
To Go or Not To Go

Perceptions of Jewish Day Schools
Among Non-Orthodox Parents in
Manhattan and Long Island

UJA Federation
of New York

December 2008



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Kislev 5769

In all we do, UJA-Federation strives to renew and strengthen the Jewish people. We seek to explore every possible avenue to enhance Jewish journeys. One such path, Jewish day school education, offers a significant opportunity to achieve our organizational mission. Study after study demonstrates that those who attend Jewish day schools as children report dramatically higher levels of Jewish connection, affiliation, identity, and philanthropy as adults than those with any other combination of educational experiences.

The benefits of day school education to the Jewish community are great, and we must employ a fresh approach in reaching out to engage new families in order to forge valuable and lasting partnerships with parents, children, and Jewish communal organizations. UJA-Federation of New York commissioned this research with the intent to better understand families in the New York Jewish community and their key influences in making educational choices. With this study, we plan to identify potential approaches to increasing day school enrollment and more effective marketing.

We hope the findings of this study will enrich the communal thinking, planning, and achievements of UJA-Federation, local agencies of Jewish education, day school associations, advocates of Jewish day school education, and individual schools to improve existing efforts, develop new approaches to recruitment and marketing, and replace unhelpful perceptions with positive associations. The true test of the study's effectiveness will be the extent to which information provided herein will enhance our collective agenda and put into effect a series of recommendations emanating from this report.

There are many people who have helped create this report, and we thank them for their commitment. In particular, we extend our gratitude to Jennifer Rosenberg, UJA-Federation's research director, for her dedication, enthusiasm, and wisdom at each step of the process. We expect this publication to generate substantial discussion, and we encourage your feedback. Please join us in renewing and strengthening the New York Jewish community.

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ACKNOWLEDGEMENTS

We wish to recognize and thank the research team at Insight Research Group, whose diverse and talented team approached this project with great seriousness, professionalism, and clarity.

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Special appreciation must also be given to our Advisory Committee members, who brought tremendous passion and commitment as well as direct expertise from a variety of perspectives to shaping this project and reflecting on all the questions that came up along the way.

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PREFACE

This study is a market survey that investigates the willingness of Jewish non-Orthodox parents in Manhattan and on Long Island to send their children to Jewish day school. It seeks to understand the psychological and social factors that influence parents' decisions. Choice of schools is a complex issue reflecting people's emotions, aspirations, and values; the options available to them; and their perceptions and misperceptions of these options. Though at times the presented opinions of respondents may seem troubling, it is imperative that we recognize the impressions held by segments of the community and the insight this study offers.

The responses captured by the market survey are intended to complement the quantitative data relating to Jewish day schools already in existence. It is our hope that the opinions and perceptions expressed by survey participants will shed light on the existing information while providing perspective as we move forward in the development of innovative and thoughtful ways to attract new families to the Jewish day school community.

UJA-Federation has organized a series of communal conversations to provide a forum for Jewish day school advocates, administrators, teachers, and Jewish community leaders to collaborate, discuss, and begin to address the provoking and challenging content of this study. We encourage you to engage your immediate community in similar dialogue, with additional copies of the report provided on request. This report identifies challenges as well as exciting opportunities, and we hope the knowledge gained through our research, our sponsored events, and your own community-led conversations enable us together to grow and strengthen Jewish community and identity.

EXECUTIVE SUMMARY

To Go or Not To Go:

Perceptions of Jewish Day Schools Among Non-Orthodox Parents in Manhattan and Long Island

Introduction

Jewish day schools seek to provide high-quality education in both Jewish and general studies so their students will succeed academically and socially in American society while having a solid grounding in Jewish text, values, and tradition. Research has shown Jewish day school education has a very positive, measurable impact on Jewish identity over both the short and long term, more so than other avenues of formal and informal Jewish education. There is a strong belief that increasing enrollment in day school education will strengthen the American Jewish community. Manhattan and Long Island were chosen for this study as each location provides an accurate cross-section of urban and suburban living, respectively, allowing the resultant findings to be ably applied in similar communities.

The New York metropolitan area has the highest Jewish day school enrollment rates in the country, with approximately 50 percent of all school-age Jewish children enrolled. As the Orthodox community continues to dominate the makeup of Jewish day schools and yeshivot, many non-Orthodox parents approach day school education with skepticism and great reservation. Across the eight-county New York area, 97 percent of Jewish children ages 6 to 17 in Orthodox households currently attend or previously attended day school, while the corresponding number for Conservative households is 25 percent; Reform, 8 percent; nondenominational, 20 percent; and secular, 17 percent.¹ Although there was a significant increase in the number of non-Orthodox schools and their enrollment in the 1980s and 1990s, these numbers appear to have leveled off as we've crossed into the 21st century.²

Deciding which school to send your child is complicated and based on an assortment of factors. UJA-Federation's research examines the interplay of the various considerations employed by parents in deciding the educational trajectory of their children and identifies potential approaches for engagement of these unique and diverse markets. By geographically separating and sociologically segmenting the subject population, we are able to recognize segments that may be open to considering day school education for their children. The resultant recommendations will help us better understand these segments and develop more effective avenues for marketing and recruitment.

Methodology

Subjects in all phases of research identified themselves as Jewish, non-Orthodox or had a partner who identified as Jewish, non-Orthodox; had at least one child age 12 or younger who did not attend a Jewish day school; or were the primary or a decision maker

¹ UJA-Federation of New York, *Jewish Community Study of New York: 2002*, October 2004.

² *A Census of Jewish Day Schools in the United States 2003–2004*, Marvin Schick, Avi Chai Foundation 2005, and anecdotal reporting from schools within the UJA-Federation of New York catchment area.

regarding their children's education. A total of four focus groups were conducted in Manhattan and on Long Island, two in each locale. To validate and extend qualitative findings and identify segments, a 20-minute quantitative survey by phone and online with Jewish parents was conducted in Manhattan and in Long Island's Suffolk and Nassau counties. Target segments were then selected for both markets, and ethnographic interviews were conducted with these segments to extend quantitative findings, gain a more nuanced understanding of who they are, and ask follow-up questions not possible with the survey.

Findings: Manhattan

Three population segments were identified among the Manhattan Jewish, non-Orthodox community: **Sustainers**, **Explorers**, and **Peripherals**. **Sustainers** and **Explorers** were identified as target segments.

- **Sustainers** connect most strongly with cultural elements of Jewish life and also connect to Judaism on a religious level. Being Jewish is important for their kids, but not as a central aspect of their identity. Their primary focus is passing Judaism to their children. They care about the best schools and push their kids to excel and also want them to have fun and “experiences.” While academics are important, school has to be a place that their kids enjoy.
- **Explorers** connect strongly with cultural elements of Jewish life and Jewish religious behaviors and beliefs. Being Jewish is important for their kids and can be a central aspect of identity. While focused on passing Judaism to their children, they are also seeking Jewish growth for themselves. They want a good school, but are not overly competitive. Academics take precedent over “experiences,” and they are more comfortable at a school with people “like them.” They are the wealthiest segment.

Both Sustainers and Explorers are more likely to find Jewish day schools appealing and send their kids in the future. Additionally, Sustainers and Explorers are more likely to send or are already sending their children to private schools. The main barrier across segments is that Jewish day schools are too singularly focused on religion. Academic concerns and cost are also barriers for all segments.

Implications

- Explorers and Sustainers represent an opportunity for Jewish day schools.
- The primary challenge for Jewish day schools in Manhattan is an overall lack of awareness and that they are seen as too religious, too homogenous, and exclusionary. This perception of insularity leads to concerns that children won't be ready for the “real world.”
- Though they think of Jewish day schools as private schools, Manhattan parents are not confident the academic rigor of Jewish day schools is equal to that offered at other private schools.
- The goal for Jewish day schools in Manhattan is to be seen as more open while delivering on “good experiences” and a “great education.” They must emphasize and promote the academic and experiential elements parents are looking for in schools, especially after-school and arts programs. Jewish day schools need to meet Manhattan parents and students where they are, both Jewishly and academically.

- Explorers value homogeneity, while homogeneity causes concern for Sustainers. Championing economic diversity will help draw Sustainers.
- It is essential to differentiate between yeshivot and Jewish day schools as well as take a stance that is non-Orthodox — in other words, less overtly religious. Promoting cultural elements of Judaism would be advantageous.
- Perceptions of Jewish day schools are often based on loose associations and rarely based on actual experiences. Targeted communications could significantly impact perceptions and alter or revise parents' opinions.
- Manhattan parents tend to have less of a defined track in regard to their children's schooling and are thus more open to change.

Findings: Long Island

Four population segments were identified among the Long Island Jewish, non-Orthodox parents: **Progressives**, **Devotees**, **Laissez-Faires**, and **Detached Strivers**. **Devotees** were identified as the target segment in Long Island.

- **Devotees** connect strongly with religious and cultural elements of Judaism. Being Jewish is central to their and their children's identity. They value strong academics and place less value on a fun or engaging experience for their kids. They are not overly concerned about finding a feeder for competitive schools and are less interested in after-school activities.

Devotees find Jewish day schools most appealing and are also most likely to send their kids to Jewish day schools in the future. The main barriers across segments are cost and the belief that Jewish day schools are too singularly focused on religion. The perception of a religiously dominated curriculum also raises academic concerns among parents.

Implications

- There is some openness to Jewish day schools among Devotees, thus they represent an opportunity.
- Jewish day schools' primary challenge on Long Island is competition with the highly regarded public school system.
- In Long Island, to not send your kids to a local public school implies a disassociation with the local community. Therefore, it is essential for Jewish day schools to offer their own sense of community that is welcoming and familiar, while also creating opportunities for integration with local communities.
- Jewish day school awareness is very low, and they are not differentiated from yeshivot, which are viewed as ultra-religious. This reinforces perceptions of Jewish day schools as more Orthodox in orientation and not for people "like them." If Devotees associated Jewish day schools with less religiosity and more emphasis on cultural elements, they might be more inclined to explore them.
- Tailor the message of Jewish day schools to the Devotee.
 - They care a lot about school rankings for academic performance. If Jewish day schools are listed in these sources and are competitive, Devotees would be more likely to consider them.

- They use and trust their own social networks, including friends, neighbors, the Jewish community, and other parents, to find out information on schools. Devotees are less likely to use print or online resources for educational research. Teachers as well as parents can be great ambassadors for Jewish day schools to reach Devotees.

Conclusion

The perceived religiosity, scholastic singularity, and social structure of Jewish day schools are leading non-Orthodox parents to believe that, Jewishly and academically, day school education “isn’t for people like me.” These perceptions, often misconceptions combined with an overall lack of awareness, pose significant obstacles in engaging new families. In order to combat day school misconception and naïveté, school administrators, teachers, and parents must work together to serve as ambassadors in the community. Advocates and central agencies of Jewish education, synagogues, and Jewish early-childhood programs can function as marketing tools and catalysts for a more positive and open day school opinion among non-Orthodox Jewish families. By emphasizing cultural aspects of Judaism and coupling it with a diverse curriculum, day schools would better align themselves with Manhattan and Long Island parents both Jewishly and academically. Additionally, it is important to acknowledge the desire of parents for day schools to function at the religious and scholastic levels with which they are comfortable, rather than feeling obliged to conform to the corresponding levels of day schools. In learning from this study, we are able to better understand what is important to Jewish parents, how they make educational decisions for their children, the standing in which they hold day school education, and methods that can be employed to increase awareness, improve standing, raise enrollment, and strengthen the Jewish community.

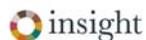


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in
Long Island and Manhattan

December 2008

Principle Researcher: Insight Research Group



Report Roadmap: Manhattan vs. Long Island Landscape

Though non-Orthodox Jewish parents in Manhattan and on Long Island are most strongly connected to cultural aspects of Judaism and have a strong sense of Jewish identity for themselves and their children, parents in Manhattan are less religiously involved than those on Long Island. Parents in both locations have a negative reaction to anything too religious or Orthodox.

Non-Orthodox parents in Manhattan are more likely to actively research school options, need to change schools in the future, and be more receptive to Jewish day schools and private schools in general. Parents on Long Island think very highly of local public schools so they are far less likely to research options, change schools, or be receptive to any private schools, including Jewish day schools.





Report Roadmap: Manhattan

Two key Manhattan segments were identified as target segments, and they differ most significantly on the motives for why they re-engage Jewish behaviors after having children – whether they do it for their kids (Sustainers), or for their kids and to further their own “growth” (Explorers).

Jewish day schools in Manhattan compete with both private and public schools. Major barriers to Jewish day school enrollment in Manhattan for these segments are an overall lack of awareness of Jewish day schools, perceived insularity (overly religious and too homogeneous), and perceptions about the quality of academic and experiential elements.

Jewish day school’s primary challenge with these segments is changing perceptions of being too insular and religious. To best speak to Sustainers and Explorers, Jewish day schools need to become more open and meet parents where they are in terms of their level of Jewishness and school criteria.

To improve parents’ perceptions of Jewish day schools and increase enrollment:

- Positioning: Meet them at their level of Jewishness (for example, more “Reform”); prepare kids for the real world and not just Jewish life.
- Communication: Raise overall awareness; use teachers as ambassadors; have a website that conveys new positioning (“we are modern and current; we have top-notch academics”).
- Curriculum: Stronger emphasis on cultural elements of Judaism; academic rigor that is competitive with the best in the city; arts and music programs; no sacrifice in quality due to split curriculum.



Report Roadmap: Long Island

One key Long Island segment (Devotees) was identified as a target segment among non-Orthodox Jewish families. This segment is the wealthiest and most religiously involved, and has similar motives to the Explorers in Manhattan for re-engaging in Jewish behaviors after having children, and why they might send their kids to Jewish day schools. This segment is motivated both for their kids’ benefit and to further their own “growth.”

Jewish day schools on Long Island compete almost exclusively with public schools. Therefore, the overriding barrier to Jewish day schools on Long Island is cost. Secondary barriers include lack of awareness, uncertainty about the academic rigor of Jewish day schools, and perceptions that Jewish day schools are too religious and don’t match parents’ level of Jewishness.

To improve parents’ perceptions of Jewish day schools and increase enrollment:

For these parents who are more culturally identified overall, public schools may be a very difficult barrier for Jewish day schools to overcome. Slight opportunities exist to increase enrollment of children from non-Orthodox Jewish families by increasing Jewish day school awareness on Long Island, tailoring programming and communications to meet Devotees where they are in their level of Jewishness, differentiating from yeshivas, championing academics and school rankings, and offering a community to belong to, as they may feel left out from other parents in the neighborhood.

Summary of Findings for Manhattan and Long Island

	Manhattan		Long Island
	Sustainers	Explorers	Devotees
Key segments	Sustainers	Explorers	Devotees
How segments relate to being Jewish	Connect culturally and somewhat religiously	Connect culturally, but are more religiously connected than Sustainers	Connect strongly to both religious and cultural aspects
Motives for returning to Jewish behaviors and practices	To pass on Jewishness to kids	To pass on Jewishness to kids and for own "growth"	To pass on Jewishness to kids and for own "growth"
Educational needs	Academics and experiential elements	More academics than experiential elements	More academics than experiential elements
Competitive set	Private and public schools	Private and public schools	Public schools and, for a very small minority, private schools
Major barriers to Jewish day schools	Perceived insularity and lack of cultural emphasis, lack of awareness, religiosity, homogeneity	Perceived insularity and lack of cultural emphasis, lack of awareness, exclusionary aura, religiosity	Local public schools, lack of awareness, exclusionary aura, religiosity, lack of cultural emphasis
Willingness or intention to send kids to Jewish day schools	Moderately high	Moderately high	Moderately low

Summary of Key Recommendations

	Manhattan		Long Island
	Sustainers	Explorers	Devotees
Key segments	Sustainers	Explorers	Devotees
Communications	Raising awareness, modern and current, diverse in terms of denomination and economic status, ranked competitively, top-notch academics	Raising awareness, modern and current, diverse in terms of denomination, students will be "like them," ranked competitively, top-notch academics	Raising awareness, using social networks and neighborhoods, ranked competitively, top-notch academics
Positioning	Meeting them where they are in level of Jewishness, will prepare kids for "real life" and not just Jewish life	Meeting them where they are in level of Jewishness, will prepare kids for "real life" and not just Jewish life	Balance of religion and culture, clear differentiation from yeshivas, more Conservative in style and feel but not too religious
Curriculum	Academic rigor, emphasis on cultural elements of Judaism, choice regarding religious elements, art and music programs, no sacrifice in split curriculum	Academic rigor, emphasis on cultural elements of Judaism, choice regarding religious elements, no sacrifice in split curriculum	Academic rigor, equal or better to public schools, emphasis on cultural elements of Judaism, no sacrifice in split curriculum
School environment	Clean and bright, modern facilities, qualified teachers, welcoming to Jews with different backgrounds, opportunities to socialize with like-minded parents	Clean and bright, modern facilities, qualified teachers, welcoming to Jews with different backgrounds, opportunities to socialize with like-minded parents	Sense of community, qualified teachers, welcoming to Jews of different backgrounds, integration with local communities to become a known option



Objectives and Methodology



Background and Objectives

What are the drivers for and barriers to choosing Jewish day schools among non-Orthodox Jewish families living in two significant but culturally distinct parts of the New York area – Manhattan and Long Island?

Research was developed to help identify and profile target consumers:

- Who they are, psychographically and demographically
- Their educational, emotional, social, and practical needs – in other words, what would encourage them to choose Jewish day schools?
- Perceived barriers to choosing Jewish day schools
- Ways to overcome the barriers among key segments
- Messaging and channels through which to reach them

Research will inform:

- A targeted marketing strategy
- Messaging and communications for all target audiences

Methodology

1. Focus Groups

Insight conducted a total of four focus groups in Manhattan and Long Island. Respondents were broken out as follows:

Respondent	Manhattan	Long Island	TOTAL
More Jewishly Involved	1 group; n = 6-8	1 group; n = 6-8	2 groups; n = 12-16
Less Jewishly Involved	1 group; n = 6-8	1 group; n = 6-8	2 groups; n = 12-16
TOTAL	2 groups; n = 12-16	2 groups; n = 12-16	4 groups; n = 24-32

2. Quantitative Survey and Segmentation Analysis

To validate and extend qualitative findings and identify segments, a 20-minute quantitative survey was conducted by phone and online with Jewish parents in Manhattan and in Long Island's Suffolk and Nassau counties.

All respondents:

Recruitment	Manhattan	Long Island
Phone	175	149
Online	148	252
TOTAL	323	401

- Identified as Jewish (non-Orthodox) or had a partner who identified as Jewish (non-Orthodox)
- Had at least one child age 12 or younger who did not attend a Jewish day school
- Were the primary or a decision maker regarding their children's education

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Methodology

3. Ethnographic Interviews

- Target segments were selected for both markets, and ethnographic interviews were conducted with these segments to extend quantitative findings, gain a more nuanced understanding of who they are, and ask follow-up questions that were not possible with the survey.

A total of 12 ethnographic interviews were conducted in Manhattan and Long Island. Interviews were broken out as follows:

Location	Sustainers	Explorers	Traditionalists	Totals
Manhattan	4	4	0	8
Long Island	0	0	4	4
TOTAL	4	4	4	12

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Quantitative Survey Methodology in Detail

We employed a mixed methodology approach for recruitment (phone and online).

The following sources provided a quantitative sample for the study:

- Phone (lists, mainly from Survey Sampling International, targeted on combinations of income, religion, and age of children)
 - 175 completes in Manhattan; 149 completes in Long Island
- Online panels (based on the general population – in other words, with no inherent bias towards respondents with a higher affiliation with the Jewish community)
 - 90 completes in Manhattan; 252 completes in Long Island
- Online recruiting through Insight's network of contacts
 - 58 completes in Manhattan

To ensure that there was no systematic impact on the data by using the mixed sample method, we compared the data on key demographic variables.

Overall, no bias was found (the below numbers are for Manhattan – the pattern was similar for Long Island):

- On income, 75% of the phone sample and 68% of the online sample make \$140K or more.
- On education level, 70% of the phone respondents have a graduate degree, compared to 62% of the online sample.
- On the Jewish denomination, 24% of the phone sample are Conservative, compared to 32% of the online sample; and 48% of the phone sample are Reform, compared to 46% of the online sample.

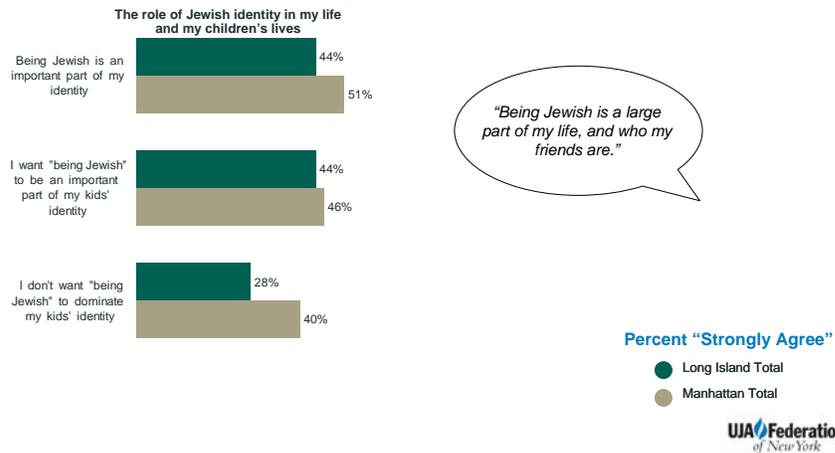
The one area in which we did find a skew across the sample sources was gender, where the male/female split was about 35%/65%.

We adjusted this by weighting the entire sample to 50%/50% on gender

Relationship to Being Jewish in Manhattan and Long Island

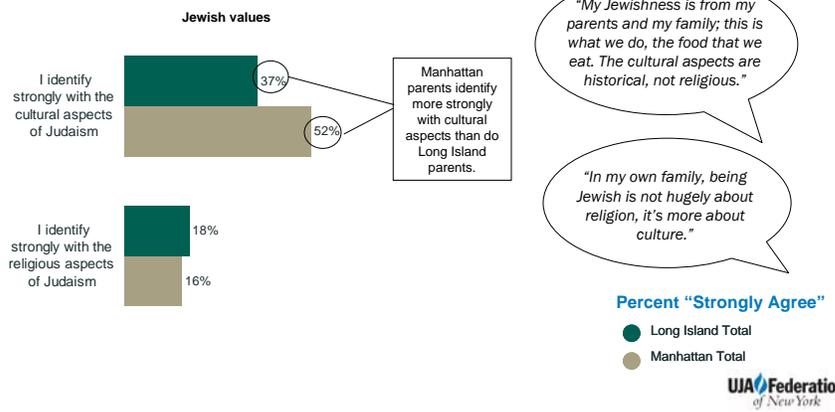
For many parents, being Jewish is an important part of who they are and who they want their kids to be.

In both Manhattan and Long Island, Jewish identity is strong and considered an important legacy to pass on to the next generation.



Parents connect most strongly with the cultural aspects of being Jewish.

While findings suggest that non-Orthodox parents in both Manhattan and Long Island identify more with the cultural aspects than the religious aspects of Judaism, this is especially true for parents in Manhattan.



While parents relate more to Jewish culture, they do engage in traditionally “religious behaviors.”

Parents likely engage in religious behaviors as a way to infuse their kids' lives and own lives with Jewish identity and community.

- 54% of respondents in Long Island and Manhattan belong to a synagogue.
- 24% of respondents in Manhattan and 20% of respondents on Long Island have Shabbat dinner on Friday nights, which may allow them to combine community involvement with rituals at home to further imbue their kids with Jewish identity.
- 46% of respondents in Long Island and 40% of respondents in Manhattan send their kids to Hebrew school.

“My kids sometimes complain about being involved, but they really seem to enjoy the flavor of what happens.”

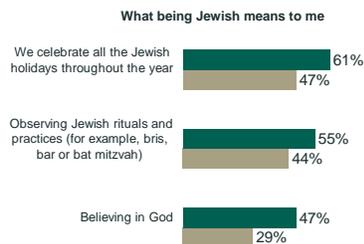
“We do Friday night Kiddush and sometimes go to temple.”

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Parents on Long Island are more religiously involved than Manhattan parents

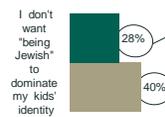
Long Island parents are more likely to observe Jewish rituals and practices, as they feel that they are more salient components of what it means to be Jewish for them.

As they are more connected to the religious aspects, Long Island parents were also more likely to feel that a belief in God is a component of what being Jewish means to them.



Jewish values

I don't want "being Jewish" to dominate my kids' identity



Parents on Long Island are more comfortable with Jewish identity playing a larger role in their kids' overall identity.

Manhattan parents are more sensitive to the role that Jewish identity plays in their kids' overall identity.

“It's very important to me to impart Jewishness to my kids, but not in a heavy way.”

Percent “Strongly Agree”

- Long Island Total
- Manhattan Total

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Relationship to Educational Choices in Manhattan and Long Island

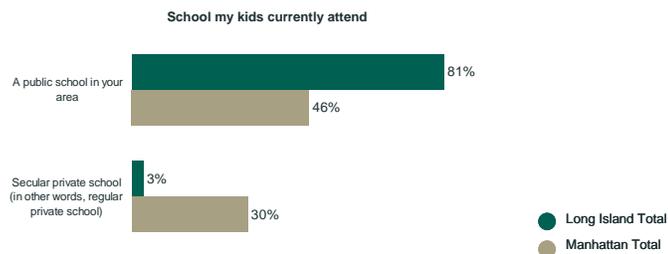
Long Island parents' educational choices are defined by public schools, while Manhattan parents are more open to private schools.

The Long Island public school system is highly regarded.

- Many parents in the Long Island focus groups reported moving to Long Island for the schools.

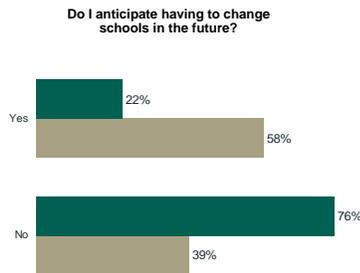
In contrast, Manhattan parents feel less confident about the quality of Manhattan public schools and, as a result, are more likely to send their kids to private schools.

"We moved out here from Manhattan for school reasons. We moved to Long Island to get better school options."



Manhattan parents are more likely than Long Island parents to anticipate having to change schools.

Parents in Manhattan do not have as defined an educational track for their kids as parents on Long Island do. As a result, they are more likely to expect changes in their child's education and schooling.



"Some schools in the city are better for younger ages than for older kids, and you have to re-evaluate your choices as your kids get older."

"I don't know where to send Joshua; he's fine where he is now, but next year needs a new school."

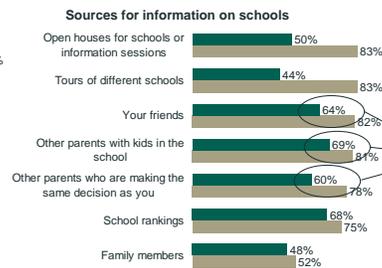
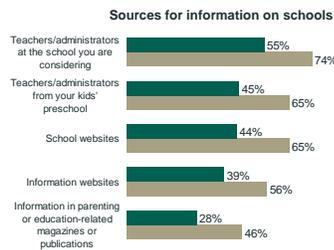
● Long Island Total
● Manhattan Total

UJA Federation of New York

Parents in Manhattan do more research on schools overall when they are making educational choices.

While school rankings are important to parents in both locations, Manhattan parents are more likely than Long Island parents to use a wider range of resources to find out information on schools.

- They are most likely to use teachers and administrators, open houses, school tours, and school websites when researching options.



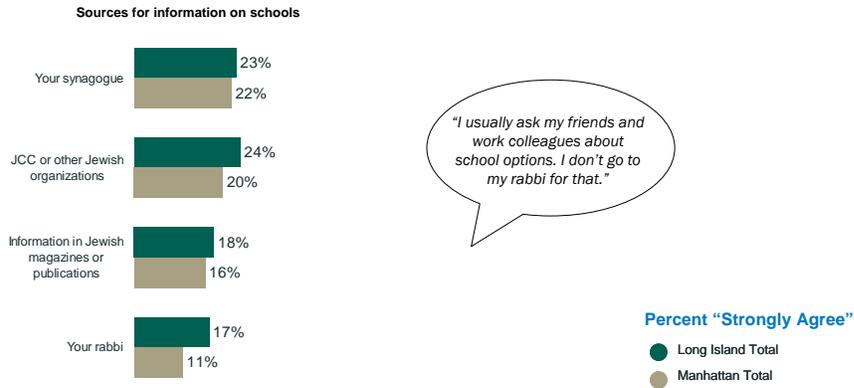
Long Island parents are most likely to rely on social and community sources when researching schools.

● Long Island Total
● Manhattan Total

UJA Federation of New York

Jewish informational sources are not commonly used by parents to obtain information or evaluate schools.

While parents do not regularly turn to these sources when researching school options, Long Island parents who are more religiously connected are more likely than Manhattan parents to do so.



UJA Federation of New York

Awareness of Jewish day schools is low for both Long Island and Manhattan parents.

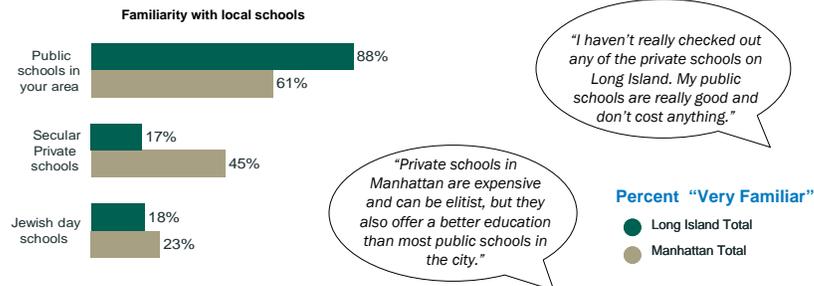
Perhaps partially because of the low usage of Jewish informational sources in school research, awareness of Jewish day schools is low in both Long Island and Manhattan.

Long Island parents are most aware of public schools.

- As we heard in the focus groups, parents on Long Island do not know a lot about private-school options as they believe the public schools are first-rate.

Manhattan parents are far more aware of secular private schools.

- Manhattan parents are more familiar with private schools as the quality of their local public schools is less assured; they are therefore more likely to consider private schools as an option.



UJA Federation of New York

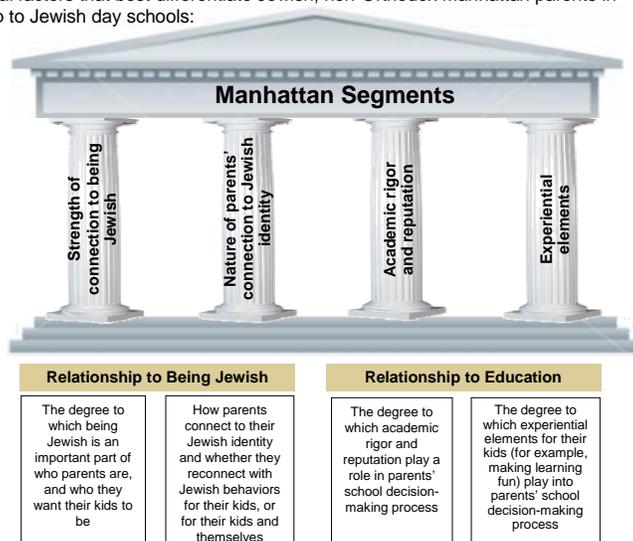


Getting to Know the Manhattan Segments



Factors That Help Us Understand the Manhattan Segments

There are several factors that best differentiate Jewish, non-Orthodox Manhattan parents in their relationship to Jewish day schools:



Segment Descriptions

Sustainers (22% of Sample)

Sustainers are parents who re-engage in Jewish behaviors and practices after they have fallen off when they have a child, primarily for the child's benefit. They then sustain the level of behaviors they engaged in when young but do not get more involved. They value being Jewish and want their kids to feel the same. They connect most strongly through Jewish culture, but are also involved in religious behaviors. They care about the best schools and push their kids to excel, but also want them to have fun and "experiences." While academics are important, school has to be a place that their kids enjoy going to. Sustainers feel positively about Jewish day school and would consider it for their kids as they perceive it to have quality academics. However, they don't currently send their kids there since Jewish day schools are too focused on religion for their comfort.

Explorers (40% of Sample)

Explorers re-engage Jewish behaviors and practices after they have fallen off when they have a child, for their benefit in addition to the child's. They then reach the level of behaviors that they engaged in when young, and seek out even more. Being Jewish plays a very strong role in the lives of Explorers. They connect strongly through Jewish culture, are involved in religious activities and behaviors, and feel that being Jewish should be a major part of their kids' lives. They want a good school, but are not overly competitive. Academics are more important than "experiences." Explorers are more comfortable with a school with people "like them." They feel somewhat positive toward Jewish day schools, but do not send their kids there as they question the academic rigor and feel there is too strong a focus on religion for their comfort.

Peripherals (38% of Sample)

Peripherals connect to being Jewish on a more surface level. It is not a strong part of who they are or who they want their kids to be. They may or may not want to pass Jewishness to their kids. They are more likely to connect to the cultural elements of being Jewish than engage in religious behaviors. Peripherals are most concerned that a school is a place their kids would enjoy. Overall, Peripherals do not feel positively toward Jewish day schools and do not send their kids there as they are way too religious for who they are and how they live their lives.

Meet a Sustainer

Rebecca is a 39-year-old woman who lives with her husband on the Upper West Side. She has a very artistic *ketubah* displayed in her apartment. She works in sales. Rebecca is not planning on moving out of the city any time soon. Rebecca and her husband have two girls, 2.5 and 5 years old. She feels that it is important to expose them to Jewish culture and experiences. She used to be more involved in Jewish practices but stopped as an adult. Teaching her girls Jewish songs and hearing them sing them brings her joy. She currently belongs to a local temple that she joined after having her first child, and the girls are involved in programs there.

Being Jewish is one of the most important aspects of who she is. She identifies as Reform and is a little leery of more religious denominations, especially Orthodox. Rebecca is comfortable with the level of Jewishness in her life, but would be okay with a little more. She currently celebrates the most popular Jewish holidays and enjoys the family traditions associated with them. She prizes creativity, the arts, and music and reads tarot cards as a hobby. She leads a very busy life and is involved in a lot of different activities.

She sends one of her daughters to a co-op preschool and really loves being involved in the learning process. She is not very familiar with Jewish day schools, but she has a neighbor who is Orthodox and has spoken with her about Jewish day schools. She is somewhat open to the idea of Jewish day schools but she's cost sensitive and associates it with more stringent religious levels that don't match hers. To her, diversity is less about ethnicity and more about experiences and exposure to creative things. She is a firm believer in the track kids need to get on early in order to get into the best colleges and have successful careers. She does not believe that a school needs to have people of different ethnic backgrounds, but she does not insist on everyone being the same.



Meet an Explorer

Jennifer is a 29-year-old woman who lives with her husband on the Upper East Side. She has her *ketubah* and some Jewish artwork prominently featured in her apartment. She works from home as a recruiter, but has scaled back on work since having a child. Her husband is a bonds trader. They have a 14-month-old boy, and teaching him about being Jewish and exposing him to Jewish culture are primary goals for Jennifer and her husband.

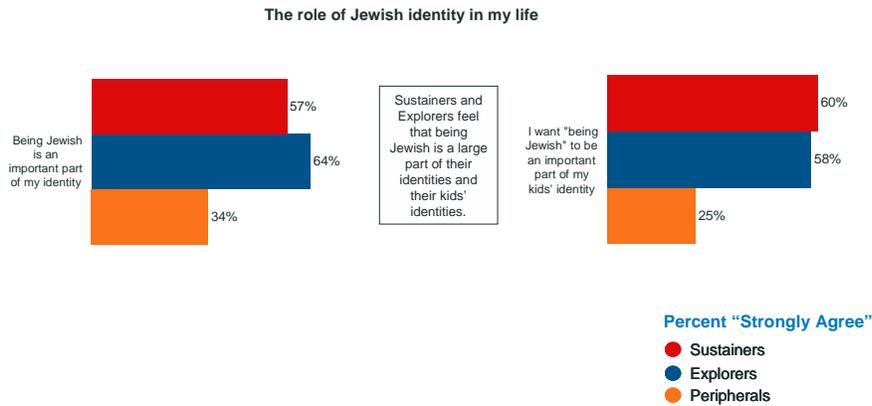
Being Jewish is a big part of who she is. She identifies as between Reform and Conservative, but she is not turned off by more religious denominations, with the exception of Orthodox, which she feels is judgmental and not welcoming. She used to be more involved when she was younger and now wants being Jewish to be a more active part of her life. She is planning on joining a temple when her son gets a little older. She currently celebrates most of the major Jewish holidays and associates strong familial warmth and tradition with these holidays.

She is somewhat open to Jewish day schools and has thought about it as a future option. She thinks Jewish day schools could be a vehicle for both she and her son to become more involved and informed. She had friends growing up who had positive experiences at Jewish day schools, so she really does not associate many trade-offs with them. She is more comfortable with a homogenous student body that is white and Jewish. If she did not send her son to Jewish day school, she would send him to a private school and use a Reform Hebrew school to infuse Judaism.



Relationship to Judaism

Segments differ by how strongly they identify with being Jewish and how much they want to infuse Jewishness in their kids' identity.



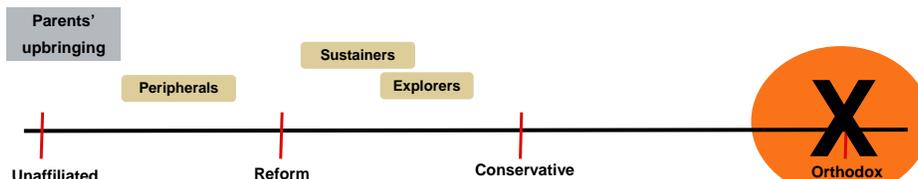
Q24. The following questions may reflect how you may be raising your kids and the kinds of values you are trying to teach them.

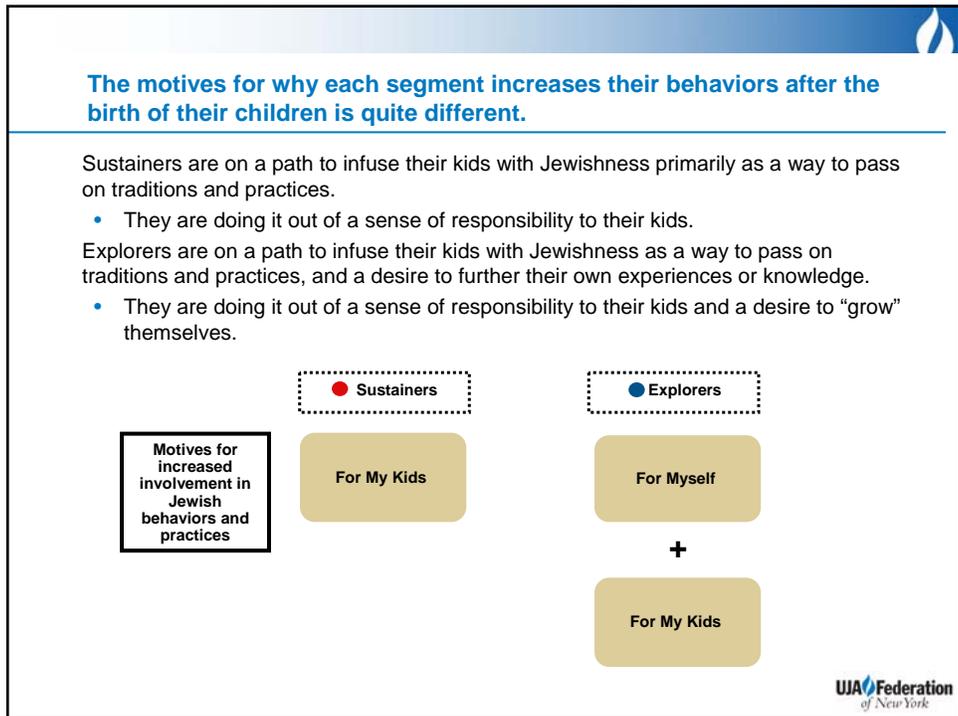
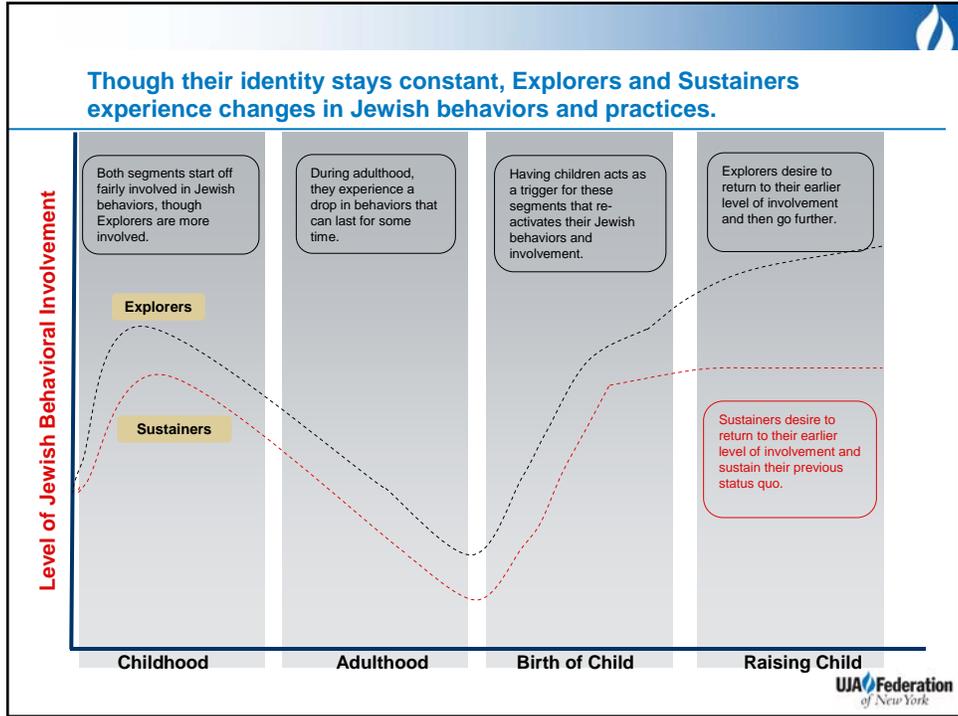


Sustainers and Explorers have strong reactions to Orthodox Judaism.

Most Sustainers and Explorers were raised Reform or Conservative and have strong reactions to Orthodox Judaism and all that it stands for.

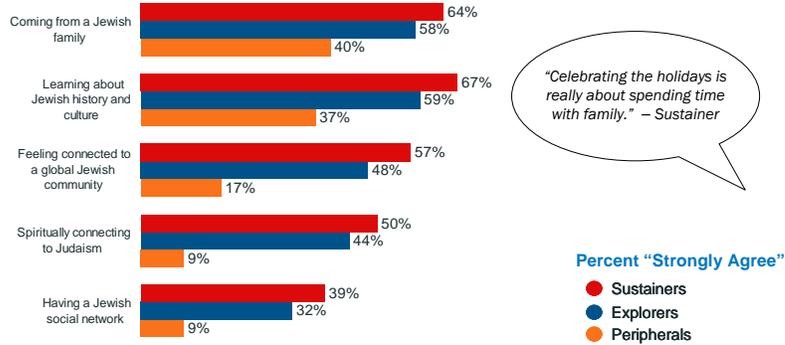
- Both segments tend to feel uncomfortable with anything Orthodox as they perceive it to mean unbending, exclusionary, and judgmental.
- They don't see themselves this way, and see a large distance between their notions of Judaism and being Orthodox.





Sustainers and Explorers connect most strongly to the cultural elements of being Jewish.

What being Jewish means to me

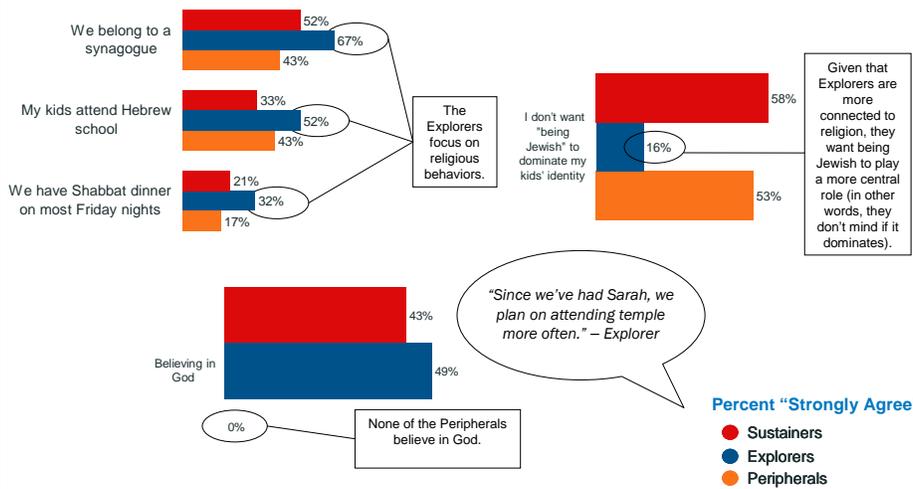


"Celebrating the holidays is really about spending time with family." – Sustainer

Q26. Please think about what being Jewish means to you personally.



Explorers are most connected to religious behaviors and beliefs; this connection is magnified when they have kids.



The Explorers focus on religious behaviors.

I don't want "being Jewish" to dominate my kids' identity

Given that Explorers are more connected to religion, they want being Jewish to play a more central role (in other words, they don't mind if it dominates).

"Since we've had Sarah, we plan on attending temple more often." – Explorer

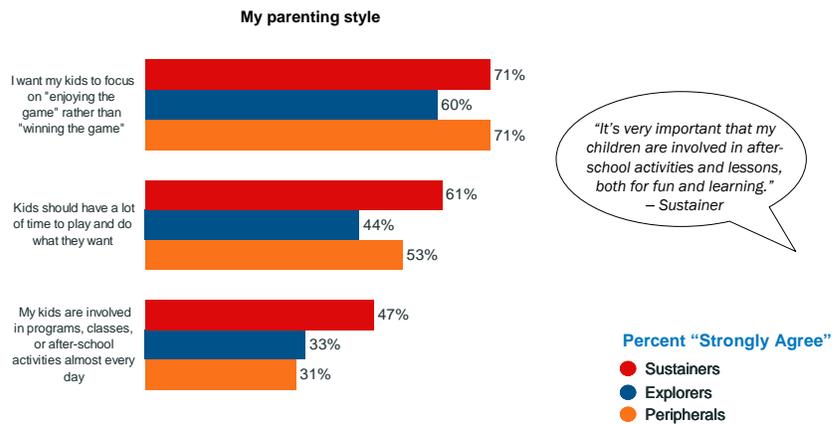
None of the Peripherals believe in God.

Q24. The following questions may reflect how you may be raising your kids and the kinds of values you are trying to teach them.
Q25. Which of the following statements capture the different ways that you typically express your Judaism?



Parenting Styles and School Selection Criteria

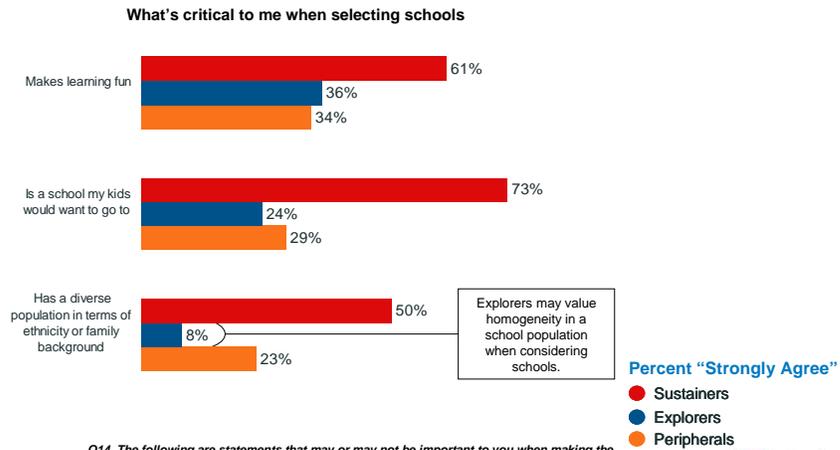
When it comes to parenting, Sustainers care most about their kids having fun and engaging in different activities.



Q12. The following statements may reflect attitudes and beliefs you may or may not agree with as a parent.

For Sustainers, school selection is about their kids' "experience" as well as exposure to different kinds of people.

Explorers are less focused on the "experience."



Q14. The following are statements that may or may not be important to you when making the decision of where to send your kids to school.

One experiential element, "diversity," can mean different things to different segments.

Explorer parents are accepting of a homogeneous environment for their kids when it comes to schools.

- They would prefer their kids to be surrounded by white and Jewish classmates.
 - However, they do want diversity when it comes to economic status, as they do not want their kids to be surrounded only by people of means.

"When you raise a kid in the city, diversity [racial/ethnic] is all around you, so it's less important to have in a school." – Explorer

Sustainer parents are less willing to trade off diversity and see it as a challenge and barrier in considering Jewish day schools for their children.

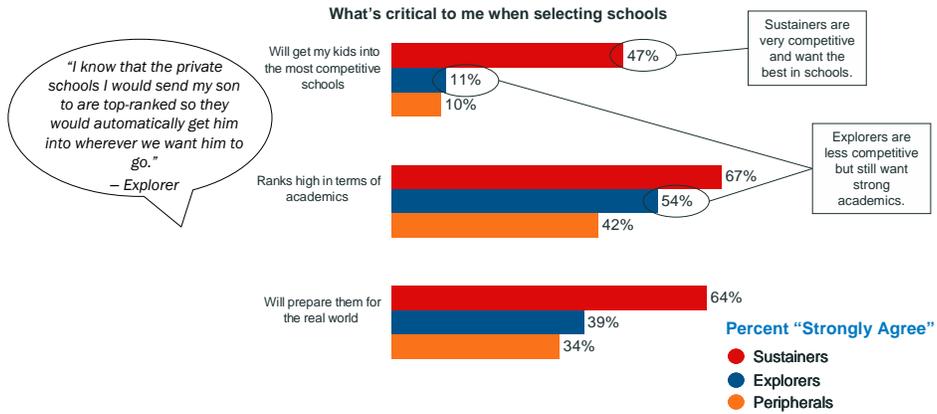
- They are concerned about too homogeneous an environment for their kids.
 - They have an underlying fear that their children won't be prepared for the "real world" when they get out of school.

"I worry that kids get out of some schools and aren't equipped to interact with other kids or deal with what's out there." – Sustainer

Academics are important to both, but Sustainers are more competitive about schools.

Sustainers want it all for their kids, a school that offers a great “experience” and is also academically rigorous.

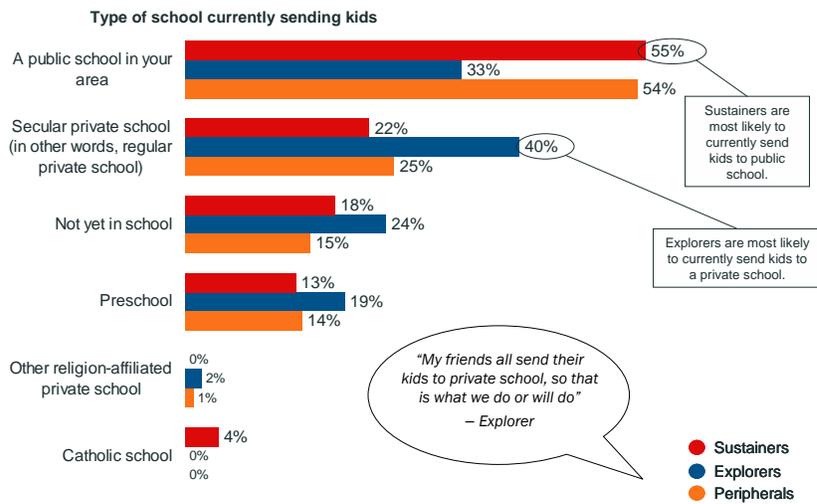
While Explorers report that getting into competitive schools is not a priority, their values and lifestyle indicate a very competitive mind-set and they may not be as anxious about it.



Q14. The following are statements that may or may not be important to you when making the decision of where to send your kids to school.

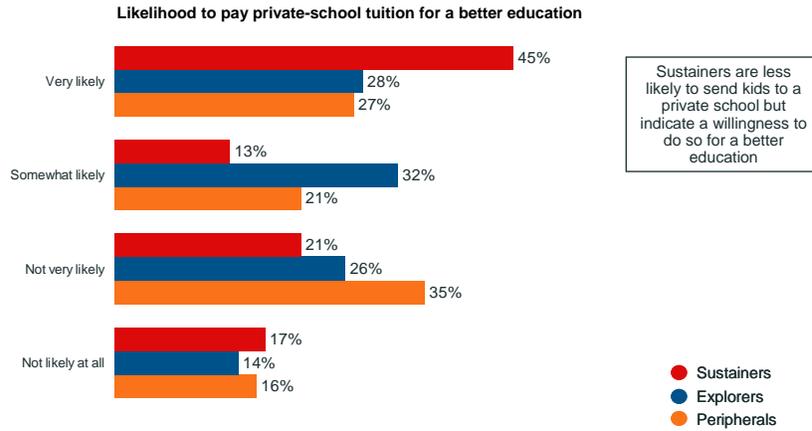
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Explorers are most likely to currently send their kids to secular private schools.



UJA Federation of New York

Of those who do not currently send their kids to private school, Sustainers express more willingness to pay private-school tuition for a better education.



Q23. How likely would you be to pay a private school kind of tuition if you found a school that offered a better education than the school your kids currently attend?



Perceptions of Schools



Parents in Manhattan divide the competitive school landscape in their area by type of school.

- Using statistical analysis, Insight created a perceptual map that represents the way Manhattan Jewish, non-Orthodox parents view these types of schools and the attributes that they associate with each of them.

Perceptual Mapping Explained

- Each type of school has a gravitational field pulling certain attributes toward it. At the same time, all the other school types also exert some degree of pull on the attributes.
- As a result, attributes are located closest to the school with which they are most closely associated in parents' minds.
- The number next to each attribute represents its **derived importance** to Jewish, non-Orthodox parents in Manhattan; that is, a ranking of importance of the extent to which each attribute drives the educational decisions those parents make for their children.

Jewish, non-Orthodox parents in Manhattan separate Jewish day schools and key competition into four key brand areas:

Accessible

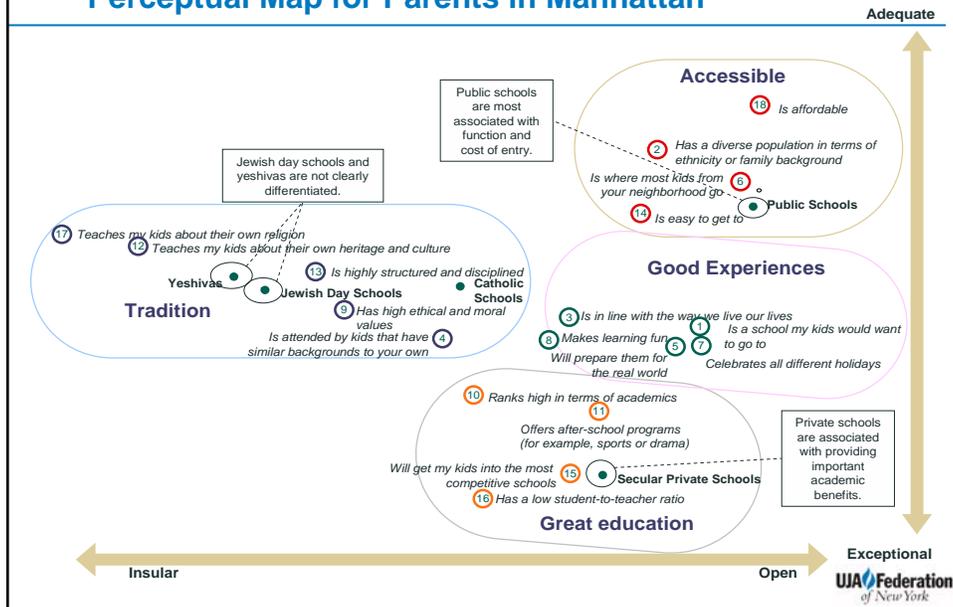
Good Experiences

Great Education

Tradition

UJA Federation
of New York

Perceptual Map for Parents in Manhattan



How the Types of Schools are Seen by Manhattan Parents Across Segments

Jewish day schools

Overall, Jewish day schools is seen as dominated by religion, culture and structure:

- They stand out less on academic factors, and are perceived as a midpoint in terms of quality of education between public and private
- They are also seen as weaker on experiential factors than public or private schools
- They are not clearly differentiated from Yeshivas or Catholic schools

"I think Jewish day schools and yeshivas are basically the same thing; one may be a little more religious, but I am not sure." – Explorer

Private Schools

Overall, private schools are perceived to stand for academics:

- They are seen as strong on experiential factors but share this with public schools
- They are seen as the strongest on getting kids into competitive schools

"Unless you get into one of the special public schools, private schools are really the best way to go to give your kids the best." – Sustainer

Public Schools

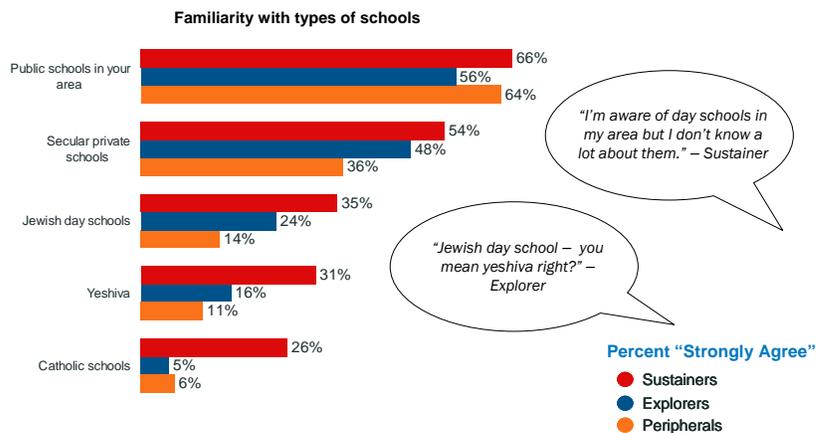
Overall, public schools are associated with more functional factors:

- They are seen as midway on experiential factors
- They are perceived as affordable and easy to get to
- They are seen as a place that has a diverse student body
- They are not perceived to offer strong academics

"My daughter took the tests for some of the specialized schools and didn't get in. We are sending her to the local public school which is O.K. but not ideal." – Sustainer

None of the segments were very familiar with Jewish day schools.

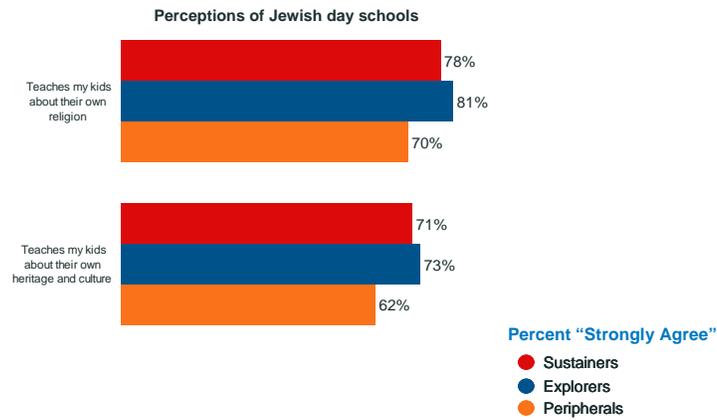
Segments were most familiar with public schools and secular private schools



Q13. How familiar are you with each type of school?

All segments associate Jewish day schools most strongly with providing religion and culture.

Jewish day schools are recognized and given credit for teaching about religion as well as Jewish heritage.

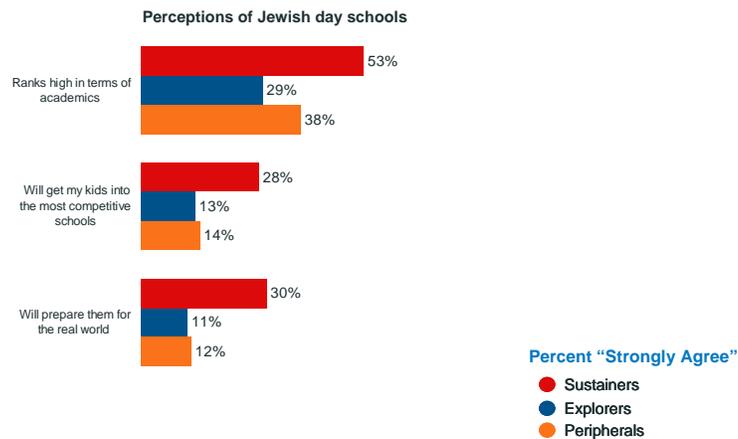


Q15. How much do you agree or disagree that Jewish day schools...

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All segments associate Jewish day schools less strongly with academics than religion and culture.

Sustainers perceive academics at Jewish day schools in the most positive light.



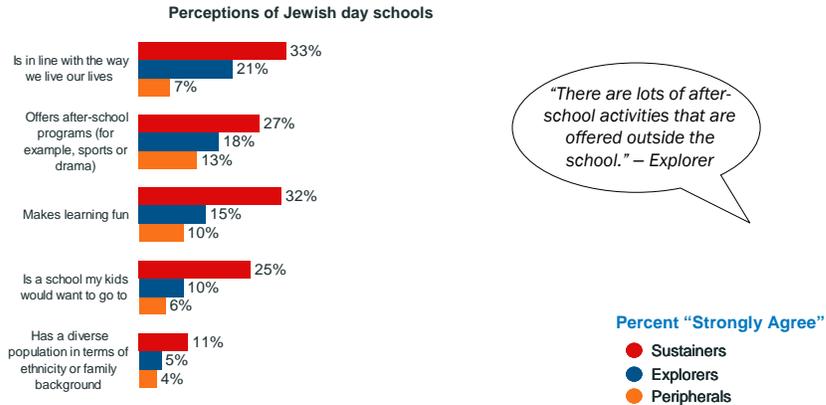
Q15. How much do you agree or disagree that Jewish day schools...

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As reflected in the map, all segments make the weakest association between Jewish day schools and experiential elements.

Sustainers have the most positive perceptions of Jewish day schools as providing “experience” for their kids.

Experiential elements are less important to Explorers than other elements.



Q15. How much do you agree or disagree that Jewish day schools...

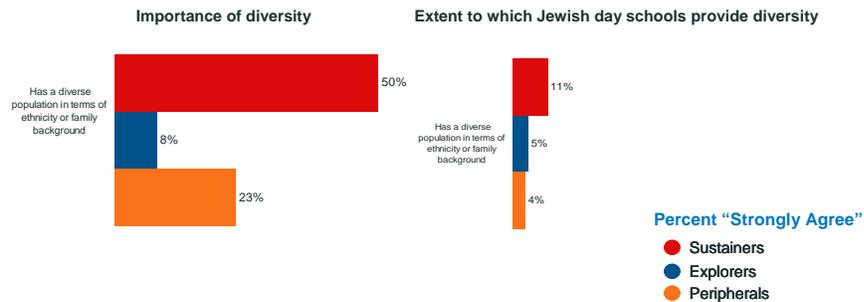


For Sustainers, the lack of diversity in Jewish day schools is a challenge.

Sustainers have an underlying fear that homogeneous environments will not prepare their kids for the real world.

- They do not want their kids to have a shock when entering high school or college, or feel ill-prepared.

Sustainers indicate that ways to overcome this in Jewish day schools are ensuring denominational (in other words, unaffiliated, Reform, and Conservative) and economic (children from high and low economic backgrounds) diversity.



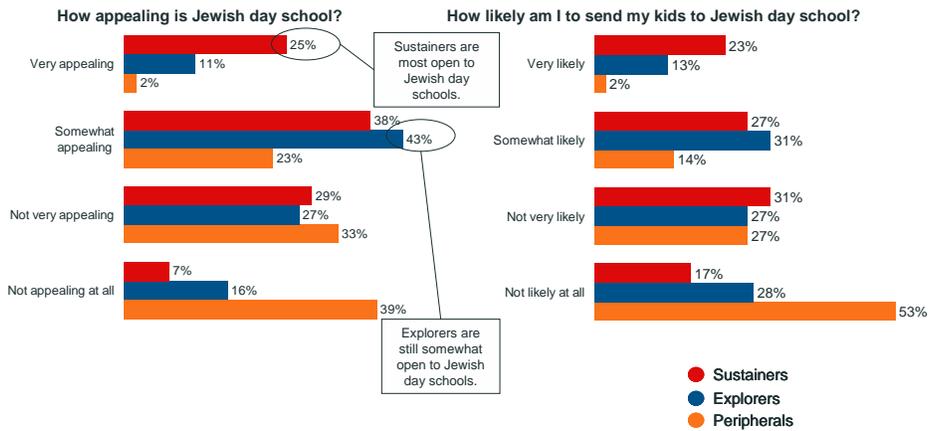
Q14. The following are statements that may or may not be important to you when making the decision of where to send your kids to school.

Q15. How much do you agree or disagree that Jewish day schools...



Willingness to Send Kids to Jewish Day School

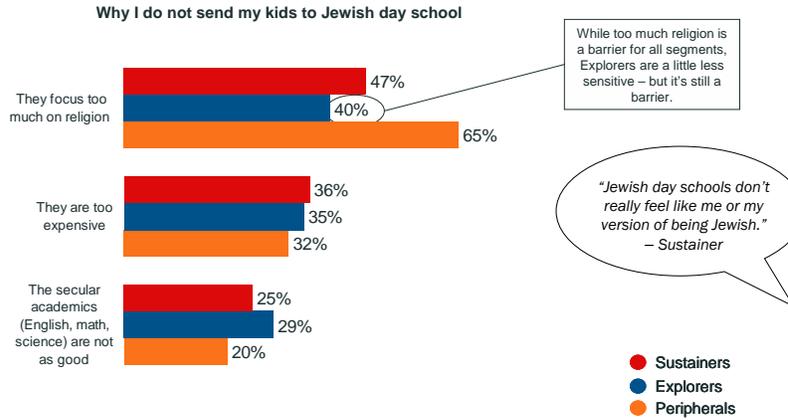
Both Sustainers and Explorers are more likely than Peripherals to find Jewish day schools appealing and to send their kids in the future.



Q16. How appealing do you find Jewish day school for your kids?
 Q17. How likely would you be to send your kids to Jewish day school?

The main barrier across segments is that Jewish day schools focus too much on religion; academic quality and cost are also barriers.

As the map suggests, Jewish day schools are perceived as schools that teach about religion, but may trade off strong academic and experiential elements for this focus on religiosity.



Q27. Which of the following are your reasons for not sending your kids to Jewish day school?

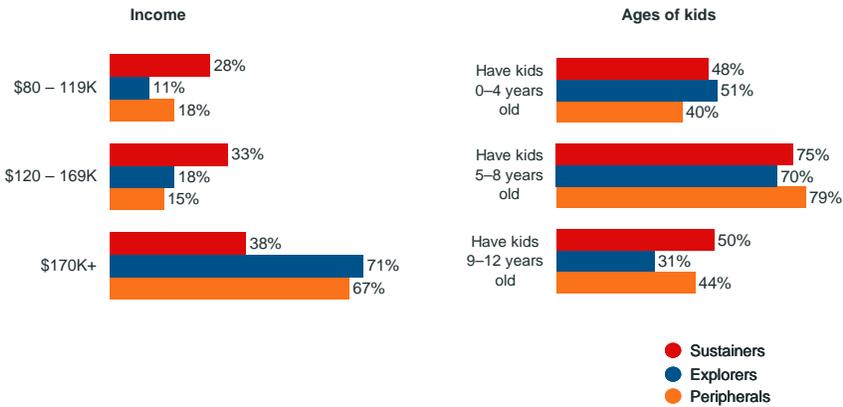


Demographics



Demographics

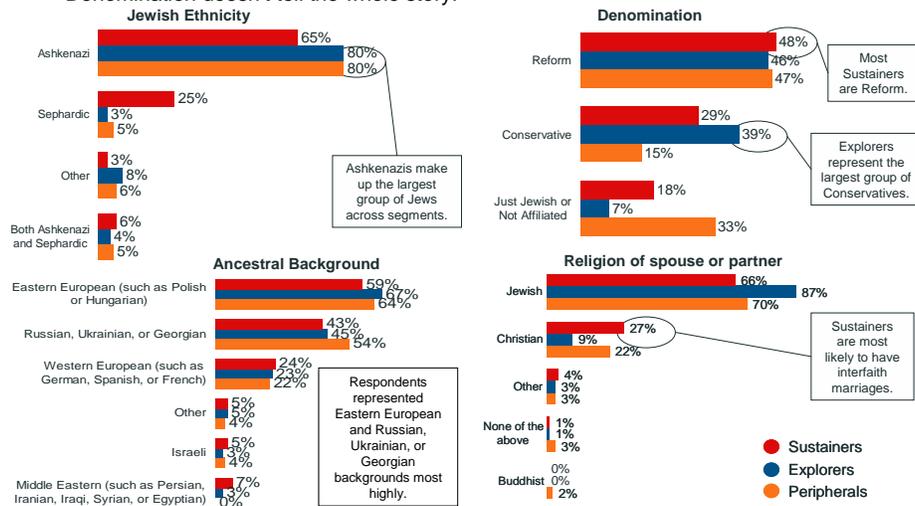
Explorers are the wealthiest segment.



UJA Federation of New York

Demographics

Denomination doesn't tell the whole story.



UJA Federation of New York

In Sum:

	● Sustainers	● Explorers	● Peripherals
Relationship to being Jewish	Strong	Strong	Weak
How segment relates to being Jewish	They connect most strongly with cultural elements but also connect to religion. Being Jewish is important for their kids, but not as a central aspect of their identity.	They connect strongly with cultural elements and religious behaviors and beliefs. They want being Jewish to be important for their kids and can be a central aspect of identity.	They engage in some religious behaviors and have some cultural connections to being Jewish, but being Jewish is not central to their identity or their desires for their kids.
Educational needs as dictated by parenting style	They are competitive and value strong academics, fun, and an engaging experience for kids. They value schools that will put their kids on an academically competitive track and offer after-school activities and a diverse student population.	Strong academics are important to them, but they are less concerned about a fun or engaging experience for kids. They are less anxious about competitive schools and are less interested in after-school activities or a diverse student population.	They care most about fun and an engaging experience for kids; academics are less important. They are less concerned about finding a feeder for competitive schools and are not so interested in after-school activities for their kids.
Extent to which Jewish day schools meet these needs	They perceive Jewish day schools to have strong academics, but to be too religious and weak on providing a fun and engaging experience. They do not perceive Jewish day schools to have very diverse populations.	They may question academics at Jewish day schools and feel it may be a little too religious for their comfort. However, they recognize Jewish day school as a place that will teach their kids about religion and culture. They also may appreciate the more homogenous student body that Jewish day school offers.	They perceive Jewish day schools to be fair on academics but weak on fun and engaging experience. They do not perceive Jewish day schools to have diverse populations and consider them far too religious for their comfort.
Willingness or intention to send kids to Jewish day schools	Moderately high	Moderately high	Very low

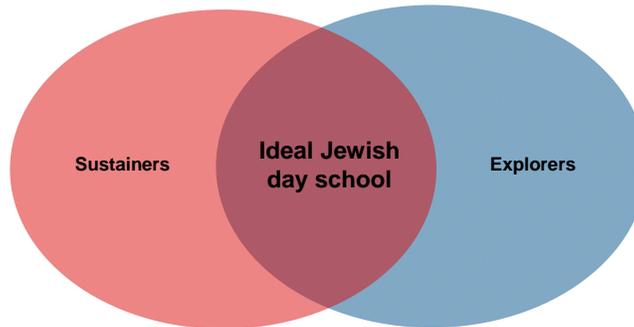
Implications and Recommendations for Manhattan

Findings indicate that there are three segments in Manhattan, two of which represent a target segment for Jewish day schools.

Sustainers and Explorers have certain factors in common:

- It is a priority for both to infuse their kids with a strong sense of Jewish identity and Jewishness
- They both identify more strongly with cultural than religious elements of being Jewish
- They both have a negative reaction to anything Orthodox or overly religious

While Sustainers and Explorers also have different needs, there is an opportunity for Jewish day schools to meet both of their needs by overcoming key barriers.



The primary challenge for Jewish day schools in Manhattan is that they are seen as too insular.

In general, the main barrier to Sustainers and Explorers sending their kids to Jewish day school is that they see Jewish schools as too insular and not reflective of their lifestyles.

Primary perceptions of insularity

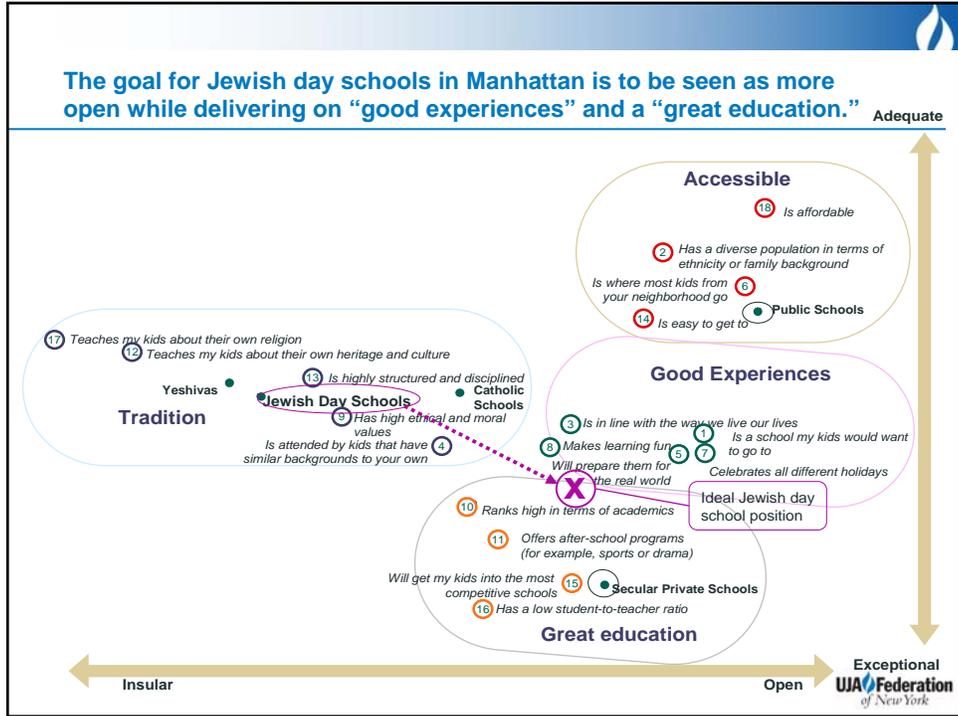
1. Parents perceive Jewish day schools to focus too much on religion compared to their level of comfort and identity.
2. Jewish day schools may be too homogeneous and not prepare their kids to integrate into "the real world" in the same way that other school options do.
 - This is more of a concern for Sustainers.

Secondary perceptions of insularity

1. Parents perceive Jewish day schools to be somewhat "old-fashioned" and not modern compared to other school options.
2. Jewish day schools may be exclusionary and not welcoming to people of different Jewish backgrounds.
3. Though they think of Jewish day schools as private schools, Manhattan parents are not confident that the academic rigor is equal to what is offered at other private schools.



As a consequence, Jewish day schools are seen as a more extreme choice and "not for me."



What does being more open mean for Jewish day schools?

Religious elements are the most important barrier to tackle.

- It's essential to differentiate Jewish day schools from Orthodox day schools or yeshivas.
 - Adopt a stance that is “non-Orthodox.”

Being perceived as “Reform” in orientation can be a significant advantage.

- “Reform” inherently implies a flexibility and openness that shifts perception and buy-in.
- Anchoring the orientation in a liberal approach while offering more religious involvement for those who want it is another way to convey openness.

Choice in degree of parental involvement allows Jewish day schools to meet both Sustainers and Explorers needs.

- Sustainers can feel satisfied that their kids are receiving the level of Jewishness and behaviors they want them to have without feeling like they need to be too involved.
- Explorers can feel satisfied that their kids are receiving the level of Jewishness and behaviors they want them to have, while enjoying the opportunity to increase their own knowledge and participation in Jewish behaviors.

Championing economic diversity in student body is another way to show Sustainers or Explorers that Jewish day school is more open than they think.

Underlying message to parents:
Jewish day schools meet you “where you’re at.”

UJA Federation of New York



Jewish day schools also need to become more open by emphasizing and promoting the academic and experiential elements that parents are looking for in schools.

While both segments care about academics, Sustainers in particular need to feel that Jewish day school academics are top-notch and will get their kids into the very best colleges.

Modern teaching techniques and perspectives are essential to conveying an open and current approach to education.

- Explorers and Sustainers care a great deal about the quality and background of teachers in a school. Teachers at Jewish day schools must be equal or better than competing private schools when it comes to math and sciences.

Experiential elements like music and art are important to these parents – especially so for Sustainers, who appreciate creativity and exploration for their kids.

School quality needs to extend to the after-school programs they offer. It's not enough to just offer the right curriculum and then not follow through with these programs.



Perceptions of Jewish day schools are often based on loose associations and rarely on actual experiences.

Awareness of Jewish day schools in Manhattan is low for both Sustainers and Explorers.

Most parents in all three segments are not very familiar with the Jewish day school options in their area or what they offer.

Many do not distinguish between a Jewish day school and a yeshiva when thinking about what a Jewish day school is like.

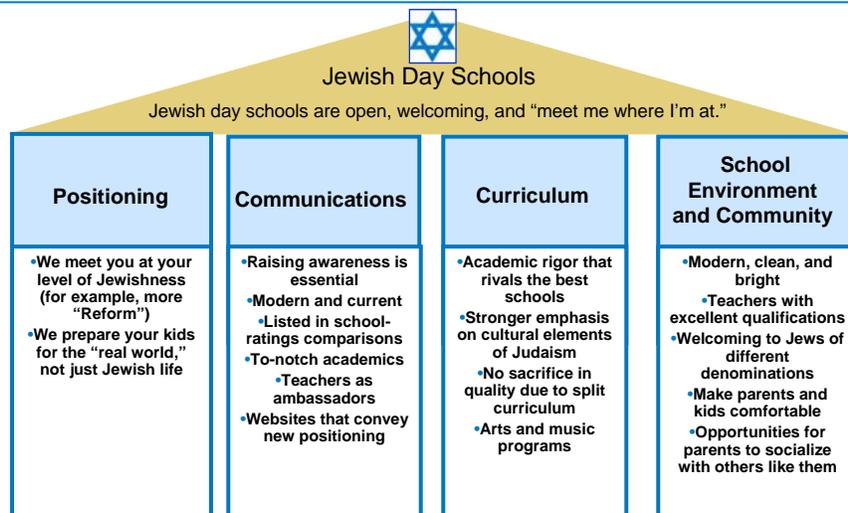
The implication for Jewish day schools is that as perceptions are not usually based on personal experiences, targeted communications could significantly impact perceptions and alter or revise parents' opinions about Jewish day schools.

How to Get the Message Out

There are key sources that parents use to find out about schools and educational opportunities:

1. Teachers can be great ambassadors for Jewish day schools.
 - Educate teachers about new positioning and ways to talk about Jewish day schools that are appealing to these segments.
2. Parents can be ambassadors as they are viewed as a knowledgeable and trusted source.
3. Develop websites that convey the positioning to which these segments will gravitate.
 - Consider modern designs that feel current and in line with a new Jewish day school.
4. Become listed in school rankings for academic performance as it is important to parents to send their kids to a school that is competitive with others in the area.
5. Continue outreach with the Jewish community and organizations, but incorporate new positioning to offer parents an option that they might not have realized they had before.

In order to speak to Sustainers and Explorers, Jewish day schools have to appeal to them on multiple touch points.

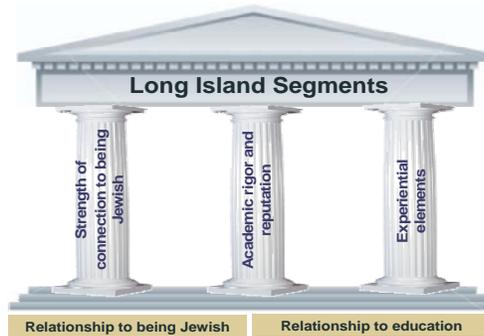


Getting to Know the Long Island Segments

Factors That Help Us Understand the Long Island Segments

There are specific factors that best differentiate Long Island Jewish, non-Orthodox parents in their relationship to Jewish day schools.

There is no pillar for nature of parents' connection to Jewish identity as this was not a factor that differentiated parents on Long Island.



The degree to which being Jewish is an important part of who parents are, and who they want their kids to be

The degree to which academic rigor and reputation play a role in parents' school decision-making process

The degree to which experiential elements for their kids (for example, making learning fun) play in parents' school decision-making process

Segment Descriptions



Progressives (28% of Sample)

Progressives value their religion and heritage but don't make it a top priority in their life. They want the best of everything for their kids and push them hard to succeed. Accordingly, they want their schools to provide superior academic and social experiences. Progressives do not feel negatively towards Jewish day schools, but given the quality of local public schools, they do not perceive any real value in sending their kids to Jewish day school. Thus, they are unlikely to send their kids to Jewish day school, or any private school for that matter.



Devotees (22% of Sample)

Judaism plays a very prominent role in Devotees' lives, and Devotees feel strongly about Judaism playing a prominent role in their kids' lives. A majority of their kids attend Hebrew school. While Devotees want their kids to be successful, they don't push them very hard, and they don't ask too much of their schools. Given the quality of public schools and the availability of Hebrew school, Devotees don't see any real value in sending their kids to Jewish day school. They are resistant to paying for any private school.



Laissez-Faires (27% of Sample)

Laissez-Faires have a "live and let live" approach to life, and Judaism does not play a significant role in it. They take a hands-off approach to most things, don't push their kids very hard, and are not at all demanding of their schools. Laissez-Faires do not believe Jewish day school is in line with the way they live their lives, and they don't think their kids would like it. There is very little chance that Laissez-Faires would send their kids to Jewish day school, as they are unlikely to send their kids to any private school.



Detached Strivers (23% of Sample)

Detached Strivers are very concerned with success in the secular world, and Judaism plays a very minor role in their lives. They push their kids to succeed and have high academic requirements for their schools. Detached Strivers do not believe Jewish day school is in line with the way they live their lives and are very unlikely to send them there. They are not likely to pay for any private school.

Meet a Devotee

Shoshana is a 32-year-old woman who lives with her husband in Bellmore. She has Jewish heirlooms prominently featured in her home. She and her husband both work in the city. She is in human resources and her husband works in finance. They have recently moved to their house and Shoshana grew up nearby. They have a 12-month-old girl and they expect being Jewish to be a major part of her life.

Being Jewish is also very important to Shoshana. She identifies as Conservative but is comfortable with Reform as well. She does not feel comfortable with Orthodox Judaism. She wants being Jewish to be a more active part of her life, and they are planning on joining a temple as soon as they get settled in. She currently celebrates most of the major Jewish holidays and associates strong familial warmth and tradition with these holidays.

She might consider Jewish day schools when her daughter gets older. Her mother taught at a Jewish day school, so she has some firsthand experience and knowledge. She is most comfortable with a homogenous student body at school for her daughter that would be white and Jewish. If she did not send her daughter to Jewish day schools, she would most likely send her to public school and use temple and Hebrew school to infuse Judaism.



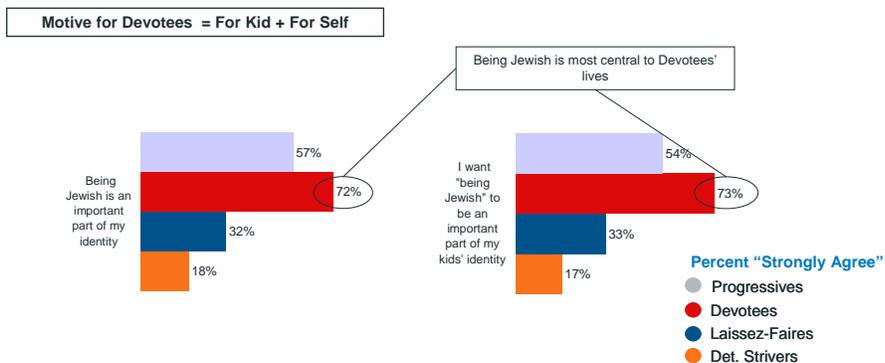
Relationship to Judaism



Segments differ by how strongly they identify with being Jewish and how much they want to infuse Jewishness in their kids' lives.

Devotees are similar to Explorers in Manhattan in that they also want to get their children involved not just for the kids' benefit, but also to augment their own experiences and knowledge.

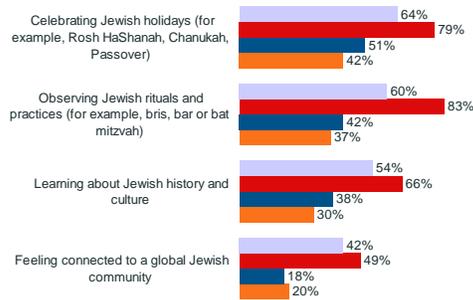
The role of Jewish identity in my life



Q24. The following questions may reflect how you may be raising your kids and the kinds of values you are trying to teach them.

Devotees and Progressives connect most strongly to both the cultural and religious elements of being Jewish.

What being Jewish means to me



"I really like celebrating the holidays and the connection that I have to a Jewish history, but going to temple is also really important to me."

– Devotees

Percent "Strongly Agree"

- Progressives
- Devotees
- Laissez-Faires
- Det. Strivers

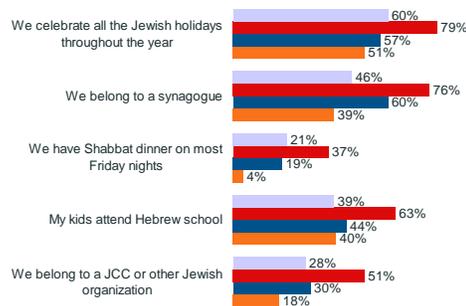
Q26. Please think about what being Jewish means to you personally.

UJA Federation
of New York

The segments' involvement in Jewish activities corresponds to the role Jewishness plays in their lives.

Devotees are most involved in Jewish activities.

How I express my Jewishness



"We just moved here, but we are about to join a local synagogue and JCC."

– Devotee

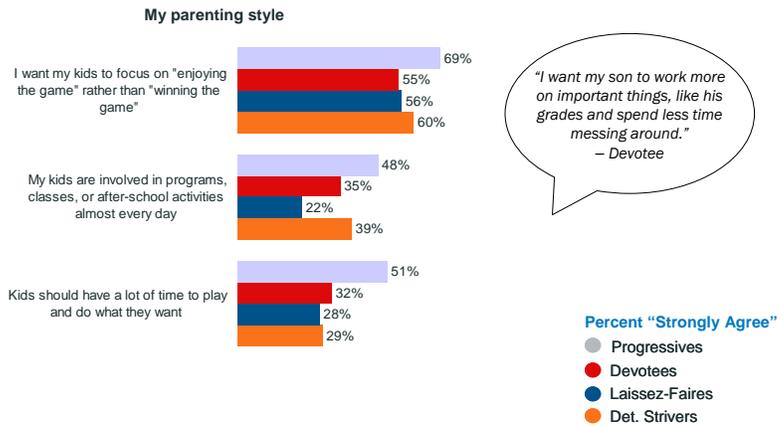
- Progressives
- Devotees
- Laissez-Faires
- Det. Strivers

Q25. Please think about you and your family today. Which of the following statements capture the different ways you typically express your Judaism? Please select all that apply.

UJA Federation
of New York

Parenting Styles and School Selection Criteria

When it comes to parenting, engaging in after-school activities and kids doing what they want are not top priorities for Devotees.

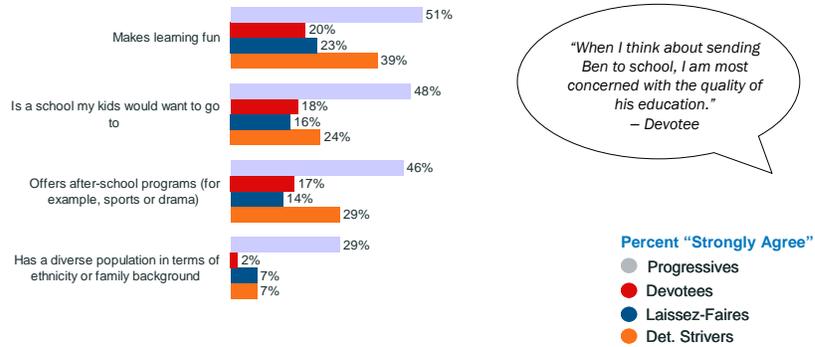


Q12. The following statements may reflect attitudes and beliefs you may or may not agree with as a parent.

Similarly, school is less about the “experience” and more about serious learning for Devotees.

Devotees are less focused on the “experience.”

What’s critical to me when selecting schools



“When I think about sending Ben to school, I am most concerned with the quality of his education.”
– Devotee

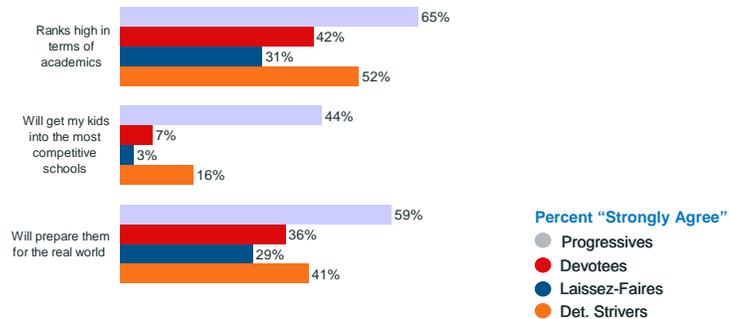
Q14. The following are statements that may or may not be important to you when making the decision of where to send your kids to school.



In addition to their focus on “experience,” Progressives are also most focused on academics.

Progressives want it all for their kids; a school that offers a great “experience” and is also academically rigorous.

What’s critical to me when selecting schools



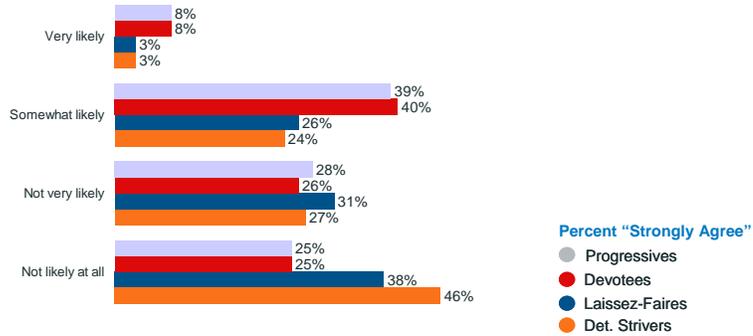
Q14. The following are statements that may or may not be important to you when making the decision of where to send your kids to school.



Long Island parents are highly resistant to paying private school tuition even if their kids could get a better education than they currently receive.

Devotees and Progressives are not very likely to pay private school tuition for a better education.

Likelihood to pay private school tuition for better education



Q23. How likely would you be to pay a private school kind of tuition if you found a school that offered a better education than the school your kids currently attend?



Perceptions of Schools



Parents on Long Island divide the competitive school landscape in their area by type of school.

Using statistical analysis, a perceptual map was created that represents the way Jewish parents view these types of schools and the attributes that they associate with each of them.

Perceptual Mapping Explained

- Each type of school has a gravitational field pulling certain attributes toward it. At the same time, all the other school types also exert some degree of pull on the attributes.
- As a result, attributes are located closest to the school with which they are most closely associated in parents' minds.
- The number next to each attribute represents its **derived importance** to Jewish non-Orthodox parents in Long Island; that is, a ranking of importance of the extent to which each attribute drives the educational decisions those parents make for their children.

Jewish parents on Long Island separate Jewish day schools and key competition into four key brand areas:

Well-Rounded

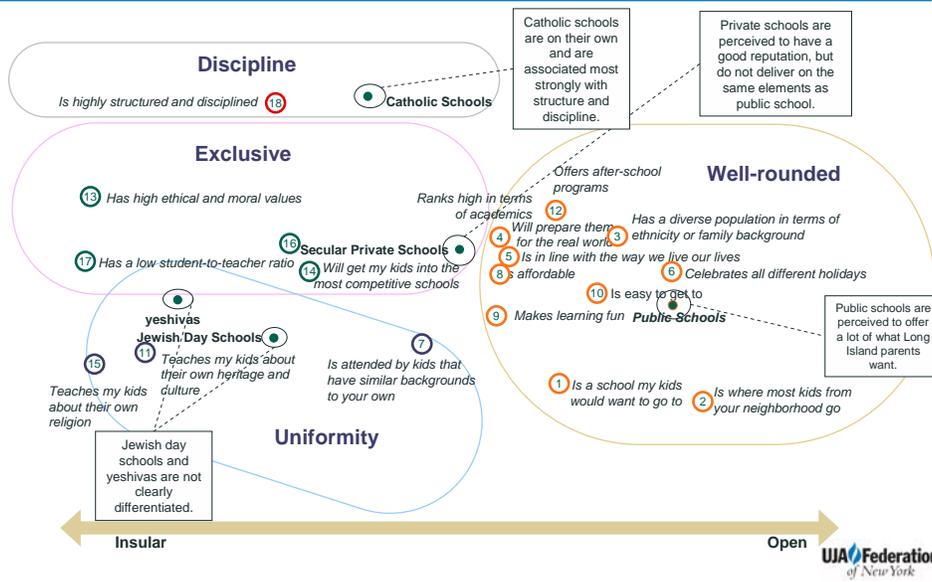
Discipline

Exclusive

Uniformity

UJA Federation
of New York

Perceptual Map for Jewish, non-Orthodox Parents on Long Island



How the Types of Schools are Seen by Long Island Parents

Jewish Day Schools

Overall, Jewish day schools are seen as dominated by religion, culture, and homogeneity:

- They stand out less on academic factors
- They are also seen as weaker on experiential factors than public or private schools
- They are not clearly differentiated from yeshivas

"Jewish day schools really push the religious thing, that is what they are good at."
– Devotee

Private Schools

Overall, private schools are perceived to stand for strong reputation:

- They stand out on academic factors
- They are seen as weak on experiential factors
- They are seen as the strongest in getting kids into competitive schools

"Private schools might be a little better than my local schools, but local schools are so good that the difference isn't important." – Devotee

Public Schools

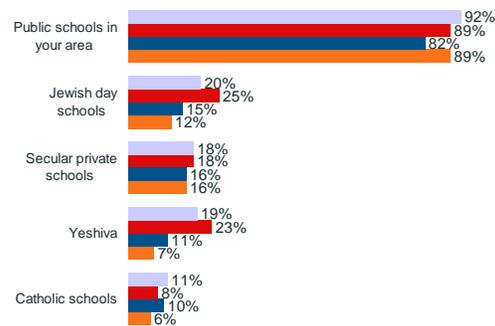
Overall, public schools are associated with delivering it all:

- They are perceived as having solid academics
- They are seen as in line with how parents live their lives
- They are seen as strong on experiential factors
- They are perceived as affordable and easy to get to
- They are seen as a place that has a diverse student body

"Public schools in my town are great; that's why we pay the higher taxes and real estate prices." – Devotee

All segments are very familiar with public schools, but not familiar with Jewish Day Schools or other private schools.

Familiarity with types of schools



"I really don't know of any Jewish day schools in my area; they may be here, but I haven't heard about them."
– Devotee

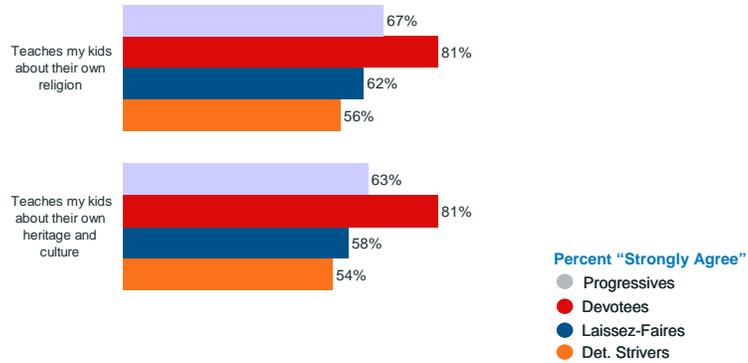
Percent "Very Familiar"

- Progressives
- Devotees
- Laissez-Faires
- Det. Strivers

Q13. How familiar are you with each type of school?

All segments associate Jewish day schools strongly with providing religion and culture.

Perceptions of Jewish day school



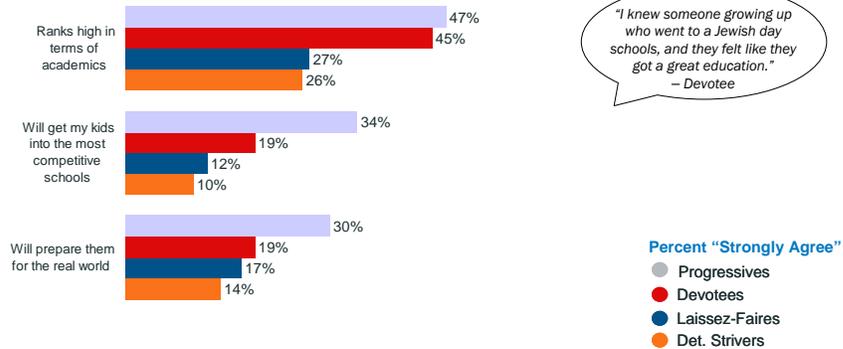
Q15. How much do you agree or disagree that Jewish day schools...



All segments associate Jewish day schools less strongly with academics than religion and culture.

Devotees and Progressives both perceive academic rigor at Jewish day schools in the most positive light.

Perceptions of Jewish day school

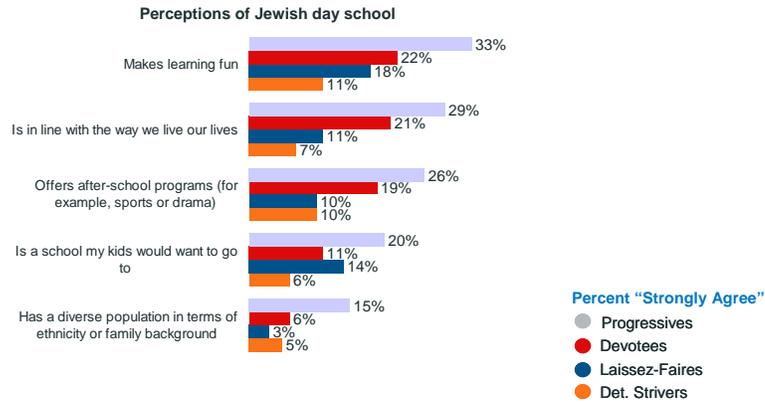


Q15. How much do you agree or disagree that Jewish day schools?



All segments make the weakest association between Jewish day schools and experiential elements.

Devotees are less concerned in general with these types of elements.



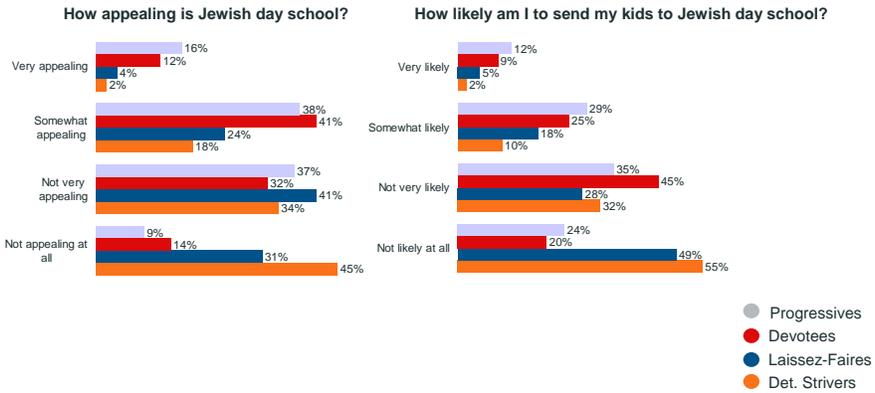
Q15. How much do you agree or disagree that Jewish day schools...



Willingness to Send Kids to Jewish Day School



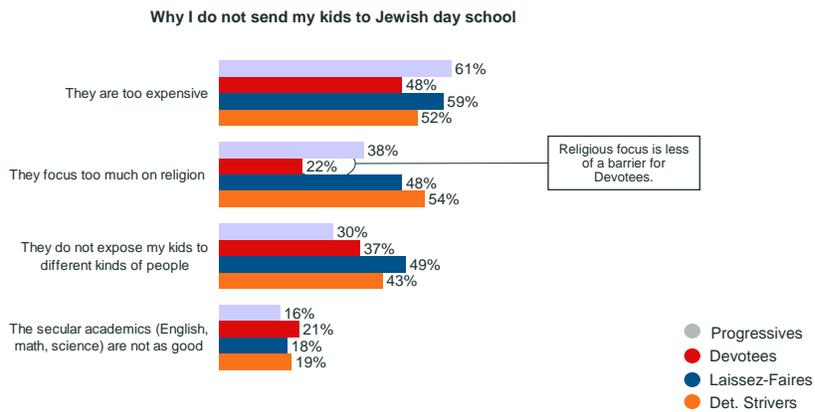
Overall, Progressives and Devotees find Jewish day schools most appealing; Progressives and Devotees are also most likely to send their kids to Jewish day schools in the future.



Q16. How appealing do you find Jewish day school for your kids?
Q17 How likely would you be to send your kids to Jewish day school?



The main barriers across segments are cost and that Jewish day schools focus too much on religion; academic quality is a secondary barrier.



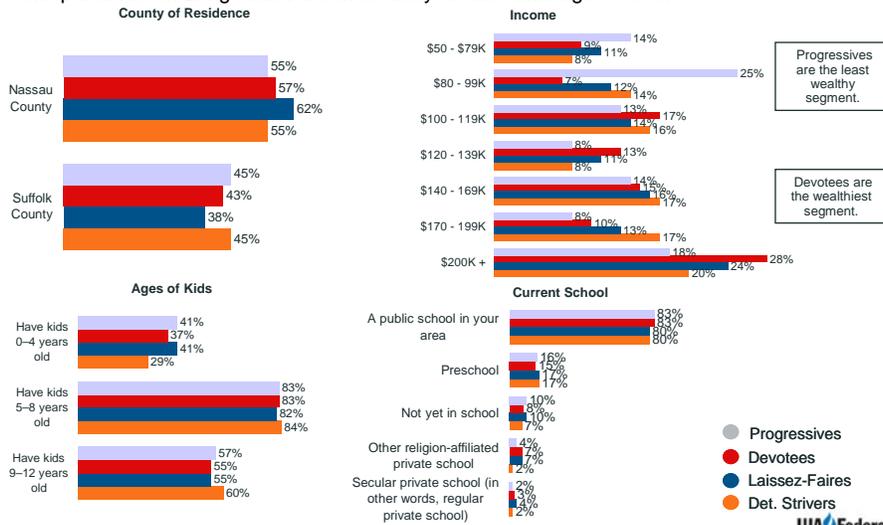
Q27. Which of the following are your reasons for not sending your kids to Jewish day school?



Demographics

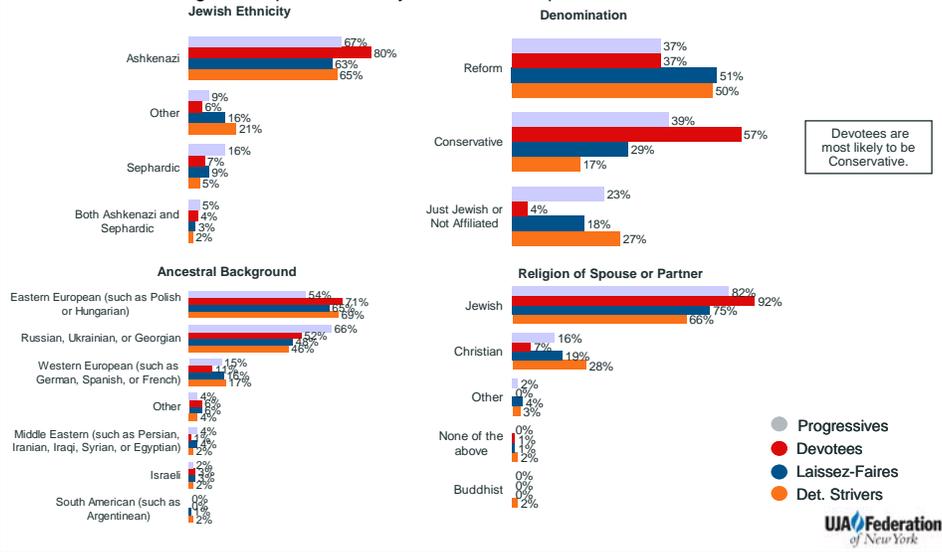
Demographics

Respondents on Long Island are most likely to have kids ages 5 to 8.



Demographics

Parents on Long Island predominantly have Jewish spouses.



In Sum:

● Progressives ● Devotees ● Laissez-Faires ● Detached Strivers

Relationship to being Jewish	Medium	Strong	Moderately Weak	Weak
How segment relates to being Jewish	They connect moderately with religious and cultural elements; being Jewish is important but not central to their and their kids' identities.	They connect strongly with religious and cultural elements; being Jewish is central to their and their kids' identities.	They connect moderately with religious and cultural elements, but being Jewish is not that important to their or their kids' identities.	Being Jewish is not a focal point of their lives. It is not important to their identity or their kids' identities.
Educational needs as dictated by parenting style	They are competitive and value strong academics. They also want a fun and an engaging experience for their kids. They value schools that are feeders for competitive schools and want a school that has after-school activities.	They value strong academics and are less concerned about a fun or engaging experience for their kids. They are not concerned about finding a feeder for competitive schools and are less interested in after-school activities.	They are not very competitive, and not demanding that schools providing an array of engaging experiences or have strong academics.	They are competitive and value strong academics. They are less concerned about schools providing a fun and engaging experience.
Extent to which Jewish day schools meet these needs	They perceive Jewish day schools to have decent academics, but feel they are too religious and weak on a fun and engaging experience.	They perceive Jewish day schools to have decent academics and are not turned off by their perceived religious focus.	They believe that Jewish day schools focus too much on religion and that Jewish day school is not in line with the way they live their lives.	They believe that Jewish day schools focus too much on religion and that Jewish day school is not in line with the way they live their lives.
Willingness or intention to send kids to Jewish day school	Moderately Low	Moderately Low	Low	Very Low

Implications and Recommendations for Long Island

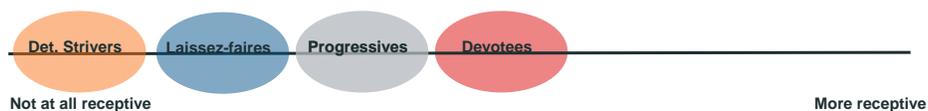
Findings indicate that there are four segments in Long Island, only one of which represents a small opportunity for Jewish day schools.

Devotees have some characteristics in common with the Manhattan target segments:

- It is a priority for them to infuse their kids with a strong sense of Jewish identity and Jewishness
- They identify with cultural and religious elements of being Jewish, but engage in religious behaviors and practices more than either Manhattan segment
- However, they also have a negative reaction to anything overly religious or Orthodox

Devotees are also the wealthiest segment on Long Island and are therefore most likely to be able to afford a day school tuition.

While Devotees have some barriers in common with the Manhattan segments, there are serious barriers to increasing Jewish day schools attendance that are unique to Long Island.



More receptive



The primary challenge for Jewish day schools on Long Island is competition with the highly regarded public school system.

There is an overwhelming appeal and respect for the free public schools on Long Island.

- Many parents moved out to Long Island specifically for these schools and are paying high taxes and property costs to do so.
- The notion of paying for any type of private school is not very common for parents on Long Island.

As seen on the map, public schools on Long Island are seen by parents as being very well rounded.

Specifically, public schools:

- Are easy to get to
- Make learning fun
- Are where most kids from the neighborhood go
- Rank highly in academics
- Are where parents' kids want to go



Jewish day schools awareness is low, and they are not differentiated from yeshivas.

In addition to the cost issue and public school competition, Jewish day schools are perceived as being too religious for Devotees who are the most likely to be involved in Jewish behaviors.

They are unable to differentiate Jewish day schools from yeshivas, which are seen as ultra-religious.

- This reinforces perceptions of Jewish day school as more Orthodox in orientation and not for people "like them."

If Devotees associated Jewish day schools with less religiosity and more of an emphasis on cultural elements, they might be more inclined to explore them.

There is some openness to Jewish day schools among Devotees.

In the face of strong public school competition, those Devotees who are most likely to consider Jewish day schools for their kids value Jewish learning as highly as academics.

- Yet even these Devotees would not consider something too religious if it makes them feel like it does not match up with their type and level of Jewishness or religious involvement
- While Devotees value religion and are more likely to be Conservative than the target segments in Manhattan, they still value cultural Judaism more than the religious aspects

Thus, increasing awareness of non-Orthodox or less religious Jewish day schools could increase receptivity for Devotees.

Tailor Positioning to Meet Devotees

Positioning

Devotees want a school that can offer them a balance of religion and culture, but does not feel too religious for their comfort level.

- Most Jewish day schools are seen as yeshivas and overly religious.

A more “Conservative-style” school that did not feel too religious would be appealing to them.

Communications

Devotees will respond best to information about schools when it comes from their own social networks or trusted sources.

- Tapping into these networks or using neighborhood contacts can help Jewish day schools become better integrated into the communities.

School Environment

In Long Island, to not send kids to a local public school implies a dissociation with the local community. Therefore, it's essential for Jewish day schools to offer their own sense of community that is welcoming and familiar.

Additionally, the more Jewish day schools can create opportunities for integration with local communities (for example, engage in games with, share activities with), the more likely they will be accepted as a viable school option.



How to Get the Message Out

In general, parents on Long Island are most likely to learn about schools through community, word of mouth, and social connections.

1. They use their social network – including friends, neighbors, other parents, and people they know – to find out information on schools.
2. Teachers can be great ambassadors for Jewish day schools to reach Devotees.
3. Devotees care a lot about school rankings for academic performance, and if Jewish day schools are listed in these sources and are competitive, they would be more likely to consider them.
4. As they are most involved in Jewish behaviors, Devotees are most likely out of any segment to use their local Jewish community and organizations as a resource for info.
5. Devotees are less likely to use print or online sources overall for educational research.

To view this report online, go to www.ujafedny.org/publications.

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