sup>	38 374 <sup>29.07</sup>	41 408 <sup>31.56</sup>	44 860 <sup>33.72</sup>
12 27,159 <sup>18.97</sup>	29 466 <sup>22.32</sup>	31 695 <sup>24.01</sup>	34 104 <sup>25.83</sup>	36 716 <sup>27.81</sup>	39 558 <sup>29.76</sup>	42 662 <sup>32.31</sup>	46 114 <sup>34.52</sup>
13 27,996 <sup>19.32</sup>	30 344 <sup>22.98</sup>	32 616 <sup>24.72</sup>	35 117 <sup>26.60</sup>	37 817 <sup>28.64</sup>	40 758 <sup>30.22</sup>	43 996 <sup>33.22</sup>	47 448 <sup>35.34</sup>
14 28,829 <sup>19.71</sup>	31 239 <sup>23.66</sup>	33 586 <sup>25.44</sup>	36 172 <sup>27.42</sup>	38 983 <sup>29.53</sup>	42 022 <sup>31.22</sup>	44 628 <sup>33.85</sup>	48 080 <sup>36.12</sup>
15 29,647 <sup>20.11</sup>	32 159 <sup>24.32</sup>	34 616 <sup>26.37</sup>	37 259 <sup>28.22</sup>	40 167 <sup>30.42</sup>	43 329 <sup>32.22</sup>	46 096 <sup>34.91</sup>	49 548 <sup>37.52</sup>

(1) AS DEFINED IN CLAUSE 1-1.14

(2) AS DEFINED IN CLAUSE 1-1.09

(3) 19 YEARS OF MORE OF SCHOOLING WITH A DOCTORATE OF THE THIRD CYCLE.

V. SALARY SCHEDULE\*

Outlined below is a recommended salary schedule for teachers, taking into account both an individual's training and years of teaching experience. Within each level, a 3% increase is allowed for each year of experience. This is considered a minimum increase, and individual schools are encouraged to include a cost-of-living adjustment and merit increases where applicable as well.

<u>PRE-CERTIFIED</u>	<u>ENTRY LEVEL</u>	<u>SECOND YEAR</u>	<u>THIRD YEAR</u>	<u>FOURTH YEAR</u>	<u>FIFTH ** YEAR</u>
Less than BA Degree	\$450.00	\$463.50	\$477.40	\$491.70	\$506.50
BA-General	500.00	515.00	530.45	546.40	562.75
MA-General	550.00	566.50	583.50	601.00	619.00
BA-Judaic Studies	600.00	618.00	636.50	655.65	675.30
<u>CERTIFIED</u>					
BA-General	700.00	721.00	742.65	764.90	787.85
MA-General	750.00	772.50	795.70	819.55	844.15
BA-Judaic Studies	800.00	824.00	848.75	874.20	900.40
MA-Judaic Studies	850.00	875.50	901.75	928.80	956.70
<u>Licensed</u>					
Permit (BJE Hebrew Studies Certification)	1000.00	1030.00	1060.90	1092.70	1125.50
Permanent license or Rabbinic Ordination	1100.00	1133.00	1167.00	1202.00	1238.05

Substitute teachers shall be remunerated at a minimum rate of \$10 per hour. The substitute who teaches the same class more than three times in succession shall be paid the same rate, beginning with the fourth session, that he/she would be entitled to on the salary scale, provided that he/she continues teaching that class on an uninterrupted basis.

\*Annual salary per hour per week taught. For example, a teacher entering the system with a general BA, pre-certified, who teaches 5 hours per week, would get a total annual salary of \$2500 (\$500 x 5); after three years of service, the teacher would be entitled to \$2552.25 (\$520.45 x 5).

\*\* For years 6 and above, annual increments shall continue to be at the compounded rate of 3 percent.

SOUTHFIELD BJE / AGREEMENT BET. UNITED  
 HEBREW SCHOOLS OF MET.

Addendum A-1  
 1987-88 Salary Scale  
 Category 1

DETROIT & ASSOC. OF  
 HEBREW TEACHERS  
 OF MET. DETROIT.

Step	1-11 hours		12 hours	
	1 hr	6 hrs	12 hrs	MA-12 hrs
TC-1	566	3,396	7,051	
TC-2	596	3,576	7,438	
TC-3	626	3,756	7,824	
1	691	4,146	8,623	435
2	746	4,476	9,285	480
3	796	4,776	9,946	525
4	849	5,094	10,583	570
5	902	5,412	11,219	615
6	954	5,724	11,903	660
7	1,006	6,036	12,542	705
8	1,057	6,342	13,191	750
9	1,112	6,672	13,815	795
10	1,164	6,984	14,476	840
11	1,216	7,296	15,138	885
12	1,268	7,608	15,787	930
13	1,292	7,752	16,074	930

Addendum A-1  
1987-88 Salary Scale  
Category II

Step	1-11 hours		12 hours	
	1 hr	6 hrs	12 hrs	MA-12 hrs
TC-1	528	3,168	6,576	
TC-2	555	3,330	6,913	
TC-3	583	3,498	7,275	
1	645	3,870	8,037	435
2	695	4,170	8,648	480
3	742	4,452	9,260	525
4	792	4,752	9,871	576
5	842	5,052	10,458	615
6	890	5,340	11,069	660
7	938	5,628	11,681	705
8	985	5,910	12,292	750
9	1,035	6,210	12,879	795
10	1,084	6,504	13,503	840
11	1,132	6,792	14,102	885
12	1,182	7,092	14,726	930
13	1,206	7,236	15,013	930

Addendum A-2  
1988-89 Salary Scale  
Category I

Step	1-11 hours		12 hours	MA
	1 hr	6 hrs	12 hrs	MA-12 hrs
TC-1	582	3,492	7,262	
TC-2	613	3,678	7,661	
TC-3	644	3,864	8,058	
1	711	4,266	8,881	435
2	768	4,608	9,563	480
3	819	4,914	10,244	525
4	874	5,244	10,900	570
5	929	5,574	11,555	615
6	982	5,892	12,260	660
7	1,036	6,216	12,918	705
8	1,088	6,528	13,586	750
9	1,145	6,870	14,229	795
10	1,198	7,188	14,910	840
11	1,252	7,512	15,592	885
12	1,306	7,836	16,260	930
13	1,330	7,980	16,556	930

Addendum A-2  
1988-89 Salary Scale  
Category II

Step	1-11 hours		12 hours	
	1 hr	6 hrs	12 hrs	MA-12 hrs
TC-1	543	3,258	6,773	
TC-2	571	3,426	7,120	
TC-3	600	3,600	7,493	
1	664	3,984	8,278	435
2	715	4,290	8,907	480
3	764	4,584	9,537	525
4	815	4,890	10,167	576
5	867	5,202	10,771	615
6	916	5,496	11,401	660
7	966	5,796	12,031	705
8	1,014	6,084	12,660	750
9	1,066	6,396	13,265	795
10	1,116	6,696	13,908	840
11	1,165	6,990	14,525	885
12	1,217	7,302	15,167	930
13	1,242	7,452	15,463	930

Addendum A-3  
1989-90 Salary Scale  
Category I

Step	1-11 hours		12 hours	
	1 hr	6 hrs	12 hrs	MA-12 hrs
TC-1	593	3,558	7,407	
TC-2	625	3,750	7,814	
TC-3	656	3,936	8,219	
1	725	4,350	9,058	435
2	783	4,698	9,754	480
3	835	5,010	10,448	525
4	891	5,346	11,118	570
5	947	5,682	11,786	615
6	1,001	6,006	12,505	660
7	1,056	6,336	13,176	705
8	1,109	6,654	13,857	750
9	1,167	7,002	14,513	795
10	1,221	7,326	15,208	840
11	1,277	7,662	15,903	885
12	1,332	7,992	16,585	930
13	1,356	8,136	16,887	930

Addendum A-3  
1989-90 Salary Scale  
Category II

Step	1-11 hours		12 hours	
	1 hr	6 hrs	12 hrs	MA-12 hrs
TC-1	553	3,318	6,908	
TC-2	582	3,492	7,262	
TC-3	612	3,672	7,642	
1	677	4,062	8,443	435
2	729	4,374	9,085	480
3	779	4,674	9,727	525
4	831	4,986	10,370	576
5	884	5,304	10,986	615
6	934	5,604	11,629	660
7	985	5,910	12,271	705
8	1,034	6,204	12,913	750
9	1,087	6,522	13,530	795
10	1,138	6,828	14,186	840
11	1,188	7,128	14,815	885
12	1,241	7,446	15,470	930
13	1,266	7,596	15,772	930

<u>School</u>	<u>Pension</u>	<u>Medical Insurance</u>	<u>Sick Leave</u>	<u>Business Expense</u>	<u>Education Benefits</u>	<u>Sabbatical</u>	<u>Tuition for Children</u>	<u>Total Package</u>	<u>Comments</u>
<u>A. Principals earning \$70,000 or more (exclusive of benefits)</u>									
A1.	x	x		x	x		x	\$80,000	
<u>B. Principals earning \$60-70,000 (exclusive of benefits)</u>									
B1.	x	x					x	\$60,000	
B2.		x	x	x			x		
B3.	x	x	x			x			
<u>C. Principals earning \$55-\$60,000 (exclusive of benefits)</u>									
C1.		x	x	x				\$60,000	
C2.	x	x	x	x				\$65,500	
C3.	x		x			x		\$64,500	
C4.		x	x			x	x	\$60,550	
C5.	x	x			x		x	\$60,000	
C6.		x	x	x	x		x	\$65,200	\$7,200 in benefits allocated as principal wishes
C7.				x					
C8.									Salary is full package.

SOLOMON SCHECHTER DAY SCHOOL ASSOCIATION

PRINCIPAL'S SALARY SCHEDULE -- School year 1986-87

School   Pension   Medical   Sick   Business   Education   Sabbatical   Tuition   Total   Comments  
Insurance   Leave   Expense   Benefits   for Children   Package

D. Principals earning \$50-55,000 (exclusive of benefits)

D1.	x	x	x		x	x			
D2.	x	x					x		
D3.	x	x	x				x		
D4.		x					x	\$55,000	Position includes responsibility as assoc. Rabbi of Congregation.

E. Principals earning \$45-50,000 (exclusive of benefits)

E1.	x	x	x	x			x	\$55,000	Also ed. dir. of 2 other schools in same bldg.
-----	---	---	---	---	--	--	---	----------	--

F. Principals earning \$40-45,000 (exclusive of benefits)

F1.			x		x		x		
F2.	x	x	x				x	\$45,000+	
F3.	x	x		x				\$48,000	
F4.	x	x	x				x		
F5.			x	x				\$42,000	
F6.	x	x	x	x		x	x	\$55,000	
F7.	x	x			x		x	\$50,000	
F8.		x					x	\$49,000	

School	Pension	Medical Insurance	Sick Leave	Business Expense	Education Benefits	Sabbatical	Tuition for Children	Total Package	Comments
G. Principals earning \$35-40,000 (exclusive of benefits)									
G1.			x	x	x		x	\$36,000	
G2.	x	x	x	x				\$45,000	
G3.			x		x			\$40,000	
G4.		x							
G5.	x	x	x		x		x	\$46,000	Divides benefit package as princ chooses
G6.			x					\$35,000	would like more benefits
G7.		x	x					\$42,310	
H. Principals earning \$30-35,000 (exclusive of benefits)									
H1.		x	x	x			x	\$40,000	
H2.		x	x					\$33,000	
H3.	x	x	x	x				\$50,000	
H4.	x	x	x	x			x		
H5.	x	x	x	x					
I. Principals earning less than \$30,000 (exclusive of benefits) *									
I1.		x	x	x				\$25,000	
I2.			x	x	x		x	\$27,000	
I3.		x	x				x	\$23,314	
I4.				x				\$20,000	

**Appendix 4:**  
**Benefits (K-12 Judaica teachers)**

Table 3K

PERCENTAGE OF TEACHING SLOTS\* WHICH CARRY MEDICAL, PENSION AND  
DISABILITY BENEFITS, BY TEACHER TYPE

	Medical	Pension	Disability
ORTHODOX	32	13	11
CAREER U.S. BORN	22	6	18
CAREER FOR. BORN	38	27	28
SUPPL. INCOME	11	7	7
AVOCATIONAL	5	2	7
STUDENT W/ FUTURE IN JEWISH ED.	—	—	—
STUDENT W/OUT FUTURE IN JEWISH ED.	5	2	—

\*N=691

Los Angeles Jewish Teacher Census  
Dr. Isa Aron and Dr. Bruce Phillips  
December, 1989  
Not for Reproduction or Publication

Table 3L:  
 PERCENTAGE OF TEACHING SLOTS\* WHICH CARRY OTHER BENEFITS, BY TEACHER TYPE

	ORTHODOX	CAREER U.S. BORN	CAREER FOR.BORN	SUPL. INCOME	AVOCATIONAL	STUDENT WITH FUTURE..	STUDENT WITHOUT FUTURE..
Free or reduced tuition for children	22	12	30	22	12	2	1
Day care for children	17	6	34	32	4	6	—
Free or reduced membership in synagogue or JCC	5	12	33	30	16	3	1
Synagogue membership privileges	4	16	24	27	19	5	5
Money to attend conferences	16	17	19	22	17	5	5
Full or partial subsidy for continuing ed.	14	14	29	23	15	3	3

\*N=690

Los Angeles Jewish Teacher Census  
 Dr Isa Aron and Dr. Bruce Phillips  
 December, 1989  
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**TEACHER BENEFITS IN JEWISH SCHOOLS**  
**IN LOS ANGELES:**  
**A SURVEY AND PROPOSAL FOR ACTION**

*SUMMER, 1987*

**BUREAU OF JEWISH EDUCATION**  
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Yonaton Shultz, Director of School Personnel



## TEACHER BENEFITS IN JEWISH SCHOOLS OF LOS ANGELES

As a result of recent newspaper articles and interest in the Jewish community over teacher benefits in Los Angeles area Jewish schools, the Bureau of Jewish Education has undertaken an intensive survey of all day and supplementary schools to gain a clear picture of existing benefits available to Jewish educational personnel. In addition to that specific information, Dr. Jacoby has requested that I also investigate current benefits' packages available to public and private school systems in Los Angeles, the Jewish Federation, and other Jewish educational systems around the country. This is meant to provide us with information both for comparison purposes, and where appropriate, for models for the Bureau to consider for Los Angeles area schools. The third part of this report will focus on recommendations for a benefits' package for Los Angeles area Jewish educators.

### BACKGROUND

In a recent article in the March, 1987 issue of the Pedagogic Reporter, Dr. Chaim Botwinick, Assistant to the Executive Vice President of Research and Planning for the Board of Education of Greater New York, described the current crisis in Jewish education:

"The American Jewish community is presently confronted with a serious unchallenged crisis impacting the quality, and in some cases, the availability of Jewish education -- the lack of qualified Jewish school personnel. Not unlike the personnel condition in public education, Jewish schools, by and large, are experiencing an extreme shortage of qualified teaching personnel. This condition is due in large measure to the inability of the Jewish education enterprise to attract qualified teachers into an educational system which provides minimal social status, career growth and financial security."

A 1980 study by the American Association for Jewish Education (the forerunner of the current Jewish Education Service of North America, JESNA) entitled "Salaries of Teachers in Jewish Schools" pointed out that:

"Slowly, most Jewish professionals, as well as professional groups, have been successful in educating the public that even a person dedicating his career to Jewish causes must eat and must feed his family and therefore must have his bread and butter. The remunerations in most fields of Jewish endeavor have been elevated to the level of comparable lay professions. There is only one exception to this rule. The Jewish teacher in the Jewish school has remained

low on the totem pole and on the pay scale. Attention was called in many previous studies to the inadequacy of the compensation offered to the Jewish teacher for his years of study, for his experience, and for his work. Attention also was called to the danger that the incongruous salaries will lead to a drying up of the wells of supply. Experience has borne out the validity of such warnings."

Here we find two observers, both experts in Jewish education, warning of dire consequences to the future of Jewish education, and thus to the future of the entire American Jewish community, if immediate attention is not paid to the financial circumstances of the Jewish educator.

Dr. Saul Wachs, Associate Professor of Education at Gratz College, in his 1984 report entitled: "The Jewish Teacher: Professional Status", points out that even the Orthodox community is losing its strong tradition of qualified educators, due to changes in American society.

"Officials of Torah Umesorah told me that . . . the recent drop in the number of Yeshivah and Orthodox seminary graduates seeking careers in HINUKH (education), was directly related to poor salaries and the new availability of more attractive alternatives for making a living. In addition, now that there is far less prejudice . . . against observant Jews in business and the professions, one of the greatest attractions of teaching can be found elsewhere. . . ."

Dr. Sachs goes on to explain that a recent study of salaries and conditions for Jewish educators revealed that:

"Jewish teachers were at a distinct disadvantage, compared with public school colleagues, in terms of fringe benefits. In the reported sample, the most commonly accorded benefits were Social Security and sick leave with pay. . . . Medical coverage, a standard fringe benefit in public schools, is not common in Jewish schools."

Dr. Sacks summarizes his view of Jewish education by stating:

"Under these circumstances it is understandable that capable people do not seek careers there (in Jewish education) if they have a choice, nor should the Jewish community expect them to."

The experts agree. Circumstances cannot remain as they are if Jewish education is to attract and retain qualified educators. The American employer has learned that by

providing a basic benefits' package, American business and industry can attract the best employees. The public school sector has discovered that a good benefits' package is an important consideration in attracting quality educators. Jewish educational institutions must learn from the experience of others.

#### CURRENT PLANS AVAILABLE

The next section describes various benefits' packages. This will help us compare our situation with what exists in other systems, and in other communities. A brief survey of current benefits' plans available in both public and private systems will follow. We will first review the Los Angeles Unified School District, the Los Angeles Archdiocese school system package, and the Jewish Federation Council benefits' package. We will then survey comparable models in other Jewish communities around the country. These will all serve as a comparison to what is currently available to Jewish educators in Los Angeles.

This report does not involve a comparison of salary scales, but it is increasingly evident that teacher salary scales in California and around the nation are being raised in order to make teaching more attractive to entry level employees. The Los Angeles district has recently reached a negotiated agreement with the United Teachers of Los Angeles which includes a retroactive 10% salary increase (back to July, 1987). Those of us involved in Jewish education must remember that our schools are affected by circumstances in public schools, especially with regard to the General Studies teachers in our Day Schools. We must be competitive with the salaries our teachers could be receiving elsewhere, and that in turn will also raise the salaries of our Jewish Studies teachers, who cannot be discriminated against in our own schools. We must be able to compete with salaries and benefits' packages in order to attract and retain quality professionals in our Jewish school system.

#### LOS ANGELES UNIFIED SCHOOL DISTRICT

The benefits package offered by L.A.U.S.D. is available to all employees working 20 hours or more a week.

L.A.U.S.D. offers its employees a choice of one of five health plans. The district covers 100% of the premiums for each employee and his/her family! Plans include two Blue Shield/Blue Cross type programs, Kaiser, Maxi-Care and CIGNA health plans. Each plan costs the district approximately \$200 per month for full coverage.

L.A.U.S.D. also offers a choice of one of two dental plans. One plan is self funded and is managed by Connecticut General. Premiums are \$29.55 per month. A second plan costs the district \$20.54 per month. Employees must pay for dependent coverage.

There is a Vision Care program with a monthly premium of \$5.75, paid for by the district.

Each employee receives a \$20,000 life insurance policy, for a monthly premium of \$3.54. Employees can acquire additional coverage by paying for it themselves. Spouses and dependents can be covered, with the employee paying for coverage.

A mental health plan includes crisis intervention with up to 5 sessions free for immediate difficulties.

The district participates in the State Teacher Retirement plan. The plan is administered by the State and is known to provide excellent retirement benefits for public school educators.

The total cost for all benefits paid to L.A.U.S.D. educators is substantial. It provides an important safety net of benefits above and beyond the increasingly attractive salary schedule. It is important to remember that this generous benefits' package is by no means the best one available to Southern California public school teachers. It is only an average package. Yet we should use it as a yardstick for the Los Angeles area since it is the largest local district, and the one which would affect most of our teachers were they to leave our Jewish schools for a public school position.

#### THE LOS ANGELES ARCHDIOCESE SCHOOL SYSTEM

According to the Director of the Los Angeles Catholic Archdiocese teacher benefits section, benefits have become increasingly important to the 10,000 employees and administrators of the Catholic school system in Los Angeles.

The benefits package is available to all full time employees.

The medical plan is from AETNA and covers prescription drugs and vision as well. Each employee pays \$10 per month, with the school paying \$71.16 per month. When a family is covered the teacher pays \$100 per month, and the school \$153.76 per month. Thus the school also helps cover part of the additional cost when a faculty member's family is covered.

There is no dental plan available now.

They do pay Social Security for all employees.

They do not participate in the State Disability and Unemployment insurance program, but do have their own private disability plan available through a subsidiary of AETNA. The plan offers excellent coverage to their employees. The premium is 0.7% of the first \$2,100 earned per month. The disability benefit "kicks in" after 15 days of disability and covers 60% of the previous year's average salary, up to a maximum of \$225 per week. There is a 104 week maximum period. (After that period, Social Security disability would generally cover the employee). The school pays the premium on this policy.

There is also a retirement plan available where teachers vest after one year. The school contributes 3% of the annual salary, and the teacher can also add to this.

#### JEWISH FEDERATION COUNCIL

The Jewish Federation Council of Los Angeles offers an extensive benefits' package to all employees. This includes professionals as well as maintenance and clerical staffs.

The benefits' package is available to all employees working at least 20 hours per week.

JFC maintains three health plans: Lincoln National Life Insurance Co., Kaiser, and Health Net. The employee has his choice of plans. The JFC pays \$82.24 per month for the employee's share, and the employee pays for dependents.

Dental insurance is also available, and is administered through Connecticut General. The premium is \$23.10 a month for each employee. The employee pays for dependents.

There is a long term disability insurance program with Mutual Benefit Life Insurance Company which costs \$1.33 per \$100 of salary. It provides a benefit of 2/3rds of the monthly earnings, up to a maximum benefit of \$5,000. per month (less payments from State Disability or Social Security.)

JFC offers a retirement plan which calls for a contribution of 6.55% of monthly salary. This includes approximately 0.9% for life insurance, with the remainder going for pension. The employee's contribution consists of 3.25% of the first \$550 of monthly salary, and 6.25% thereafter. This is a mandatory plan with enrollment dates of March 1st and September 1st. Employees must work at JFC for one year before joining the plan.

JFC maintains a life insurance plan equal to 2 1/2 times the annual salary. It is paid for at the rate of 0.9% of monthly salary, as part of the pension program.

For executives, assistant executives, and fund raisers at JFC, there is a voluntary supplemental pension plan available. The contribution by the JFC is 3.1% of monthly salary, and the employee contributes 1.5% of his monthly salary. There is a life insurance element to this program as well.

#### CENTRAL JEWISH AGENCY BENEFITS' PACKAGES

The below listed programs represent two different models for Bureaus of Jewish Education to approach the teacher benefits' issue. As will be demonstrated, the cases of Washington, D.C. and of Chicago, Ill. represent communities which do not provide central agency funding for teacher benefits, but do serve as umbrella organizations for their schools to offer the package of benefits to their educators. The second group, represented by Miami and New York, are models of communities which are at the forefront of the initiative for teacher benefits. In discussions with their executives, they firmly believe that their programs have led to a significant increase in the professionalism of their core of Jewish educators. They, in addition to providing an umbrella to allow educators to receive the basic medical and retirement benefits, also provide central agency funding for these plans. This allows the schools to offer their educators these fine programs, while at the same time not having to bear the total burden of the programs.

#### WASHINGTON, D.C.

The Bureau of Jewish Education in Washington does not fund any teacher benefits, but does act as the umbrella organization for educators employed in the various Jewish schools. Each school reaches its separate agreement with its own staff as to which benefits the school will pay for. The balance is the responsibility of the employee. Their group also allows rabbis and other temple employees to gain the benefit of joining this large group for their medical plans. A choice of Kaiser and one other medical plan is available. This approach has been followed for the past 10 years, and according to the telephone conversation with their Director, has worked very well. Several hundred people participate in this system.

The Bureau administers the entire program with the school sending in its portion, and that of the employee, in advance. They have had no problems collecting premiums from the various schools. The Bureau provides the clerical services to administer the program.

They are now working with Mutual of America, a company which specializes in not-for-profit organizations, to develop a pension and tax-sheltered annuity plan for Jewish educators.

CHICAGO, ILLINOIS

The Bureau of Jewish Education of Chicago has its own programs which it conducts. Its employees are covered by the same package as all Federation employees. The Bureau does not fund any benefits for teachers in affiliated schools, but serves as the umbrella organization for a benefits' package. Twelve schools participate in the medical program. Each school reaches its own agreement with its staff as to which benefits will be paid for by the school. Life insurance, dental coverage, and a tax sheltered annuity are also available.

MIAMI, FLORIDA

The TEACHER FRINGE BENEFITS' PROGRAM (TFB) of the Greater Miami Jewish Federation has been in existence since 1971. According to the Miami Bureau TFB Director, surveys have indicated that schools are able to attract and retain better qualified educators as a result of the benefits' program. It has provided important financial security for teachers in Jewish schools, and it has become a major incentive for teachers to continue their professional growth and development.

"Our experience indicates that the Program will continue to help attract and retain qualified personnel in our Jewish schools. The qualified, highly motivated and secure teacher is one of the major components in the creation of a viable Jewish educational structure and a thriving Jewish community."

Health insurance - is offered to teachers with at least a temporary license, with the TFB paying up to a limit of \$600 with all contributions matched by the school.

Retirement - The TFB contributes 4% of the Hebrew and Early Childhood educator's salary, up to a \$25,000 maximum. The contribution is only for teachers with a continuing license from the Bureau. General Studies teachers in day schools currently receive a 2% contribution toward retirement, with the expectation that it will be increased next year to 3%, and 4% the following year.

The Bureau budget has allocated additional funds for life and disability insurance, but these funds will not be disbursed until the campaign results are in for this year.

NEW YORK, N.Y.

The Fund for Jewish Education, sponsored by Mr. and Mrs. Joseph S. Gruss, the Federation of Jewish Philanthropies of New York, and the United Jewish Appeal of Greater New York, has been at the forefront of benefits' packages for Jewish education. Benefits are covered for all educators in day schools who teach 20 hours a week or more, and educators in supplementary schools who teach at least 12 hours per week.

The Medical Reimbursement Program - This pays for each covered employee, up to \$30 per month for the individual, or \$80 per month for the family, with the school, or the school and/or employee paying for the balance.

Life Insurance - the Fund completely pays for a \$75,000 term life insurance policy for all educators (approximately 4,500 are covered). The premium is \$108 per year, per person.

Pension Reimbursement Program - Teachers Insurance and Annuity Association is the carrier for Yeshivot and Day Schools, and Mutual of America covers the supplementary schools. In order to receive the FJE pension reimbursement, a minimum contribution of 6% of an educator's salary is required. The contribution can be wholly contributed by the school, or may be contributed in part by the employee. The school, however, must contribute a minimum of 4%. The FJE will reimburse 2% up to a maximum of \$15,000 salary per year.

The above review of existing plans indicates that there is growing concern around the country to provide minimum benefits to educators in Jewish schools. At the very least, central Jewish education agencies are serving as the umbrella organization for improving the benefits' package made available to educators in Jewish schools.

The more enlightened communities are undertaking to at least partially fund these programs through central agencies in order to upgrade the field of Jewish education. Without such a commitment in Los Angeles, we will continue to have difficulties in staffing our Jewish educational institutions with the quality educator that we must have to guarantee a vibrant Jewish future in Los Angeles.

TEACHER BENEFITS SURVEY  
PRELIMINARY RESULTS

The Sample:

Teacher Benefits' Surveys were sent out to all Bureau affiliated schools. The request was for both statistical and descriptive material. Our main interest was to discover the level of benefits received according to teaching categories (Judaica, General Studies, Early Childhood, Specialists), and according to the number of hours worked (divided into categories of "less than 9 hours per week", "9 - 14 hours per week", "15 - 24 (or 29) hours per week", and "Fulltime". Schools were divided into "Day Schools" and "Supplementary Schools".

Responses:

Of Day Schools, 17 of 23 Day Schools responded: a 73% response rate.

Of the Supplementary Schools, 37 of 72 schools responded: a 51% response rate. However, only 20 of these responses were useable.

RESULTS - DAY SCHOOLS

In terms of the various benefits received the following results were obtained:

Fulltime Educators:

Medical Coverage (various plans and levels of funding) - 55% receive some payment toward a medical plan.

Retirement Plan - 0.4% participate in a retirement plan.

Life Insurance - 22% receive some life insurance benefit.

State Disability Insurance - 48% receive this benefit.

Social Security - 95% receive this benefit.

Dental Coverage - 21% receive this benefit.

15 - 29 hours per week:

Medical Coverage - 3% receive any payment toward medical.

Retirement plan - No participants.

Life Insurance - No participants.

State Disability Insurance - 55% receive this benefit.

Social Security - 99% receive this benefit.

Dental - No participants.

RESPONSES - SUPPLEMENTARY SCHOOLS

While Day Schools have a very large percentage of their staffs working halftime or more, Supplementary Schools have the greatest percentage of their educators working less than 9 hours a week. Therefore, very little statistical information was culled from this survey to use in our preliminary proposal. There is wide agreement in the community that while we need to provide a minimal level of benefits for educators working at least 15 hours a week, there seems very little need to work on proposals for those working less than 9 hours per week in our schools.

Supplementary Schools:

Fulltime -	2% of educators
15-24 hours per week -	2% of educators
9-14 hours per week -	13% of educators
less than 9 hours -	82% of educators

In our final survey results we will provide information on Supplementary School faculties, but for now we will analyze the information for Day School faculties.

Any benefit program we establish should, as in the case of Miami, include all educators in our Jewish schools, whether they teach in a Day School, an Early Childhood school, or a Supplementary School. The plan implemented should be based on the total number of hours worked in all our schools, not on the department in which an employee works.

### PRELIMINARY PROPOSAL

The proposal outlined below should be considered with the following concepts in mind:

1. Our purpose is to upgrade the field of Jewish education so that it can be an attractive place of employment for current and future educators. Any proposal regarding benefits should include educators in all departments of our schools: early childhood, Judaica, and general studies. We cannot continue practices which discriminate between teachers in different departments of the same school.
2. Our proposal should also take into account a desire to increase the influence of the Bureau of Jewish Education. If the Bureau can be seen as providing important benefits to the schools and their educators, this will raise the importance of the Bureau.
3. Having a community wide benefits' package there will set a minimum standard for all educators in Los Angeles. A community wide program will guarantee that no educator, nor his family, will be unprotected due to the fiscal problems of one particular educational institution. The Bureau will be able to encourage a uniformity of benefits in all Bureau affiliated schools.
4. The proposal should also be used as a lever to increase compliance with certification requirements among all levels of educators in our community. In other words, our plans should be made available to people who maintain their credentialled status at the Bureau, and this should include requirements as to Continuing Education, similar to other professional organizations.

### PROPOSED BENEFITS PACKAGE

#### MEDICAL PLAN

At the very least, the Bureau should become the umbrella organization for all schools, providing a wide variety of medical plans to staffs of the various Jewish schools. We can use our numbers to gain the best plans at the lowest cost.

The package should include Kaiser and other HMOs, as well as a number of Blue Cross type packages. By joining the Bureau sponsored plans, schools would therefore be able to offer their staff members a choice from among a number of plans, each suited to the personal preference of that individual faculty member.

All fulltime educators should participate in a medical program paid for: 1/3 from the Bureau, 1/3 from the school, and 1/3 paid by individual. Schools which already pay for full medical coverage should be encouraged to continue this policy. For those schools who do not yet cover their employees, the Bureau should still contribute its 1/3, with the employee paying the balance. At the same time, the Bureau should actively encourage the school to come up to the 1/3 level. However, at the present time, we should not require the school to do so. Informal and personal influence should be used to convince schools to raise their level of participation in the medical coverage they offer their employees.

Any educator working half-time should receive 1/2 the benefit payable to fulltime employees.

All educators should be allowed to "buy into" the program, providing that the school submits the educator's payment along with the others. This will provide an important benefit to teachers who are not yet at the half-time level.

#### DISABILITY BENEFIT

The next important item should be the disability protection provided almost all California employees. While state law allows non-profit organizations to be exempt from providing this benefit, it is too important to be ignored. Statistics indicate that sometime during an employee's lifetime he/she will be disabled. That is precisely the time when insurance is necessary. By not covering our employees we are only weakening our profession, and at the cost of a 1.2% deduction from payroll. This should be looked into immediately.

State law requires employers to cover their employees with unemployment insurance at the same time as they provide for disability. If our schools do not want to participate in unemployment for fear of being taken advantage of, then we should look into the same type of program as the Archdiocese has with a private disability package. In this case, the school or the individual would cover the premium.

The State Disability program provides up to a maximum benefit of \$224 per week, and starts as of the 8th day of disability. The benefit period can be as long as 52 weeks. This provides every employee with important salary protection in case of illness.

## RETIREMENT PLAN

Recently JESNA came up with a proposal regarding a national retirement plan. This shows the awareness of the national leadership in Jewish education for the need to provide long-term security for the Jewish educator. Our survey results indicate that less than 1% of all fulltime educators are covered by a retirement plan. We will continue to have great difficulties in recruiting and retaining qualified educators if we cannot offer them this important benefit.

Both Miami and New York are aware of the importance of retirement plans, evidenced by the way they fund and promote their programs. Such a long range view toward the needs of Jewish educators will be an important policy change and will be important in increasing the respect of our parents and students to the important job our educators are performing. It will also go a long way to raise the morale among Los Angeles area educators in Jewish schools.

We should immediately initiate a program whereby the Bureau will fund a 4% benefit for teachers who have been in the system at least one year. The school or the educator himself should be encouraged to add to this fund.

The program should be made available to all educators working full time in our Jewish schools, no matter in which department they serve.

We should then encourage the schools to also contribute to this program, remembering that in all cases, the schools will come under increasing pressure to allocate funds to these benefits' programs simply by virtue of the fact that other schools are doing so. This pressure should suffice.

Again, the overall view is to have the Bureau provide important benefits to the educator directly in order to raise the influence of the Bureau in the Jewish educational community. This can have significant long term results for our Jewish educational system in Los Angeles.

## LIFE INSURANCE

The New York experience is an important indicator for us as well. While as many as 22% of our fulltime employees in the day schools have some life insurance coverage, it is almost always limited to the \$10,000 range, and comes as part of their medical policy. In today's age, such a limited policy provides very little real benefit. Informal surveys among the Orthodox fulltime educators (many of whom have large families) reveal that most of these young educators are not covered by sufficient life insurance policies.

The least we would want to do would be to match the efforts of the New York foundation, that is provide for a substantial term insurance policy for each fulltime educator. I would go even further in suggesting that we provide for a smaller policy for teachers who are working half-time in our schools, since often these are women whose salary would be seriously missed if they were to pass away.

In this case, as with other benefits, the Bureau, as a first step, should consider making such benefits available to our teachers, even if the educator himself/herself has to pay for part of it initially. At least that would allow them to benefit from the increased buying power of a large group of employees.

#### WHERE WILL THE MONEY COME FROM?

A recent study conducted by the Association for Educators in Jewish Schools confirms what Los Angeles Jewish educators have known for a long time. In terms of subsidies for day schools, the Los Angeles JFC is at the bottom of the list of all American Jewish communities. It provides just over \$200 per year (on a per capita basis), whereas the average amount allocated throughout the country is over \$700 per year. While not all cities allocate their subsidies on a per capita basis, employing such a measure still allows us to compare the level of communal funding each city offers its most intensive K-12 Jewish educational institutions.

With such a low level of subsidy provided in Los Angeles this is certainly an important area from which to expect increased allocations in the years to come.

However, for long term prospects, the Bureau should seriously consider being at the forefront of a campaign to establish a foundation similar to the one in New York to provide for ongoing benefits for Jewish educators. Such a foundation would have the advantage of being independent and solely devoted to teacher benefits. This model would serve us well.

Below is a plan for implementing a Benefits' Program. Every plan takes a great deal of time and effort. We must, however, begin now in order to develop a program suitable to the needs of our Los Angeles Jewish community.

### PLANS FOR IMPLEMENTATION

Implementing the above described package of benefits should proceed in a number of steps:

1. The Bureau Board should approve immediately investigations into establishing policies and procedures for the administration of a medical plan to include a number of different programs (such as Kaiser, another HMO, a Blue Cross type program, etc.). The program should be scheduled to begin as of January 1, 1988. At the present time this does not include Bureau participation in subsidizing the medical plan, only administering it.
2. The Bureau Board should investigate the idea of having California legislation changed so as to include non-profit organizations in the State Disability Insurance program without having to be in the Unemployment Insurance part.
3. At the same time, the Board should approve investigations into a private disability plan which also would be administered through the Bureau. By providing for a large number of participants, we would be able to establish an attractive rate with an insurance company.
4. An immediate investigation into providing term life insurance for fulltime educators should be carried out, perhaps even looking into joining the New York plan. Other programs should be investigated with the purpose of establishing an immediate benefit for educators.
5. The Bureau Board should approve looking into various other options including programs for dental and retirement programs.
6. The Bureau Board should create a Blue Ribbon Committee to promote the concept of establishing a permanent Bureau sponsored Educator Benefits' Program. This should include a plan to lobby the Federation for increased financial support for Jewish education.
7. The Blue Ribbon Committee should also investigate the idea of establishing a foundation devoted to providing continued finances for an Educator Benefits' Program.
8. Immediate steps should be taken to bring a proposal to the Foundation for an Educator Benefits' Program. This program would be very unique in Los Angeles, and would go a long way toward improving the circumstances for educators in our community. Based on experience in other communities we can look forward to significant improvements in the cadre of Jewish educators we can attract and retain in the years to come.

We are now at an important crossroads for Jewish education in Los Angeles. There is increased awareness at many levels of the community for the need for increased benefits for teachers in Jewish schools. Now is the time for the Bureau to be at the forefront of developing these programs.

### PROJECTS FOR IMMEDIATE CONSIDERATION

The following proposals have been suggested by the Benefits' Task Force for possible immediate implementation and funding. They are presented briefly below for your consideration.

I. In order to make a positive impression on the educators of our community, at the lowest possible immediate cost, the Task Force suggests providing a life insurance program for all fulltime educators. Based on the New York model, and using their premium as the basis for our proposal, the following is suggested:

Provide for a \$75,000 term life insurance policy for each fulltime educator, at an estimated premium of \$108 per year.

Assuming 450 fulltime educators at all levels, and assuming the Bureau were to pay 1/3 of the premium, the total cost to the Bureau would be \$16,200.

If the Bureau were to pay 1/2 of the premium, the total cost would be \$24,300.

Our policy would allow either the school, or the school and the educator; or the educator alone to pay the balance. This would provide excellent coverage at a very good rate for each of our fulltime educators.

II. Realizing that any lengthy period of disability to a fulltime employee can be financially devastating to the educator's family, the Task Force has suggested providing up to 1/3 of the premium for a disability policy for each fulltime employee. This suggestion assumes a premium of 1.2% of annual salary, up to a limit of \$20,000 per employee.

The estimated annual premium for such a policy would be \$240. Assuming the Bureau were to cover 1/3 of the premium amount for the approximate 450 fulltime educators, the total cost to the Bureau would be \$36,000.

Again the concept would be for the school alone, the employee alone, or the school and the employee to cover the balance of the premium.

This proposal would go a long way toward providing an important and basic element for a family's financial security, at a relatively low cost to the Bureau.

III. A third proposal could be labeled "The Incentive Plan". It would relate only to schools whose fulltime educators do not currently receive any medical benefits. This concept would have the Bureau fund a temporary, one or two year

program, whereby it would contribute \$400 per person for each fulltime employee (in this case only, not including Early Childhood employees), on the condition that the school would provide a minimum threshold level of funding (to be established) for all fulltime educators in following years.

There are an estimated 75 individuals who would participate in such a program. The total cost for one year would therefore be \$30,000.

IV. Another proposal is a very innovative approach to radically improving the entire benefits' structure for Jewish educators in Los Angeles. It would have the Bureau develop a benefits' package for educators in all affiliated schools. Under such a proposal, the Bureau would administer an excellent package program for all area teachers, with the premiums paid according to agreements reached separately in each school. This program would include a medical plan to start with, and then include life insurance, disability insurance, vision care, dental coverage, a retirement plan, tax deferred programs, and the entire gamut of benefits available to employees of large organizations.

The funding of the benefits would not be up to the Bureau - only the administration of such a benefits' package. Each school, and its employees, could determine which plans they would participate in. But it would allow them all to benefit by those plans which they find suitable to their needs.

It was the sense of the Task Force that such a proposal would be appropriate for submittal to the Jewish Community Foundation.

Estimated expenses for such a proposal include:

1/2 professional	\$21,600
1/2 secretary	- \$12,000
Administrative costs	- 4,450
	<hr/>
	\$38,050.

V. A longer range proposal would undertake to establish a complete Medical Program similar to those in effect in Miami and New York. It was felt that medical coverage is a very important program which must be organized on a community wide basis so no individual educator would be without medical insurance.

The program assumes 450 fulltime educators in Los Angeles, and assumes a projected Kaiser cost of \$1,500 per year for an individual by the 1988-89 year. It also assumes a 1/3 participation by the Bureau in the funding of such a program. The total cost amounts to \$225,000 per year. This does not mean we would limit the program to Kaiser alone.

1989 GREATER PHILADELPHIA . . . DATA

FROM SURVEY OF DAY SCHOOL TEACHERS

VI. INCOME AND BENEFITS

	JEWISH STUDIES		GENERAL STUDIES	
	FULL TIME	PART TIME	FULL TIME	PART TIME
<b>Annual Salary:</b>				
Less than \$10,000 . . . . .	4.2%	33.3%	15.4%	14.8%
\$10,000 - \$14,999 . . . . .	12.5	33.3	3.8	29.6
\$15,000 - \$19,999 . . . . .	25.0	0.0	38.5	40.7
\$20,000 - \$24,999 . . . . .	8.3	16.7	23.1	3.7
\$25,000 - \$29,999 . . . . .	33.3	16.7	15.4	11.1
Over \$30,000 . . . . .	16.7	0.0	3.8	0.0
	100.0%	100.0%	100.0%	100.0%
	(n=24)	(n=12)	(n=26)	(n=27)
<b>Importance of Income to teachers' households:</b>				
Main source of income . . . . .	24.3%	0.0%	12.9%	10.8%
One of main sources of income . . . . .	51.4	71.4	38.7	21.6
An important source of additional income . . . . .	18.9	14.3	29.0	40.5
Additional income that does not add significantly to my/our income . . . . .	5.4	14.3	19.4	27.0
	100.0%	100.0%	100.0%	100.0%
	(n=37)	(n=14)	(n=31)	(n=37)
<b>Benefits:</b>				
Sick leave with pay . . . . .	95.8%	75.0%	92.6%	96.4%
Personal leave with pay . . . . .	95.8%	62.5%	96.4%	92.6%
Free/reduced tuition for children . . . . .	83.3%	37.5%	40.7%	46.4%
In-service training . . . . .	79.2%	50.0%	63.0%	57.1%
Health insurance . . . . .	58.3%	12.5%	59.3%	46.4%
Money for conferences . . . . .	58.3%	37.5%	40.7%	42.9%
Sabbatical leave (partial pay) . . . . .	50.0%	12.5%	40.7%	25.0%
Pension benefits . . . . .	33.3%	0.0%	59.3%	32.1%
Subsidies for continuing education courses . . . . .	20.8%	12.5%	40.7%	21.4%
Maternity leave . . . . .	16.7%	0.0%	33.3%	28.6%
Disability benefits . . . . .	8.3%	0.0%	22.2%	14.3%
Sabbatical leave (full pay) . . . . .	8.3%	0.0%	0.0%	0.0%
Day care for children . . . . .	0.0%	0.0%	3.7%	0.0%
	(n=24)	(n=16)	(n=27)	(n=28)

## VII. PATTERNS OF JEWISH AFFILIATION

	JUDAIC STUDIES	GENERAL STUDIES	ALL TEACHERS
=====			
Teachers who are Jewish:			
Yes . . . . .	100.0%	85.5%	91.0%
No . . . . .	0.0	14.5	9.0
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)
Synagogue members:			
Yes . . . . .	97.7%	93.2%	93.7%
No . . . . .	2.3	6.8	6.3
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=59)	(n=111)
Denominations:			
Orthodox . . . . .	54.5%	3.4%	27.0%
Traditional . . . . .	11.4	10.2	9.9
Conservative . . . . .	25.0	44.1	35.1
Reform . . . . .	0.0	23.7	13.5
Reconstructionist . . . . .	2.3	10.2	6.3
Just Jewish . . . . .	0.0	1.7	1.8
Secular . . . . .	2.3	3.4	2.7
Other . . . . .	4.5	3.4	3.6
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=59)	(n=111)
Jewish observances at home:			
Lights Hanukah candles . . . . .	100.0%	89.8%	94.6%
Refrains from transportation on the Sabbath? . . . . .	61.4%	8.5%	33.3%
Makes Kiddush/lights candles on Friday night? . . . . .	100.0%	64.4%	81.1%
Ordained as a rabbi:			
Yes . . . . .	18.2%	0.0%	8.1%
No . . . . .	81.8	100.0	91.9
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=59)	(n=111)

**Appendix 5:**  
**Qualifications (K-12 Judaica teachers)**

Table 3M:

NUMBER OF COLLEGE-LEVEL JUDAICA COURSES TAKEN  
 (% IN EACH CATEGORY), BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	19	10	14	58	101%*
CAREER U.S. BORN	16	11	14	59	100%
CAREER FOR. BORN	32	5	7	56	100%
SUPPL. INCOME	38	24	15	23	100%
AVOCATIONAL	32	30	12	27	101%
STUDENT W/ FUTURE IN JEWISH ED.	—	10	30	60	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	36	33	13	18	100%

N=622

\*Totals of 99% or 101% are due to rounding.

Los Angeles Jewish Teacher Census  
 Dr. Isa Aron and Dr. Bruce Phillips  
 December, 1989  
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Table 3N:

NUMBER OF COLLEGE-LEVEL HEBREW COURSES TAKEN (% IN EACH CATEGORY)  
BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	40	18	16	25	99%*
CAREER U.S. BORN	26	19	19	36	100%
CAREER FOR. BORN	42	5	5	49	101%*
SUPPL. INCOME	45	21	15	20	101%*
AVOCATIONAL	53	20	12	15	100%
STUDENT W/ FUTURE IN JEWISH ED.	10	25	35	30	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	22	18	7	100%

N=622

\*Totals of 99% or 101% are due to rounding.

Table 30:  
 NUMBER OF COLLEGE-LEVEL EDUCATION COURSES TAKEN (% IN EACH  
 CATEGORY), BY TEACHER TYPE

	None	1-3	3-7	Over 7	TOTAL
ORTHODOX	25	13	13	50	101%*
CAREER U.S. BORN	14	14	19	53	100%
CAREER FOR. BORN	21	6	7	66	100%
SUPPL. INCOME	26	20	11	43	100%
AVOCATIONAL	40	11	8	41	100%
STUDENT W/ FUTURE IN JEWISH ED.	15	15	35	35	100%
STUDENT W/OUT FUTURE IN JEWISH ED.	53	29	—	18	100%

N=622

\*Totals of 99% or 101% are due to rounding.

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Table 2C  
YEARS OF EXPERIENCE\* IN SUPPLEMENTARY SCHOOL  
(% IN EACH CATEGORY), BY TYPE OF SCHOOL

	None	1-3	4-9	10+	TOTAL
REFORM SUPPLEMENTARY SCHOOL	7	35	34	25	101%**
CONSERVATIVE SUPPLEMENTARY SCHOOL	4	25	37	34	100%
ORTHODOX SUPPLEMENTARY SCHOOL	20	20	40	20	100%
REFORM DAY SCHOOL	34	23	14	29	100%
CONSERVATIVE DAY SCHOOL	7	18	25	51	101%**
ORTHODOX DAY SCHOOL	63	25	11	1	100%
COMMUNITY DAY SCHOOL	11	30	30	30	101%**

\*per slot (N=679)

\*\*Totals of 99% or 101% are due to rounding.

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Table 2D  
 YEARS OF EXPERIENCE\* IN DAY SCHOOL  
 (% IN EACH CATEGORY), BY TYPE OF SCHOOL

	None	1-3	4-9	10+	TOTAL
REFORM DAY SCHOOL	6	31	37	26	100%
CONSERVATIVE DAY SCHOOL	3	21	43	33	100%
ORTHODOX DAY SCHOOL	9	16	39	36	100%
COMMUNITY DAY SCHOOL	11	43	22	24	100%
REFORM SUPPLEMENTARY SCHOOL	75	14	8	3	100%
CONSERVATIVE SUPPLEMENTARY SCHOOL	58	15	17	11	101%**
ORTHODOX SUPPLEMENTARY SCHOOL	70	10	10	10	100%

\*per slot (N=679)

\*\*Totals of 99% or 101% are due to rounding.

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Table 4J  
 PERCENTAGE OF COLLEGE LEVEL JUDAICA COURSES TAKEN

	None	1-3	3-7	7+	TOTAL
LOS ANGELES DAY SCHOOL	26	8	11	55	100%
LOS ANGELES SUPPLEMENTARY SCHOOL	30	20	14	36	100%

	None	1-4	5-9	Major or degree from Jewish College	TOTAL
MIAMI DAY SCHOOL	11	16	4	69	100%
MIAMI SUPPLEMENTARY SCHOOL	45	17	11	27	100%

	Holds Jewish Educational License	Holds degree in Jewish Studies
PHILADELPHIA DAY SCHOOL	57%	73%
PHILADELPHIA SUPPLEMENTARY SCHOOL	33%	34%

Table 4-7

Level of Secular Education by Teacher Type

	Day Schools			Synagogue Schools			ECE Programs		
	Judaic	Secular	Total	Reform	Conserv	Total	Teachers	Aides	Total
Not HS Graduate	.0%	.0%	.0%	.0%	.0%	.0%	.5%	4.1%	1.8%
High school	6.9	.7	3.1	2.8	4.7	3.5	2.9	21.1	9.8
Some college	11.9	1.3	8.0	3.8	17.2	8.8	8.3	30.1	16.5
2-year college	10.9	1.3	4.0	10.4	14.1	11.8	21.1	24.4	22.3
4-year college	25.7	17.6	20.9	21.7	20.3	21.2	29.9	13.8	23.9
Some grad school	22.8	30.7	27.6	24.5	18.8	22.4	26.0	4.1	17.7
Master's degree	16.8	46.4	34.6	34.0	20.3	28.8	11.3	2.4	8.0
Doctorate	5.0	2.0	3.1	2.8	4.7	3.5	.0	.0	.0
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
4-year college +	70.3%	96.7%	86.2%	83.0%	64.1%	75.9%	67.2%	20.3%	49.6%

Table 4-8

Level of Secular Education by Region

	Synagogue Schools		ECE Teachers		Beach
	North	South	North	South	
Not High school graduate	.0%	.0%	1.4%	.0%	.0%
High school	4.2	1.9	2.9	3.1	4.9
Some college	18.8	5.6	15.7	4.2	4.9
2-year college	14.6	8.4	25.7	16.7	24.4
4-year college	14.6	22.4	21.4	34.4	34.1
Some grad school	22.9	23.4	21.4	29.2	24.4
Master's degree	18.8	35.5	11.4	12.5	7.3
Doctorate	6.3	2.8	.0	.0	.0
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
4-year college +	62.6%	84.1%	54.2%	76.1%	65.8%





### Ability to Read and Converse in Hebrew

**שאלה**

Respondents were asked to rate their own ability at reading and conversational Hebrew (Tables 5-29 to 5-32). On a scale of 1 to 10, 1 indicated "no knowledge" and 10 indicated "complete fluency." It is important to recognize that these ratings are self-evaluations and may not accurately reflect reality (Figure 20).

Overall (Table 5-29), day school teachers rated their ability to read Hebrew at an average score of 6.1, synagogue school teachers, at 7.1; and ECE staff, at 4.2. Within day schools, Judaic day school teachers have an average score of 8.6, in contrast to only 4.2 for secular teachers. This is also reflected in the fact that 69% of Judaic day school teachers rated their ability a "10," in contrast to only 10% of secular teachers. In contrast, only 7% of Judaic day school teachers rated their ability a "1," in contrast to 34% of secular teachers.

**"לשון כותבים"**

Within synagogue schools, Conservative synagogue school teachers have an average score of 8.1, in contrast to only 6.4 for Reform teachers. This is also reflected in the fact that 55% of Conservative synagogue school teachers rated their ability a "10," in contrast to only 29% of Reform teachers. Only small percentages of Reform (11%) and Conservative (6%) synagogue school teachers rated their ability a "1."

Within ECE programs, both teachers and aides rated their ability an average of 4.1 and 4.4, respectively. Only 12% of teachers rated their ability a "10," in contrast to 24% of aides. Note, in particular, that 40% of teachers and 42% of aides rated their ability a "1."

Note from the last line in Table 5-29 that the differences have some relationship to the percentage of Israelis in each group.

Table 5-29  
Ability to Read Hebrew by Teacher Type

	Day Schools			Synagogue Schools			ECE Programs		
	Judaic	Secular	Total	Reform	Conserv	Total	Teachers	Aides	Total
1(No Knowledge)	7.3%	34.4%	22.9%	10.6%	6.3%	8.9%	40.3%	41.9%	40.9%
2	.0	10.7	6.2	8.7	1.6	6.0	9.1	6.7	8.2
3	.0	5.3	3.1	8.7	4.7	7.1	2.7	2.9	2.7
4	1.0	6.1	4.0	6.7	.0	4.2	5.9	4.8	5.5
5	.0	6.9	4.0	7.7	1.6	5.4	5.4	4.8	5.2
6	12.5	11.5	11.9	2.9	9.4	5.4	9.1	10.5	9.6
7	1.0	5.3	3.5	3.8	3.1	3.6	5.4	2.9	4.5
8	3.1	8.4	6.2	8.7	10.9	9.5	5.9	1.9	4.5
9	6.3	1.5	3.5	13.5	7.8	11.3	3.8	.0	2.4
10(Compl Fluency)	68.8	9.9	34.8	28.8	54.7	38.7	12.4	23.8	16.5
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Summary</i>									
Poor (1-3)	7.3%	50.4%	32.2%	27.9%	12.5%	22.0%	52.2%	51.4%	51.9%
Medium(4-7)	14.6	29.8	23.3	21.2	14.1	18.5	25.8	22.9	24.7
Excellent(8-10)	78.1	19.8	44.5	51.0	73.4	59.5	22.0	25.7	23.4
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average	8.6	4.2	6.1	6.4	8.1	7.1	4.1	4.4	4.2
% Born in Israel	29.3%	2.7%	13.3%	11.8%	20.3%	15.1%	3.5%	13.3%	7.2%

### Possession of a Teacher's License

The majority of teachers have some type of teacher's license, including 92% of day school teachers, 69% of synagogue school teachers, and 77% of ECE teachers. 23% of ECE aides have a license (Table 6-9) (Figure 24).

For day schools, the types of licenses vary significantly between Judaic and secular day school teachers. 65% of Judaic day school teachers have a CAJE license, in contrast to only 4% of secular teachers; 74% have some Judaic license, in contrast to only 5% of secular day school teachers. On the other hand, only 27% of Judaic day school teachers have a state license, in contrast to 94% of secular teachers.

For synagogue schools, only 28% of Reform synagogue school teachers have a Judaic license, compared to 51% of Conservative teachers. On the other hand, 56% of Reform synagogue school teachers have a state license, in contrast to only 39% of Conservative teachers. For ECE teachers, 24% have a Judaic license (13% for aides) and 66% have a state license (12% for aides.)

A significant difference exists in the types of licenses held by synagogue school teachers in North Dade and South Dade (Table 6-10). While 69% in both regions have some kind of license, in North Dade, 56% have a Judaic license, in contrast to 27% in South Dade. In South Dade, 55% have a state license in contrast to a 35% figure in North Dade. Judaic licenses are also much more prevalent among North Dade ECE teachers (39%) than is the case in South Dade (15%) and the Beaches (22%). South Dade (72%) has a much greater percentage of ECE teachers with state licenses than is the case on the Beaches (59%) or in North Dade (55%). Note that, overall, CAJE is licensing many more teachers in North Dade than in South Dade.

Table 6-9

#### Possession of a Teacher's License by Teacher Type

	<i>Day Schools</i>			<i>Synagogue Schools</i>			<i>ECE Programs</i>		
	<i>Judaic</i>	<i>Secular</i>	<i>Total</i>	<i>Reform</i>	<i>Conserv</i>	<i>Total</i>	<i>Teachers</i>	<i>Aides</i>	<i>Total</i>
None	14.0%	4.6%	8.3%	33.0%	26.6%	30.6%	22.7%	76.6%	43.1%
Has a license	86.0%	95.4%	91.7%	67.0%	73.6%	69.4%	77.3%	23.4%	56.9%
CAJE	65.0%	3.9%	28.2%	23.6%	45.3%	31.8%	22.7%	7.3%	16.8%
Other Judaic	40.0%	2.0%	17.1%	8.5%	20.3%	12.9%	4.4%	6.5%	5.2%
Any Judaic License	74.3%	5.2%	32.7%	28.3%	50.8%	36.8%	24.0%	12.8%	19.8%
State of Florida	16.0%	84.9%	57.5%	48.1%	32.8%	42.4%	48.3%	4.8%	31.8%
Other State	13.0%	23.7%	19.4%	12.3%	9.4%	11.2%	21.7%	7.3%	16.2%
Any State License	26.7%	93.5%	66.9%	55.7%	38.5%	49.1%	66.2%	12.0%	44.4%

## Years of Experience

Teachers were asked to indicate how many years of experience they have in synagogue schools, day schools, ECE programs, public or non-Jewish private school, youth activities, and Jewish camps, regardless of their current area of teaching. Respondents who reported zero years of experience are in their first year of teaching.

**Experience in Synagogue schools.** On average, synagogue school teachers have 9.0 years of experience (Table 6-13). Reform synagogue school teachers have 9.3 years and Conservative teachers have 8.4 years. 57% of all synagogue school teachers have 8 or more years of experience. Notice that day school teachers average 2.4 years at synagogue school teaching -- 4.4 years for Judaic day school teachers and 1.1 years for secular teachers. ECE staff averages 2.3 years of synagogue school experience -- 2.9 years for ECE teachers and 1.2 years for ECE aides.

Synagogue school teachers in South Dade (average of 9.1) are slightly more experienced than in North Dade (average of 8.7) (Table 6-14). ECE teachers on the Beaches (average of 3.9) and in North Dade (average of 3.5) have more experience in synagogue schools than do ECE teachers in South Dade (average of 2.1).

**Table 6-13**  
Years of Experience in Synagogue Schools by Teacher Type

	Day Schools			Synagogue Schools			ECE Programs		
	Judaic	Secular	Total	Reform	Conserv	Total	Teachers	Aides	Total
None	40.6%	77.1%	62.6%	7.5%	4.6%	6.4%	56.4%	73.6%	62.9%
1 - 3 years	11.9	11.1	11.4	14.2	21.5	17.0	16.2	11.2	14.3
4 - 7	21.8	5.9	12.2	21.7	16.9	19.9	10.8	11.2	10.9
8 - 9	5.0	.7	2.4	3.8	12.3	7.0	2.0	.8	1.5
10 - 19	16.8	5.2	9.8	29.2	27.7	28.7	10.3	3.2	7.6
20 or more	4.0	.0	1.6	23.6	16.9	21.1	4.4	.0	2.7
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Summary</b>									
1 or more years	59.4%	22.9%	37.4%	92.5%	95.4%	93.6%	43.6%	26.4%	37.1%
8 or more years	25.8%	5.9%	13.8%	56.6%	56.9%	56.8%	16.7%	4.0%	11.8%
Average	4.4	1.1	2.4	9.3	8.4	9.0	2.9	1.2	2.3

**Table 6-14**  
Years of Experience in Synagogue Schools by Region

	Synagogue Schools		ECE Teachers		
	North	South	North	South	Beach
None	6.3%	4.6%	47.9%	63.5%	51.2%
1 - 3 years	16.7	16.7	18.3	14.6	17.1
4 - 7	25.0	20.4	15.5	11.5	4.9
8 - 9	4.2	8.3	.0	2.1	4.9
10 - 19	27.1	29.6	12.7	6.3	14.6
20 or more	20.8	20.4	5.6	2.1	7.3
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Summary</b>					
1 or more years	93.7%	95.4%	52.1%	36.5%	48.2%
8 or more years	52.1%	58.3%	18.3%	10.5%	26.8%
Average	8.7	9.1	3.5	2.1	3.9

## Teaching Profile

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**Experience in Day Schools.** Notice that day school teachers average 6.4 years at day school teaching -- 7.7 years for Judaic day school teachers and 5.6 years for secular teachers (Table 6-15). Also, 56% of Judaic day school teachers have 8 or more years of experience, in contrast to only 39% of Judaic teachers. On average, synagogue school teachers have 2.1 years of experience. Reform synagogue school teachers have 1.7 years and Conservative teachers have 2.8 years. ECE staff average 1.4 years of day school experience -- 2.0 years for ECE teachers and .5 years for ECE aides.

Synagogue school teachers in South Dade (average of 2.7) are more experienced at day school teaching than in North Dade (average of 1.9) (Table 6-16). ECE teachers in North Dade (average of 2.8) have more experience at day school teaching than do ECE teachers on the Beaches (average of 2.1) or in South Dade (average of 1.2).

**Table 6-15**  
Years of Experience in Day Schools by Teacher Type

	Day Schools			Synagogue Schools			ECE Programs		
	Judaic	Secular	Total	Reform	Conserv	Total	Teachers	Aides	Total
None	9.9%	15.7%	13.4%	68.9%	58.5%	64.9%	69.1%	82.4%	74.2%
1 - 3 years	13.9	19.0	16.9	13.2	10.8	12.3	9.3	12.8	10.6
4 - 7	19.8	26.1	23.6	6.6	12.3	8.8	9.3	4.0	7.3
8 - 9	5.9	6.5	6.3	4.7	9.2	6.4	2.0	.8	1.5
10 - 19	42.6	32.7	36.6	6.6	6.2	6.4	9.3	.0	5.8
20 or more	7.9	.0	3.1	.0	3.1	1.2	1.0	.0	.6
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Summary</i>									
1 or more years	90.1%	84.3%	86.6%	31.1%	41.5%	35.1%	30.9%	17.6%	25.8%
8 or more years	56.4%	39.2%	46.0%	11.3%	18.5%	14.0%	12.3%	.8%	7.9%
Average	7.7	5.6	6.4	1.7	2.8	2.1	2.0	.5	1.4

**Table 6-16**  
Years of Experience in Day Schools by Region

	Synagogue Schools		ECE Teachers		Beach
	North	South	North	South	
None	62.5%	63.9%	59.2%	79.2%	63.4%
1 - 3 years	4.2	16.7	11.3	8.3	7.3
4 - 7	14.6	6.5	9.9	5.2	19.5
8 - 9	8.3	6.5	2.8	1.0	2.4
10 - 19	8.3	6.5	15.5	5.2	7.3
20 or more	2.1	.0	1.4	1.0	.0
Total	100.0%	100.0%	100.0%	100.0%	100.0%
<i>Summary</i>					
1 or more years	37.5%	36.1%	40.8%	20.8%	36.6%
8 or more years	18.7%	13.0%	19.7%	7.2%	9.7%
Average	2.7	1.9	2.8	1.2	2.1

**Summary.** For comparison purposes, the average from each of the above tables are reproduced in Tables 6-25 and 6-26. Notice that day school teachers average 6.4 years of day school experience, synagogue school teachers average 9.0 years of synagogue school experience, and ECE staff average only 4.8 years of ECE experience. Figure 26 shows the average years of experience of each teacher type for the type of school in which each teacher is currently teaching (day school teaching for day school teachers, etc.)

**Table 6-25**  
Average Number of Years of Experience

	Day Schools			Synagogue Schools			ECE Programs		
	Judaic	Secular	Total	Reform	Conserv	Total	Teachers	Aides	Total
Synagogue	4.4	1.1	2.4	9.3	8.4	9.0	2.9	1.2	2.3
Day School	7.7	5.6	6.4	1.7	2.8	2.1	2.0	.5	1.4
ECE Programs	.6	.5	.5	1.4	2.2	1.7	6.0	2.7	4.8
Public/ non-Jewish									
private	.5	3.8	2.5	2.1	1.1	1.8	1.5	.2	1.0
Youth Activities	1.9	.7	1.2	1.7	1.7	1.7	1.2	.6	1.0
Jewish Camps	1.9	.7	1.2	1.1	1.1	1.1	1.9	.7	1.4

**Table 6-26**  
Average Number of Years of Experience by Region

	Synagogue Schools		North	ECE Teachers		Beach
	North	South		South	Beach	
Synagogue	8.7	9.1	3.5	2.1	3.9	
Day School	2.7	1.9	2.8	1.2	2.1	
ECE Programs	1.7	1.6	6.3	5.6	6.7	
Public/ non-Jewish						
private	1.4	1.9	1.3	1.9	.6	
Youth Activities	2.2	1.4	1.6	1.0	.7	
Jewish Camps	1.5	1.1	2.8	1.3	1.4	

The 1987 New York Bureau of Jewish Education study found, in its study of 168 synagogue school teachers, that the large majority of teachers teach 2 years or less in the same school, making it impossible to develop lasting relationships with parents and children. While the above data are not comparable, it would appear as if teachers in Miami remain in their positions for greater lengths of time, providing more continuity.

Also, Howard Himmelfarb, in an article in a special issue on Jewish teaching in *Jewish Education*, concluded that, in 1981, 58% of synagogue school teachers had five or more years of experience; 29%, 10 or more years.

TABLE 4

Judaic Studies Teachers in Midwestern Jewish Day Schools  
Professional Experience and Qualifications

Education:	Israeli Teacher's License	37.8%
	Teacher's certificate from a Jewish American Institution	46.3%
	B.A.	63.4%
	M.A.	25.6%
	Ph.D.	1.2%
	Rabbinic Ordination	20.7%

Number of years of Jewish Day School experience including  
current year:

<u>Years</u>	<u>Absolute Frequency %</u>	<u>Relative Frequency %</u>	<u>Cumulative Frequency %</u>
1	5	6.3	6.3
2	8	10.0	16.2
3	12	15.0	31.3
4	7	8.7	40.0
5	7	8.7	48.7
6	5	6.3	55.0
7	7	8.7	63.7
8	5	6.3	70.0
10	2	2.5	72.5
11	4	5.0	77.5
12 - 15	7	8.8	86.3
17 - 20	5	6.3	92.5
22 - 35	6	7.5	100.0
	<u>80</u>		

(2 missing cases)

TABLE 4 (Continued)

Judaic Studies Teachers in Midwestern Jewish Day Schools  
Professional Experience and Qualifications

Number of Years in current Position:

<u>Years</u>	<u>Absolute Frequency %</u>	<u>Relative Frequency %</u>	<u>Cumulative Frequency %</u>
1	17	21.2	21.2
2	17	21.2	42.5
3	9	11.2	53.7
4	6	7.5	61.2
5	7	8.7	70.0
6	1	1.2	71.2
7	1	1.2	72.5
8	3	3.7	76.2
9	4	5.0	81.3
10	3	3.7	85.0
over 10	<u>12</u>	15.0	100.0
	80		

(2 missing cases)

Number of Day Schools you have taught at:

<u>Years</u>	<u>Absolute Frequency %</u>	<u>Relative Frequency %</u>	<u>Cumulative Frequency %</u>
1	34	42.5	42.5
2	25	31.3	73.7
3	14	17.5	91.2
4	6	7.5	98.7
7	2	1.2	100.0
Missing	<u>2</u>		
	82		

PEATER PHILADELPHIA

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IV. EDUCATIONAL BACKGROUNDS (DAY SCHOOL TEACHERS)

	JUDAIC STUDIES	GENERAL STUDIES	ALL TEACHERS
=====			
Degree in Jewish Studies:			
Yes	72.7%	2.9%	29.5%
No	27.3	97.1	60.5
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)
If has degree, type:			
B.A./B.H.L (Gratz)	23.1%		
B.A./B.H.L (other)	11.5		
Teachers Seminary	34.6		
Rabbinical Degree	23.1		
Other	7.7		
	-----		
	100.0% (n=32)		
Jewish Educational License:			
Yes	56.8%	4.3	24.6%
No	43.2	95.7	75.4
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)
If licensed, source:			
Phil. Bd. of License	38.5%		
Other regional board	38.5		
Israel	7.7		
Torah Umesorah	15.4		
	-----		
	100.0% (n=25)		
Highest Level of Completed Schooling:			
Teachers Seminary	29.5%	1.4%	13.9%
B.A.	36.4	29.1	36.1
M.A.	31.8	58.0	48.4
Ph.D.	2.3	1.4	1.6
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)
Secular Educational License:			
Yes	45.5%	84.1%	67.2%
No	54.5	15.9	32.8
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)

### III. DEMOGRAPHIC ATTRIBUTES

	JUDAIC STUDIES	GENERAL STUDIES	ALL TEACHERS
<b>Sex:</b>			
Male	20.5%	8.7%	13.1%
Female	79.5	91.3	86.9
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)
<b>Marital Status:</b>			
Married	90.9%	89.8%	91.0%
Divorced/widowed	4.5	8.7	6.6
Never married	4.5	1.4	2.5
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)
<b>Age:</b>			
-24	18.2%	4.3%	9.8%
25-34	6.8	5.8	6.6
35-44	50.0	47.8	48.4
45-54	15.9	33.3	26.2
55 & +	9.1	8.6	9.0
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=44)	(n=69)	(n=122)





IV. EDUCATIONAL BACKGROUNDS OF TEACHERS (SYNAGOGUE SCHOOL TEACHERS)

	1-3 HRS	4-6 HRS	7+ HRS	ALL TEACHERS
<b>Degree in Jewish Studies:</b>				
Yes	19.8%	31.8%	42.0%	30.2%
No	80.3	68.2	58.0	89.8
	-----	-----	-----	-----
	100.0%	100.0%	100.0%	100.0%
	(n= 56)	(n=110)	(n= 50)	(n=222)
<b>If has degree, type:</b>				
Gratz High School	18.2%	14.3%	13.9%	14.9%
B.A./B.H.L (Gratz)	9.1	33.3	38.9	32.8
B.A./B.H.L (other)	18.2	19.0	19.4	19.4
M.A. (Gratz)	9.1	4.8	5.6	6.0
M.A. (Other)	0.0	9.5	5.6	6.0
Teachers Seminary	0.0	4.8	8.3	6.0
Rabbinical Seminary	18.2	0.0	0.0	3.0
Other	9.1	0.0	0.0	6.0
No answer	18.2	0.0	0.0	6.0
	-----	-----	-----	-----
	100.0%	100.0%	100.0%	100.0%
	(n=11)	(n=35)	(n=21)	(n=67)
<b>Jewish Educational License:</b>				
Yes	32.1%	32.7%	34.0%	32.4%
No	67.8	67.2	66.0	67.6
	-----	-----	-----	-----
	100.0%	100.0%	100.0%	100.0%
<b>Highest Level of Completed Schooling:</b>				
High school	10.8%	24.5%	6.0%	16.3%
Teachers Seminary	0.0	6.4	10.0	5.4
B.A.	37.5	28.2	44.0	33.4
M.A.	44.6	33.6	34.0	36.9
Ph.D.	0.0	0.9	2.0	0.9
No answer	5.4	4.5	0.0	7.2
	-----	-----	-----	-----
	100.0%	100.0%	100.0%	100.0%
<b>Secular Educational License:</b>				
Yes	30.0%	42.9%	42.0%	36.5%
No	70.0	57.1	58.0	63.5
	-----	-----	-----	-----
	100.0%	100.0%	100.0%	100.0%

## IV. EDUCATIONAL BACKGROUNDS-- CONTINUED

	1-3 HRS	4-6 HRS	7+ HRS	ALL TEACHERS
<b>Knowledge of Hebrew:</b>				
Native language . . . . .	3.6%	7.3%	12.0%	7.2%
Fluent reading & conversing.	10.7	24.5	34.0%	22.5
Can converse, but limited reading skills . . . . .	8.9	3.6	2.0%	4.5
Can read, but limited conversational skills. . . .	39.3	44.5	36.0%	41.0
Can read but limited ability to translate . . . . .	30.4	14.5	10.0%	17.6
Not proficient at all . . . .	7.1	3.6	4.0%	4.5
	100.0%	100.0%	100.0%	100.0%
	(n= 56)	(n=110)	(n= 50)	(n=222)
<b>Subjects teachers teach:</b>				
Hebrew . . . . .	57.1%	75.5%	70.0%	67.6%
Bible, prayer, and customs . .	89.3%	83.6%	84.0%	84.9%
Bar/Bat Mitzvah . . . . .	3.8%	7.3%	12.0%	7.2%
Other . . . . .	21.4%	29.1%	32.0%	27.0%
<b>Settings in which teachers received Jewish education:</b>				
Family . . . . .	85.7%	87.3%	76.0%	83.3%
Synagogue . . . . .	85.7%	88.2%	78.0%	84.2%
Youth group. . . . .	62.5%	60.0%	58.0%	59.9%
Camp . . . . .	44.6%	43.6%	50.0%	46.4%
Nursery school . . . . .	8.9%	26.4%	14.0%	18.5%
Day school . . . . .	8.9%	25.5%	20.0%	19.4%
School in Israel . . . . .	16.1%	30.0%	38.0%	27.5%
Private tutor . . . . .	3.6%	5.5%	12.0%	6.3%
Sunday school . . . . .	62.5%	40.9%	26.0%	42.3%
Afternoon school . . . . .	62.5%	52.7%	50.0%	53.6%
Yiddish/folk school . . . . .	1.8%	1.8%	6.0%	2.7%
College of Jewish studies . . .	21.4%	37.3%	52.0%	36.5%
Teachers' seminary . . . . .	5.4%	9.1%	18.0%	9.9%
Rabbinical seminary . . . . .	5.4%	6.4%	4.0%	5.4%
General college . . . . .	17.9%	31.8%	26.0%	26.6%
Other . . . . .	12.5%	4.5%	0.0%	5.4%
<b>Highest level of schooling where teachers received Jewish education:</b>				
Supplementary school . . . . .	53.6%	36.4%	28.0%	38.9%
Day school . . . . .	8.9	18.2	14.0	14.8
College/seminary . . . . .	17.9	27.3	36.0	26.9
Other . . . . .	19.6	18.2	22.0	19.4
	100.0%	100.0%	100.0%	100.0%

NUMBER OF LICENSES ISSUED BY THE NBL AND ITS AFFILIATES: 1987-88

(Names are available through the Teachers Registrar on file at JESNA)

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	Teacher Licenses		Permits		Special Licenses			Principals Licenses	
	Temp.	Fern.	Lev. I (suppl.) 3	Lev. II (D.S.) 3	Talmud	N. - K. Nursery/Kindergarten (ECG)	Sp. Ed.	Prov.	Perm.
Baltimore		2							
Boston *									
Chicago	4	2							
Cleveland	3	3							
Detroit *									
Los Angeles	27		56	18					
Metro, NJ	4	2		2					
Miami	28	31	9		1	10			
New York	11	28	3	6	6		5		7
Philadelphia		2		3					2
Wash, DC		3							
N.B.L.		3							3
<b>TOTALS:</b>	<b>77</b>	<b>76</b>	<b>71</b>	<b>32</b>	<b>7</b>	<b>10</b>	<b>5</b>		<b>12</b>

\*No licenses issued.

Totals of Previous Years:

Year	Temp.	Fern.	Lev. I	Lev. II	Talmud	N. - K.	Sp. Ed.	Prov.	Perm.
1981-82	45	103				6			18
1982-83	72	77	3	39	2	-	1	11	13
1983-84	71	130	28	45	1	4	13	5	34
1984-85	79	91	24	44	4	10	6	10	12
1985-86	74	90	39	36	5	15	5	3	20
1986-87	36	73	11	13	5	9	3	3	20

1987-88

Other Local Certificates or Licenses

Florida - Teacher Certificate - 2

NJ - none

Chicago - none

Rhode Island - Judaic - 3  
- Hebrew - 1  
- Librarian - 1

Baltimore - Certificate A - 24 credits - 2  
- Certificate B - 36 credits - 2  
Educators License - 18 credits and beyond  
National License - 3

Cleveland - Provisional Certificate - 1 good for one-year  
renewable annually

NY - Music teachers - 9

Washington, DC - 130 local certificate  
classification for salary purposes

Philadelphia - Certificate for Teacher of Judaica & English - 1

*Lower level licenses issued by affiliates.*

**Appendix 6:**  
Turnover rate (K-12 Judaica teachers)

In Miami:

23% of teachers make over \$20,000  
no percentage is given for under \$1,000

In Philadelphia:

62% of day school teachers make over \$20,000, while  
9% make under \$1,000

Remember, however, that day school teachers make up only 13% of the survey sample. The Philadelphia study does not give income ranges for supplementary school teachers.

Given the wide variation in the number of hours that teachers are employed, it would make more sense to speak of income from teaching as an annual wage per weekly hour; this, in fact, is the basis for most Bureau scales. However, only the L.A. study has analyzed the data this way (Tables 1L and 3J).

The range in L.A. is from \$120 - \$1,350. In San Diego the range is \$270 - 800. The Pittsburgh study gives the average, which is \$483.

#### 10) Turnover Rate

The turnover rate might be assessed in two different ways:

##### A: Percentage of New Teachers (reported in Table 4G)

L.A. and Miami report the percentage of teachers new to teaching in either the day or supplementary setting. In all cases it is 10% or lower.

Philadelphia and Cleveland report the percentage of teachers who are new to a particular school, which is 20% in Philadelphia and 22% in Cleveland.

One might expect the percentages in L.A. and Miami to be higher, if the question had been put in terms of being new to the particular school, but I personally see the first way as being a better measure.

##### B: Likelihood of Remaining in the Field Five Years Hence (reported in table 4H)

One must approach this data with some amount of skepticism, since people can change a great deal in five years. That said, there are big differences between the three communities, with Miami having the highest percentage of those very likely to stay (94% for day school and 81% for supplementary school), Philadelphia next (72% for day school and 56% for supplementary school), and L.A. last (57% in day school and 41% in supplementary school)

*done  
if case  
turnover rate*

7

*done at  
very likely  
100%*

**Appendix 7:**  
Professional development programs (K-12 Judaica teachers)

XII. TEACHING RESOURCES AND OPPORTUNITIES FOR IMPROVING SKILLS

	JUDAIC STUDIES	GENERAL STUDIES	ALL TEACHERS
<b>Specific kinds of help received in school:</b>			
Written instructional objectives . . . . .	30.0%	23.6%	28.3%
Written curriculum outlines . . . . .	17.5%	23.6%	21.1%
Lesson plans . . . . .	7.5%	5.5%	6.3%
Audio visual materials . . . . .	40.0%	38.4%	37.9%
Assistance from the Central Agency for Jewish Education . . . . .	7.5%	1.8%	4.2%
Guidance of principal/supervisors in:			
developing lesson plans . . . . .	12.5%	10.9%	11.6%
working with child behavior problems . . . . .	70.0%	56.4%	62.1%
working with child learning problems . . . . .	55.0%	54.5%	54.7%
	(n=44)	(n=69)	(n=113)
<b>Classes and workshops attended within past year:</b>			
None . . . . .	27.3%	26.1%	26.5%
Workshops . . . . .	56.8%	59.4%	58.4%
College/graduate courses . . . . .	6.8%	20.3%	15.0%
Retreats . . . . .	9.1%	1.4%	4.4%
Other . . . . .	6.8%	10.1%	6.8%
	(n=44)	(n=69)	(n=113)
<b>Subjects addressed at classes/workshops attended:</b>			
Judaic subject matter . . . . .	62.5%	0.0%	24.1%
Hebrew language . . . . .	16.7%	19.6%	7.2%
Teaching methods . . . . .	75.0%	68.6	71.1
Classroom management . . . . .	18.8%	23.5	21.7
Curriculum development . . . . .	46.9%	72.5	62.7
Other . . . . .	9.4%	23.5	18.1
	(n=32)	(n=51)	(n=83)
<b>Auspices of classes or workshops attended:</b>			
In-service training . . . . .	62.5%	58.8%	60.2%
Central Agency for Jewish Education . . . . .	28.1	3.9	13.3
Gratz College course . . . . .	12.5	3.9	7.2
Other . . . . .	40.6	62.7	54.2
	(n=32)	(n=51)	(n=83)

## XII. TEACHING RESOURCES AND OPPORTUNITIES FOR IMPROVING SKILLS-- CONTINUED

	JUDAIC STUDIES	GENERAL STUDIES	ALL TEACHERS
Usefulness of classes/workshops attended:			
Useful/helpful . . . . .	70.6%	54.8%	59.3%
Not useful/helpful. . . . .	17.6	0.0	5.1
Non-evaluative comments . . . . .	11.8	45.2	35.6
	-----	-----	-----
	100.0%	100.0%	100.0%
	(n=17)	(n=42)	(n=59)
Current interest in attending classes/workshops to improve teaching skills:			
None . . . . .	25.7%	38.0%	32.9%
Workshops . . . . .	77.1%	84.0%	61.2%
College/graduate courses . . . . .	34.3%	48.0%	42.4%
Retreats . . . . .	5.7%	6.0%	5.9%
Other . . . . .	0.0%	2.0%	1.2%
	(n=35)	(n=50)	(n=85)
Subjects proposed for current classes/workshops:			
Judaic subject matter . . . . .	30.0%	29.7%	29.8%
General studies subject matter. . . . .	0.0%	43.2%	34.0%
Hebrew language . . . . .	20.0%	0.0%	4.3%
Teaching methods . . . . .	50.0%	13.5	21.3
Classroom management . . . . .	20.0%	5.4	8.5
Curriculum development . . . . .	0.0%	8.1	6.4
Integrating Judaic/general studies. . . . .	20.0%	2.7	6.4
Teaching gifted & learning disabled students. . . . .	0.0%	13.5	10.6
Other . . . . .	10.0%	16.2	14.9
	(n=10)	(n=37)	(n=47)

(COMMUNAL SUPPLEMENTARY SCHOOL TEACHERS)

31. TEACHING RESOURCES AND OPPORTUNITIES FOR IMPROVING SKILLS

	FOLKSHUL	HEBREW SUN. SCHOOL SOC.	UNITED HEB. SCHOOLS	GRATZ HEB. COMMUNITY HIGH SCH.	ALL COMMUNITY SCHOOLS	SYNAGOGUE SCHOOLS
<b>Specific kinds of help received in school:</b>						
Written instructional objectives . . . . .	44.4%	31.3%	29.4%	38.4%	32.1%	48.5%
Written curriculum outlines . . . . .	55.6%	15.6%	11.8%	34.8%	24.7%	43.7%
Lesson plans . . . . .	11.1%	15.6%	17.6%	17.4%	16.8%	11.7%
Audio visual materials . . . . .	33.3%	48.6%	35.3%	43.5%	39.5%	47.3%
Assistance from the Central Agency for Jewish Education . . . . .	22.2%	48.6%	5.9%	39.1%	38.9%	21.2%
<b>Guidance of principal/supervisors in:</b>						
developing lesson plans . . . . .	22.2%	21.9%	23.5%	26.1%	23.5%	43.7%
working with child behavior problems . . . . .	44.4%	25.8%	52.9%	34.8%	35.8%	58.1%
working with child learning problems . . . . .	8.8%	18.8%	23.5%	4.3%	13.6%	41.8%
<b>Classes and workshops attended within past year:</b>						
None . . . . .	8.8%	37.5%	35.3%	21.7%	28.4%	26.6%
Workshops . . . . .	88.9%	56.2%	52.9%	65.2%	61.7%	62.2%
College/graduate courses . . . . .	33.3%	6.2%	11.7%	4.4%	14.8%	28.3%
Retreats . . . . .	8.8%	8.8%	8.8%	21.7%	2.5%	6.3%
Other . . . . .	22.2%	8.8%	5.9%	4.4%	4.9%	6.8%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Subjects addressed at classes/workshops attended:</b>						
Judaic subject matter . . . . .	33.3%	68.8%	54.6%	55.6%	53.5%	66.3%
Hebrew language . . . . .	11.1%	5.8%	18.2%	16.7%	12.1%	16.6%
Teaching methods . . . . .	100.0%	68.8%	54.6%	77.8%	78.7%	73.8%
Classroom management . . . . .	66.7%	35.8%	9.1%	38.9%	36.2%	37.4%
Curriculum development . . . . .	55.6%	35.8%	45.5%	44.4%	43.1%	39.9%
Other . . . . .	11.1%	18.8%	18.2%	8.8%	6.9%	12.9%
	(n=9)	(n=28)	(n=11)	(n=18)	(n=58)	(n=163)
<b>Auspices of classes or workshops attended:</b>						
In-service training . . . . .	56.3%	28.8%	28.8%	77.8%	53.5%	38.8%
Central Agency for Jewish Education . . . . .	12.5%	64.8%	53.3%	55.6%	62.1%	55.2%
Gratz College course . . . . .	18.8%	8.8%	13.3%	22.2%	19.8%	28.2%
Other . . . . .	12.5%	8.8%	13.3%	16.7%	15.5%	28.8%

## X. RECRUITMENT FACTORS

	FOLKSHUL	HEBREW SUN. SCHOOL SOC.	UNITED HEB. SCHOOLS	GRATZ COMMUNITY HIGH SCH.	ALL COMMUNITY SCHOOLS	SYNAGOGUE SCHOOLS
<b>How teachers found their jobs:</b>						
Board of Rabbis . . . . .	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Central Agency for Jewish Education (formerly Division of Community Services/Gratz Col.).	0.0%	9.4%	5.9%	4.3%	6.2%	1.4%
Gratz College. . . . .	0.0%	0.0%	35.3%	30.4%	16.0%	1.4%
Reconstructionist Rabbinical College . . . .	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%
Another school . . . . .	0.0%	0.0%	5.9%	8.7%	3.7%	0.9%
Union of Amer. Hebrew Congregations. . . . .	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%
United Synagogue of America. . . . .	0.0%	0.0%	0.0%	4.3%	1.2%	1.4%
Rabbi/principal told you about it. . . . .	0.0%	6.3%	23.5%	13.0%	11.1%	27.9%
A friend told you about it . . . . .	44.4%	21.9%	35.3%	4.3%	22.2%	22.5%
Read about it in a newspaper ad . . . . .	0.0%	43.0%	5.9%	13.0%	22.2%	22.5%
You approached the school directly . . . . .	0.0%	15.6%	11.0%	34.0%	10.5%	31.5%
School approached teacher . . . . .	33.3%	6.3%	0.0%	0.0%	6.2%	10.4%
<b>Factors which influenced teachers' decisions in selecting the schools in which they are employed:</b>						
Convenience of hours available for teaching.	44.4%	04.4%	00.2%	60.9%	74.1%	79.3%
Convenience of location . . . . .	22.2%	71.9%	52.9%	39.1%	45.7%	68.5%
Rate of pay . . . . .	33.3%	50.0%	52.9%	34.0%	51.9%	59.5%
Reputation of the school . . . . .	22.2%	20.1%	29.4%	13.0%	24.7%	37.0%
Wanted to work with the principal/rabbi . .	22.2%	21.9%	11.0%	13.0%	17.3%	32.0%
Friends who teach there . . . . .	22.2%	10.0%	52.9%	56.5%	35.0%	23.9%
Quality of the students . . . . .	11.1%	10.0%	17.6%	47.0%	25.9%	20.4%

## XI. TEACHING RESOURCES AND OPPORTUNITIES FOR IMPROVING SKILLS-- CONTINUED

	FOLKSHUL	HEBREW SUN. SCHOOL SOC.	UNITED HEB. SCHOOLS	GRATZ COMMUNITY HIGH SCH.	ALL COMMUNITY SCHOOLS	SYNAGOGUE SCHOOLS
Current interest in attending classes/workshops to improve teaching skills:						
Interested . . . . .	44.4%	50.0%	52.9%	52.2%	50.6%	59.5%
Not interested . . . . .	55.6	50.0	47.1	47.8	49.4	40.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Workshops . . . . .	75.0%	75.0%	100.0%	66.7%	78.1%	71.1%
College/graduate courses . . . . .	25.0%	43.0%	22.2%	50.0%	39.0%	34.9%
Retreats . . . . .	75.0%	12.5%	0.0%	0.3%	14.6%	16.7%
Other . . . . .	0.0%	12.5%	22.2%	0.0%	22.0%	6.1%
Subjects proposed for current classes/workshops:						
Jewish history . . . . .	25.0%	29.7%	25.0%	0.0%	19.1%	6.4%
Israel . . . . .	0.0%	10.0%	25.0%	0.0%	7.7%	5.3%
Current Jewish events/social studies . . . . .	0.0%	10.0%	50.0%	12.5%	15.4%	4.3%
Jewish music . . . . .	50.0%	0.0%	0.0%	0.0%	7.7%	6.4%
Hebrew instruction . . . . .	0.0%	20.0%	0.0%	12.5%	11.5%	11.7%
Yiddish instruction . . . . .	25.0%	10.0%	0.0%	0.0%	7.7%	0.0%
Teaching methods . . . . .	0.0%	20.0%	25.0%	37.5%	23.1%	30.3%
Classroom management . . . . .	25.0%	10.0%	0.0%	0.0%	7.7%	9.6%
Curriculum development . . . . .	25.0%	10.0%	0.0%	12.5%	11.5%	6.4%
Torah . . . . .	0.0%	0.0%	0.0%	25.0%	7.7%	5.3%
Administration . . . . .	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%
Use of audio-visual equipment . . . . .	0.0%	0.0%	0.0%	12.5%	3.0%	3.2%
Customs, rituals and ceremonies . . . . .	0.0%	0.0%	0.0%	0.0%	0.0%	10.6%
Arts and crafts . . . . .	0.0%	0.0%	0.0%	0.0%	0.0%	6.4%
	(n=4)	(n=10)	(n=4)	(n=8)	(n=26)	(n=94)

XII. TEACHER SUGGESTIONS FOR IMPROVING THE PROFESSION

	FOLKSHUL	HEBREW SCHOOL SOC.	SUN. UNITED SCHOOLS	GRATZ HEB. COMMUNITY HIGH SCH.	ALL COMMUNITY SCHOOLS	SYNAGOGUE SCHOOLS
<b>Practical suggestions of teachers for improving the Jewish educational profession</b>						
Increase teacher salaries . . . . .	25.0%	29.4%	40.0%	54.6%	38.1%	45.0%
Increase teacher benefits . . . . .	0.0%	23.5%	20.0%	27.3%	21.4%	26.7%
Increase parental involvement in educating children . . . . .	25.0%	35.3%	20.0%	18.2%	26.2%	28.3%
More paid opportunities for training	25.0%	41.2%	10.0%	19.2%	26.5%	10.0%
Establish/promote teacher standards	0.0%	5.9%	30.0%	9.1%	11.9%	16.7%
Promote recognition of teachers . .	0.0%	17.7%	0.0%	0.0%	7.2%	18.3%
More materials and equipment . . .	0.0%	5.9%	10.0%	0.0%	4.0%	0.0%
Increase teacher commitments to Judaism . . . . .	0.0%	11.0%	0.0%	0.0%	4.8%	0.0%
Lower tuition to attract more kids.	0.0%	0.0%	0.0%	9.1%	2.4%	3.3%
Create full-time teaching positions	0.0%	0.0%	0.0%	10.2%	4.8%	10.0%
Make community aware of the importance of Jewish education .	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%
Establish recruitment system to attract more qualified teachers .	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%
Financial aid for prof. meetings .	25.0%	0.0%	0.0%	0.0%	2.4%	0.0%
Respect autonomy of schools . . . .	25.0%	0.0%	0.0%	0.0%	2.4%	0.0%
Reduce teaching loads . . . . .	0.0%	0.0%	0.0%	0.0%	0.0%	1.7%
Consolidate supplementary schools .	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%
	(n=4)	(n=17)	(n=10)	(n=11)	(n=42)	(N=60)

(SYNAGOGUE SCHOOL TEACHERS

XII. TEACHING RESOURCES AND OPPORTUNITIES FOR IMPROVING SKILLS

	1-3 HRS	4-6 HRS	7+ HRS	ALL TEACHERS
<b>Specific kinds of help received in school:</b>				
Written instructional objectives . . . . .	41.1%	38.2%	44.8%	40.5%
Written curriculum outlines . . . . .	46.4%	44.5%	38.8%	43.7%
Lesson plans . . . . .	12.5%	11.8%	18.8%	11.7%
Audio visual materials . . . . .	48.2%	41.8%	60.8%	47.3%
Assistance from the Central Agency for Jewish Education . . . . .	19.6%	22.7%	28.8%	21.2%
<b>Guidance of principal/supervisors in:</b>				
developing lesson plans . . . . .	53.6%	37.3%	46.8%	43.7%
working with child behavior problems . . .	51.8%	61.8%	58.8%	58.1%
working with child learning problems . . .	39.3%	39.1%	48.8%	41.8%
	(n= 56)	(n=110)	(n= 58)	(n=222)
<b>Classes and workshops attended within past year:</b>				
None . . . . .	25.8%	38.8%	28.8%	26.6%
Workshops . . . . .	67.9%	58.1%	76.4%	65.6%
College/graduate courses . . . . .	17.9%	22.1%	26.4%	21.4%
Retreats . . . . .	5.3%	8.7%	2.4%	6.7%
Other . . . . .	8.9%	6.8%	7.2%	7.1%
	(n= 56)	(n=110)	(n=58)	(n=222)
<b>Subjects addressed at classes/workshops attended:</b>				
Teaching methods . . . . .	76.2%	72.7%	72.5%	73.8%
Judaic subject matter . . . . .	66.7%	63.6%	72.5%	66.3%
Curriculum development . . . . .	48.5%	48.3%	42.5%	39.9%
Classroom management . . . . .	48.5%	35.1%	37.5%	37.4%
Hebrew language . . . . .	11.9%	28.8%	15.8%	16.6%
Other . . . . .	9.5%	15.6%	12.5%	12.9%
	(n= 42)	(n=82)	(n=48)	(n=164)
<b>Auspices of classes or workshops attended:</b>				
Central Agency for Jewish Education . . . . .	52.4%	59.7%	58.8%	55.2%
In-service training . . . . .	35.7%	32.5%	58.8%	38.8%
Gratz College course . . . . .	23.8%	29.9%	32.5%	28.2%
Other . . . . .	31.8%	28.6%	25.8%	28.8%
	(n= 42)	(n=82)	(n=48)	(n=164)

## XI. RECRUITMENT FACTORS

	1-3 HRS	4-6 HRS	7+ HRS	ALL TEACHERS
<b>How teachers found their jobs:</b>				
Board of Rabbis . . . . .	0.0%	0.0%	0.0%	0.0%
Central Agency for Jewish Education (formerly Division of Community Services/Gratz Col.).	0.0%	1.0%	2.0%	1.4%
Gratz College. . . . .	1.0%	0.9%	2.0%	1.4%
Reconstructionist Rabbinical College . . . .	3.6%	2.7%	0.0%	2.3%
Another school . . . . .	1.0%	0.0%	2.0%	0.9%
Union of Amer. Hebrew Congregations. . . . .	5.4%	0.9%	0.0%	1.8%
United Synagogue of America. . . . .	0.0%	1.0%	2.0%	1.4%
Rabbi/principal told you about it. . . . .	37.5%	26.4%	22.0%	27.9%
A friend told you about it . . . . .	21.4%	26.4%	18.0%	22.5%
Read about it in a newspaper ad . . . . .	17.9%	21.8%	30.0%	22.5%
You approached the school directly . . . . .	26.8%	31.0%	30.0%	31.5%
School approached teacher . . . . .	12.5%	10.0%	10.0%	10.4%
	(n= 56)	(n=110)	(n= 50)	(n=222)
<b>Factors which influenced teachers' decisions in selecting the schools in which they are employed:</b>				
Convenience of hours available for teaching.	83.9%	77.3%	84.0%	79.3%
Convenience of location . . . . .	69.6%	70.9%	66.0%	68.5%
Rate of pay . . . . .	57.1%	63.6%	50.0%	59.5%
Reputation of the school . . . . .	35.7%	31.8%	50.0%	37.8%
Wanted to work with the principal/rabbi . .	26.8%	29.1%	44.0%	32.0%
Friends who teach there . . . . .	17.9%	24.5%	30.0%	23.9%
Quality of the students . . . . .	39.3%	14.5%	46.0%	28.4%

XIII. TEACHING RESOURCES AND OPPORTUNITIES FOR IMPROVING SKILLS— CONTINUED

	1-3 HRS	4-6 HRS	7+ HRS	ALL TEACHERS
<b>Current interest in attending classes/workshops to improve teaching skills:</b>				
Interested . . . . .	66.1%	60.0%	52.0%	59.5
Not interested . . . . .	33.9	40.0	48.0	40.5
	-----	-----	-----	-----
	100.0%	100.0%	100.0%	100.0%
	(n= 56)	(n=110)	(n= 50)	(n=222)
<b>Types of classes preferred:</b>				
Workshops . . . . .	79.5%	68.4%	71.0%	71.1%
College/graduate courses . . . . .	29.5%	32.9%	45.1%	34.9%
Retreats . . . . .	18.2%	16.5%	6.5%	16.7%
Other . . . . .	9.1%	5.1%	6.5%	6.1%
	(n= 44)	(n=79)	(n=31)	(n=132)
<b>Subjects proposed for current classes/workshops:</b>				
Teaching methods . . . . .	38.7%	31.9%	31.3%	34.0%
Hebrew instruction . . . . .	6.5%	17.0%	25.0%	14.9%
Classroom management . . . . .	6.5%	17.0%	0.0%	10.6%
Current Jewish events/social studies . . . . .	6.5%	8.5%	12.5%	8.5%
Jewish music . . . . .	9.7%	8.5%	0.0%	7.4%
Prayer, customs, rituals and ceremonies . . . . .	6.5%	8.5%	6.3%	7.4%
Israel . . . . .	3.2%	6.4%	12.5%	6.4%
Curriculum development . . . . .	12.9%	2.1%	0.0%	5.3%
Torah/Bible . . . . .	3.2%	6.4%	6.3%	5.3%
Arts and crafts . . . . .	3.2%	4.3%	12.5%	5.3%
Jewish history . . . . .	0.0%	6.4%	6.3%	4.3%
Administration . . . . .	3.2%	4.3%	6.3%	4.3%
Use of audio-visual equipment . . . . .	3.2%	4.3%	6.3%	4.3%
Other . . . . .	9.7%	6.4%	0.0%	6.4%
	(n=31)	(n=47)	(n=16)	(n=94)

## XIII. TEACHER SUGGESTIONS FOR IMPROVING THE PROFESSION

	1-3 HRS	4-6 HRS	7+ HRS	ALL TEACHERS
<b>Practical suggestions of teachers for improving the Jewish educational profession</b>				
Increase teacher salaries . . . . .	48.0%	48.3%	45.5%	45.8%
Increase parental involvement in educating children . . . . .	35.8%	24.1%	27.3%	28.3%
Increase teacher benefits . . . . .	15.8%	37.9%	18.2%	26.7%
Promote recognition of teachers . .	15.8%	17.2%	27.3%	18.3%
Establish/promote teacher standards	20.0%	13.8%	18.2%	16.7%
More paid opportunities for training	20.0%	3.4%	9.1%	18.8%
Create full-time teaching positions	5.0%	17.2%	8.0%	18.8%
Make community aware of the importance of Jewish education .	8.0%	18.3%	9.1%	6.7%
Establish recruitment system to attract more qualified teachers .	5.0%	6.9%	9.1%	6.7%
Lower tuition to attract more kids.	5.0%	3.4%	8.0%	3.3%
Reduce teaching loads . . . . .	8.0%	3.4%	8.0%	1.7%
Consolidate supplementary schools .	8.0%	3.4%	8.0%	1.7%
Other . . . . .	8.0%	8.8%	8.0%	5.8%
	(n=28)	(n=29)	(n=11)	(N=68)

Appendix 8:  
Salary information (senior level personnel)

Rhea Hirsch School of Education, HUC-JIR, Los Angeles

ALUMNI SURVEY RESULTS 1989

It is hoped that the results of our annual survey will be both useful and informative. We thank all of you who took the time to fill it out and return it and are grateful for your continuing suggestions and comments.

**A. RESPONSE RATE**

119 surveys were mailed and 75 responses were received, making the response rate 63%. Of the 44 surveys not returned, 27 went to graduates who are not in the field, 6 to part time educators, 4 to full time education directors, and 7 to full time professionals in other positions.

**B. FREQUENCIES**

**1. JOB STATUS**

Full time Education Director	27
Other Full time Jewish Educator	8
Rabbi-Educator	5
PART-TIME OR NOT IN FIELD	35

**2. SALARY (not including benefits)**

<u>SALARY</u>	<u>POSITION</u>		
	FT Educator	Other FT	Rabbi-Educator
\$45,000+	5	0	1
\$40,000-44,999	5	1	2
\$35,000-39,999	7	1	2
\$30,000-34,999	7	2	0
\$25,000-29,999	2	4	0
\$20,000-24,999	1	0	0

**C. CROSS TABULATIONS****1. TABLE ONE - Salary and Gender**

<u>GENDER</u>	<u>SALARY (not including benefits)</u>				
	<u>\$45,000+</u>	<u>40-44,999</u>	<u>35-39,999</u>	<u>30-34,999</u>	<u>25-29,999</u>
Female	2	6	5	7	6
Male	4	2	5	2	1

**2. TABLE TWO - Salary and Years Out**

<u>YEARS OUT</u>	<u>SALARY (not including benefits)</u>				
	<u>\$45,000+</u>	<u>40-49,999</u>	<u>35-39,999</u>	<u>30-34,999</u>	<u>25-29,999</u>
1-3	0	1	1	6	2
4-5	0	3	4	2	1
6-9	2	3	2	1	3
10+	4	1	3	0	1

**3. TABLE THREE - Salary and Size of School**

<u>STUDENTS</u>	<u>SALARY (not including benefits)</u>				
	<u>\$45,000</u>	<u>40-44,999</u>	<u>35-39,999</u>	<u>30-34,999</u>	<u>25-29,999</u>
500+	1	3	0	1	0
300-500	1	3	4	2	0
200-299	1	1	5	3	1
Below 200	3	0	0	1	3

#### 4. TABLE FOUR - Salary and Size of Congregation \*

<u>MEMBERS</u>	<u>SALARY (not including benefits)</u>				
	<u>\$45,000</u>	<u>40-44,999</u>	<u>35,-39,999</u>	<u>30-34,999</u>	<u>25-29,999</u>
1000+	1	3	1	2	2
500-999	0	4	5	2	1
Below 500	1	0	3	3	1

\*NO RESPONSE IN ELEVEN CASES

#### 5. TABLE FIVE - Salary and Relative Cost of Living of Area

<u>COST</u>	<u>SALARY (not including benefits)</u>				
	<u>\$45,000</u>	<u>40-44,999</u>	<u>35-39,999</u>	<u>30-34,999</u>	<u>25-29,999</u>
Low	0	0	1	0	2
Medium	2	3	3	2	1
High	4	5	6	7	3

#### 6. TABLE SIX - School Size and Years Out

<u>YEARS OUT</u>	<u>SCHOOL SIZE</u>			
	<u>500+</u>	<u>300-500</u>	<u>200-299</u>	<u>Below 200</u>
1-3	0	3	4	2
4-5	3	2	3	1
6-9	1	3	3	4
10+	1	2	1	4

J.E.A. ANNUAL EDUCATION SURVEY - 1989

(ORANGE COUNTY)

EDUCATOR DETAILS											
TEMPLE	TYPE OF POST	HRS PER WK. BUDGET/ACT.	YRS IN POST	CONTRACT TERM	BASE SALARY	PENSION	CONVENTION	MEDICAL	TRANSPOR	OTHER	TOTAL
A	PART-TIME	30/35-40	3	2	\$20,000	-	\$800	-	-	-	\$20,800
B	-	-	3	2	\$28,500	INC	INC	INC	INC	INC	\$28,500
C	PART-TIME	10/12	10	-	\$7,908	-	-	-	-	-	\$7,908
D	FULL-TIME	40/50-60	2	2	\$30,000	-	-	-	-	\$700	\$30,700
E	PART-TIME	20/35	5	1	\$19,000	-	-	-	-	-	\$19,000
F	PART-TIME	-	3	1	\$23,800	-	-	-	-	-	\$23,800
G	FULL-TIME	40/50	8	2	\$28,000	\$4,500	\$1,500	-	-	\$1,000	\$35,000
H	PART-TIME	20/35	2	1	\$15,000	-	\$250	-	-	\$420	\$15,670
I	PART-TIME	-	4	-	\$8,600	-	-	-	-	-	\$8,600
J	FULL TIME	40/50	1	1	\$40,000	-	\$600	-	-	-	\$40,600
K	PART TIME	20/30-35	2	-	\$16,000	-	YES	-	-	-	\$16,000
L	PART TIME	17.5/25	3	1	\$15,000	-	-	-	-	-	\$15,000

**Appendix 9:**  
Benefits information (senior level personnel)

**3. ANNUAL COST OF LIVING INCREASE**

Yes	76.3%
No	23.7%

**4. MERIT INCREASE (Periodic or Annual)**

Yes	60.0%
No	40.0%

**5. PENSION PLAN CONTRIBUTION BY EMPLOYER**

Yes	80.0%
No	20.0%

**6. DISABILITY BENEFITS**

Yes	66.7%
No	33.3%

**7. BUDGET FOR PROFESSIONAL CONFERENCES, WORKSHOPS, MEETINGS**

<u>REIMBURSEMENT</u>	<u>POSITION</u>		
	FT Educator	FT Other	Rabbi-Educator
Full for 2	6	0	1
Full for 1	0	3	0
Partial for 1	1	1	0
Fixed amount	20	1	4
No budget	0	3	0

**8. ANNUAL VACATION**

0-7 days	1
7-14 days	2
15-21 days	5
22-31 days	28
over 31 days	3

**9. PROFESSIONAL DUES PAID BY EMPLOYER**

Fully paid for several	14
Fixed amount allocated	5
Not paid	21

**10. LIFE INSURANCE**

Yes	56.4%
No	43.6%

**11. SYNAGOGUE MEMBERSHIP**

Yes	63.2%
No	21.1%
Not working in a synagogue	15.8%

**7. TABLE SEVEN - Contribution to Pension and Years Out**

<u>YEARS OUT</u>	<u>CONTRIBUTION</u>	
	Yes	No
1-3	9	1
4-5	8	2
6-9	9	2
10+	6	3

**8. TABLE EIGHT- Percent of Salary Used as Base for Pension and Years Out \***

<u>YEARS OUT</u>	<u>PERCENT</u>				
	5%	7%	10%	12%	15%
1-3	0	1	1	1	3
4-5	1	0	0	0	4
6-9	0	0	1	0	6
10+	2	1	0	0	2

\*NO RESPONSE IN TWELVE CASES

**9. TABLE NINE – Budget for Conferences and Years Out**

<u>YEARS OUT</u>	<u>BUDGET</u>				
	Full for 2	Full for 1	Part for 1	Fixed	No Budget
1-3	2	1	0	6	1
4-5	2	1	0	6	1
6-9	1	0	1	9	0
10+	2	1	1	4	1

**10. TABLE TEN – Health Insurance and Years Out**

<u>YEARS OUT</u>	<u>HEALTH INSURANCE</u>			
	Self	Self/Family	? Family*	None
1-3	2	5	2	1
4-5	2	4	3	1
6-9	1	8	0	2
10+	1	5	0	1

\*Respondent unsure if family is covered

**Appendix 10:**  
Early childhood information (salary, qualifications)



CREENTIAL GUIDE

STANDARD JUDAIC EARLY CHILDHOOD TEACHING CREDENTIAL REQUIREMENTS  
 1989-1990

Each applicant for a Standard Judaic Early Childhood Teaching Credential shall file a completed application with the Early Childhood Department at the Bureau of Jewish Education, and shall verify all of the following requirements:

**ALL APPLICABLE COURSE WORK MUST BE ACQUIRED AT A COLLEGE LEVEL INSTITUTION AND MUST HAVE A GRADE "C" OR BETTER.**

A. Judaic Course Work:	<u>Units</u>
Early Jewish Education - Curriculum	4
Hebrew or Hebrew Language in Early Childhood	4
Jewish History/Contemporary Jewish Life	4
Customs/Observances	6
Bible	2
*Electives - Bible )	
- Jewish Thought )	
- Israel )	
- Jewish Arts )	4
- Sociology )	
- Holiday Workshop)	
 B. General Education Course Work: (Required by State of California) in Early Childhood Education/Child Development with at least one course in each of the following areas:	
1. Child Development )	
2. The Child/Home and Community )	12
**3. Curriculum )	
TOTAL UNITS	36

C. One year experience as a paid aide/assistant or teacher in a Child Development program (not less than two hours per day).

\*Credit may be given for in-service workshops offered through the Bureau of Jewish Education for electives only.

\*\*If you are only interested in completing the minimum requirement of 12 units to be a teacher in a pre-school which is found in Section B, a course in Early Jewish Education - Curriculum, will be acceptable for Number 3.

STANDARD JUDAIC EARLY CHILDHOOD ADMINISTRATIVE CREDENTIAL REQUIREMENTS  
1989-1990

Each applicant for a standard Judaic Early Childhood Administrative Credential shall file a completed application with the Early Childhood Department of the Bureau of Jewish Education and shall verify all of the following requirements.

**ALL APPLICABLE COURSE WORK MUST BE ACQUIRED AT A COLLEGE LEVEL INSTITUTION AND MUST HAVE A GRADE "C" OR BETTER.**

- A. Valid Standard Judaic Early Childhood Teaching Credential.
- B. Three (3) years teaching experience, two (2) of which were completed in a Jewish nursery school.

C. Additional Judaic Course Work:	<u>Units</u>
Hebrew	2
*Education (curriculum development)	2
Bible	2
**Electives -Ideologies in Judaism )	
-Special Education )	
-School Administration )	
-Jewish Family )	4
-Jewish Community )	
-Holiday Workshop (if not )	
accepted as credit for )	
the teaching credential) )	

- D. Additional General Education Course Work:  
(Required by the State of California)
- 1. Early Childhood Education/Child Development at an advanced level 6
- 2. Administration and supervision of Child Development program (must be 2 courses of different topical content) 6

TOTAL ADDITIONAL UNITS 22

\* A non-Judaic course in Education (curriculum development) will be acceptable as well.

\*\* Credit may be given for in-service workshops offered through the Bureau of Jewish Education for electives only.

## EARLY CHILDHOOD SALARY SCHEDULE RATIONALE

According to the 1987 salary survey, the average hourly wage for teachers in Jewish nursery schools was \$7.48. In an effort to establish an equitable salary range, \$7.48 is used as the lowest wage in the 1988-89 salary schedule.

### Units

In an effort to reward teachers for their education and to encourage continued education, both ECE units and Judaica units have a greater impact on salary than does seniority. To reward and encourage Judaic education especially, each Judaic unit counts 50% more than each ECE unit.

1 ECE unit = \$8/month = 5¢/hour

1 Judaica unit = \$12/month = 8¢/hour

(Judaica units : ECE units ratio + 1.5:1)

### Hourly vs. Monthly

Monthly salary is determined by 21 working days, with 7 paid hours per working day. Therefore, to determine monthly salary from hourly wage, multiply by 147; to determine hourly wage from monthly salary, divide by 147.

### Degrees/Credentials

AA: \$25/month = 17¢/hour

BA: \$50/month = 34¢/hour

MA: \$75/month = 51¢/hour

BJE Teaching Credential: \$50/month = 34¢/hour

BJE Administrative Credential: \$75/month = 51¢/hour

### Seniority Increment

The average early childhood teacher in a Los Angeles Jewish Nursery School - who, according to the BJE 1987 salary survey, currently receives \$7.48 per hour - will now fit into the \$8.79 hourly wage box in this 1988 Salary Schedule. The seniority increments are based on percentages of this \$8.79 wage. Each year of experience for years 1-5 means a 2% raise. Each year of experience for years 6-20 means a 1% raise. See the Seniority Increments Table.

### Assistants

Multiply by .8

### Teacher/Directors

Multiply by 1.2

Directors

Must negotiate salaries individually -- presumably higher than what this schedule prescribes for Teacher/Directors of their education and experience.

Special Conditions

- All currently employed educators will be "grandfathered" so that the salary schedule could only improve a teacher's salary
- Each educator is required to attend at least one BJE - sponsored or approved inservice per year in order for this schedule to apply to them

Instructions

1. Find your early childhood education units on the bottom horizontal axis. This is your column.
2. Moving up your column, find the box which describes your Judaica units (from the left-hand side vertical axis.)
3. This number is your base hourly wage. If you are not a first-year educator, add your seniority increment from the Seniority Increment table. If you have a degree or BJE credential, add that increase from the degree/credential table.
4. If you are a teacher, this is your suggested minimal hourly wage.
5. If you are an assistant, multiply by .8 to find your minimal hourly wage.
6. If you are a teacher-director, multiply by 1.2 to find your minimal hourly wage.

Examples

I) A teacher with 24 ECE units, an AA degree, 4 Judaica units, and 7 years experience:

Base wage:	\$8.79+
Seniority Increment:	\$1.05+
Degree Increase:	\$0.17=
<hr/>	
Minimal Hourly Wage:	\$10.01

II) An assistant with no ECE units, no Judaica units, and no experience:

Base wage:	\$7.48 x
Assistant rate:	.8=
<hr/>	
Minimal Hourly Wage:	\$5.98

III) A Teacher-Director with a BA in ECE, 12 Judaica units and 14 years experience( a BA represents 60 ECE units):

Base wage:	\$11.40+
Seniority Increment:	\$ 1.67+
Degree increase:	\$ 0.34=
<hr/>	
	\$13.41 x
Teacher-Director rate	1.2=
<hr/>	
Minimal Hourly Wage:	\$16.09

5

(L.A. BJE)

1988 / 89 EARLY CHILDHOOD SALARY S C

J124	11	\$9.77	\$10.09	\$10.42	\$10.75	\$11.07	\$11.40	\$11.72	\$12.05	\$12.38	\$12.70	\$13.03	\$13.36	\$13.68	\$14.00
UI22	11	\$9.60	\$9.93	\$10.26	\$10.58	\$10.91	\$11.24	\$11.56	\$11.89	\$12.21	\$12.54	\$12.87	\$13.19	\$13.52	\$13.85
DI20	11	\$9.44	\$9.77	\$10.09	\$10.42	\$10.75	\$11.07	\$11.40	\$11.72	\$12.05	\$12.38	\$12.70	\$13.03	\$13.36	\$13.68
AI18	11	\$9.28	\$9.60	\$9.93	\$10.26	\$10.58	\$10.91	\$11.24	\$11.56	\$11.89	\$12.21	\$12.54	\$12.87	\$13.19	\$13.52
I116	11	\$9.11	\$9.44	\$9.77	\$10.09	\$10.42	\$10.75	\$11.07	\$11.40	\$11.72	\$12.05	\$12.38	\$12.70	\$13.03	\$13.36
CI14	11	\$8.95	\$9.28	\$9.60	\$9.93	\$10.26	\$10.58	\$10.91	\$11.24	\$11.56	\$11.89	\$12.21	\$12.54	\$12.87	\$13.19
AI12	11	\$8.79	\$9.11	\$9.44	\$9.77	\$10.09	\$10.42	\$10.75	\$11.07	\$11.40	\$11.72	\$12.05	\$12.38	\$12.70	\$13.03
I10	11	\$8.62	\$8.95	\$9.28	\$9.60	\$9.93	\$10.26	\$10.58	\$10.91	\$11.24	\$11.56	\$11.89	\$12.21	\$12.54	\$12.87
UI8	11	\$8.46	\$8.79	\$9.11	\$9.44	\$9.77	\$10.09	\$10.42	\$10.75	\$11.07	\$11.40	\$11.72	\$12.05	\$12.38	\$12.70
NI6	11	\$8.30	\$8.62	\$8.95	\$9.28	\$9.60	\$9.93	\$10.26	\$10.58	\$10.91	\$11.24	\$11.56	\$11.89	\$12.21	\$12.54
I4	11	\$8.13	\$8.46	\$8.79	\$9.11	\$9.44	\$9.77	\$10.09	\$10.42	\$10.75	\$11.07	\$11.40	\$11.72	\$12.05	\$12.38
TI2	11	\$7.97	\$8.30	\$8.62	\$8.95	\$9.28	\$9.60	\$9.93	\$10.26	\$10.58	\$10.91	\$11.24	\$11.56	\$11.89	\$12.21
SI0	11	\$7.48	\$7.81	\$8.13	\$8.46	\$8.79	\$9.11	\$9.44	\$9.77	\$10.09	\$10.42	\$10.75	\$11.07	\$11.40	\$11.72

		61	121	181	241	301	361	421	481	541	601	661	721	781	841	
		EARLY				CHILDHOOD				EDUCATION				UNITS		

ECE  
UNITS = .05442

JUDAICA  
UNITS = .08163

DEGREE/CREDENTIAL	ADD ONTO HOURLY WAGE
AA IN ECE	.17
BA IN ECE	.34
MA IN ECE	.51
BJE TEACHING CREDENTIAL	.34
BJE ADMIN. CREDENTIAL	.51

FOR ASSISTANT TEACHERS:  
MULTIPLY HOURLY WAGE

FOR TEACHER/DIRECTORS:  
MULTIPLY HOURLY WAGE

## D U L E

YEARS OF ECE EXPERIENCE	ADD ON TO HOURLY WAGE
1	\$ .18
2	\$ .35
3	\$ .53
4	\$ .70
5	\$ .88
6	\$ .97
7	\$1.05
8	\$1.14
9	\$1.23
10	\$1.32
11	\$1.41
12	\$1.49
13	\$1.58
14	\$1.67
15	\$1.76
16	\$1.85
17	\$1.93
18	\$2.02
19	\$2.11
20	\$2.20

# PROFILE OF EARLY CHILDHOOD EDUCATION TEACHERS

## I - DEMOGRAPHIC PROFILE

- 1) **AGE**  
(Table 4-1)
  - 17-29 - 10%
  - 30-39 - 44%
  - 40-49 - 29%
  - 50-64 - 16%
  - 65 and over - 1%
  - Average - 39.8
  
- 2) **SEX**  
(Table 4-3)
  - Female - 99%
  - Male - 1%
  
- 3) **MARITAL STATUS**  
(Table 4-3)
  - Married - 86%
  - Widowed - 3%
  - Single - 3%
  - Divorced - 7%
  
- 4) **HOUSEHOLD SIZE**  
(Table 4-5)
  - One - 4%
  - Two - 13%
  - Three - 28%
  - Four - 36%
  - Five or more - 18%
  - Average - 3.6
  
- 5) **HIGHEST LEVEL OF EDUCATION**  
(Table 4-7)
  - Doctorate - 0%
  - Master's degree - 11%
  - Some graduate school - 26%
  - 4-yr college degree - 30%
  - In total, 67% have a 4-year college degree or higher.
  - 2-yr college degree - 21%
  - Some college - 8%
  - High school degree - 3%
  
- 6) **CURRENT EDUCATIONAL ENROLLMENT**  
(Table 4-9)
  - In college - 10%
  - Full-time graduate work - 0%
  - Part-time graduate work - 10%
  - Judaic Studies program - 3%
  
- 7) **HOUSEHOLD INCOME**  
(Table 4-11)
  - Under \$25,000 - 20%
  - \$25-50,000 - 37%
  - \$50-\$75,000 - 23%
  - Over \$75,000 - 20%
  
- 8) **PLACE OF BIRTH**  
(Table 4-13)
  - US - 87%
  - South Florida - 12%
  - New York Metro area - 46%
  - Israel - 4%
  - Europe - 2%
  - Other - 7%
  
- 9) **LENGTH OF RESIDENCE IN NORTH AMERICA**  
(Table 4-15)
  - 0-4 years - 4%
  
- 11) **LENGTH OF RESIDENCE IN SOUTH FLORIDA**  
(Table 4-17)
  - 0-4 years - 12%
  
- 12) **ENGLISH ABILITY**  
(Table 4-17)
  - On a scale of 1-10, 93% rate their own ability to read and converse in English in the 8-10 range.
  - Average rating -- 9.6.

## II - RELIGIOUS PROFILE

### 12) JEWISH IDENTIFICATION

(Table 5-1)

- Orthodox - 15%
- Conservative - 39%
- Reform - 37%
- Just Jewish - 9%

### 13) JEWISH IDENTIFICATION AS A CHILD

(Table 5-3)

- Orthodox - 20%
- Conservative - 49%
- Reform - 18%
- Just Jewish - 11%

### 14) JEWISH EDUCATION AS A CHILD

(Table 5-5)

- Day School - 15%
- Synagogue School - 54%
- Israeli secular - 3%
- Israeli religious - 1%
- None - 25%
- None, but did college courses - 2%

### 15) JEWISH EDUCATION IN COLLEGE

(Table 5-7)

- Yeshiva - 2%
- Joint Program - 0%
- College of Jewish studies - 6%
- Israeli university - 3% (with Judaic major - 0%)
- Judaic major at secular college - 2%
- Judaic courses at secular college - 14%
- None - 73%

### 16) YOUTH GROUP EXPERIENCE

(Table 5-9)

- Attended a Jewish Youth Group - 55%
- (Orthodox - 10%      Conservative - 24%      Reform - 21%)

### 17) DAY CAMP EXPERIENCE

(Table 5-11)

- Attended a Jewish Day Camp - 33%
- (Orthodox - 7%      Conservative - 16%      Reform - 10%)

### 18) OVERNIGHT CAMP EXPERIENCE

(Table 5-13)

- Attended a Jewish Overnight Camp - 32%
- (Orthodox - 7%      Conservative - 13%      Reform - 12%)

### 19) SYNAGOGUE MEMBERSHIP

(Table 5-15)

- Pay dues - 58%
- Membership is a job benefit - 11%
- Not members - 32%

### 20) BRANCH OF SYNAGOGUE MEMBERSHIP *Of those who belong to a synagogue*

(Table 5-17)

- Orthodox - 22%
- Conservative - 39%
- Reform - 37%

### 21) LIGHT SHABBAT CANDLES

(Table 5-19)

- Always - 34%
- Usually - 20%
- Sometimes - 34%
- Never - 11%

### 22) MEASURES OF JEWISHNESS

(Table 5-21)

- Kosher at home - 34%
- Kosher outside the home - 22%
- Read local Jewish paper - 61%
- Claim to give to the Federation - 72%
- Member of a Jewish organization (other than a synagogue) - 51%

### 23) ORGANIZATIONAL MEMBERSHIP *Of those who belong to an organization*

(Table 5-23)

- Hadassah - 27%
- Jewish Teacher's Org. - 25%
- Amit - 17%
- JCC - 11%
- ORT - 11%

## 24) ISRAEL

*(Table 5-25)*

- Been to Israel - 46%
- Lived in Israel - 8%
- Studied in Israel - 11%

## 25) JEWISH EDUCATION OF ONE'S OWN CHILDREN

*(Table 5-27)*

- 86% of those with pre-school age children send those children to a Jewish pre-school.
- 66% of those with school age children are providing those children with a Jewish education, 40% in a day school.
- 75% of those with adult children provided those children with a Jewish education, 53% in a day school.

26) ABILITY TO READ HEBREW *On a scale of 1-10**(Table 5-29)*

- Excellent (8-10) - 22%
- Medium (4-7) - 26%
- Poor (1-3) - 52%
- Average rating - 4.1

27) ABILITY TO CONVERSE IN HEBREW *On a scale of 1-10**(Table 5-31)*

- Excellent (8-10) - 11%
- Medium (4-7) - 18%
- Poor (1-3) - 70%
- Average rating - 3.1

### III - TEACHING PROFILE

## 28) NUMBER OF TEACHING POSITIONS HELD

*(Table 6-1)*

- One - 98%
- Two - 1%
- Three - 1%

## 29) OTHER EMPLOYMENT

*(Table 6-3)*

- Synagogue school - 4%
- Jewish communal service - 1%
- Other part-time job - 8%
- Other full-time Job - 1%
- Public school (full-time) - 0%
- Public school (part-time) - 2%

## 30) SUBJECTS TAUGHT

*(Table 6-5)*

- Hebrew - 8%
- Judaica - 17%
- Secular - 11%
- ECE - 96%

## 31) JOB TITLES

*(Table 6-7)*

- Teacher - 90%
- Teacher's Aide - 0%
- Administrator - 10%

## 32) POSSESSION OF A TEACHER'S LICENSE

*(Table 6-9)*

- Have a license of any type - 77%
- State license - 66%
- CAJE - 23%
- Other Judaic license - 4%

## 33) METHOD OF FINDING CURRENT TEACHING POSITION

*(Table 6-11)*

- Contacted school - 42%
- Your synagogue - 9%
- Friend/relative - 38%
- CAJE - 2%

## 34) PREVIOUS TEACHING EXPERIENCE

*(Table 6-15)*

- 1+ years in an ECE program - 81% (including 38% with 8+ years)
- Average - 6.0 years

*(Note: For additional information on experience in synagogue schools, ECE, Jewish youth activities and Jewish camps, see Tables 6-13 to 6-23.)*

**Appendix 11:**  
**"Report on the Survey of Los Angeles Jewish Youth  
Professionals"**

## Report on the Survey of Los Angeles Jewish Youth Professionals

### I. HISTORY & RATIONALE

This past year the Youth Department of the Jewish Federation Council of Greater Los Angeles together with the Youth Professional's Advisory Council (YPAC) has focused considerable attention on the issue of the professional growth of those involved in the field of youth work. This subject has been the theme for all of the 1988-89 YPAC meetings as well as the subject of the Youth Professional's conference in January.

During this year the Youth Department staff has been actively involved in the process of job placement for youth professionals. We receive calls from those looking for positions as well as those looking to fill them. Questions have included issues of salary and benefits for a particular position.

This survey grew out of the desire of the Youth Department staff and the Committee on Youth Services to be more effective advocates for Youth Professionals and Youth Programming in our community. Having a clearer picture of those people currently in this field will, we hope, enable us to more effectively meet their needs, as well as to be of greater service to those organizations and synagogues which are looking for a youth professional.

This is not the first study of non-formal educational programs to be undertaken by a community; among them, the 1986 report by the Jewish Federation Council of Cleveland towards the establishment of their Community Youth Resource Center, and a recently published study by the Milwaukee Agency of Jewish Education. Our focus, at this point, is not to replicate these studies. The data which we have collected is not exhaustive nor is it entirely scientific in its approach. It is another step in a longer process which, we hope, will be ongoing and which will lead to a greater sensitivity to the importance of the Youth Professionals in our community.

In the preparation of this survey and the collection of the data I would like to express my gratitude to all of those who took the time to complete the survey and to those who ensured the completion of this project: to Dr. Adrienne Bank of UCLA, for her guidance in the formulation of the questionnaire, to Dr. Ron Reynolds of the BJE, who gave incredibly generously of his time at every step of this process, and to Jerry Krautman, Intern at the Youth Department and Graduate student at the University of Judaism's MBA program for compiling the data. Finally, a special thanks to Steve Hochstadt, Assistant Director of the Department, for his continuing wonderful work, and to Aaron Fenton, Chair of the Committee on Youth Services, for his commitment to the Department, to the importance of our Jewish youth, the future of our community, and to those who have devoted themselves to working with them.

May 16, 1989

Rabbi Philip Warmflash  
Director, Youth Department  
Jewish Federation Council of Greater Los Angeles

## II. METHOD

The survey was sent out following the Youth Professionals Conference in January to the 60 Youth Professionals who have been identified and involved with YPAC during this past year. Another 30 were sent *blind*, that is, to synagogues and organizations which have not been involved addressed to the *YOUTH DIRECTOR*. Follow-up phone calls were made in mid-February to encourage response. In the end we received 35 responses as follows:

- 19 Full time Youth Professionals
- 6 1/2 time (20 hours/week or less)
- 7 1/4 time (10 hours/week or less)

Three respondents were full time educators with no Teenage youth group responsibilities, and were not tabulated in these results. For the purpose of this report most of the data has been divided into these three categories. The survey covered three areas:

1. Background of the Youth Professional
2. Current Job (length of time in field and current position, salary & benefits)
3. Current Satisfaction and future plans

## III. THE DATA: BACKGROUND: WHO ARE THESE PEOPLE

The first area of the study centered upon the background of the Youth Professionals. The data is as follows (all based upon 32 respondents unless otherwise indicated):

Full time (19)      Half Time (6)      Quarter Time (7)

### I. AGE:

	Full time (19)	Half Time (6)	Quarter Time (7)
20-24	1	4	5
25-29	9	2	2
30 +	9		

### 2. SEX:

	Full time (19)	Half Time (6)	Quarter Time (7)
Male	6	4	4
Female	13	2	3

### 3. MARRITAL STATUS:

	Full time (19)	Half Time (6)	Quarter Time (7)
Married	4	0	0
Single	15	6	7

**4. GENERAL EDUCATION: (Highest Level Attained)**

	Full time (19)	Half Time (6)	Quarter Time (7)
Current Undergrad.	2	3	3
BA	5	1	3
Current Grad. Stud.	1	2	1
MA	9	0	0
Rabbi	2	0	0

**5. JEWISH EDUCATION:**

Elementary (Day or Supp.)	17	6	6
Secondary (Day or Supp.)	9	6	3
College Courses	12	6	4
Graduate Courses	8	2	-
Rabbinical School	3	-	-

**6. TEEN YOUTH GROUP, CAMP & ISRAEL EXPERIENCE: (31 Resp.)**

31	(97%)	members of a Jewish Youth Group as teenagers.
12	(38%)	members of the same group as current employment.
26	(81%)	attended a Jewish Summer Camp. (5 full time professionals did not attend summer Camp)
18	(58%)	participated in teen trip to Israel

**7. AGE when FIRST EMPLOYED in Youth Work: (32 Resp.)**

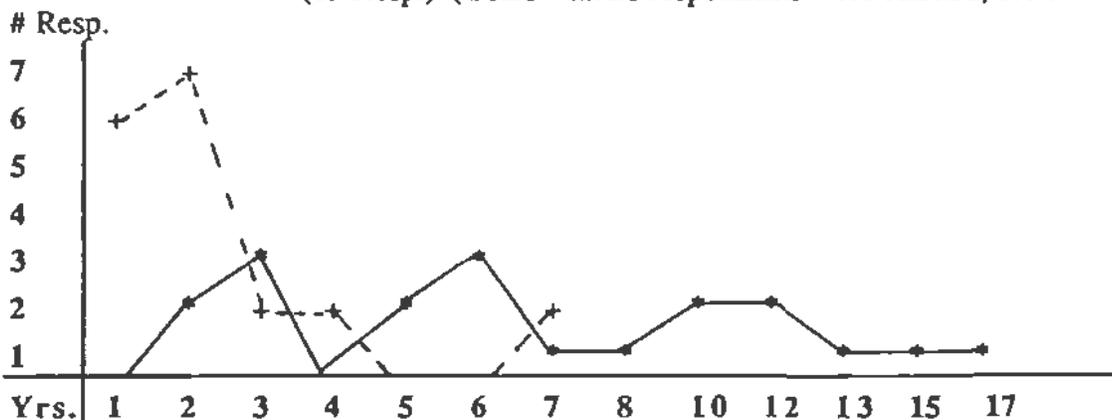
20	(62%)	19 years old or younger (number includes 7 full time, and all 1/2 and 1/4 time respondents.)
5	(16%)	20-21 years old
2	(13%)	22-25 years old
5	(16%)	over 26 years old

**IV. CURRENT JOB DATA: Type of Group, Salary & Benefits**

Please note that in this section the majority of data relates only to Full Time Professionals. Data for Half and Quarter Time professionals is available upon request.

**A. FULL TIME PROFESSIONALS:**

- 1. YEARS IN FIELD (Indicated by \_\_\_\_\_ )
- 2. YEARS IN CURRENT POSITION (-----)
- (19 Resp.) (Years with no respondents were omitted, see charts below)



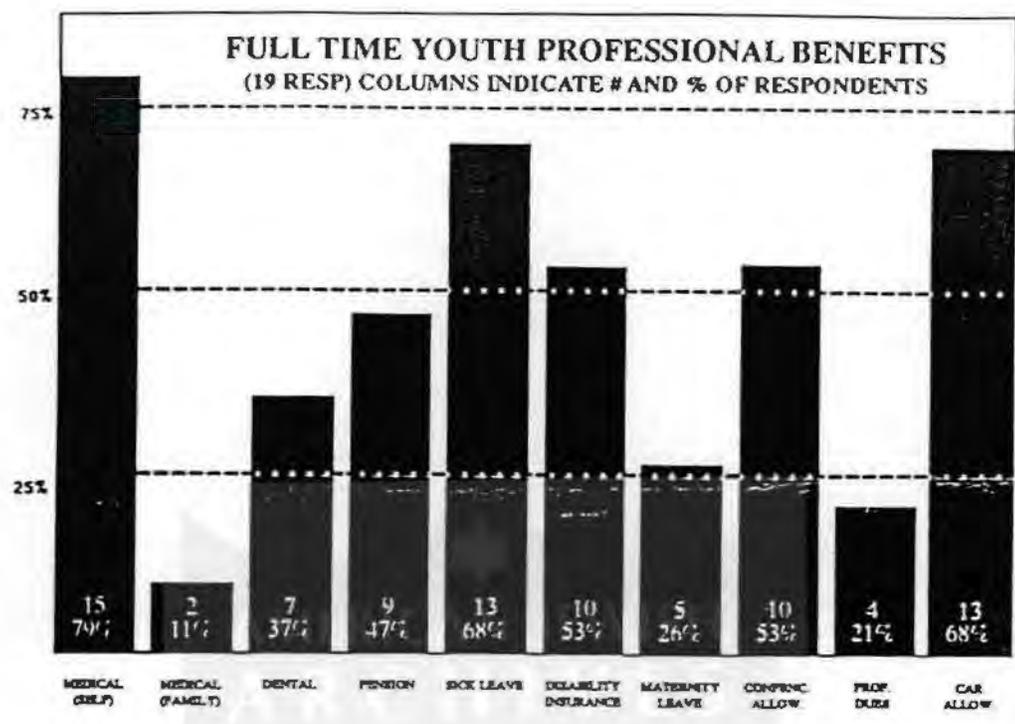
1. Years In Field 19 Respondents		2. Years In Current Position 19 Respondents	
Years	# Resp.	Years	# Resp.
2	2	10	2
3	3	12	2
4	0	13	1
5	2	15	1
6	3	17	1
7	1		
8	1		

**3. Full Time Respondents by Affiliation**  
19 Respondents

Affiliation	# Resp.	Notes
Orthodox	2	Includes one (1) area director
Reform	2	Both are professionals with Youth as 1/4-1/2 of total portfolio
Conservative	7	
Community	8	Includes four (4) area directors

**4. Salaries**  
19 Respondents

SALARIES	# Resp.	%
OVER \$40,000	2	10.5%
\$35-39,000	1	5%
\$30-34,000	1	5%
\$25-29,000	5	26%
\$20-24,000	8	42%
\$10-19,000	2	10.5%



**PAID VACATION TIME: (19 Respondents)**

Length	# Resp
None	0
Less than 2 Weeks	2
2 Weeks	5
3 Weeks	4
4 Weeks	7
More than 4 Weeks	1

**5. Half Time: Salaries**

6 Respondents

SALARIES	# Resp.	%
\$10-14,000	4	66%
\$5-9,000	1	16%
Under \$5000	1	16%

*No Benefits Reported*

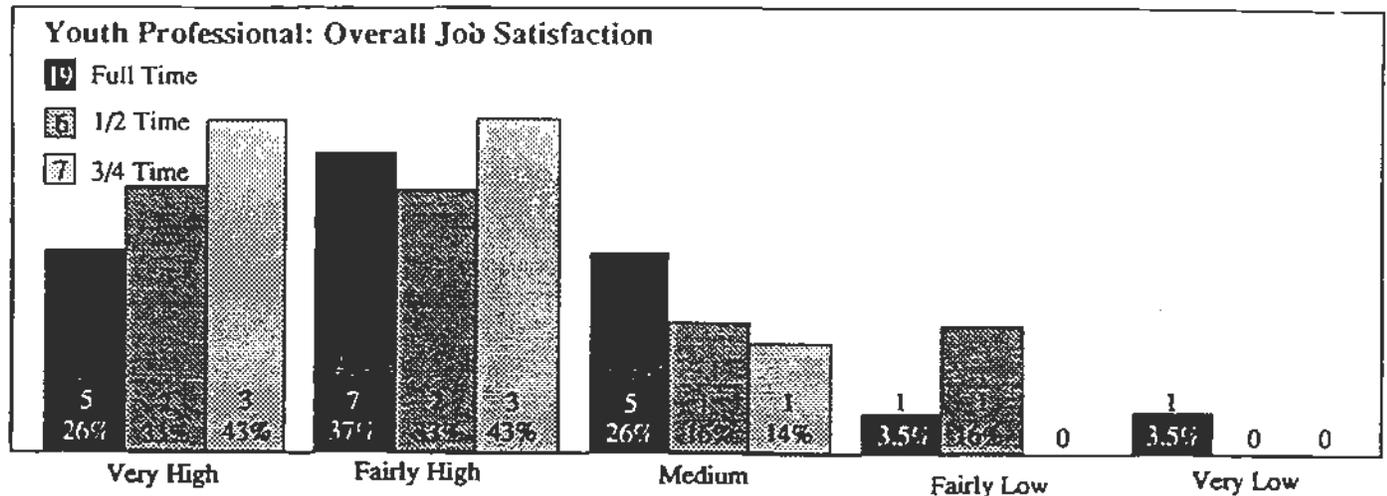
**6. Quarter Time: Salaries**

7 Respondents

All under \$5,000, no standard amounts, specific data as follows:

Base Rate	# Resp.
\$15/hour	1
\$12/hour	1
\$6/hour	1
\$300/month	1
\$200/month	1

*No Benefits Reported*

**V. CURRENT SATISFACTION AND FUTURE PLANS****OVERALL SATISFACTION:****SPECIFIC AREAS OF SATISFACTION:****Rate of Pay**

Rating	Full	%	1/2	%	1/4	%
Very High	1	5%	1	16%	1	0%
Fairly High	6	33%	1	16%	1	14%
Average	6	33%	2	32%	2	28%
Fairly Low	3	17%	1	16%	1	14%
Very Low	2	11%	1	16%	1	14%

**Working With Kids**

Rating	Full	%	1/2	%	1/4	%
Very High	8	44%	3	48%	3	52%
Fairly High	8	44%	1	16%	1	14%
Average	2	12%	1	16%	1	14%
Fairly Low	0	0%	0	0%	0	0%
Very Low	0	0%	0	0%	0	0%

**Relationship With Other Professionals**

Rating	Full	%	1/2	%	1/4	%
Very High	5	28%	2	32%	2	28%
Fairly High	9	50%	2	32%	2	28%
Average	3	11%	2	32%	2	28%
Fairly Low	1	5%	0	0%	1	14%
Very Low	0	0%	0	0%	0	0%

**Opportunities For Creativity and Personal Growth**

Rating	Full	%	1/2	%	1/4	%
Very High	1	5%	1	16%	1	14%
Fairly High	12	66%	4	66%	5	70%
Average	3	17%	1	16%	1	14%
Fairly Low	2	11%	0	0%	0	0%

**Respect Accorded Your Position**

Rating	Full	%	1/2	%	1/4	%
Very High	0	0%	0	0%	0	0%
Fairly High	11	61%	1	16%	1	14%
Average	4	22%	4	66%	4	56%
Fairly Low	1	5%	0	0%	0	0%
Very Low	1	5%	0	0%	1	14%

**Supervision**

Rating	Full	%	1/2	%	1/4	%
Very High	2	11%	0	0%	0	0%
Fairly High	7	39%	1	16%	1	14%
Average	4	22%	4	66%	4	56%
Fairly Low	4	22%	0	0%	0	0%
Very Low	1	5%	0	0%	0	0%

**Opportunities for Career Advancement**

Rating	Full	%	1/2	%	1/4	%
Very High	2	11%	0	0%	0	0%
Fairly High	4	22%	0	0%	0	0%
Average	5	28%	4	66%	4	56%
Fairly Low	3	17%	1	16%	1	14%
Very Low	4	22%	1	16%	1	14%

**Making A Contribution To The Jewish Community**

Rating	Full	%	1/2	%	1/4	%
Very High	8	44%	5	83%	5	25%
Fairly High	9	50%	1	16%	1	75%
Average	1	5%	0	0%	0	0%
Fairly Low	0	0%	0	0%	0	0%
Very Low	0	0%	0	0%	0	0%

**PLANS THREE YEARS FROM NOW**

	Full Time	1/2 Time	1/4 Time
A. Same Position	7	1	1
B. Similar Position	3	2	4*
C. Other in Jew. Ed.	7	2	2
D. Rabbi/Cantor	1	-	1
E. Israel	3	5	2
F. Other Occupation	3	1	4
G. Don't know	1	-	3
H. Other	4	-	1

**Notes:**

Several respondents selected more than one answer

27 (84%) indicated as at least one of their options that they would prefer to continue to serve in some aspect of the Jewish community.

\*3 1/4 time people who indicated that they would like to find a full time position as a Youth Professional, one specified that it would require a liveable wage.

VI. FINDINGS & CONCLUSION: LOOKING TOWARD THE FUTURE:

Based upon the data received we may conclude the following:

- 1. On the whole, most individuals begin their work as Youth Professionals immediately following their membership in a Youth Group and most have attended a Jewish summer camp.

Therefore, it is crucial that our youth organizations and camps focus on leadership development among their membership.

- 2. At present, all synagogue based groups with full time Youth Professionals (excluding those whose professional responsibility as a Youth Director is part of a larger portfolio) are affiliated with the Conservative movement. These constitute the largest synagogue based youth groups.

Therefore, we should advocate for more full time Youth Professionals among the other affiliations (reform and orthodox). In smaller synagogues we may develop strategies for the cooperative hiring of a youth professional whose time will be divided between two or three of these synagogues.

- 3. Given a) the early age of entry into the profession, b) the median length of stay (6-7 years) in the field, and c) levels of satisfaction indicated in response to "relationship to other professionals" and "opportunities for creativity and professional growth," we would propose that in-service training should be advocated and augmented.

Therefore, YPAC should be continued and strengthened. This would include at least one annual area conference as well as the possibility of evening meetings to include those who are unable to attend during the day. New methods should be found of involving more Youth Professionals, possibly using currently involved YPAC members to contact others who are uninvolved.

4. We have found a) a general satisfaction of full time professional with the current salaries (a surprising finding) b) a 6-7 year median length of time which an individual will remain in the field of youth work, and c) a very significant number of respondents (84%) indicating a desire to remain in some form of professional service to the Jewish community.

Therefore:

- a. A more thorough study of the field should include the question of those factors which could contribute to greater retention of professionals. (An additional question: Is it possible that there is a "cut off age" past which an individual does not see the possibility of remaining in Youth Work?)
  - b. Youth Professionals should be given opportunities for professional guidance and should be encouraged to attend a graduate program in Jewish Education or Communal Service to open more avenues for involvement.
  - c. A separate degree track for Youth Professionals or non-formal education, at present, would seem unnecessary, rather, courses in non-formal education and related areas should be incorporated into existing programs.
5. A joint lay-professional sub-committee should be established under the aegis of the Committee on Youth Services to explore the data further and develop strategies for implementing these conclusions in the greater community. In addition, that subcommittee should develop a guideline for youth professionals including background and salary data to be used in organizations and synagogues in the greater Los Angeles community.
6. Based upon all of the satisfaction data, especially in response to "working with teens" and "making a contribution to the greater Jewish community" as well as the desire of 84% of the respondents to remain in some form of Jewish educational or communal work, we can take pride in the conclusion that we have wonderful, talented and committed resource in the Youth Professionals currently working in our community.

Following review, this data will be made available to all interested parties. Please call the Youth Department with any additional questions concerning this report. A copy of the salary and benefit data will be distributed to all synagogue and communal lay chairs of youth programs.

TEACHER SURVEYS

CITY	YEAR	RESPONSE RATE	TYPE OF INFO GIVEN
Denver (Day School Teachers, through schools)	In process	100%(?)	Raw data only, thus far.
Cleveland (through schools)	1987-88 (now outdated)	100%	Annual wage per weekly hour; # of teachers.
Houston	In process		
Los Angeles	1987-88	78%	Extensive
Miami	1987-88	80%	Extensive
Midwest Day Schools	1981	40%	Age, place of birth, gender, experience, qualifications.
Philadelphia	1987-88	54%	Not as extensive as Los Angeles or Miami.
Pittsburgh (through schools)	1985-86	100%(?)	Education background, hours/week taught; annual wage per weekly hour (avg. only).
Syracuse	In process	39%	Used L.A. questionnaire as model.

SALARY SCALES

CITY	RECEIVED	NOT YET RECEIVED	DAY SCHOOL	SUPPL. SCHOOL	DO SCHOOLS ADHERE TO THE SCALE?
Baltimore	X		X	X	No. info.
Buffalo		X			
Chicago		X			
Los Angeles	X		X	X	Questionable. Notes from extensive interview available.
Miami		X	X		Agency-funded schools adhere. In general, all Conservative and Orthodox Community schools are funded. They represent 2/3 of all Miami Day Schools.
Montreal	X		X		Probably can assume that all schools adhere.
S. New Jersey		X		(No info.)	No info.
Providence		X		(No info.)	No info.
Toledo	X			(No info.)	No info. Scale requires extensive clarification.
Tuscon		X		X (Heb. High)	No info.

SENIOR LEVEL PERSONNEL

<u>PLACE/ORG.</u>	<u>DATE</u>	<u>RESPONSE RATE</u>	<u>TYPE OF INFO. GIVEN</u>
Cleveland	1987-88	100%	#, full-time/part time, salary ranges, benefits.
HUC Alumni Survey	1988-89	87% for full-time	Salary, benefits, crosstabulation with years of experience and size of school.
Los Angeles Report on Survey of Jewish Youth	1989	58%	Salary, benefits, median length of stay in field, "opportunity ratings" by personnel for creativity and growth.

PRE-SCHOOLS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIGURATIONS OF TEACHING
JWB 1989 Annual Survey and Report (Precise response rate unavailable.)	Data on full time (20 h.p.w. or more) directors and teachers, by size of center budget. Includes: number reporting, average, median, minimum and maximum salaries.		Information from phone interview with Dr. Edward Kagan, JWB Director of Statistics. Not hard data. Dr. Kagan believes that the turnover rate for directors is fairly low but for teachers is quite high. Must take into account local economic conditions and other demographic factors.	City/state regulated for pre-schools.	According to Dr. Kagan, JWB pre-schools have experienced a shortage of directors but not of teachers.		
LA BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale (15/70 pre-schools adhere to this schedule.)	Scale takes into account: units accumulated, hourly vs. monthly salary, degrees and credentials, and seniority. It also applies to assistants, teacher/directors and directors.			S t a t e requirements.			
THE 1988 MIAMI JEWISH EDUCATOR STUDY Early Childhood Education Summary (Response Rate: 87%, based on surveys.)	Under \$10,000-48% 10,000-24,000-44% 25,000-39,000-8% 40,000 and up-0% Average-11,900 Includes percentages of numbers of hours per week teachers are paid to work.	Medical-31% Pension-27%	Response to "probability of remaining in field in five years," and "expected position in five years."	Percentages: -highest level of education - c u r r e n t educational enrollment -measures of Jewishness (Jewish 10) - y o u t h group/camp/Israel experience -licenses -previous teaching experience	Percentages: -method of finding current position -measures of satisfaction (as perceived by teacher)	Percentages: -enrollment in CAJE workshops over past three years (83%) -other Judaic workshops (19%) -Teaching Methods courses (30%)	

ASSISTANTS/ SPECIALISTS	SALARIES	BENEFITS	TURNOVER RATE	QUALIFICATIONS	RECRUITMENT/ RETENTION	PROF. DEVELOPMENT	NEW CONFIG. OF TEACHING
LOS ANGELES BUREAU OF JEWISH EDUCATION 1988-89 Early Childhood Salary Schedule Rationale	Aides multiply scale by .8						
MIAMI JEWISH EDUCATOR STUDY (1988) Early Childhood Aides included in 87% response rate of ECE summary.	Under 10,000-86% 10,000-24,000-14% 25,000 and up-0% Average-5,800  Includes info on number of hours per week aides are paid to work.	Medical-10% Pension-7%	Info. on probability of remaining in field in five years and expected position in five years.	Percentages on: -highest level of education -current educational enrollment -measures of Jewishness (Jewish ID) -possession of license of any type (23%) -previous teaching experience	Info. on method of finding position and measures of satisfaction.	Percentages on: -enrollment in CAJE workshops in past three years (67%) -other Jewish workshops (12%) -teaching methods courses (17%)	

**Information on Communal Allocations to Schools:**

Baltimore  
Cleveland  
Hartford  
JESNA Report  
Kansas City  
Pittsburgh  
Toledo

**Community Educator Proposals:**

Boston  
Cleveland

**Community Educator Programs in Place:**

Cleveland  
Omaha