

"Count Me In"
The 2010 Study of the Rochester Jewish Community
Our Jewish Educational Profile

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10 December 2010

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I BACKGROUND & INTRODUCTION

- “Count Me In” launched on a community-wide basis 18 January 2010 and remained live through 15 March 2010 – a total of eight full weeks of data collection.
- During that time, a final total of 2,334 self-identified Jews across the greater Rochester area participated and completed online interviews. Participants in our survey sample spanned the region from Batavia in the west, to Geneseo and Naples in the south, to Geneva and Penn Yan in the east, and included 100 Jewish students attending local colleges and universities.
- Broad-based inclusion – and a diversity of input – was sought and achieved demographically, geographically, religiously, and in degree of Jewish communal affiliation or lack thereof. This was, in other words, a study of Rochester’s Jewish community – not just the identified and affiliated nucleus of that community.

II METHODOLOGY


As the next in our series of themed analyses which emerged from this extremely comprehensive “Count Me In” study, the presentation which follows contains an assemblage of questions with direct or indirect relevance to **our Jewish educational profile**.

All questions which dealt with this dimension, directly or indirectly – spanning such issues as the types of Jewish education we have experienced, our attitudes towards that education, and what we educationally value and philanthropically support -- are assembled in the slides which follow.

III

ASSEMBLED FINDINGS

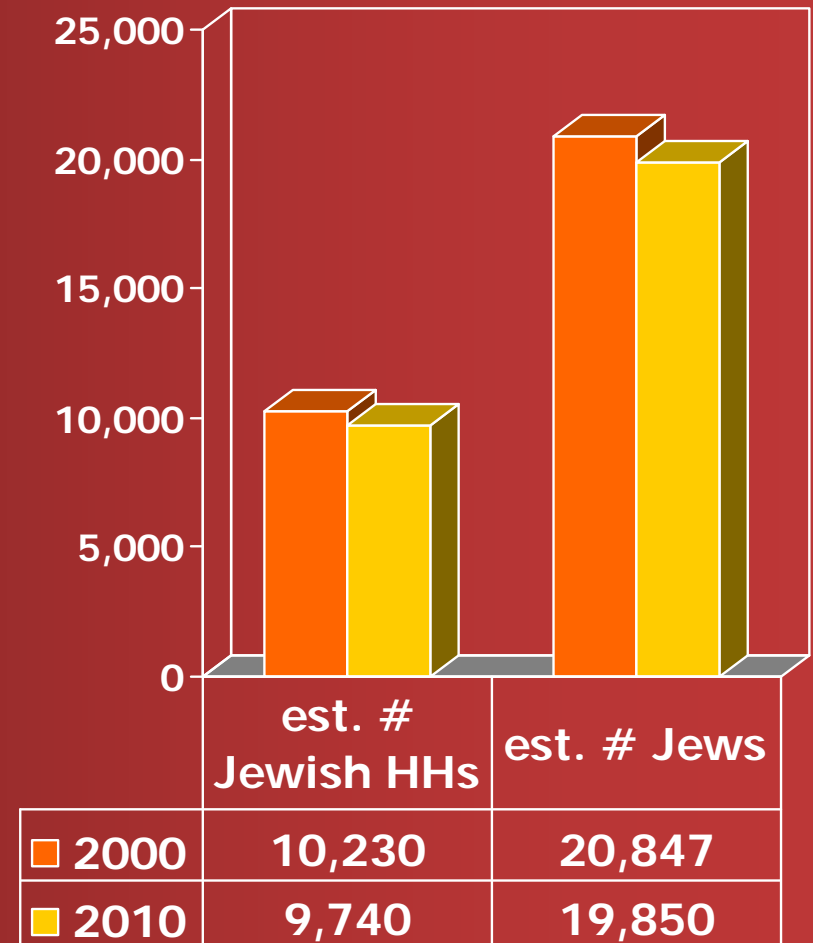
[A] BACKGROUND SLIDES WITH DIRECT OR INDIRECT RELEVANCE
TO OUR COMMUNITY'S EDUCATIONAL PROFILE
[JEWISH OR OTHERWISE]



Note: Some of this first section's slides -- such as those which show what we value as community cornerstones, what we support philanthropically, and our perceptions of various community agencies -- are the educationally-focused sub-sets of broader-based survey questions whose comprehensive response profiles are provided in the "Who Are We Jewishly?" and / or the "Count Me In Key Slide Presentation [10/18/10 Overview]" available via the www.JewishRochester.org website's links.

Background Insight: How many of us are there?

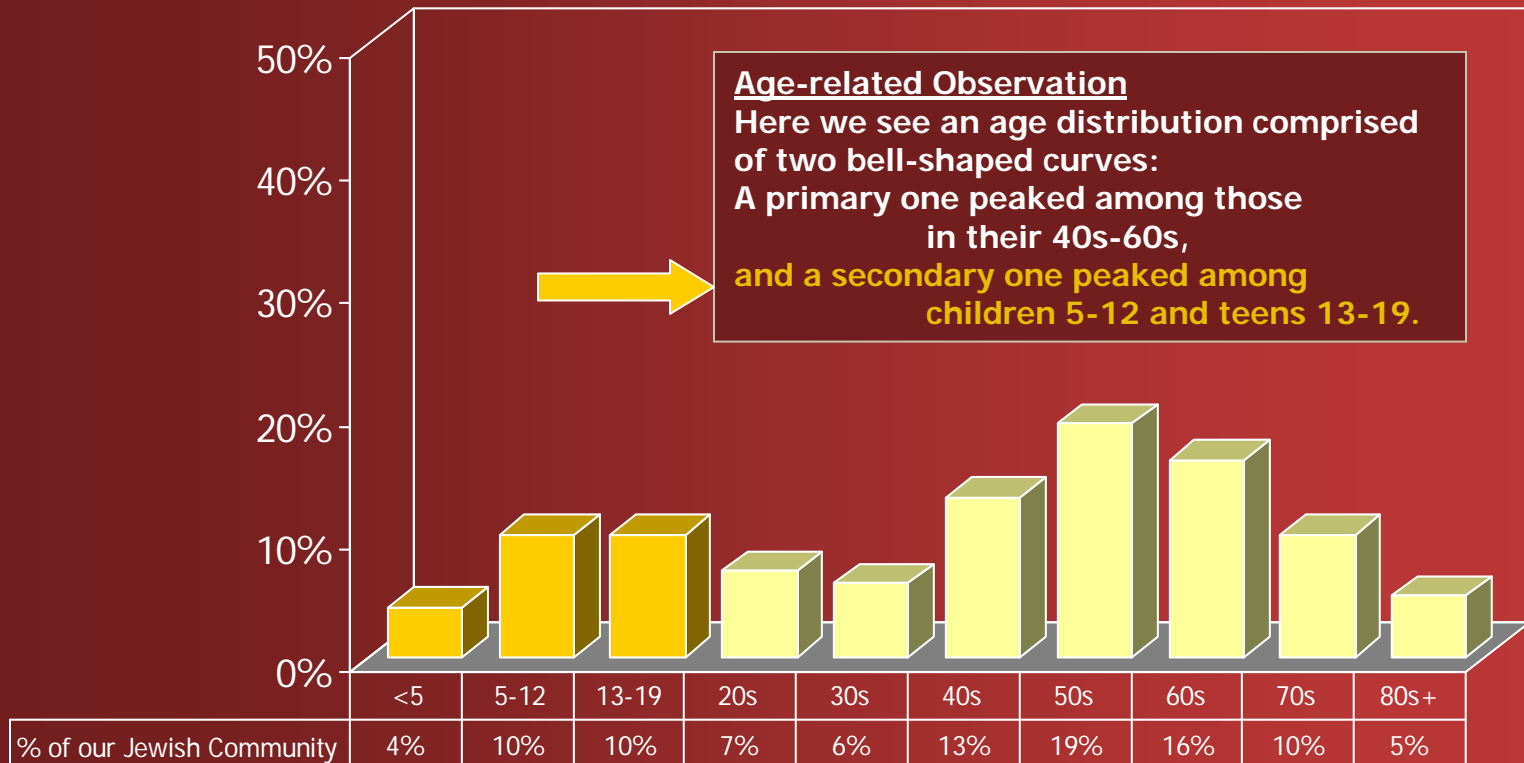
- There are an estimated 19,850 Jews living in the Rochester area today [2010].
- There were an estimated 20,847 Jews living in Monroe County in 2000.
- Over the past decade, this represents an estimated 4.8% decline across the region, or an 8% decline within Monroe County.
- There are an estimated 9,740 Jewish households in the Rochester area today [2010].
- There were an estimated 10,230 Jewish households in Monroe County in 2000.
- This, too, represents over the past decade an estimated 4.8% decline across the region, or an 8% decline within Monroe County.



Jewish Community Age Profile

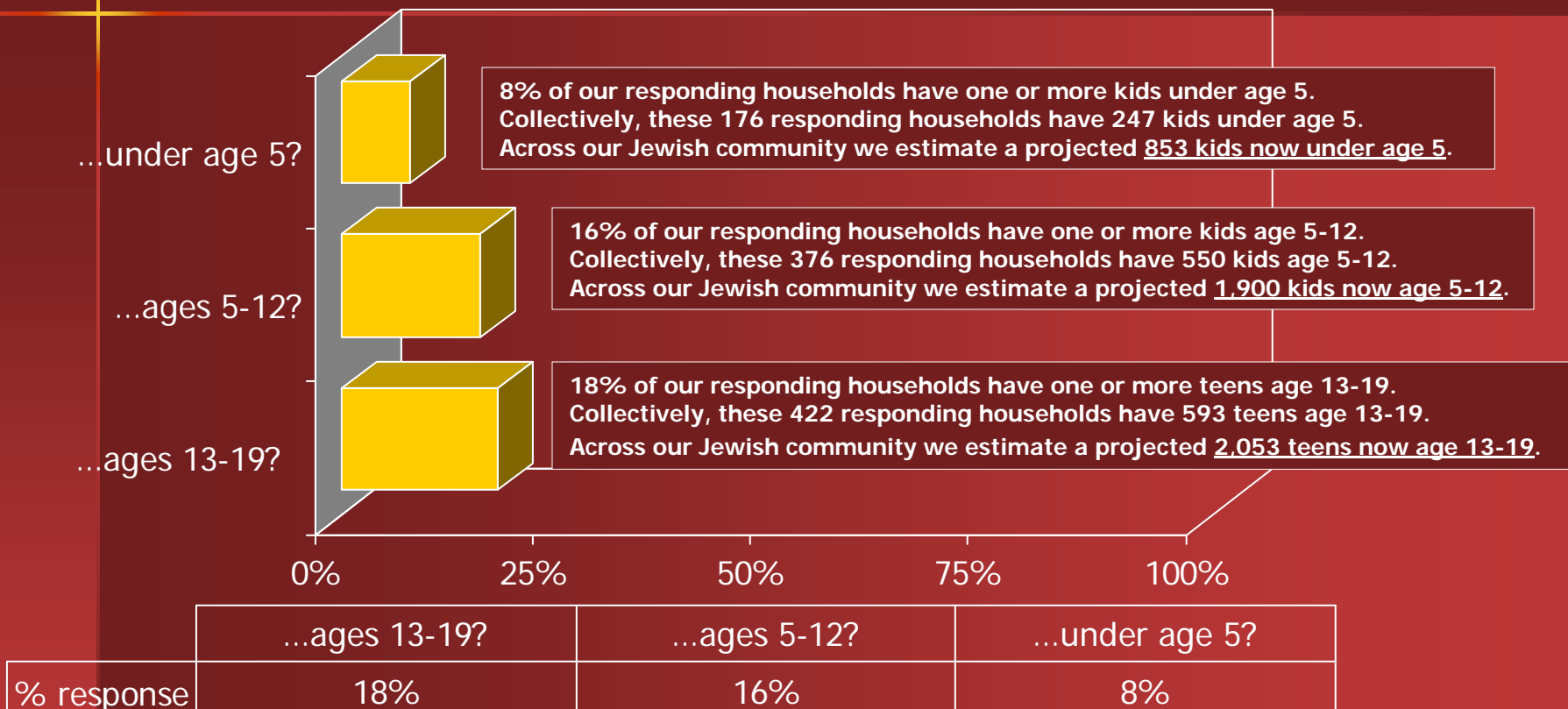
Q29b) Within your household, how many people are...

Estimated number of Jews
within our community's 9,740 Jewish households



Projected # of Jews	<5	5-12	13-19	20s	30s	40s	50s	60s	70s	80s+
[total = 19,850]	853	1,900	2,053	1,382	1,220	2,523	3,687	3,206	1,990	1,036

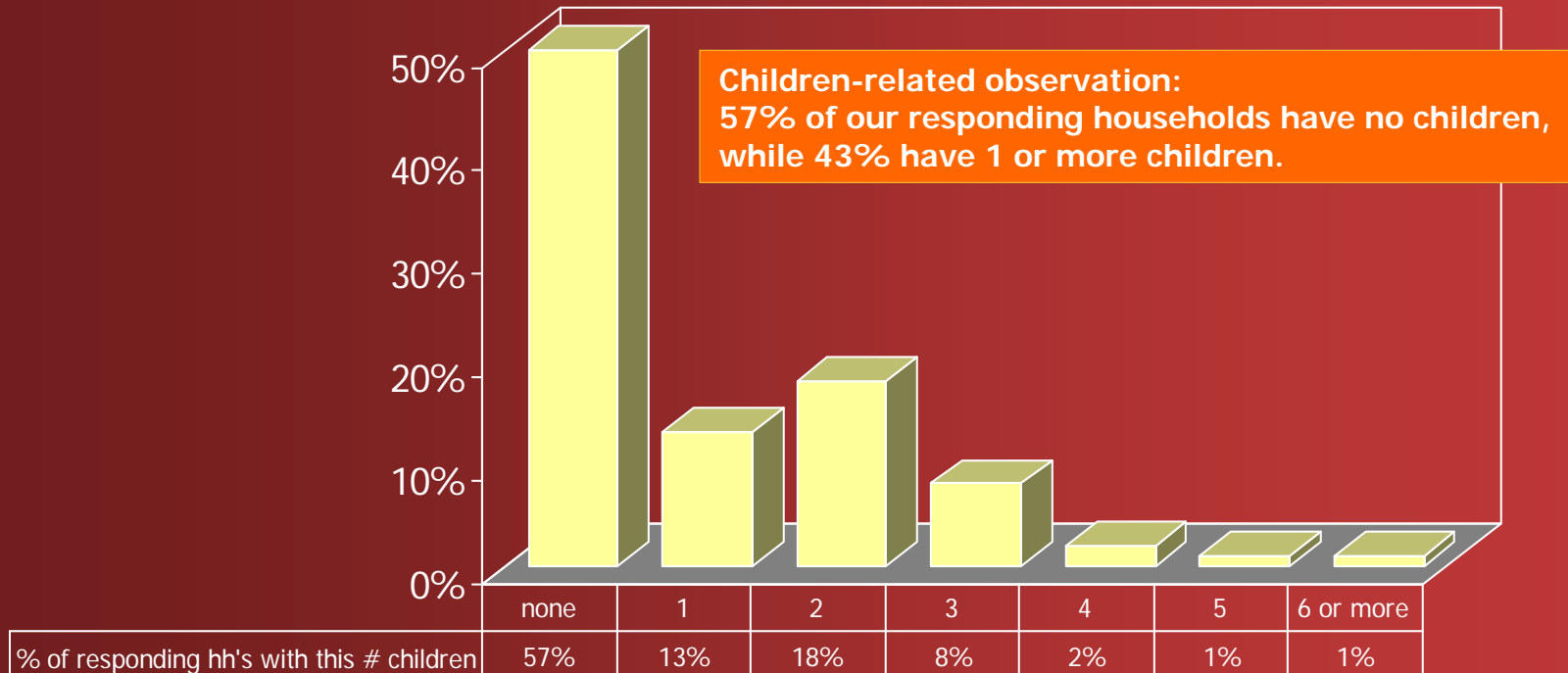
Q29b) Within your household, how many people are...?



For historical comparison, the 2000 study provided these estimates, using somewhat different age breaks to define their cohorts, and projecting from only 708 respondents rather than our current 2,234:
 1,718 ages 0-5
 2,795 ages 6-12
 1,590 ages 13-17 and 1,461 ages 18-24. [p.78]

Profile of Our Jewish Children

Q29c) Just for clarification, this household has how many children in total?

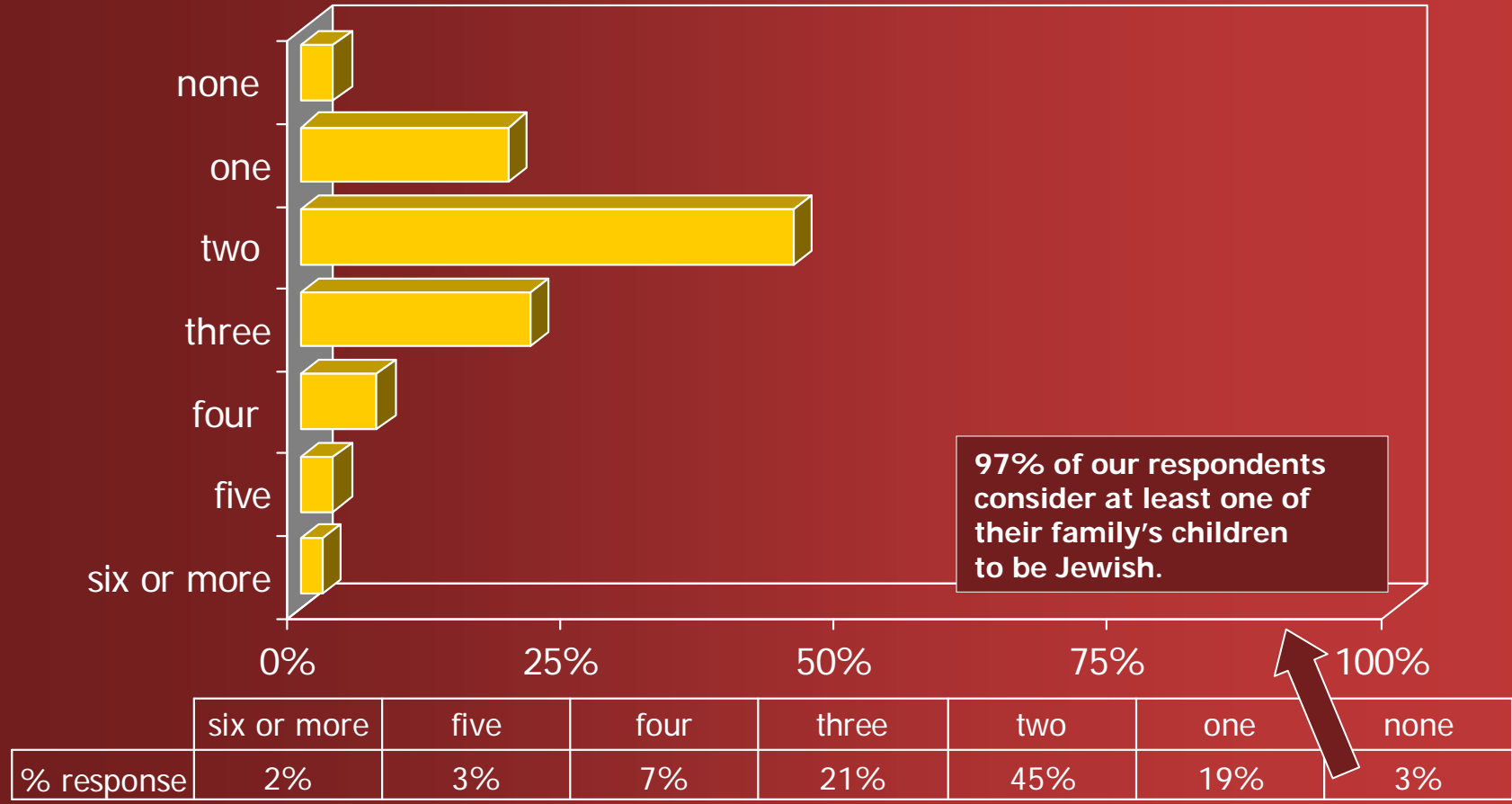


Note: Q38 finds that 8% of our Jewish community's children are adopted.

N=2,234

Note that for the next few questions, our context shifted from household to family, reminding respondents that "... 'family' includes you, your spouse / partner, and your children, even if those children are now grown and living elsewhere..."

**Q37) [Asking only those with at least one child:]
How many of this family's children do you consider Jewish?**

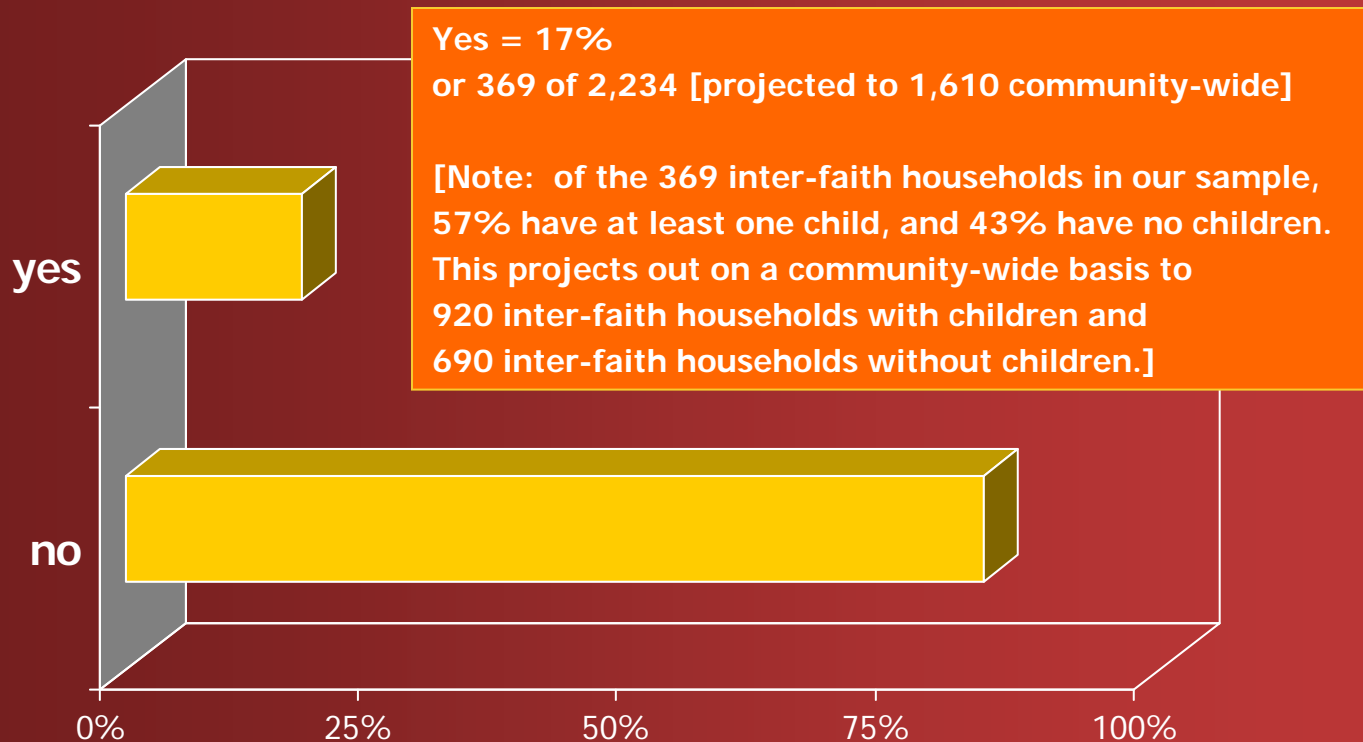


25 of the 1,865 children in these 960 respondent families are not considered to be Jewish -- the remaining 1840 are considered Jewish .

N=960 of 2,234

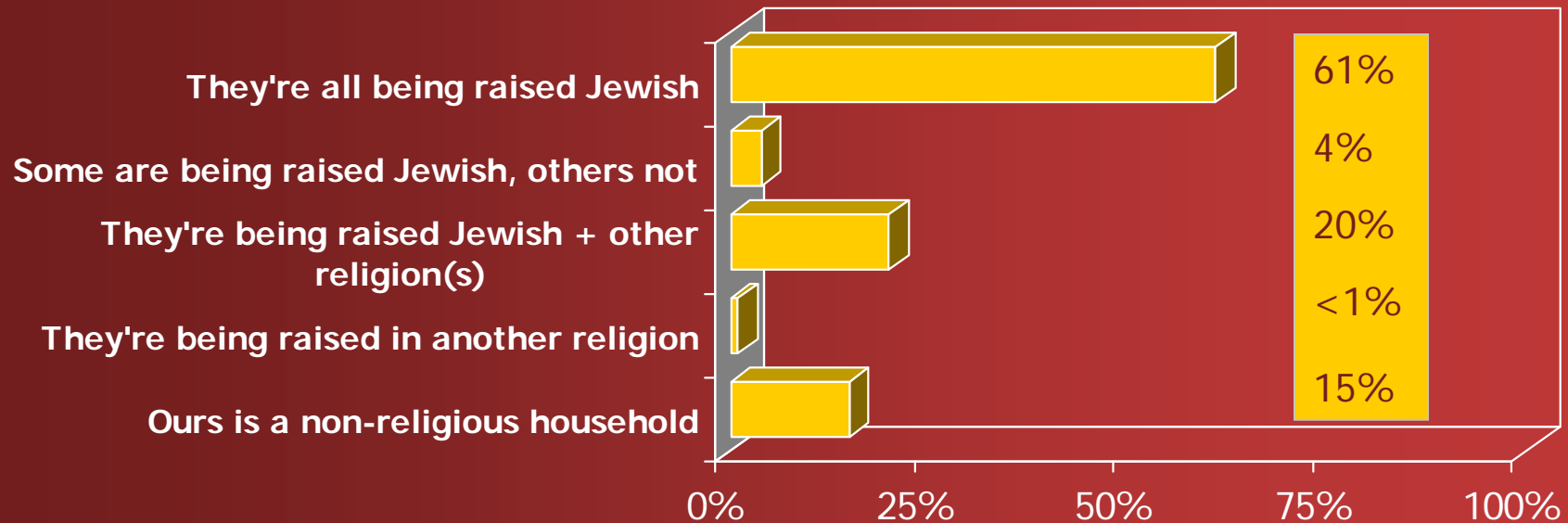
Our Interfaith Households and their Children

Q33a) Is this an inter-faith household?



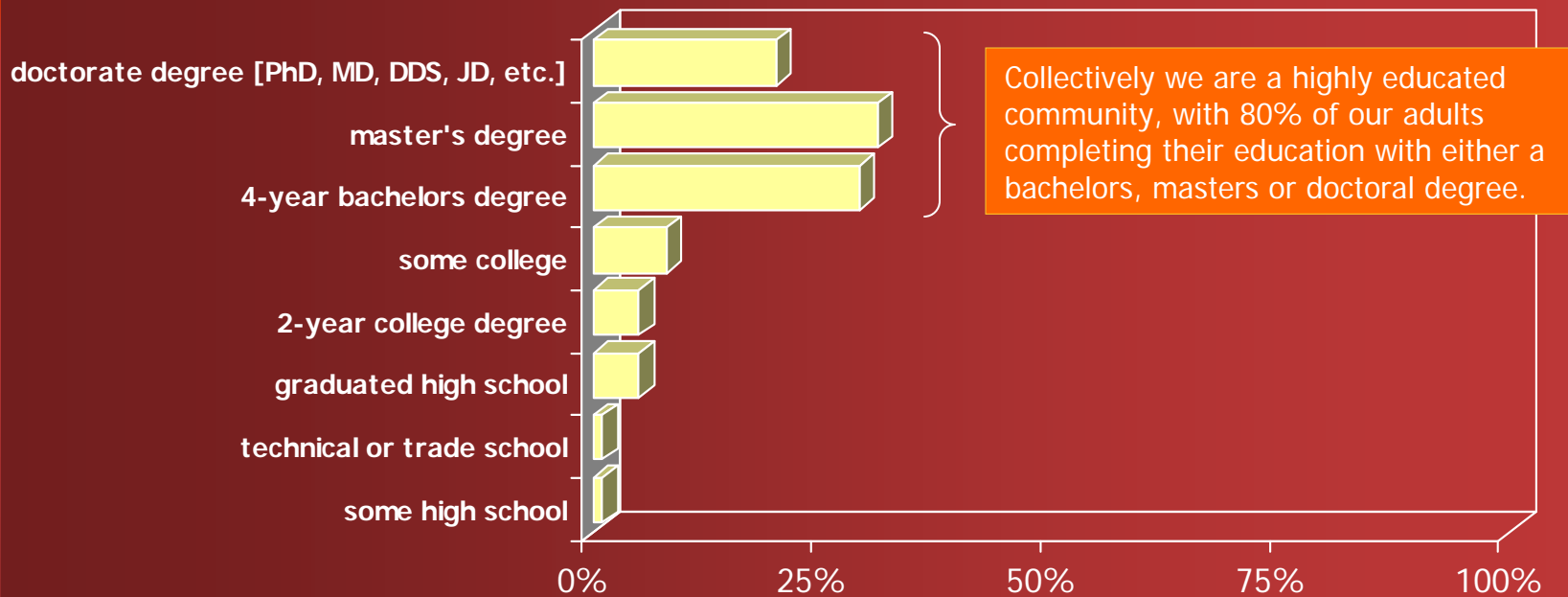
	no	yes
% response	83%	17%

Q33b) [For interfaith households with at least one child:] Are the children in this household being raised Jewish?



Our Jewish Community's Educational Profile

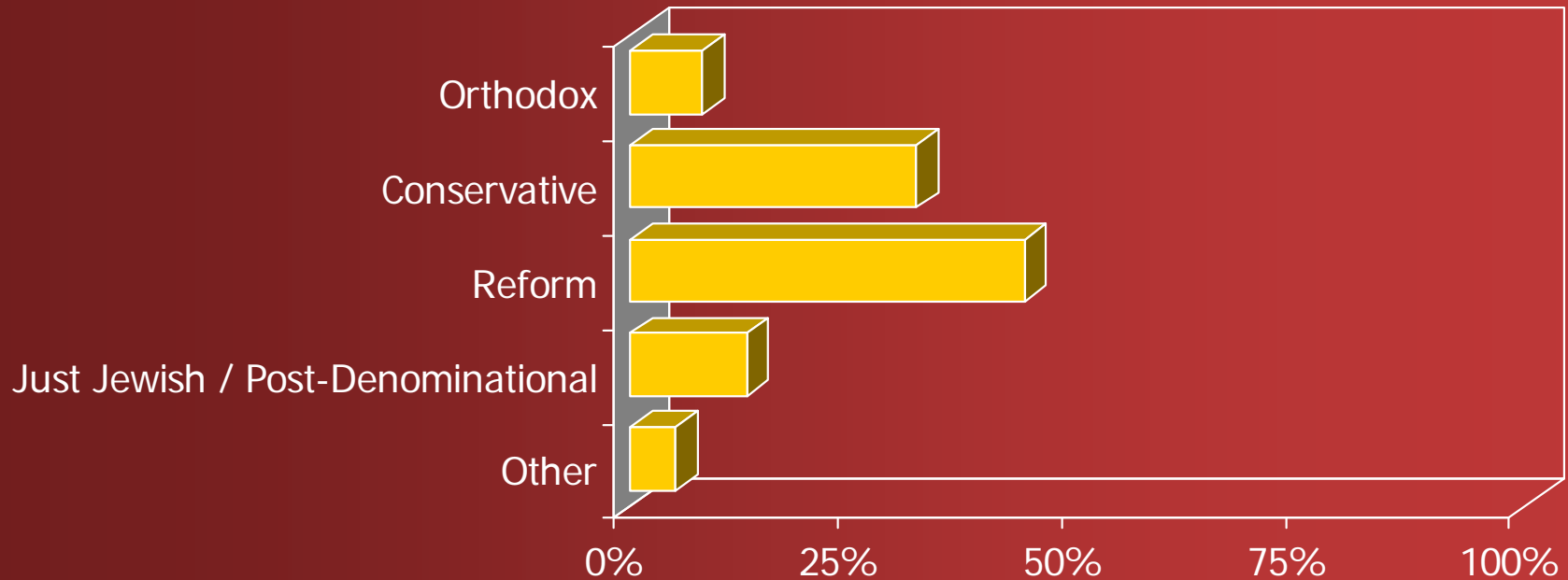
Q36) What was the highest level of education achieved by each of your household's adults [i.e. those who are not still in school]?



	some high school	technical or trade school	graduated high school	2-year college degree	some college	4-year bachelors degree	master's degree	doctorate degree [PhD, MD, DDS, JD, etc.]
% response	1%	1%	5%	5%	8%	29%	31%	20%

Our Jewish Community's Denominational Profile

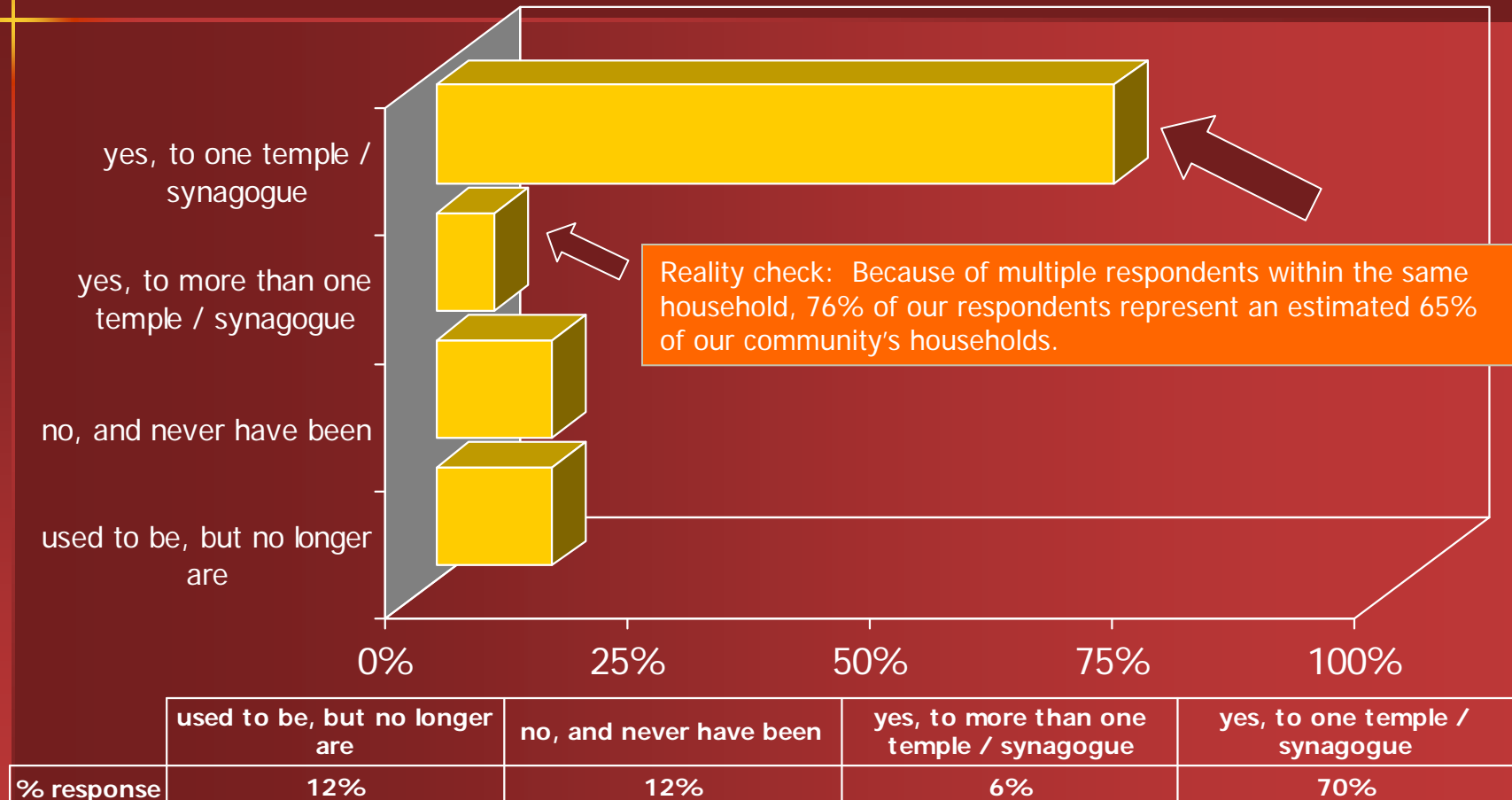
Q90) Which of the following most closely describes how you see yourself today?



	Other	Just Jewish / Post-Denominational	Reform	Conservative	Orthodox
% response	5%	13%	44%	32%	8%

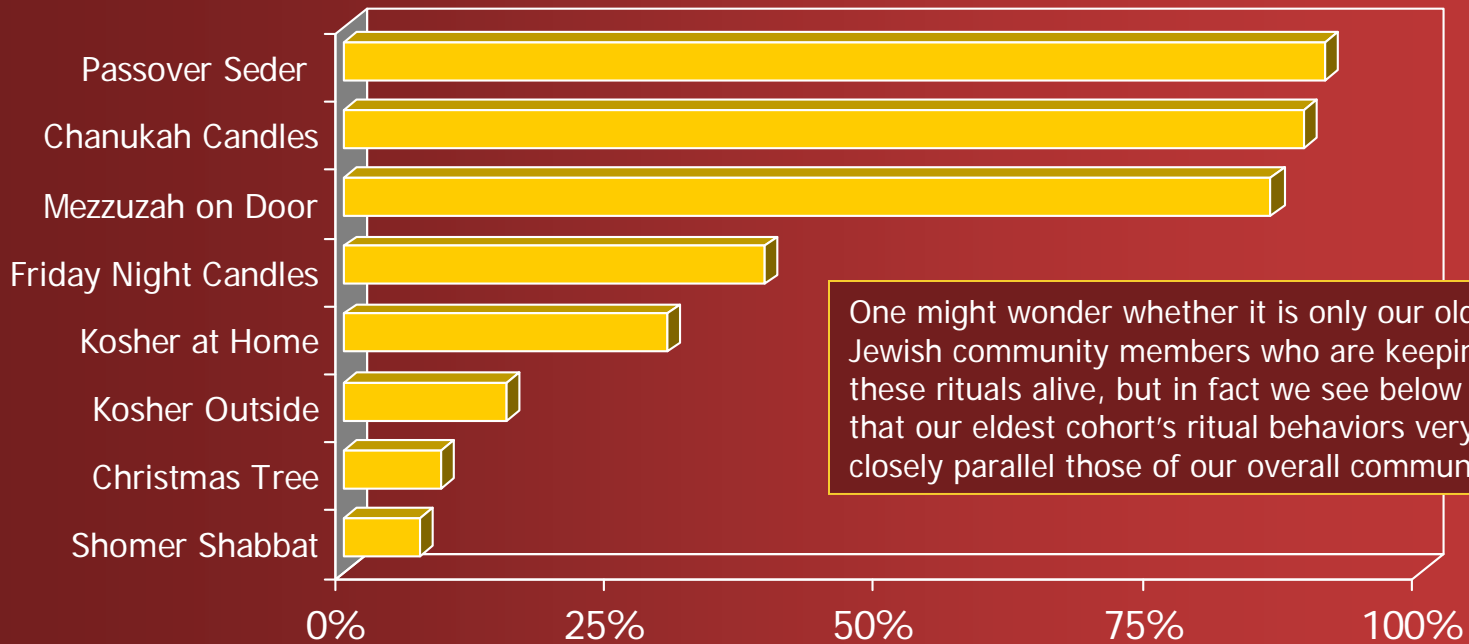
Our Jewish Community's Synagogue Affiliation Profile

Q95a) Is your household currently a dues-paying member of any local temple or synagogue?



Our Jewish Community's Ritual Observance Profile

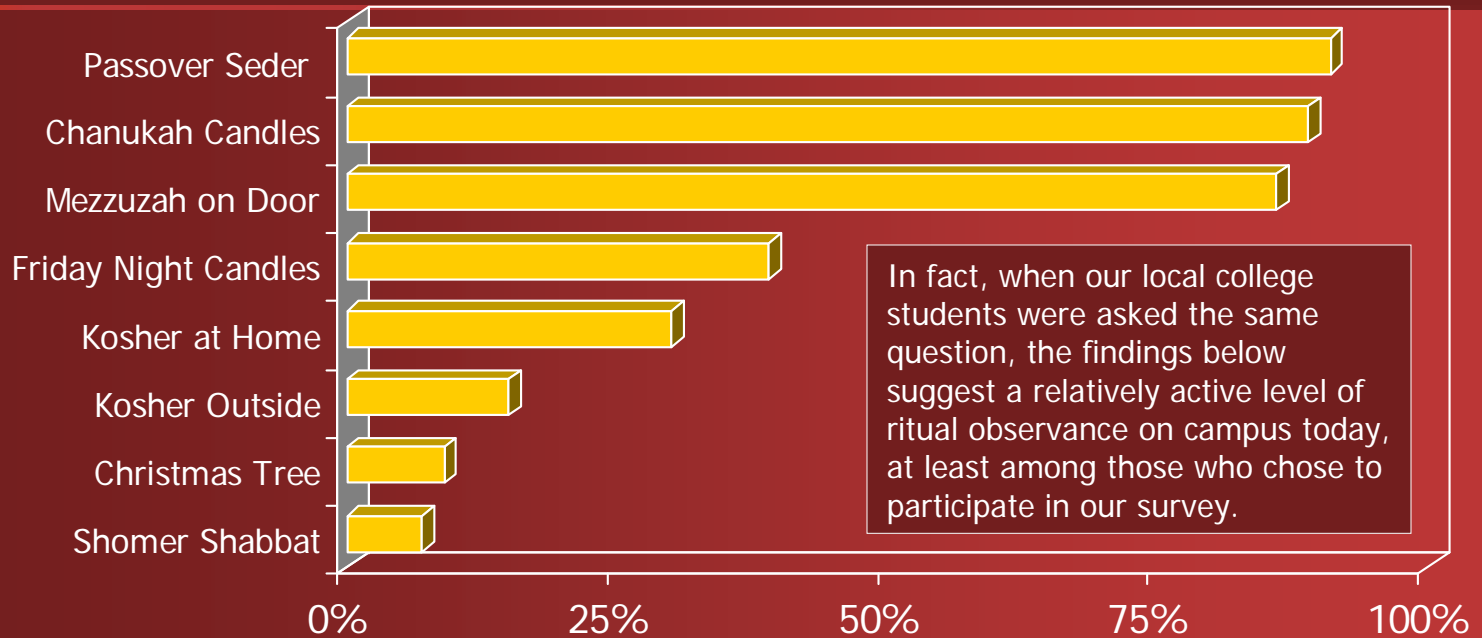
Q86) Hierarchy of respondents who always / usually /do each of the following:



One might wonder whether it is only our older Jewish community members who are keeping these rituals alive, but in fact we see below that our eldest cohort's ritual behaviors very closely parallel those of our overall community..

	Shomer Shabbat	Christmas Tree	Kosher Outside	Kosher at Home	Friday Night Candles	Mezzuzah on Door	Chanukah Candles	Passover Seder
% always / usually / do	7%	9%	15%	30%	39%	86%	89%	91%
% among those 80s+	7%	1%	12%	32%	37%	85%	78%	90%

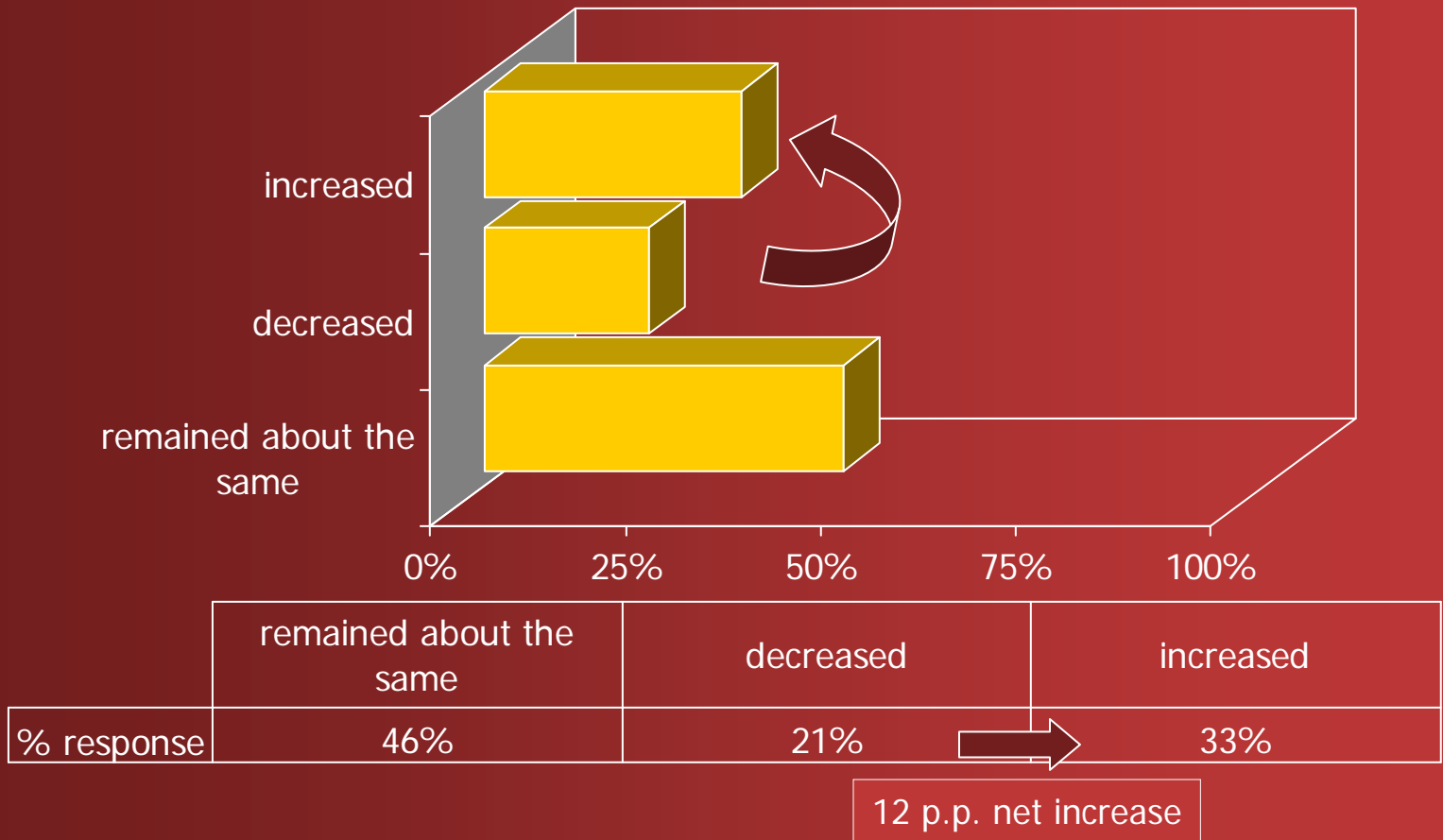
Q86) Hierarchy of respondents who always / usually / do each of the following:



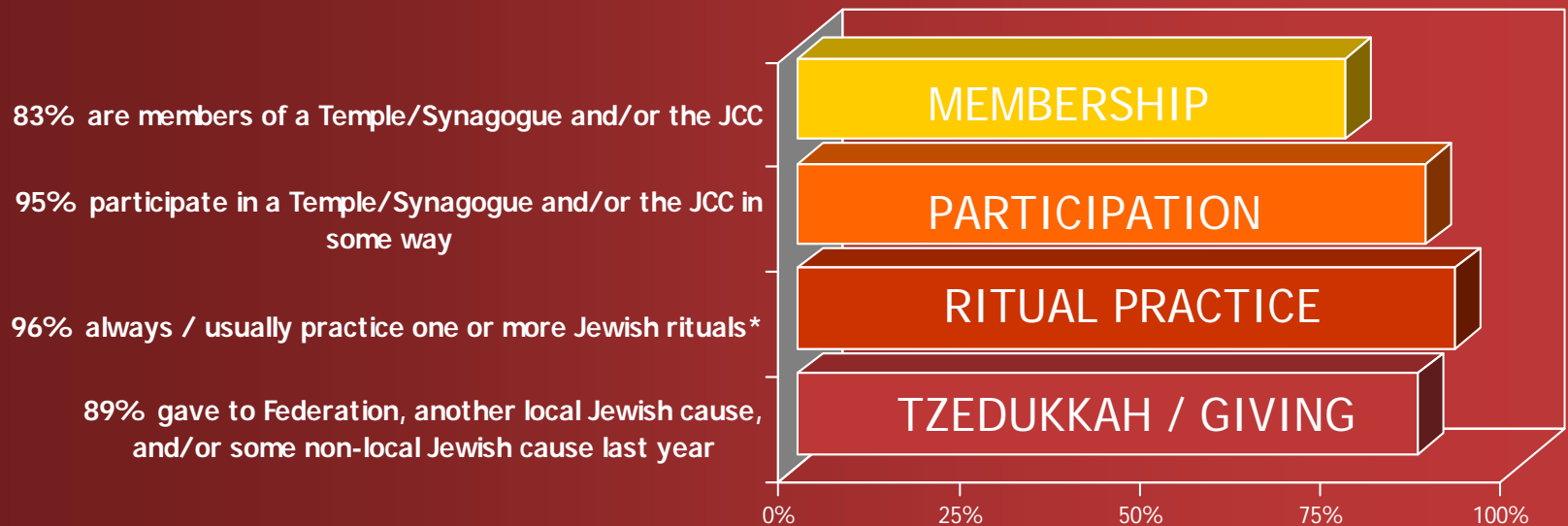
	Shomer Shabbat	Christmas Tree	Kosher Outside	Kosher at Home	Friday Night Candles	Mezzuzah on Door	Chanukah Candles	Passover Seder
% always / usually / do	7%	9%	15%	30%	39%	86%	89%	91%

Local college students [N=100]	NA	6%	35%	40%	35%	NA	87%	92%
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Q93a) All things considered, over time has your level of Jewish ritual observance increased, decreased, or remained about the same?



A PROFILE OF OUR JEWISH COMMUNITY IN TERMS OF MEMBERSHIP, PARTICIPATION, PRACTICE AND TZEDUKKAH

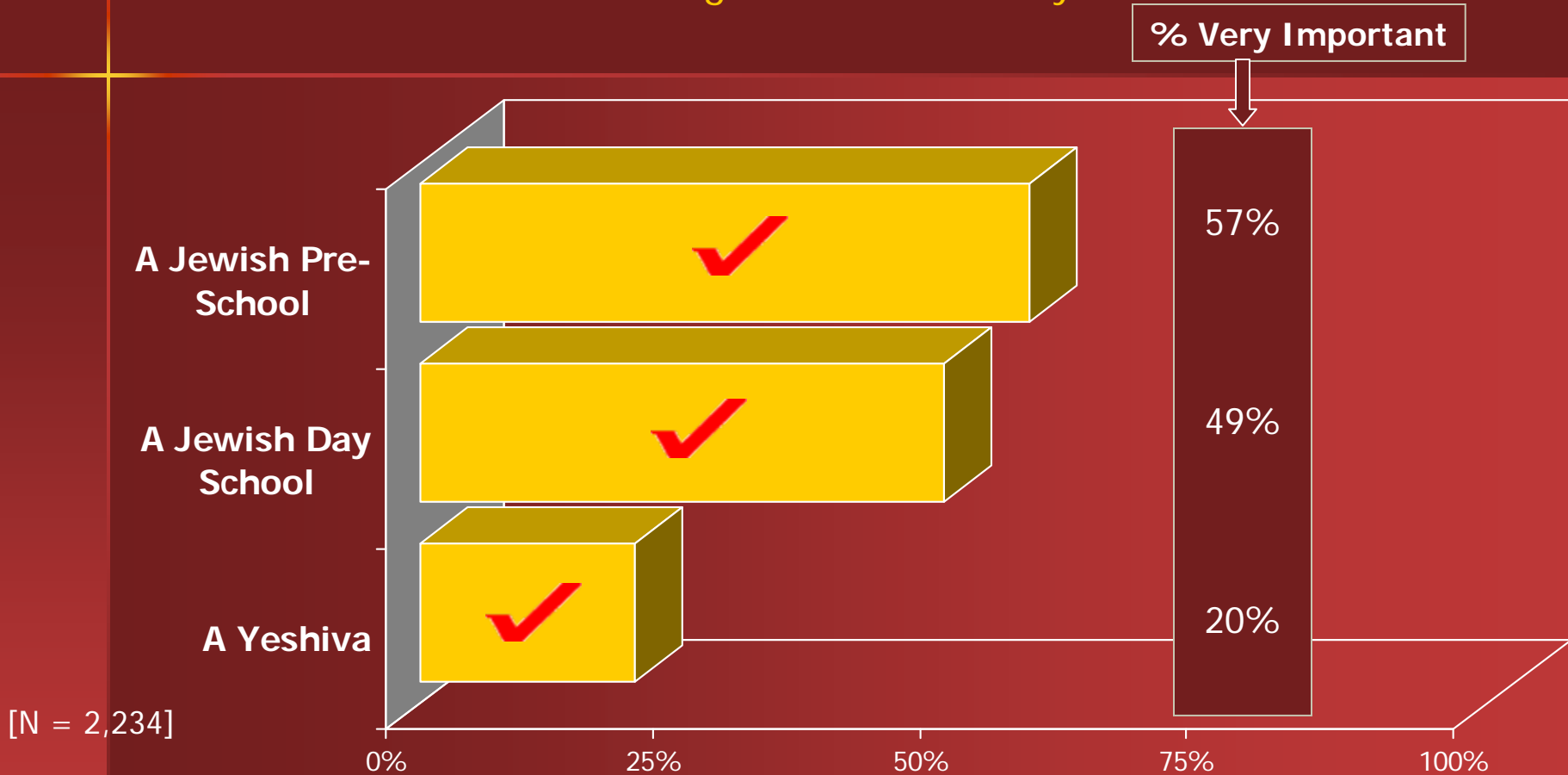


Taken together, the sum total of membership, participation, practice, and tzedukkah included 94% of our 2000 participants, and now includes 99% of our 2010 participants. We were – and we remain – a Jewishly involved community, where the vast majority of Jewish households “do something Jewish” during the course of the year.



A HIERARCHY OF OUR EDUCATION-RELATED COLLECTIVE VALUES

Q104) From your perspective, how important are each of the following as critical cornerstones of a thriving Jewish community?

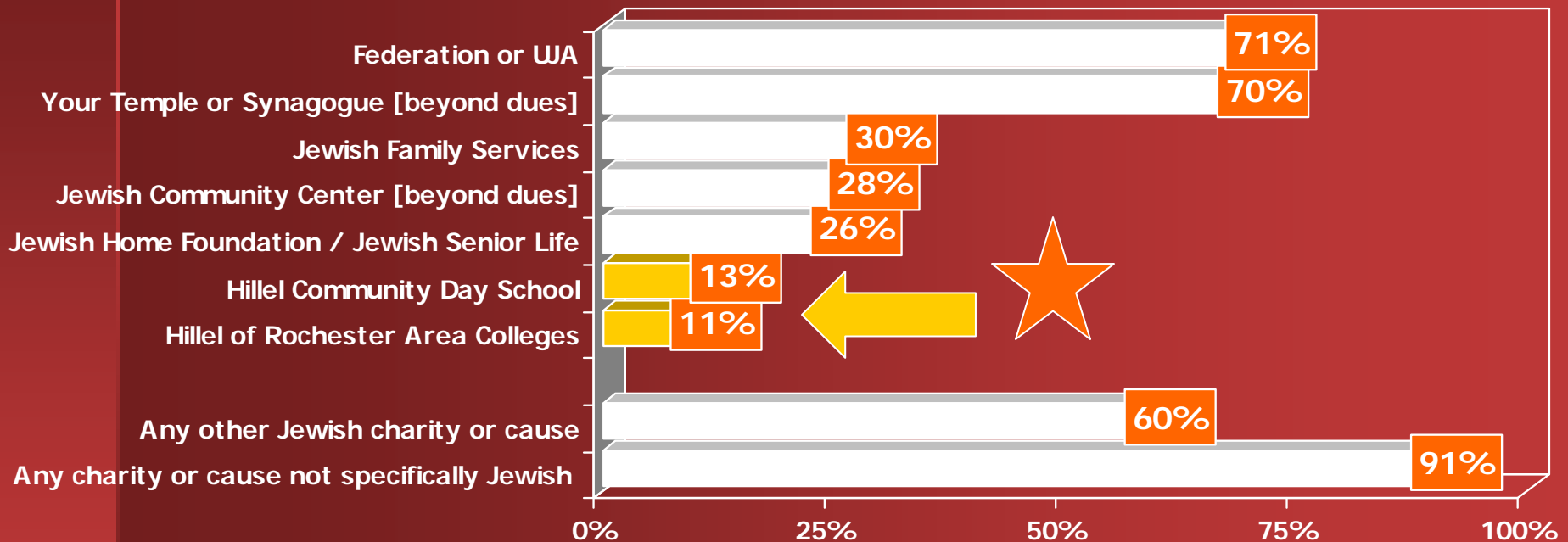


✓ = what we have today ? = what we questionably have today X = what we no longer have today

Note that even these lowest third-tier priorities may be highly important to fewer respondents, but to those respondents they may be extremely and critically vital. Even the lowest-ranked components should, therefore, not be trivialized nor downplayed in terms of community value.

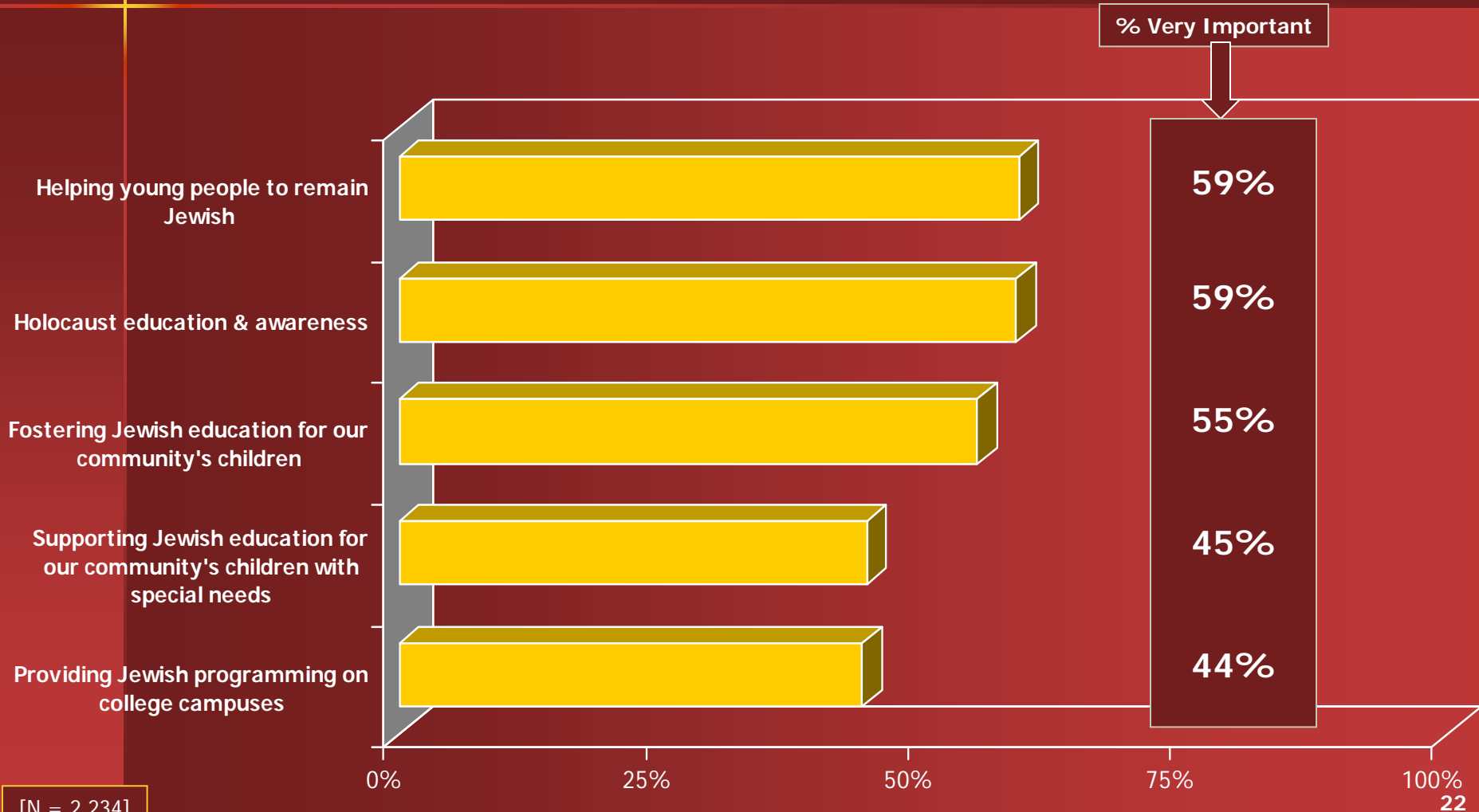
Q129) Within the past year, did your household make a charitable contribution directly to any of the following?

Hierarchy of charitable support in descending order:



A HIERARCHY OF OUR EDUCATION-RELATED PHILANTHROPIC VALUES

Q132) Each of us finds different things to be meaningful and motivating in our charitable giving. When deciding what Jewish causes to support charitably, how important do you consider each of the following?

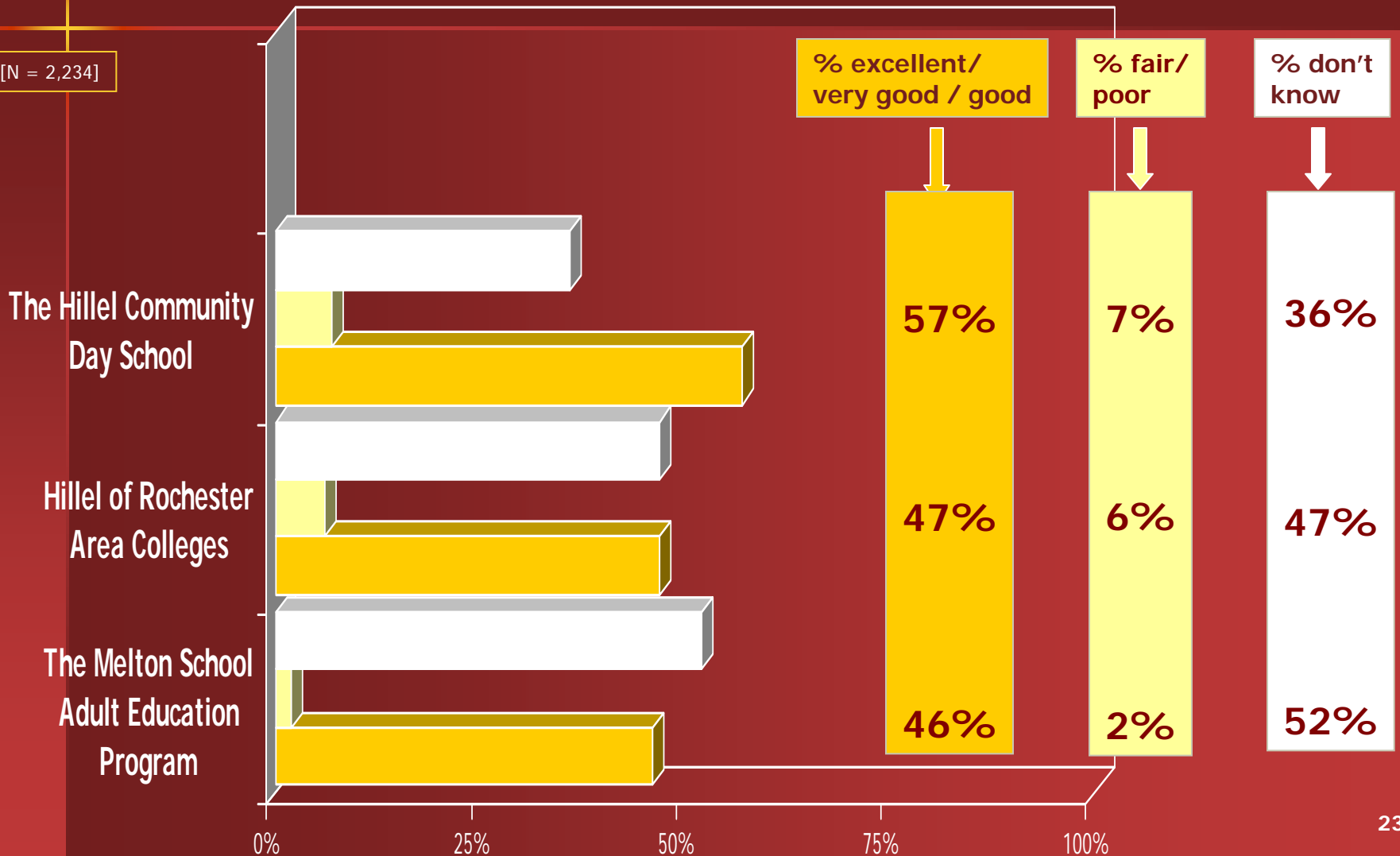


Perception of Education-Related Federation and Beneficiary Agencies

Q127) Based on whatever you have personally experienced, or whatever you may have heard from others, what is your overall impression of the quality of each of these Jewish agencies, organizations and activities?



[N = 2,234]



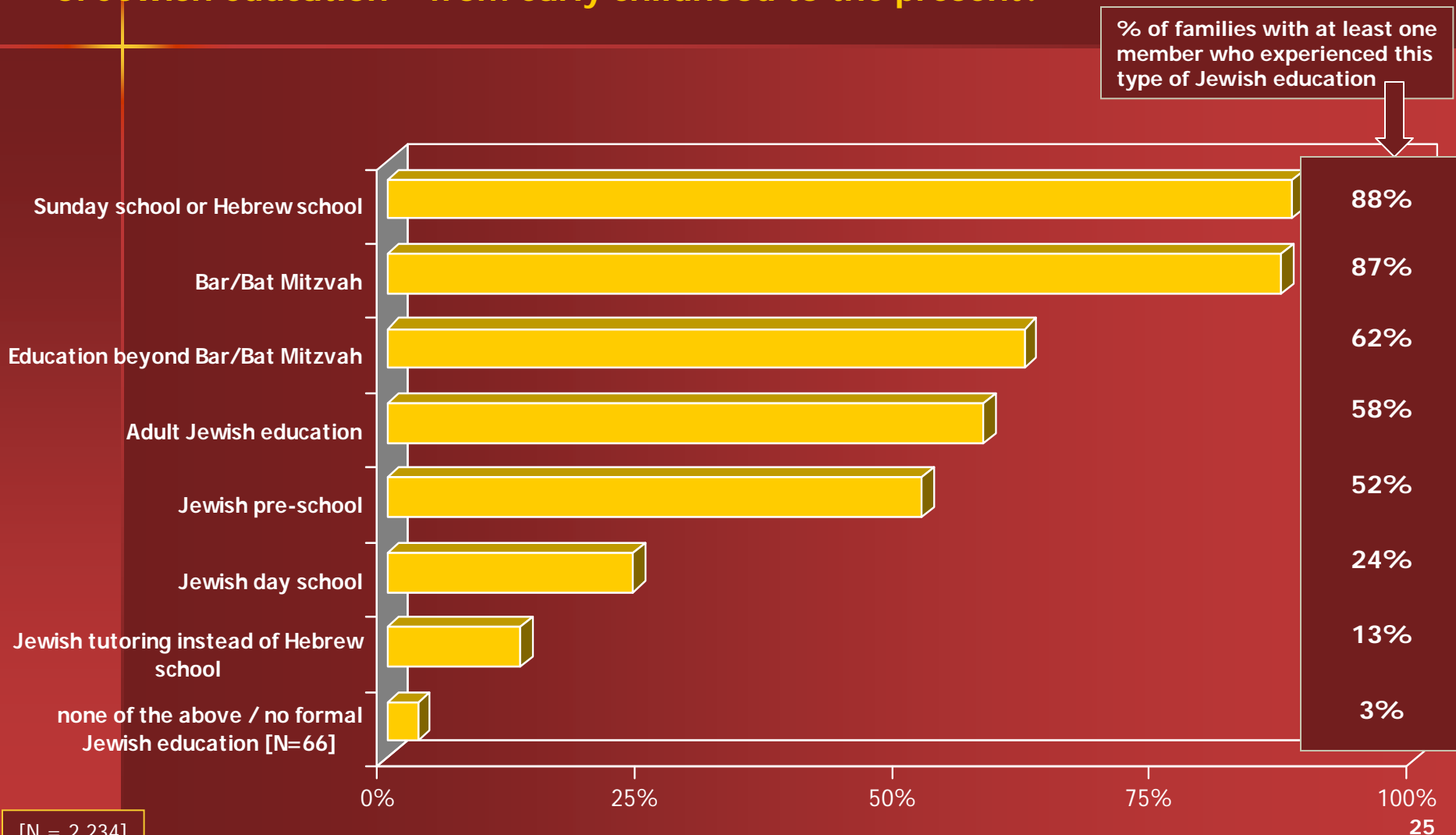
III

ASSEMBLED FINDINGS

[B] FINDINGS SPECIFICALLY FOCUSED ON OUR
JEWISH EDUCATIONAL EXPERIENCES AND PERCEPTIONS

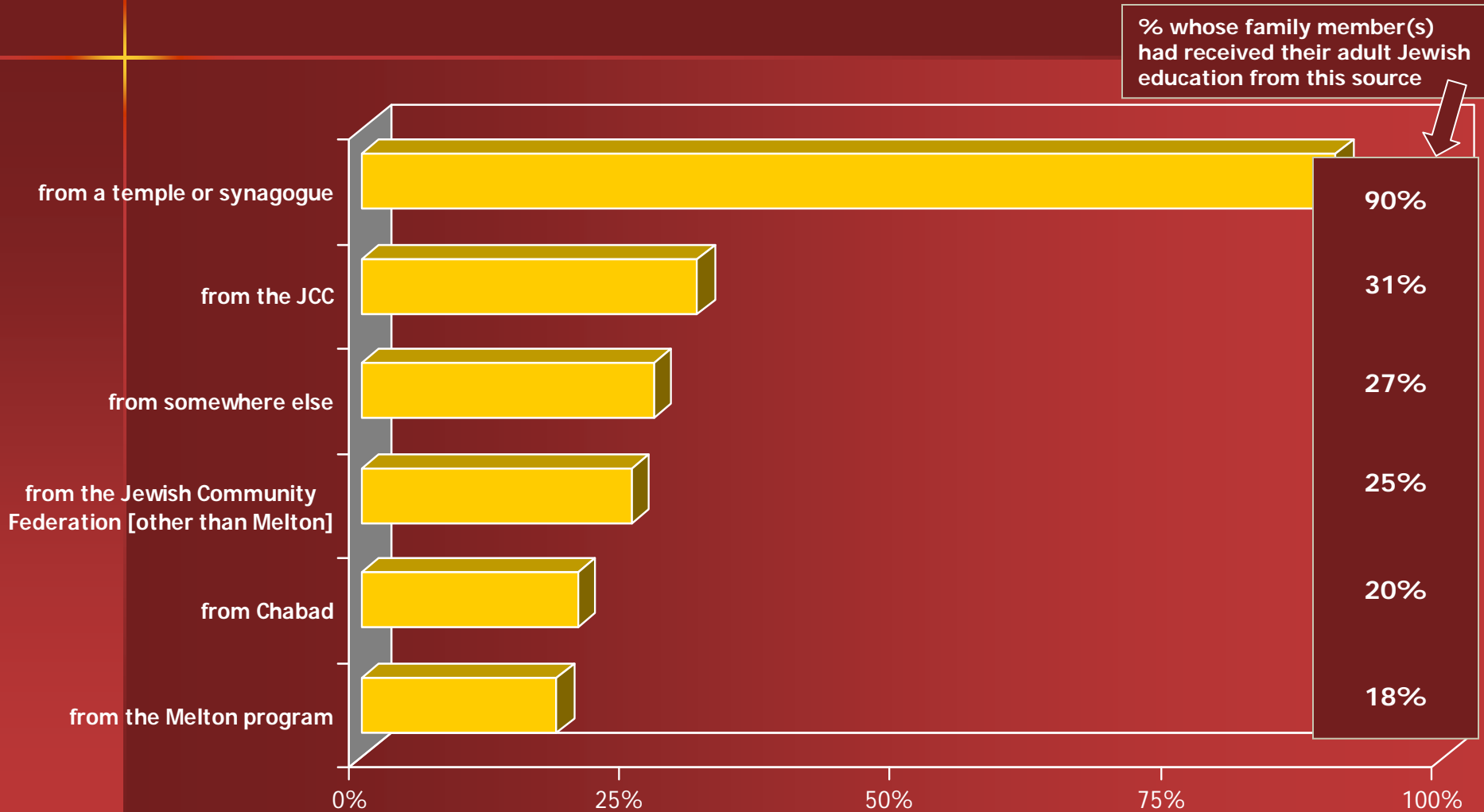
Just a reminder: "Family" here refers to you and [if applicable] your spouse / partner and your children, if any – even if those children are now grown and living elsewhere:

Q105) Within your family, how many have experienced each of the following types of Jewish education – from early childhood to the present?

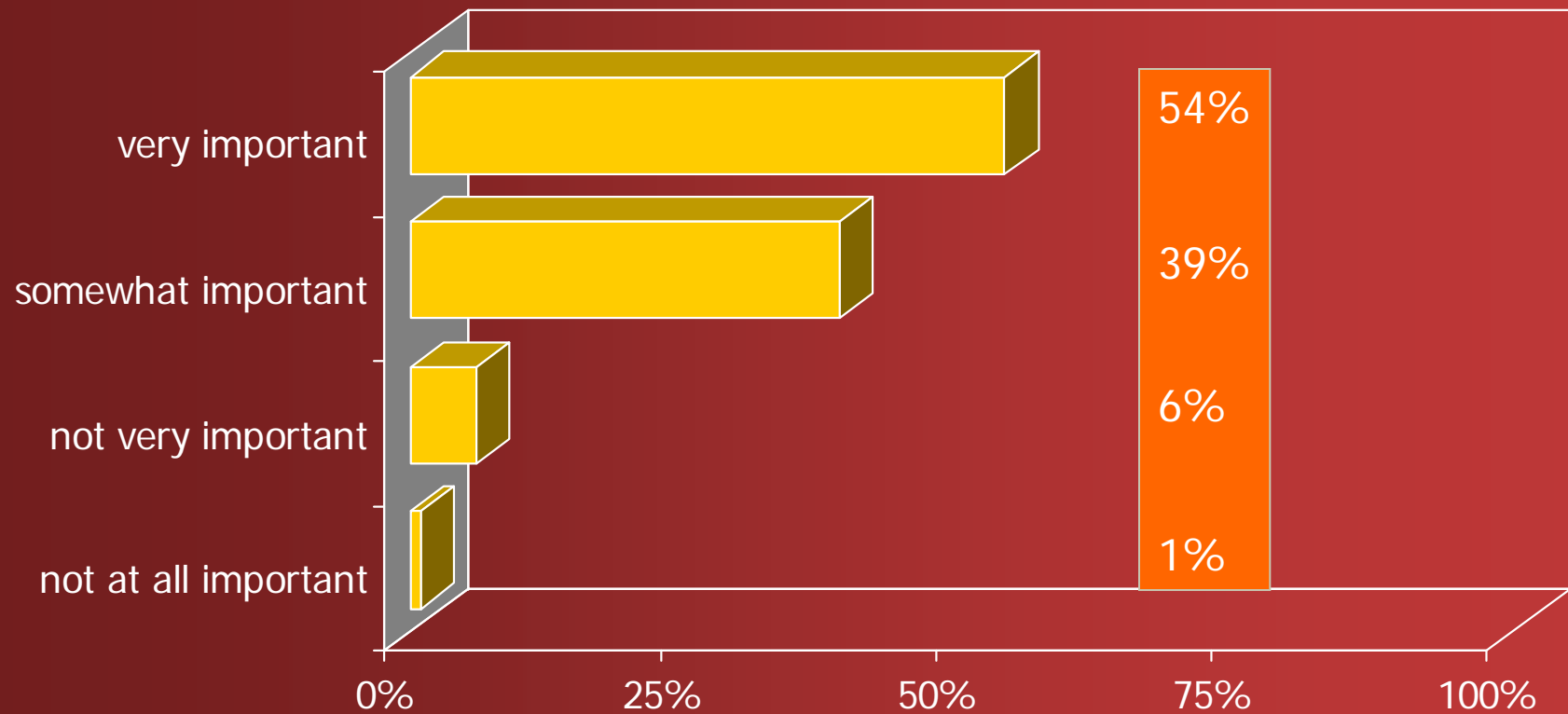


[Asking only those 58% who in Q105 said that one or more family members had experienced adult Jewish education:]

Q107) From which of the following have those in your family received their adult Jewish education? Please choose any that apply:

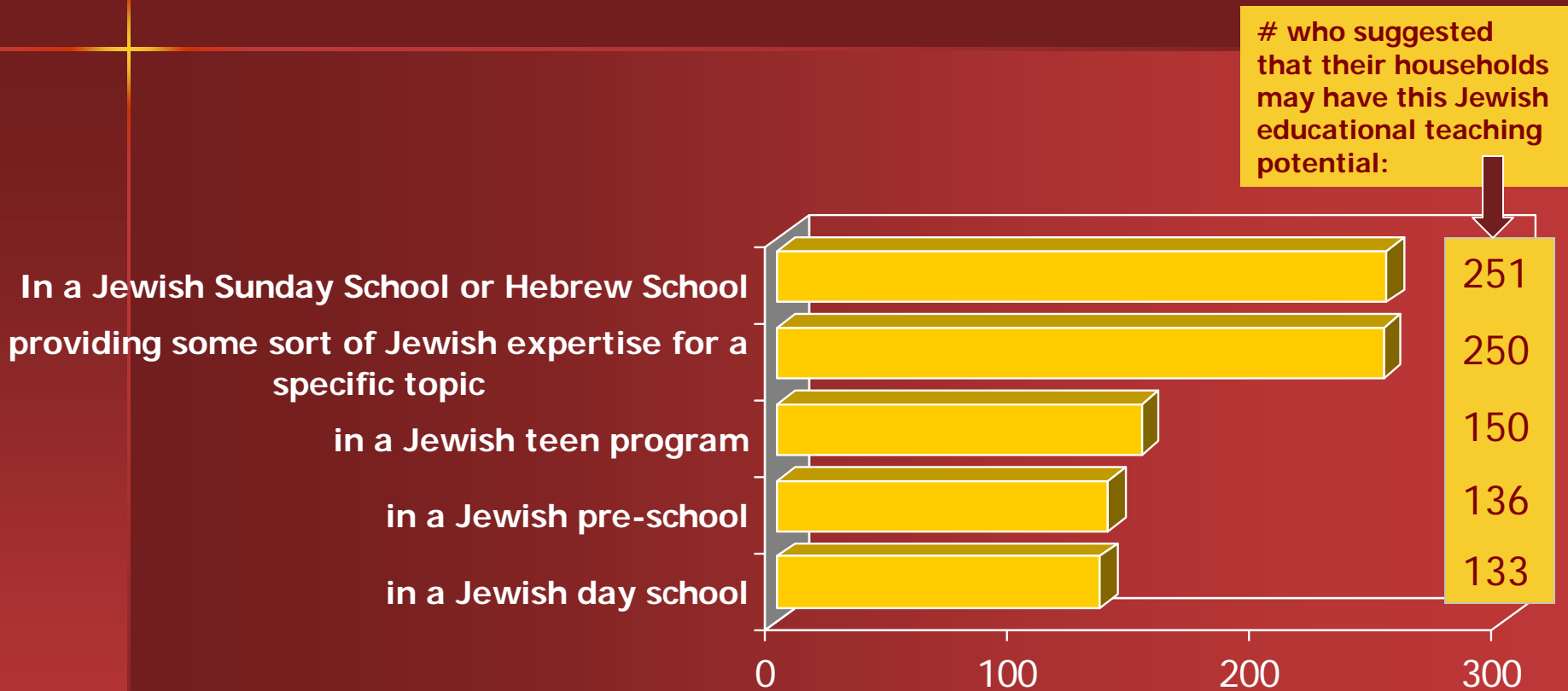


Q108) How important do you consider the concept of lifelong Jewish learning – in other words, continuing adult Jewish education throughout one's life?



[N = 2,234]

Q109) Does this household happen to have a member who has the background, interest, and ability to consider teaching in any of the following? Please check all that apply:



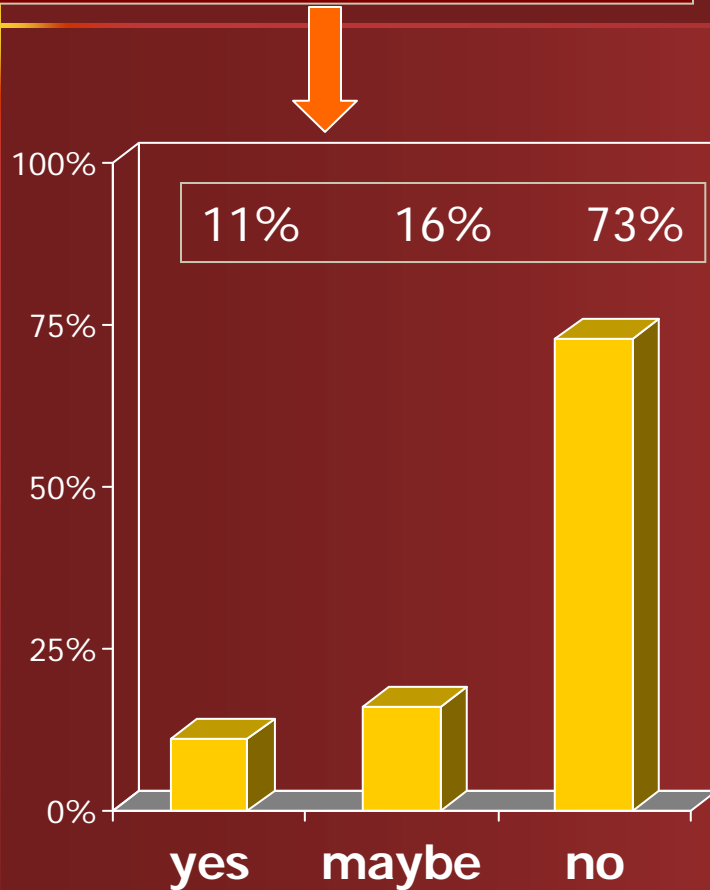
If you have checked any of the above, please choose to identify yourself at the end of the survey, so we may contact you concerning potential teaching opportunities.

Notes:

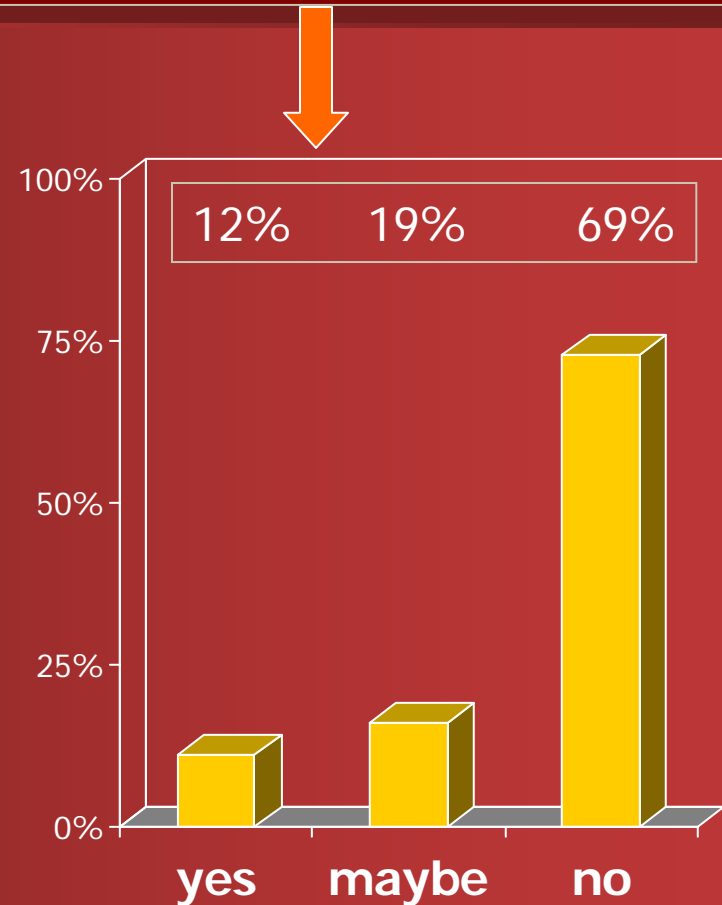
[1] Contact rosters have already been provided to the appropriate organizations.

[2] Some of those referred to are already teaching in these positions today.

Q 106a) If bus or van transportation were available to take your children to / from religious school, would that have increased the amount of Jewish education they'll have received?

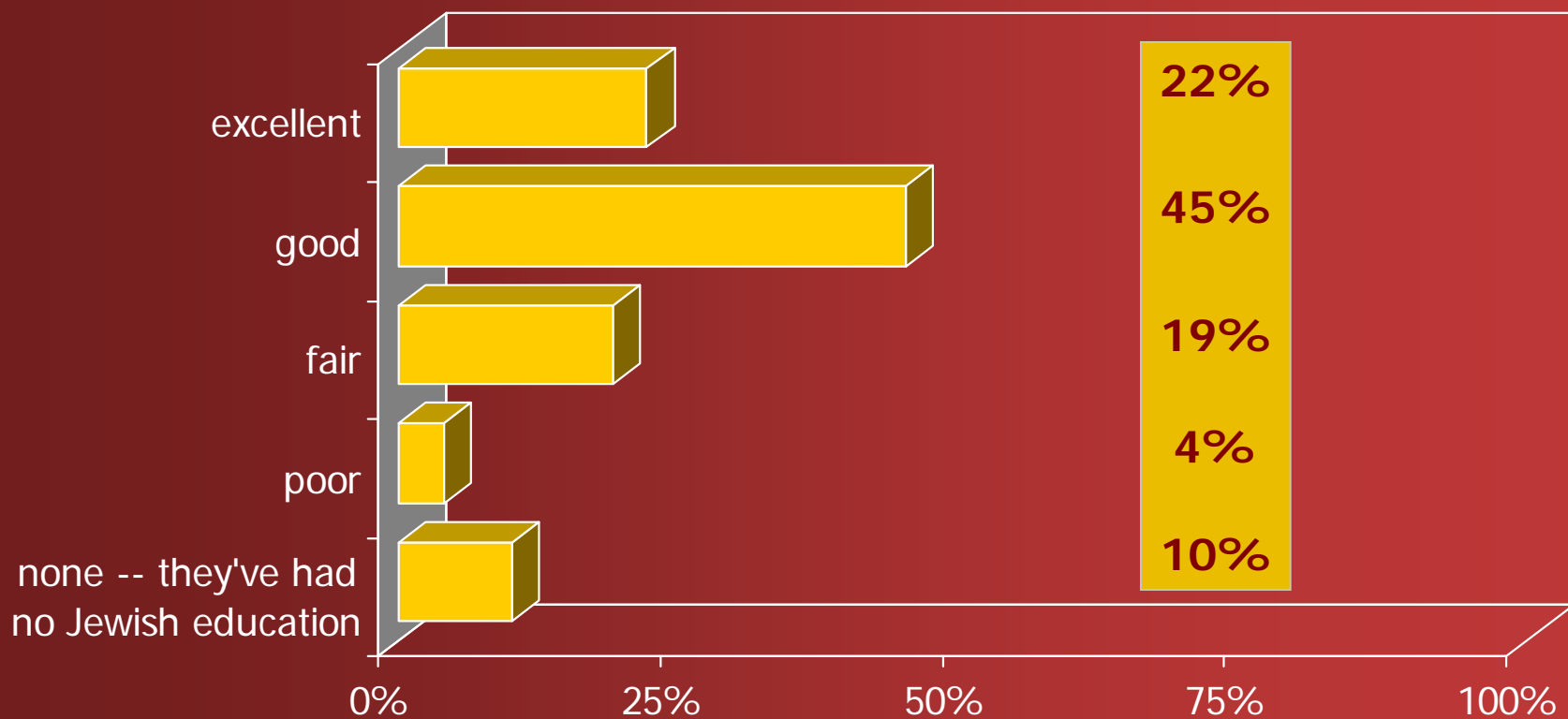


Q 106b) If bus or van transportation were available to take your children to / from religious school and post bar / bat mitzvah activities, would that increase the likelihood of your household becoming affiliated – and remaining affiliated – with the temple or synagogue providing that service?



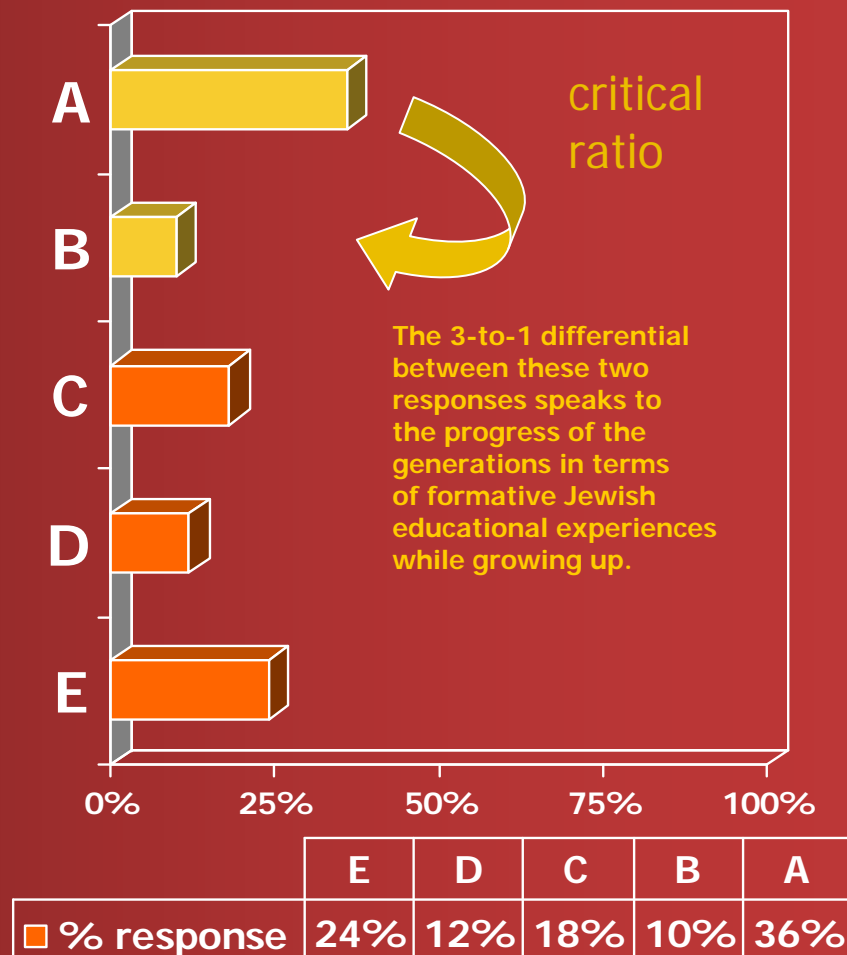
[N=647 of 2,234]

Q118) All things considered – and taking into account formal and informal Jewish education, including summer camp experiences, Israeli travel experiences, and all other Jewish exposure and programming – how would you describe the quality of your children’s Jewish education?



Q119) All things considered, have your child(ren)'s Jewish educational experiences tended to be more positive, less positive, or about as positive as yours were when you were growing up?

- A. Theirs have been more positive than mine were [36%]
- B. Theirs have been less positive than mine were [10%]
- C. Theirs have been about as positive as mine were [18%]
- D. More positive in some ways, but less positive in others [12%]
- E. This comparison doesn't really apply in our family [24%]

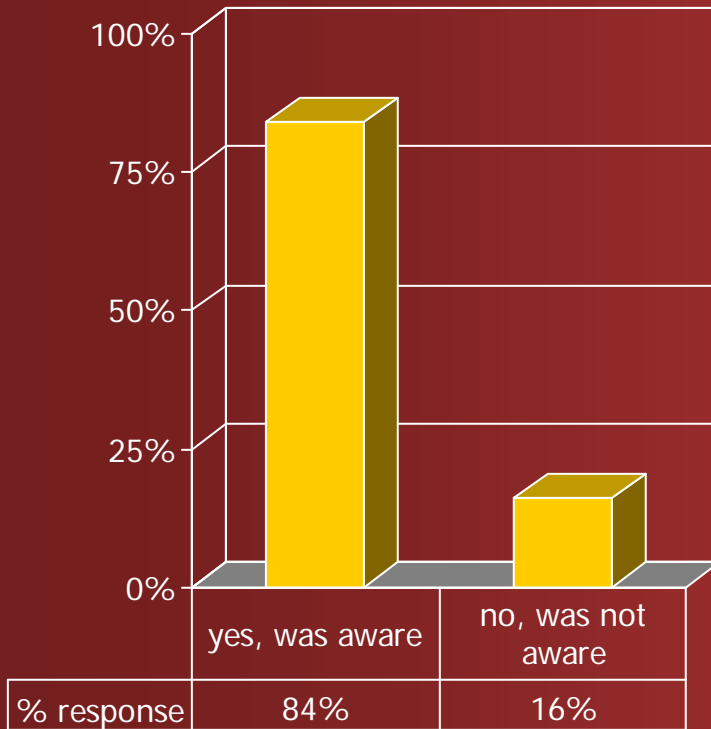


[N = 1,088 of 2,234]

Q112a) Before today's survey, were you aware of any of the Federation-sponsored Jewish-themed family programs and events that often, but not always, take place around the Jewish holidays, and are held in public places like the Rochester Museum & Science Center, Strong Museum, Planetarium, Seneca Park Zoo, Memorial Art Gallery, Redwings game, the Airport, Home Depot, etc.?



Q112b) [If yes:] How many of these events, if any, has your family ever attended?



[N=641 out of 2,234]

- [17%] None
- [36%] One or two
- [47%] Three or more

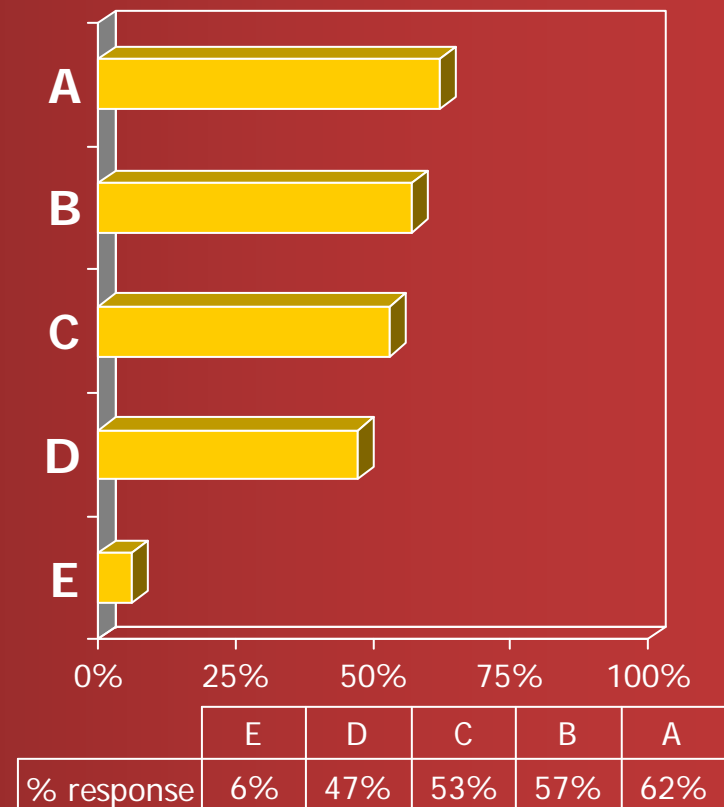
87% of those who were aware of these events have attended at least one of them.

87% of 84% = 73%, or nearly 3 out of 4 of the parents who were asked this question have attended at least one of the Federation's public space Judaism family events.

[N=535 out of 2,234]

Q113) In which of the following settings would your family feel most comfortable and most likely to participate in a Jewish-themed family program? [Please check all that apply:]

- A. [62%] In a Jewish community setting like the JCC or the Federation building.**
- B. [57%] In a temple or synagogue**
- C. [53%] It wouldn't matter where the program took place because we would go anyway.**
- D. [47%] In a public setting like the places listed above [eg. museum, zoo, airport, etc.]**
- E. [6%] It wouldn't matter where the program took place because we wouldn't go anyway.**



Q120) We're wondering whether there are any un-met needs in your household's Jewish education. Assuming that the time and place were convenient, which of the following types of Jewish-context events and activities, if any, would you and/or those now in your household be likely to participate in?

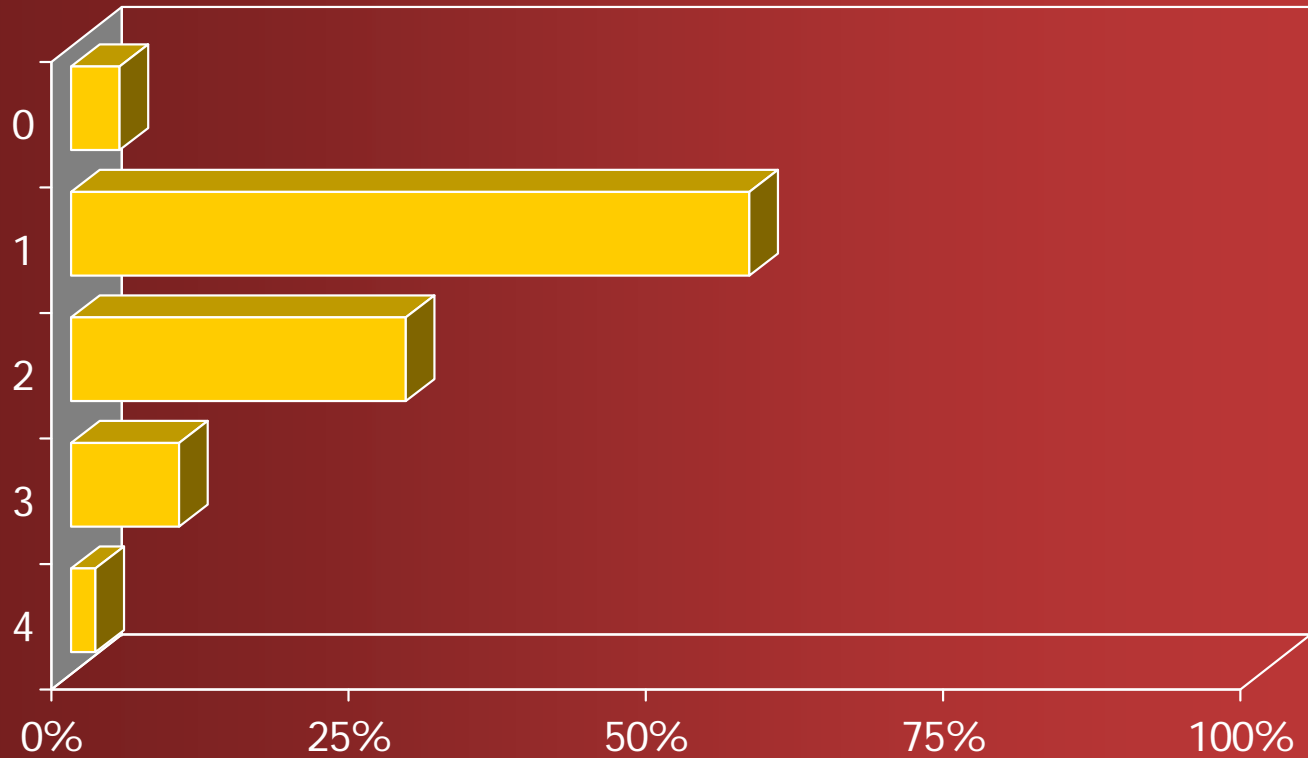
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| <ul style="list-style-type: none"> 1) [39%] Community action programs (eg. volunteering in homeless shelters, food banks, literacy volunteers, etc.) 2) [37%] Programs focused on relevant current events 3) [37%] Programs providing speakers about Israeli politics and conflict 4) [28%] A hands-on food event (eg. how to bake hamentashen or six ways to make matzo ball soup) 5) [25%] Jewish holiday family programs 6) [23%] A food-related lecture (eg. culinary history of the Jewish Diaspora) 7) [23%] Programs about travel to Israel 8) [22%] Environmental / green activities 9) [21%] Programming with other faith-based communities | <ul style="list-style-type: none"> 10) [16%] Yoga or Pilates with a Jewish twist 11) [13%] Programming for inter-faith families 12) [13%] Programs about Israel designed for children 13) [12%] A craft project like kippot making 14) [6%] Programming for children with disabilities 15) [6%] Programming about domestic violence – its causes & cures |
|---|--|

With only 22% choosing “none of the above”, we can infer that 78% of our respondents’ households would participate in at least one of these programs, the mean average being 3.2 programs per household. While the actual numbers may not be realistic, we do see in these contours a clear hierarchy of relative interest levels across various types of programming.

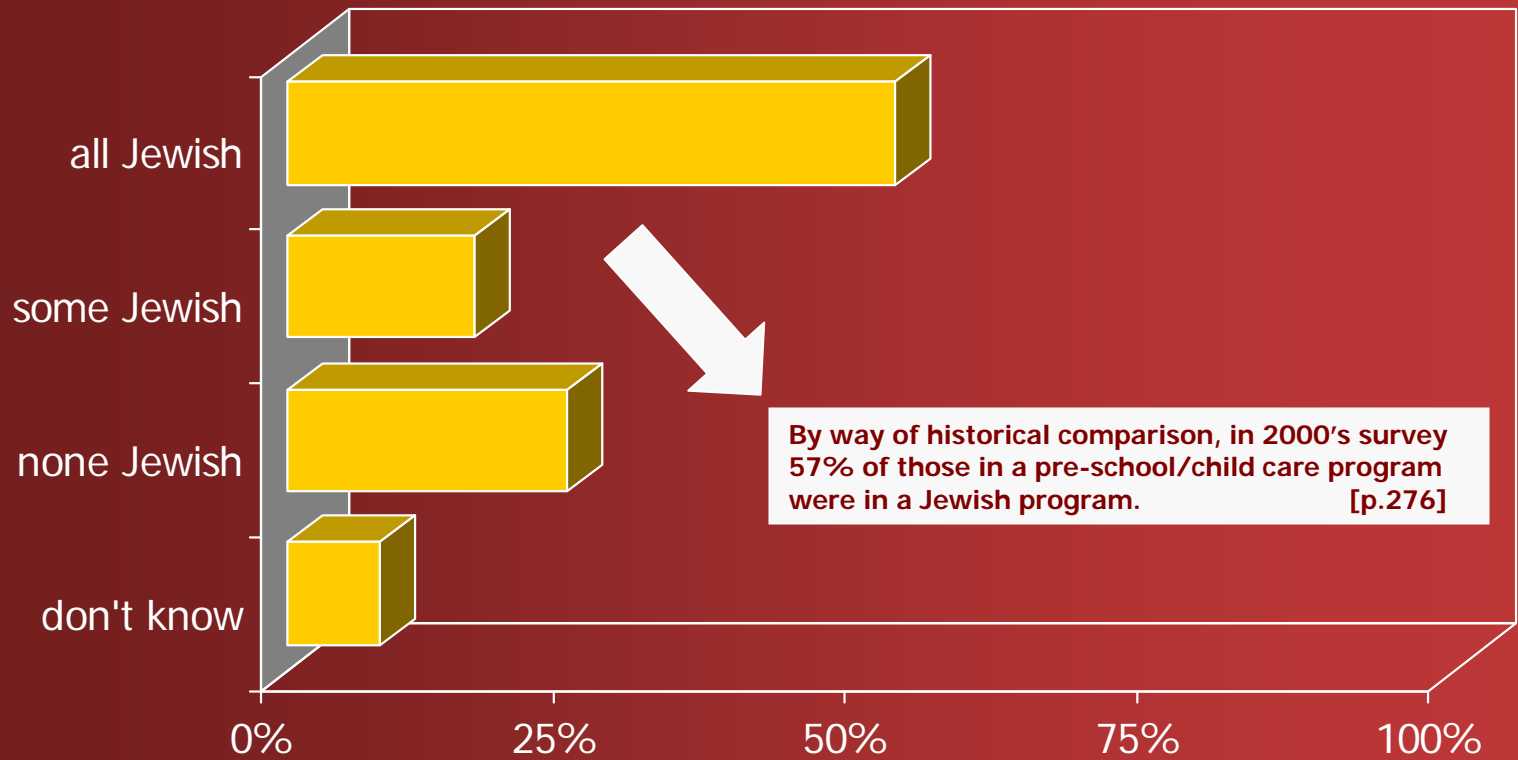
Q84a) [This next set of questions was asked only of those with at least one household member under age 5:]

Within your household, how many children under age 5 now attend, have attended, or will attend either a day-care, child-care, or pre-school program?



	4	3	2	1	0
% response	2%	9%	28%	57%	4%

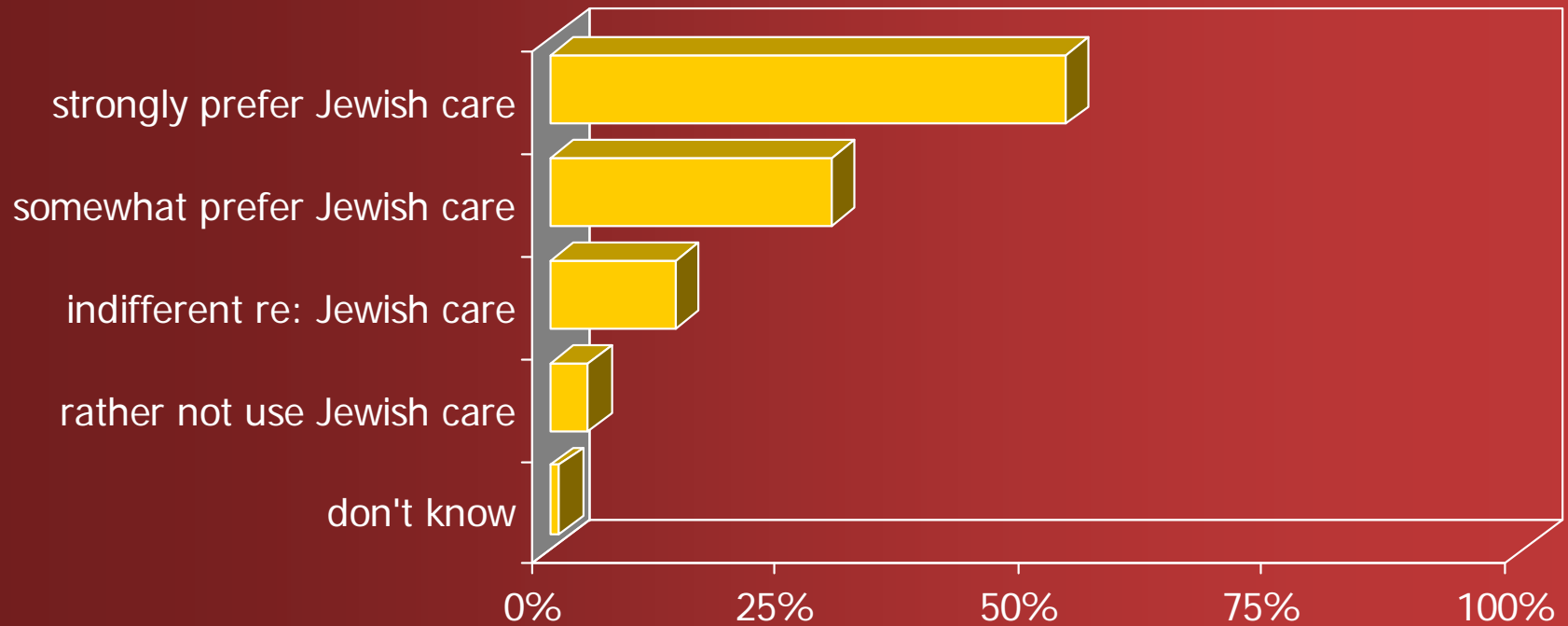
**Q84b) [Asking those answering 1 or more in Q84a:]
Was that care – or will that care be – provided by a Jewish organization?**



By way of historical comparison, in 2000's survey 57% of those in a pre-school/child care program were in a Jewish program. [p.276]

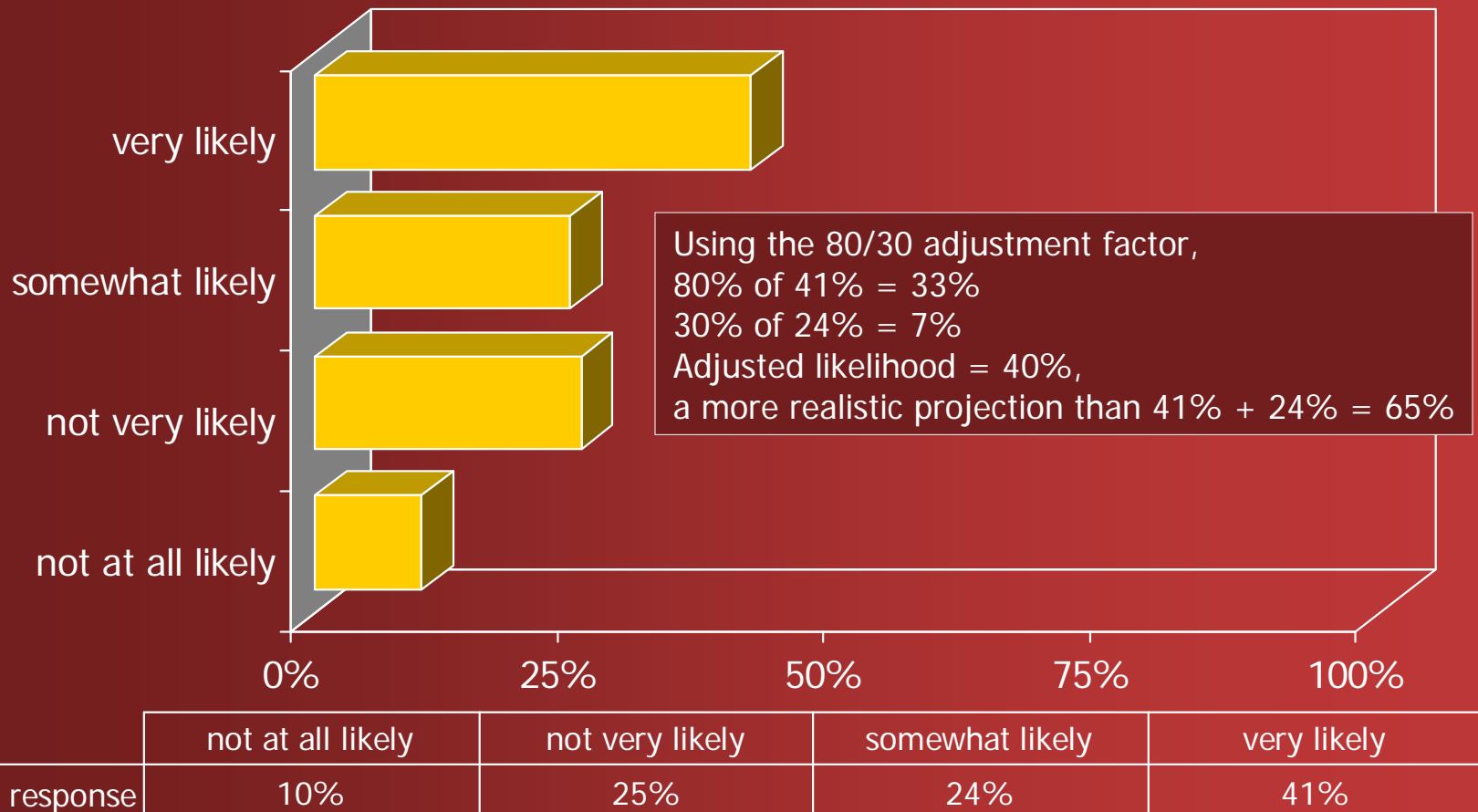
	don't know	none Jewish	some Jewish	all Jewish
% response	8%	24%	16%	52%

Q84c) If the quality, convenience, cost, etc. were equal, how would you feel about using a Jewish-sponsored facility or Jewish-sponsored programming for your child care?

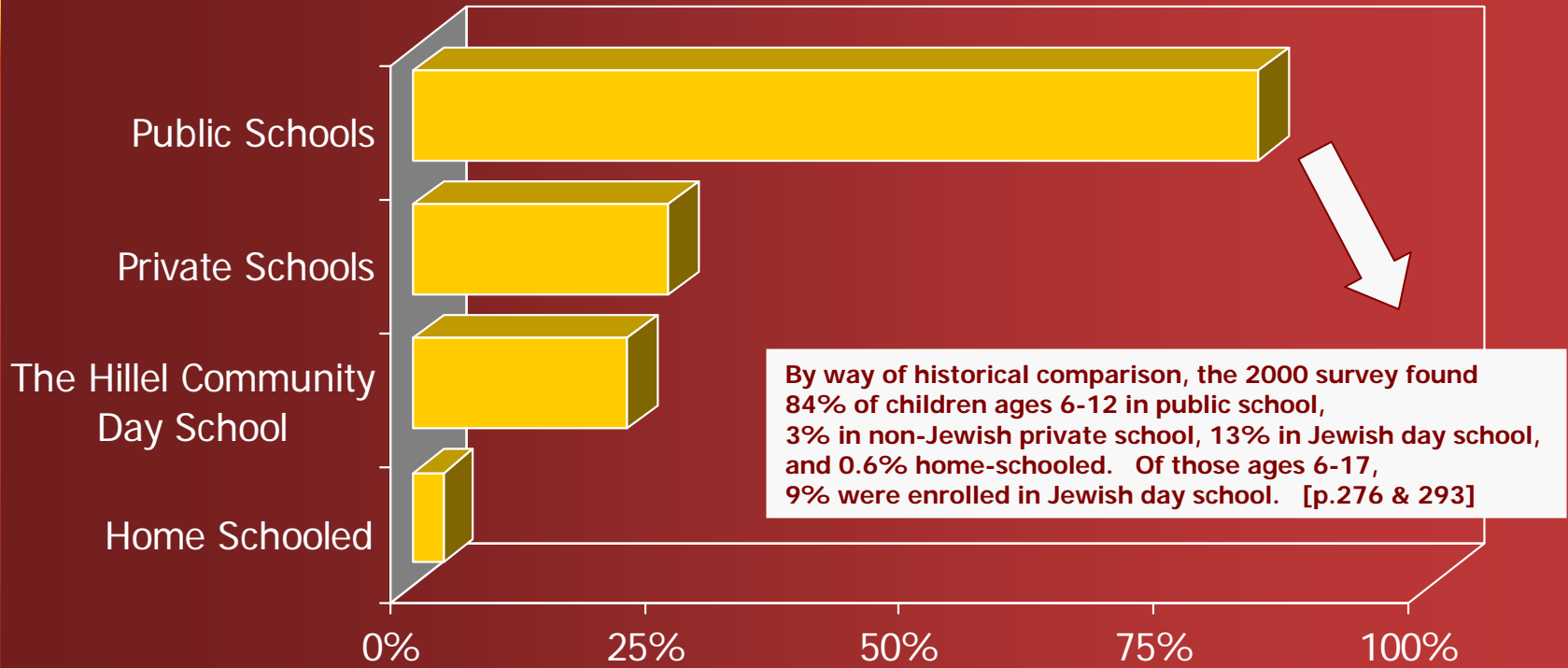


	don't know	rather not use Jewish care	indifferent re: Jewish care	somewhat prefer Jewish care	strongly prefer Jewish care
% response	1%	4%	13%	29%	53%

Q84d) If available, how likely would you be to choose to use an all-day Jewish-sponsored kindergarten?



Q110) At which of the following type(s) of schools have your children been students? [Check all that apply:]



	Home Schooled	The Hillel Community Day School	Private Schools	Public Schools
% response	3%	21%	25%	83%

Q111) [Asked only of those who didn't check HCDS on the previous question 110:] If you knew more about these attributes of the Hillel Community Day School, which ones might encourage you to consider choosing HCDS for your child(ren) – or to consider transitioning your child(ren) into HCDS if they are younger than 8th grade?




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| <p>1) [62%] None of the above – Jewish Day School is just not something that our household would consider under any circumstances</p> <p>2-3) [23%] The availability of generous scholarship support</p> <p>2-3) [23%] An enthusiastic and creative faculty</p> <p>4) [22%] State-of-the-art school facilities</p> <p>5) [18%] A broad range of extracurricular activities</p> <p>6) [17%] Strong secular academic programming in the middle and later grades</p> <p>7) [16%] Meaningful social action opportunities within and beyond our Jewish community</p> <p>8) [15%] Strong Hebrew language programming in the middle and later grades</p> | <p>9) [14%] Options for less traditional Jewish curriculum</p> <p>10) [12%] Options for more traditional Jewish curriculum</p> <p>11) [11%] Top-notch athletic facilities, coaching and programming</p> <p>12) [11%] An inspiring Israel-oriented curriculum</p> <p>13) [10%] The opportunity to begin Hebrew training within the later grades</p> <p>14) [7%] Travel opportunities and exchanges between Hillel and similar Jewish Day Schools across the US and overseas</p> |
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With 62% choosing “none of the above”, we can infer that 38% of our respondents’ households would consider HCDS given at least one of these attributes, the mean average being 5.2 attributes per “encouragable” respondent. While HCDS may always be a niche educational alternative, in other words, we now have a hierarchy of potentially meaningful and motivating attributes to provide direction for both program development and effective marketing on HCDS’s behalf.

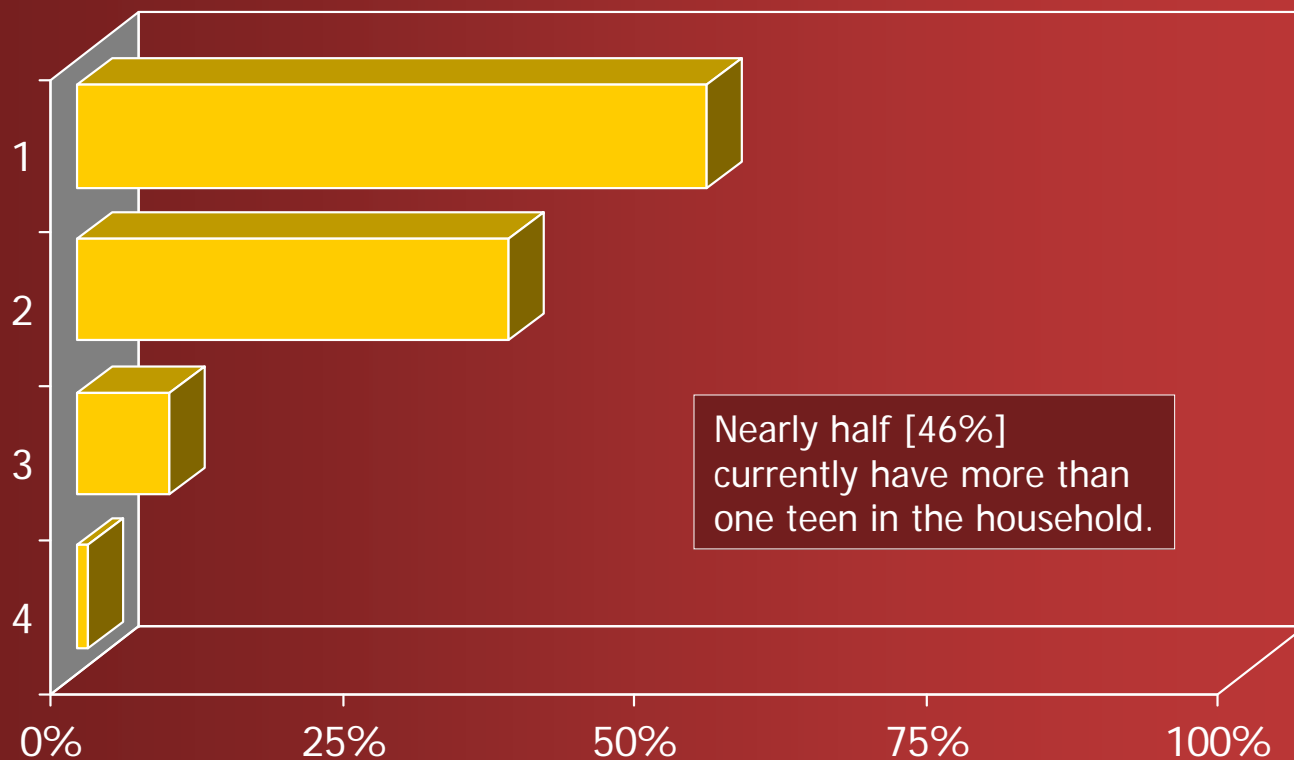
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- rank 
- | | |
|---|--|
| <p>1) [62%] None of the above – Jewish Day School is just not something that our household would consider under any circumstances</p> <p>2-3) [23%] The availability of generous scholarship support</p> <p>2-3) [23%] An enthusiastic and creative faculty</p> <p>4) [22%] State-of-the-art school facilities</p> <p>5) [18%] A broad range of extracurricular activities</p> <p>6) [17%] Strong secular academic programming in the middle and later grades</p> <p>7) [16%] Meaningful social action opportunities within and beyond our Jewish community</p> <p>8) [15%] Strong Hebrew language programming in the middle and later grades</p> | <p>9) [14%] Options for less traditional Jewish curriculum </p> <p>10) [12%] Options for more traditional Jewish curriculum</p> <p>11) [11%] Top-notch athletic facilities, coaching and programming</p> <p>12) [11%] An inspiring Israel-oriented curriculum</p> <p>13) [10%] The opportunity to begin Hebrew training within the later grades</p> <p>14) [7%] Travel opportunities and exchanges between Hillel and similar Jewish Day Schools across the US and overseas</p> |
|---|--|
- 

By way of historical comparison, in 2000 “the major reasons for not sending children to a Jewish day school are: believe in public schools, tuition cost, quality of education at other private-public school, and school is too religious for us/we are not religious.” [p.277 & 303]

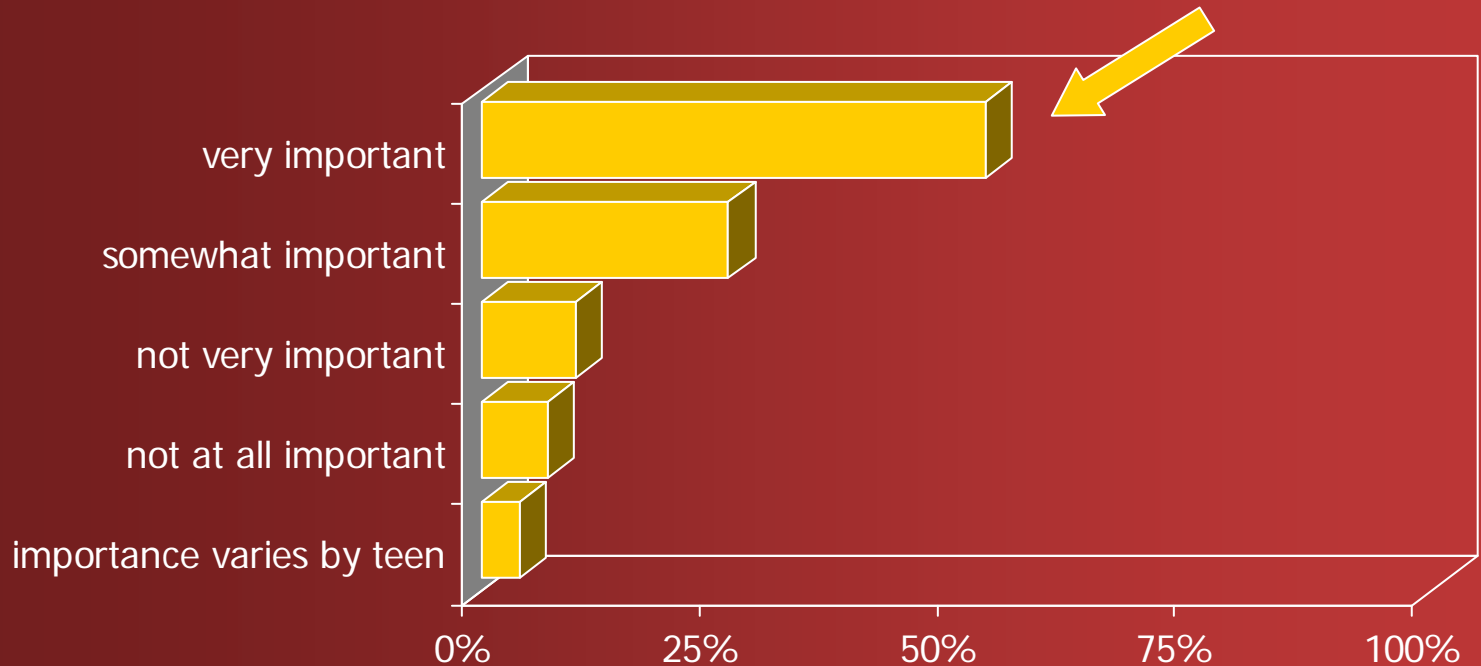
Q121)

[Asking only those with at least one household member ages 13-19:]
How many teens did you say your household currently has?



	4	3	2	1
% response	1%	8%	37%	54%

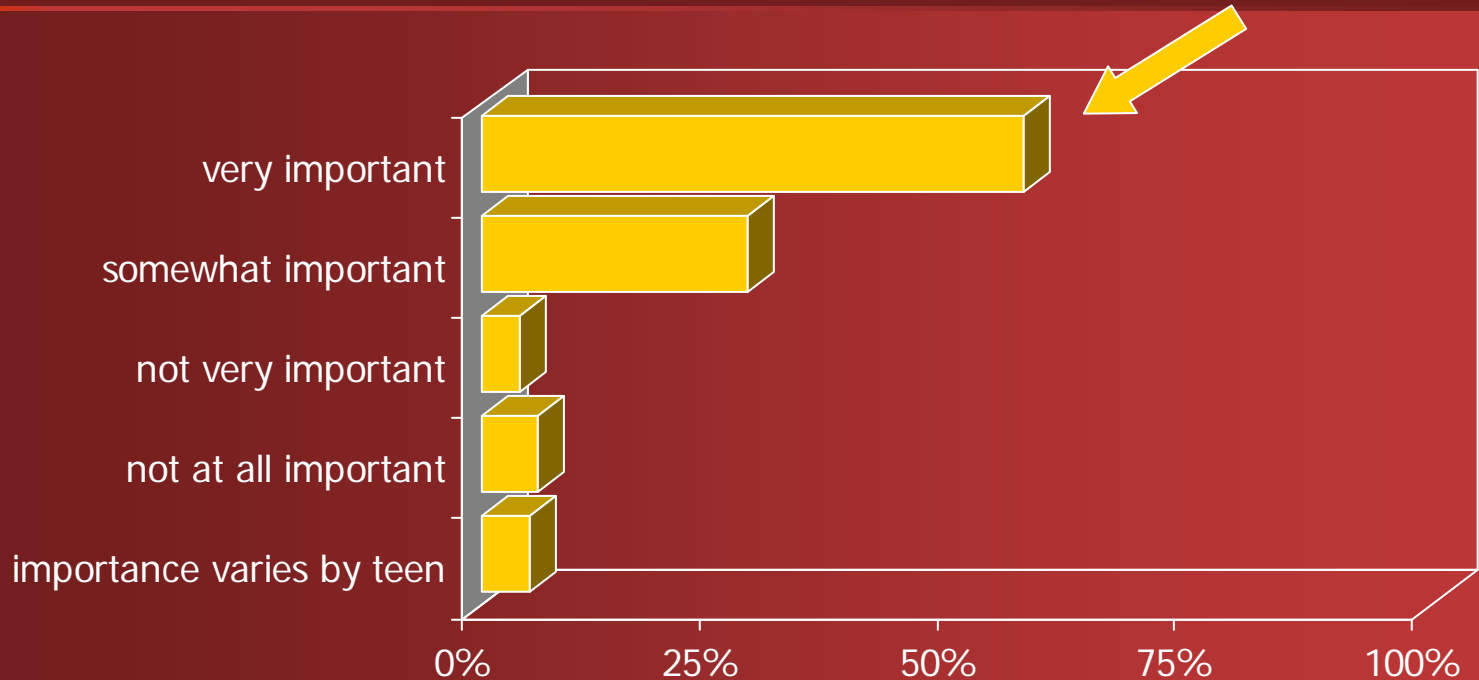
Q122a) As a parent of teenager(s), how important do you consider your teen(s) attending some sort of formal post-bar or bat mitzvah Jewish education?



	importance varies by teen	not at all important	not very important	somewhat important	very important
% response	4%	7%	10%	26%	53%

79% consider this at least somewhat important

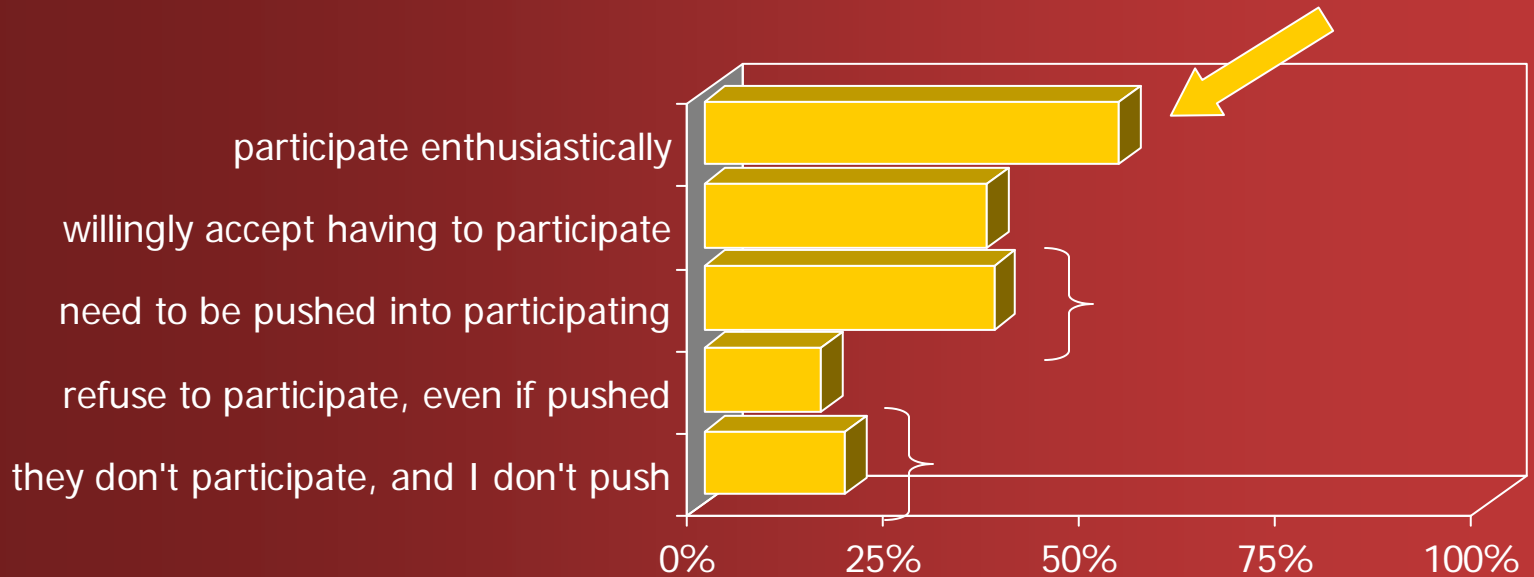
Q122b) As a parent of teenager(s), how important do you consider your teen(s) attending some sort of Jewish-sponsored events and/or activities?



	importance varies by teen	not at all important	not very important	somewhat important	very important
% response	5%	6%	4%	28%	57%

85% consider this at least somewhat important

Q123) What's it like getting your teenager(s) to participate in Jewish-sponsored events and programming these days? How many of your teens do each of the following:



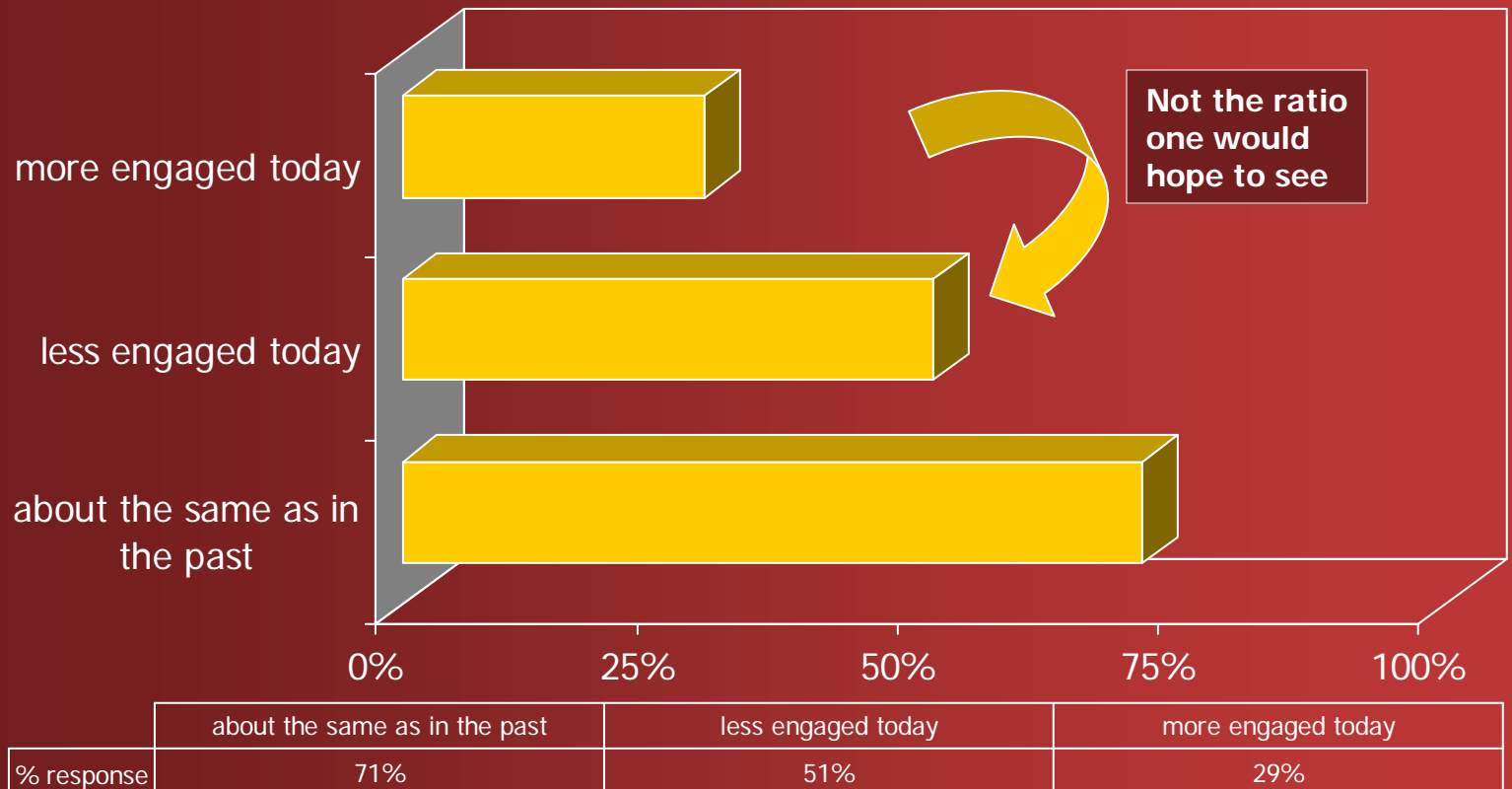
	they don't participate, and I don't push	refuse to participate, even if pushed	need to be pushed into participating	willingly accept having to participate	participate enthusiastically
% response	18%	15%	37%	36%	53%



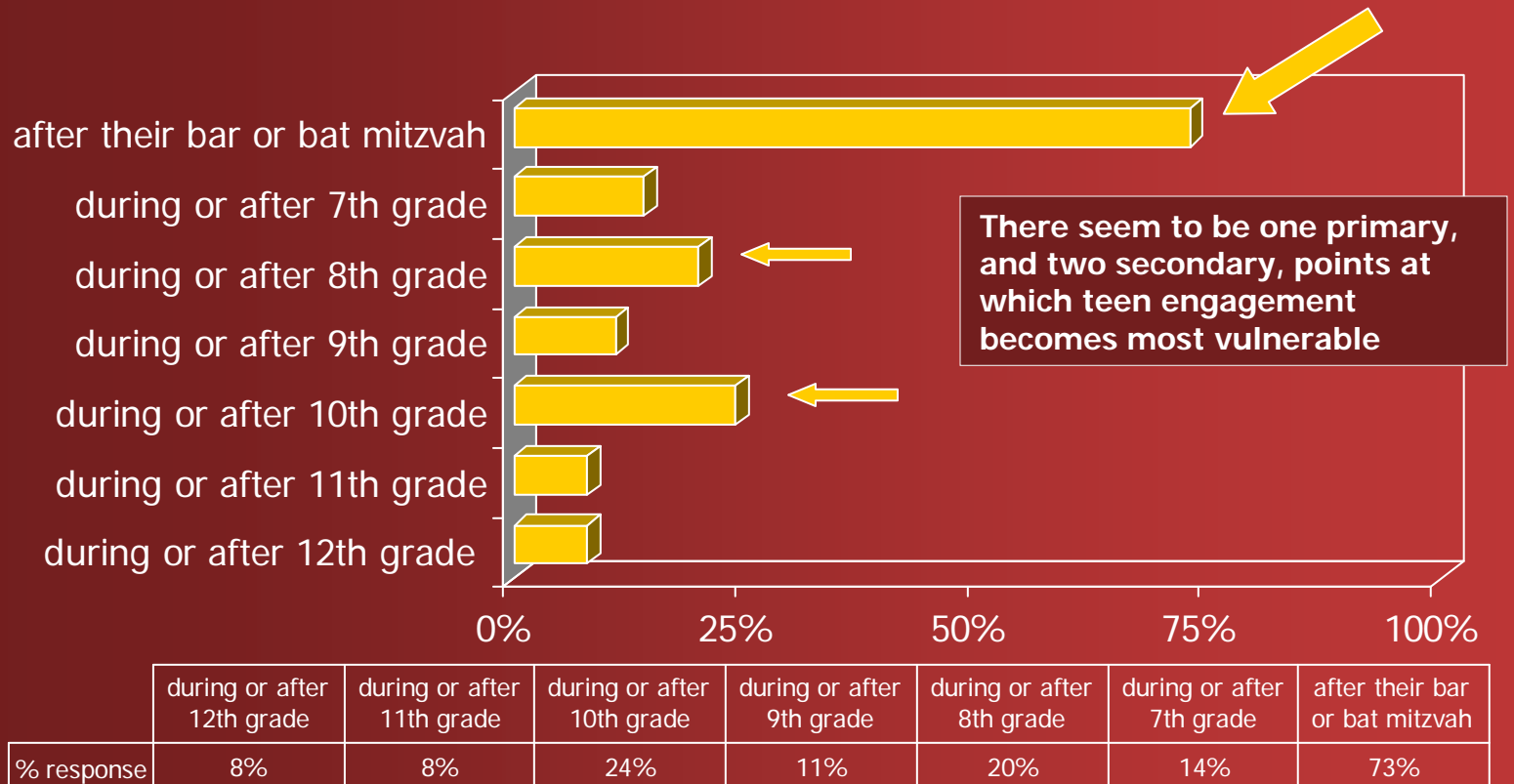
For historical comparison, in the 2000 survey 17% of teenagers currently attended a Jewish youth group (although we have no idea how willingly they did so). [p.277 & 306]

Also in 2000, 44% of all adults attended a Jewish youth group while a teenager, (although again we don't know how enthusiastically). [p. 284]

**Q124) How engaged are your teens in the Jewish community today, compared with how engaged they were in the past?
How many, if any, are...**



**Q125) [Asked only of those who answered “less engaged today” to Q124:]
 At what point(s) did they become less involved in the Jewish community and its events and activities? How many, if any, became less involved Jewishly at each of these times:**



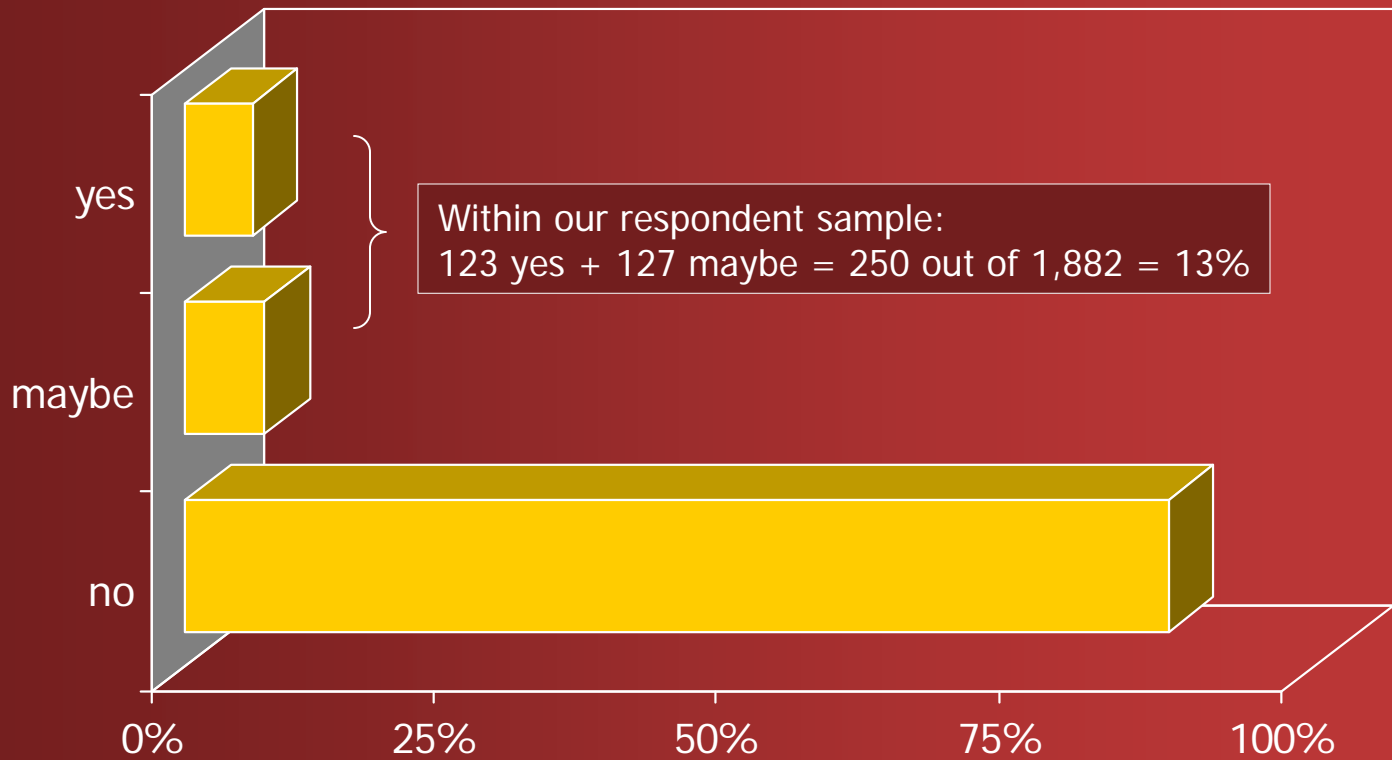
III

ASSEMBLED FINDINGS

[C] FINDINGS FOCUSED ON OUR ANTICIPATED JEWISH EDUCATIONAL NEEDS LOOKING AHEAD

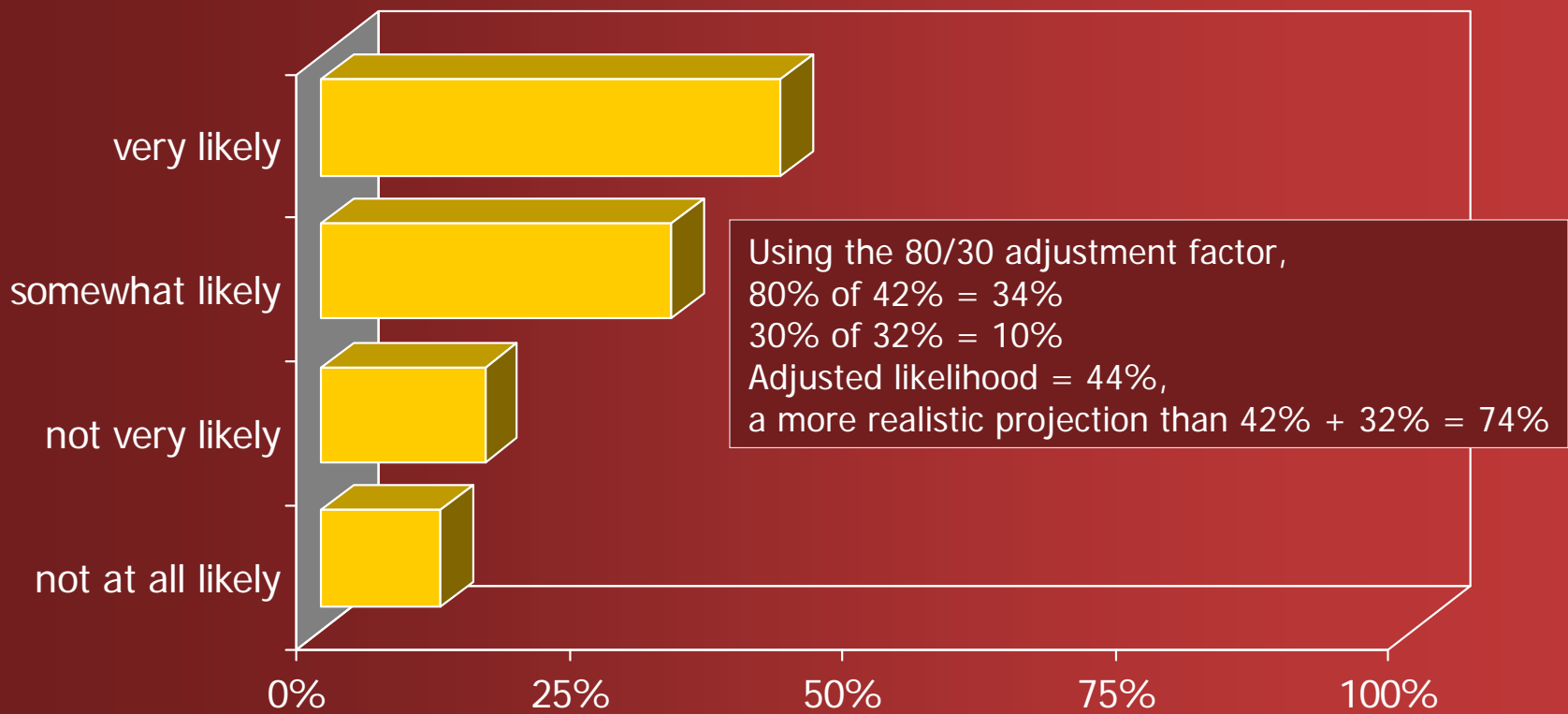
**“Looking ahead 5 years to your household’s future needs,
and therefore to our Jewish community’s future needs...”**

Q138a) Do you anticipate adding any children to your family during the upcoming 5 years?



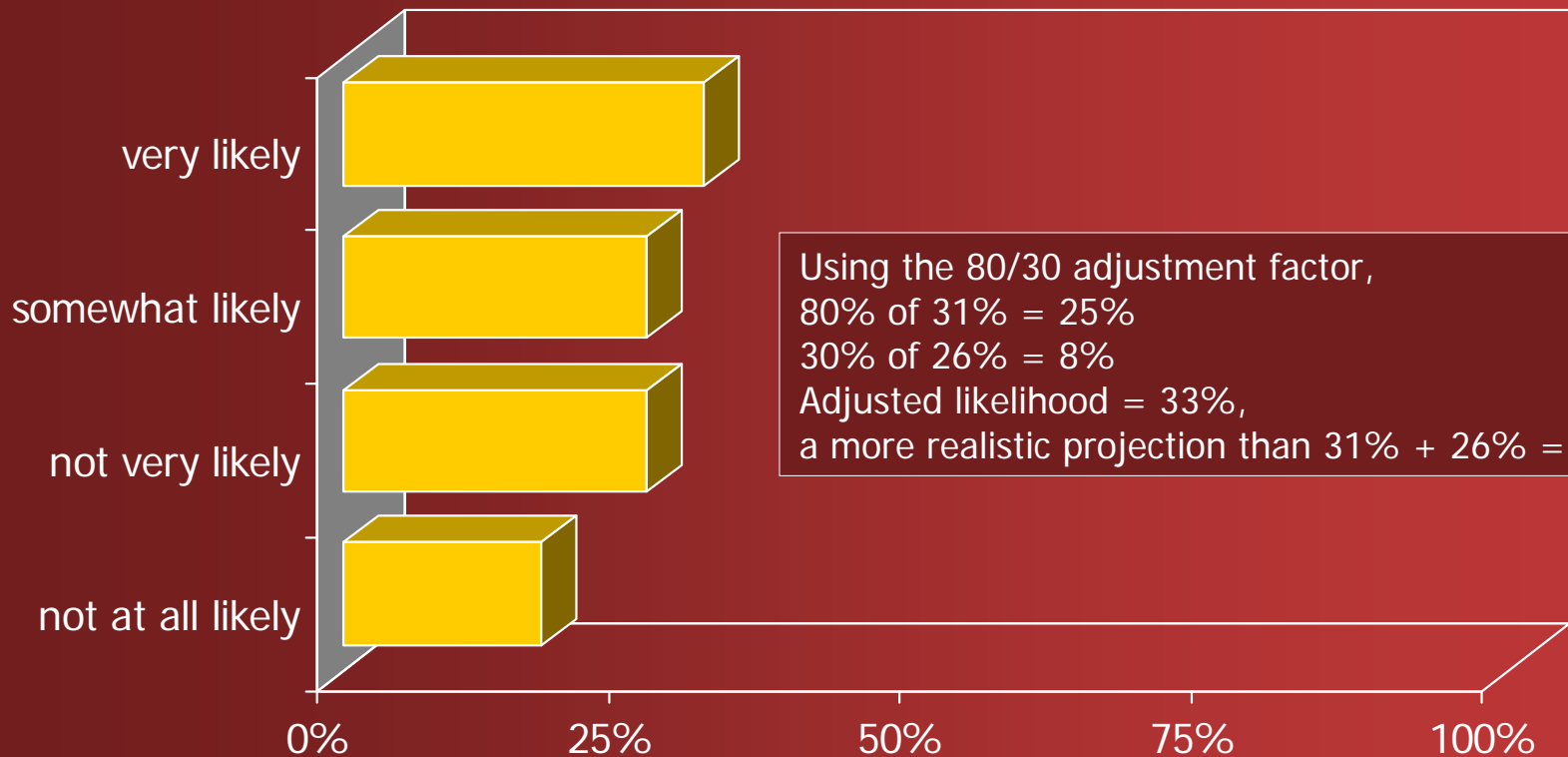
	no	maybe	yes
% response	87%	7%	6%

Q138b) How likely are you to want and need Jewish-sponsored child care and/or pre-school for those children?



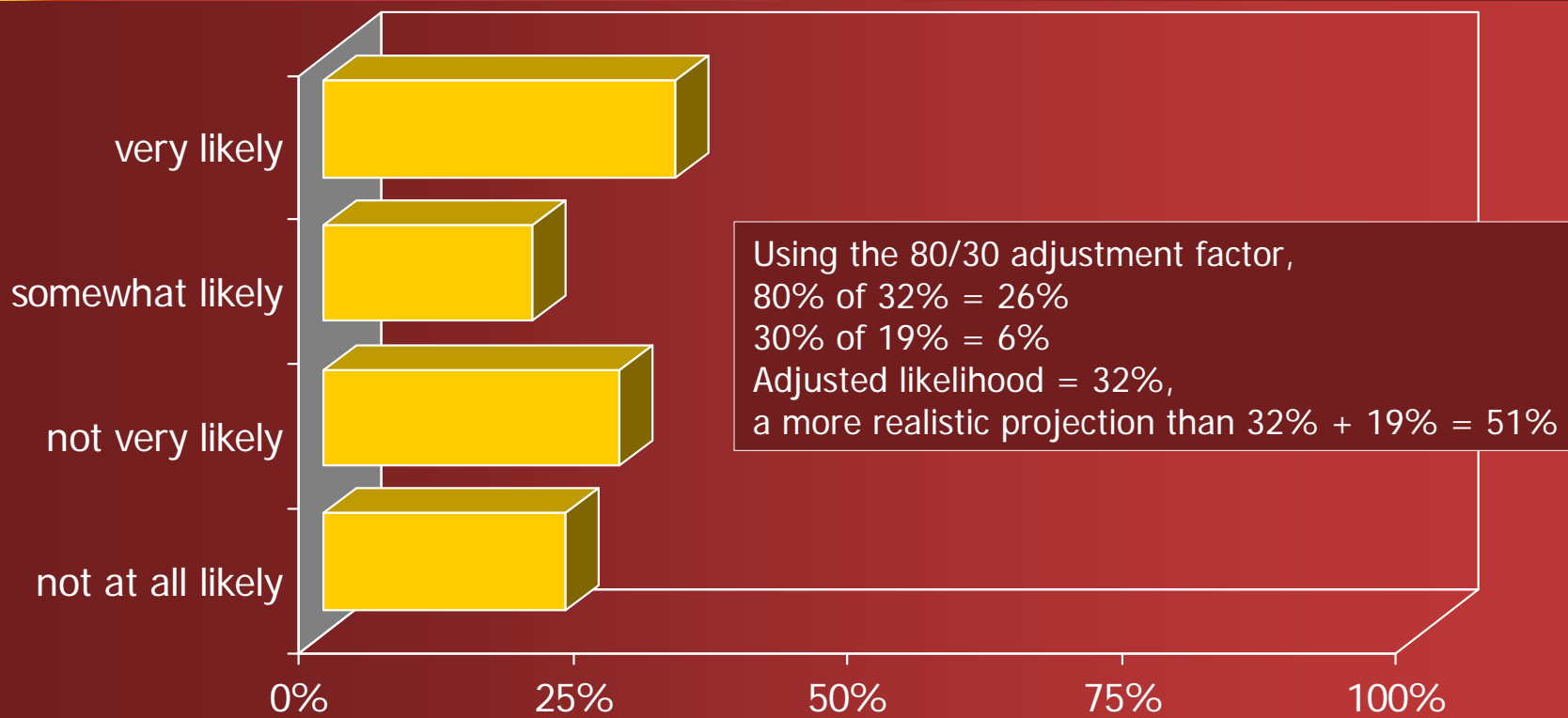
	not at all likely	not very likely	somewhat likely	very likely
% response	11%	15%	32%	42%

Q138c) How likely are you to want and need an all-day Jewish-sponsored kindergarten?



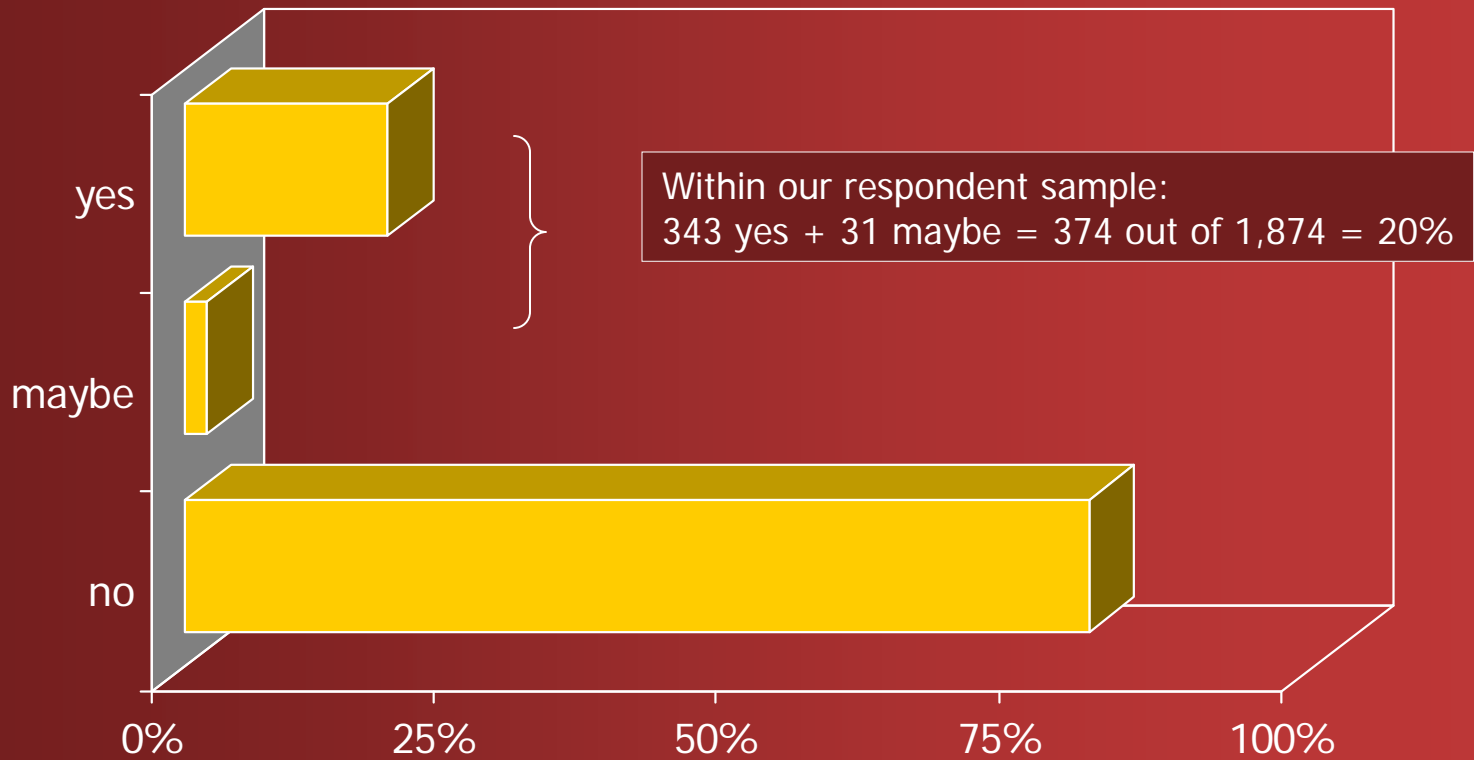
	not at all likely	not very likely	somewhat likely	very likely
% response	17%	26%	26%	31%

Q138d) How likely are you to consider a Jewish day school for those children?



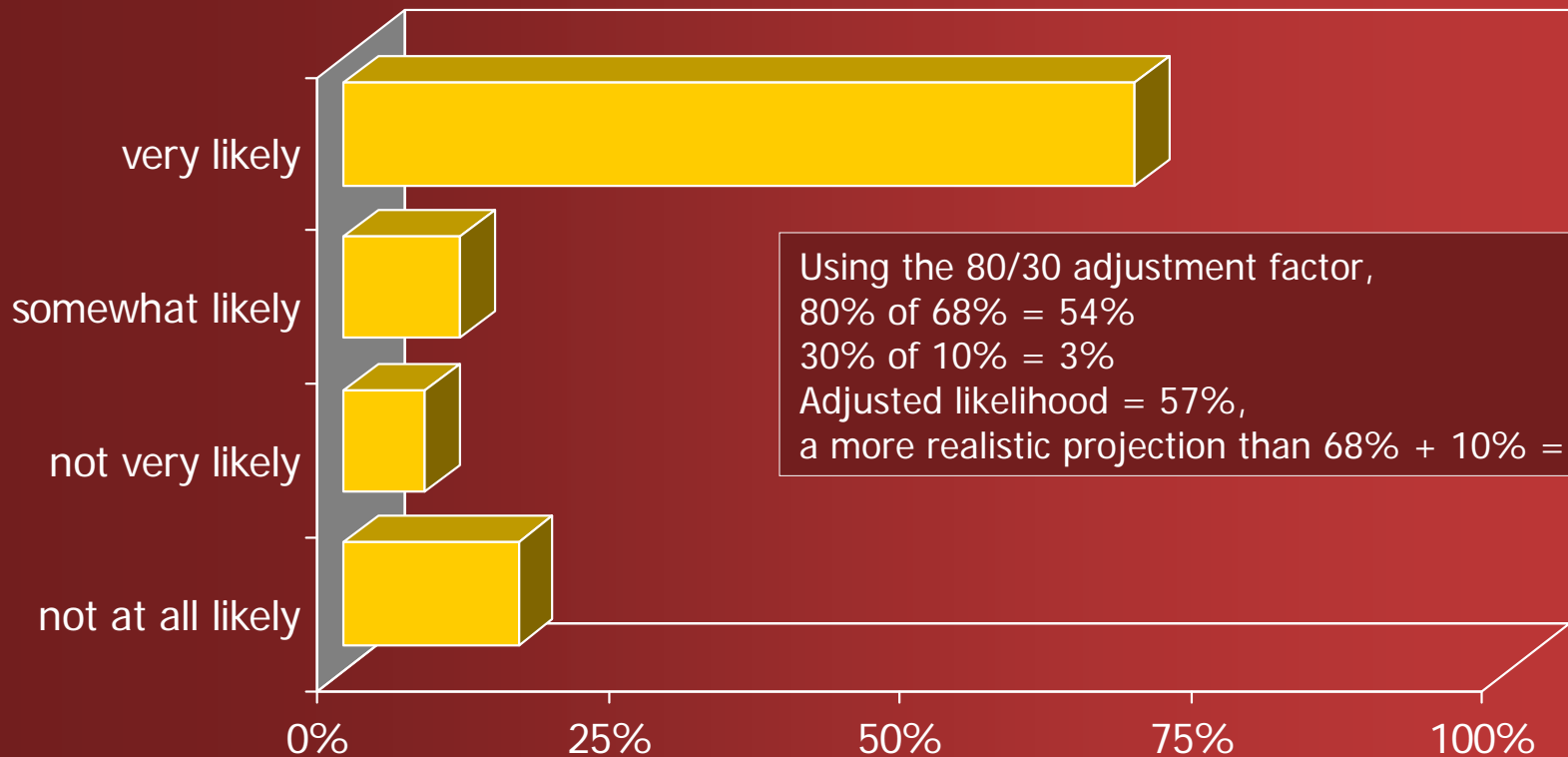
	not at all likely	not very likely	somewhat likely	very likely
% response	22%	27%	19%	32%

Q139a) During the coming 5 years, will your household have any children between the ages of 5 and 12?



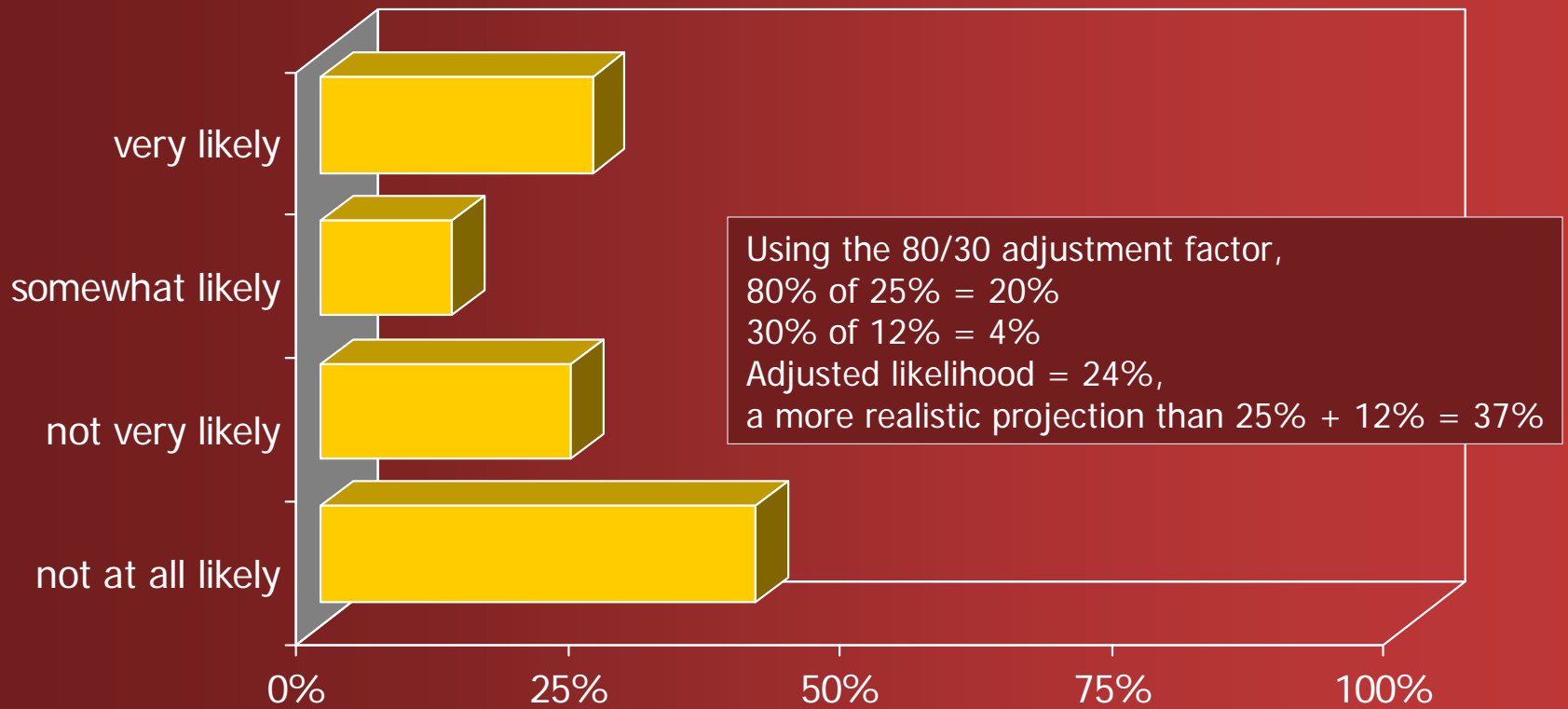
	no	maybe	yes
% response	80%	2%	18%

Q139b) How likely are they to be enrolled in a Hebrew School or Sunday School?



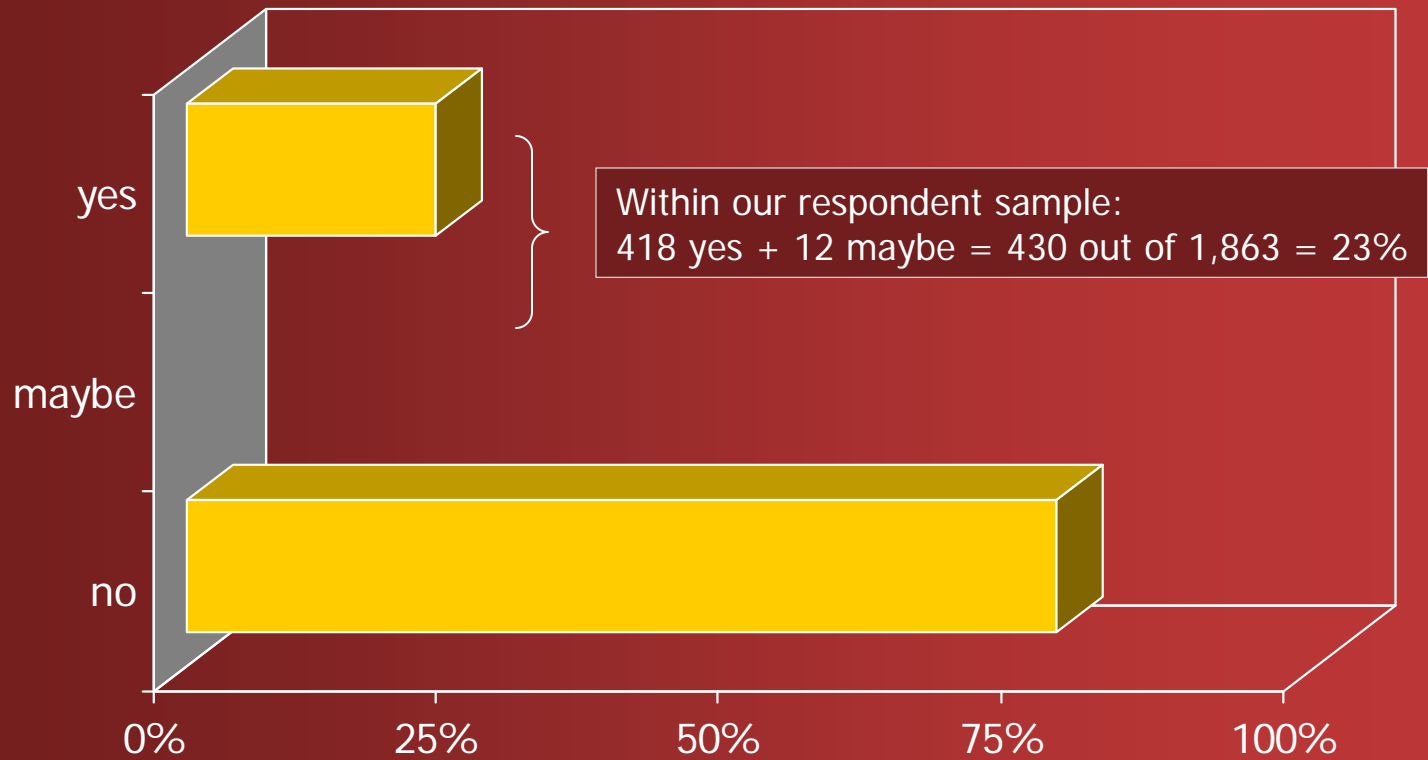
	not at all likely	not very likely	somewhat likely	very likely
% response	15%	7%	10%	68%

Q139c) How likely are you to consider a Jewish day school for those children?



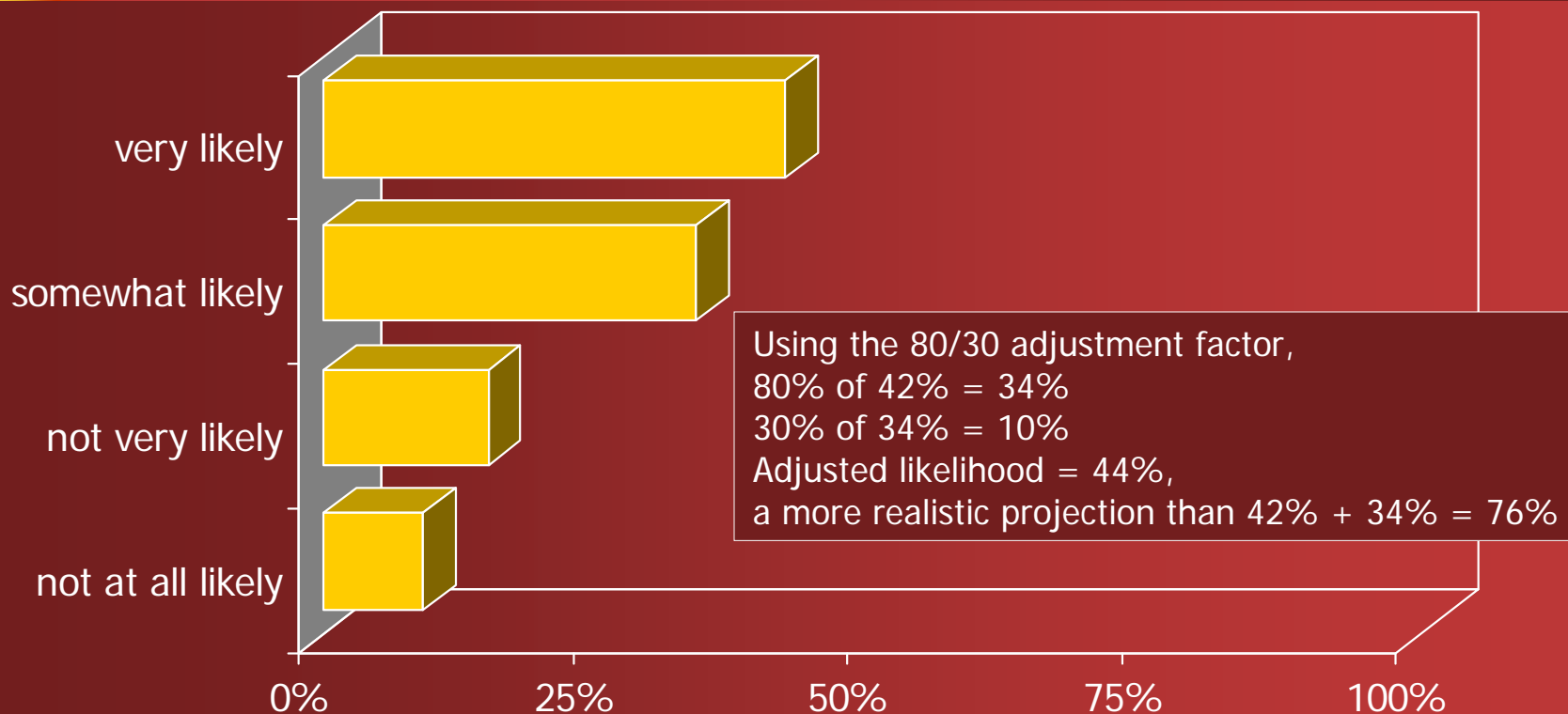
	not at all likely	not very likely	somewhat likely	very likely
% response	40%	23%	12%	25%

Q140a) During the coming 5 years, will your household have any teenagers between the ages of 13 and 19?



	no	maybe	yes
% response	77%	<1%	22%

Q140b) How likely are they to participate in teen-focused Jewish programming?



	not at all likely	not very likely	somewhat likely	very likely
% response	9%	15%	34%	42%

Concluding Observations

- This collection of key slides represents an array of insights related directly or indirectly to the issue of Jewish Education. While some of these slides echo or adapt findings presented in other report contexts [eg. “Our Children & Teens” or the community-wide key slide overview presentation] the current collection is assembled around the theme of the lifelong Jewish educational continuum, broadly defined, from pre-school onward.
- For background context, we started with current estimates in terms of how many of us there are within various age cohorts, and how educated we are as a community, with insight into our denominational profile, our synagogue affiliation, and our ritual observance practices.
- We next focused on our education-related values with respect to a thriving Jewish community, our education-related philanthropic values, and our collective perceptions of local educational agencies. We then profiled our collective Jewish educational experiences, and our perceptions of their value -- comparing our own experiences with those of our children.
- After exploring public-space Jewish educational offerings and their venues, we sought unmet Jewish educational needs, and tested the potential appeal of an all-day Jewish-sponsored kindergarten. We then focused specifically on the Hillel Community Day School and derived a hierarchy of motivating benefits / messaging for potential leverage and growth. Our focus then shifted to Jewish teens and the ongoing challenge of keeping them educationally engaged. Finally, we looked ahead at our anticipated Jewish educational needs, to help predict the directional demand contours of the years to come.
- We hope that those dedicated to our community's collective Jewish education – whether as provider and/or recipient – find the data contained in these findings informative and insightful.