

# **Federation Allocation Report:** ***Jewish Day School Education***

**June 2008**



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## **Background**

Day school allocations are among the most technically and politically complicated of a community's annual allocations. In most communities, the allocation to day school/s is the single largest local allocation. The purpose of this guide is to share comparative practices in the field including allocation factors, community histories, financial formulas and executed plans. This guide can assist both lay and professional committees in reaching the appropriate solution for your community.

### **Using this Guide**

The intent of this guide is to present a national perspective on the field of allocations. Communities are constantly evolving in their approach to day school allocations and there is no one process that will work for every community. The guide allows communities to benchmark themselves against other communities, to learn of innovative practices in the field and streamline their day school allocation process. In this way, community day schools will benefit from the professionalism and efficiency of the federations' process.

Whereas most national guides differentiate between city-sizes, this guide analyzes communities in terms of numbers of day schools in each community.

### **Methodology**

In January 2007, United Jewish Communities (UJC) approached 31 federations ranging in region and population size to participate in this report. The 31 communities were asked to provide documentation for their day school allocations processes and if written documentation did not exist, the communities were interviewed. All communities were promised anonymity due to the sensitive nature of allocations. All communities highlighted by name in this report, appear by permission.

### **Jewish Day School Consulting**

As part of its mission to service the Federations of North America, UJC offers federations consulting services in the area of Jewish day school funding strategies. If you are in need of guidance or resources, please contact Alan Sector at 212.284.6740 or [alan.sector@ujc.org](mailto:alan.sector@ujc.org).

If you are interested in more information regarding overall allocations process please contact Robyn Judelsohn at 202.736.5877 or [robyn.judelsohn@ujc.org](mailto:robyn.judelsohn@ujc.org), Director of Planning and Community Partnerships.

For all other matters regarding day school education please be in touch with our partners at PEJE, [info@peje.org](mailto:info@peje.org), and JESNA, [www.jesna.org](http://www.jesna.org).

## **Introduction**

In 2001, the Avi Chai Foundation issued a report authored by Dr. Jack Wertheimer entitled, “Talking Dollars and Sense about Jewish Education.” In this report, Dr. Wertheimer examines the field of Jewish education, its financial challenges and creative solutions. Jewish Day Schools, he argues, are the most intensive and expensive form of Jewish education. After describing many of the challenges day schools face financially; including tuition deficits and capital projects, he presents some solutions. One such proposed idea is “to pressure federations to increase their allocations to local day schools.” Wertheimer correctly points out that the issue of changing allocation dollars would adversely affect other agencies in the community competing for the same dollars. He concludes that the goal “is to insure that each federation provides a per-capita amount commensurate with its abilities and the unique circumstances in the community.”

In 2003, United Jewish Communities, in consultation with JESNA, issued a report on Day School funding, policies and procedures. The report examined the number of day schools in 94 federated communities, the numerous ways in which federations fund and serve day schools, and other non-monetary support for day schools within communities. That study noted that, in the 94 communities surveyed, close to \$66 million was allocated to 499 day schools in FY 2003.

While both of these reports provide invaluable information about the field of day schools, dollar figures and day school enrollment change rapidly and therefore UJC embarked on a new survey of the field of day school allocations. In conducting the research for this report, the goal was to create a guide that would make the allocation process to day schools more “scientific” and more efficient. By identifying new trends in allocations, researching what communities are doing and sharing best practices, this report will guide and encourage federations to make their processes as transparent, equitable and professional as possible.

Finally, in examining the dollar amounts that federations allocate to Jewish day schools, communities were asked to report the “percentage of local, allocable dollars that day schools represent.” The average amount of local allocable dollars given to day schools averaged 16% in 2006. When considering the number of agencies in a community that receive a federation allocation, this number is quite significant. In disseminating this report, the hope is that communities that allocate significantly less than the average percentage will challenge themselves to remain in-line with the field in acknowledging this important community institution.

## **Qualifying for a Federation Allocation**

For a Jewish day school to qualify for funding, most communities require that they meet the standards of other local agencies. These standards vary widely from one community to the next. The report that follows represents the most frequently used qualifications.

### **Accreditation**

Most communities require that the day school receive accreditation from city, state or national accreditation bodies. If they do not have this certification, they may not be eligible for an allocation.

### **Teacher Certification**

Communities require the educators that teach in each school that receives a federation allocation to be certified in the area of education. This certification takes many different forms; for secular studies teachers it may require state certification, for Judaic studies teachers it may require certification from the local agency of Jewish education.

### **Judaic Requirements**

In order to receive an allocation, most communities require that the schools have a minimum amount of hours spent on Judaic topics. Further, in some communities, the federations specify particular topics to be covered.

### **Secular Requirements**

Similar to Judaic requirements, in order to receive an allocation, most communities require that the schools have a minimum amount of hours spend on secular subjects. Further, in some communities, the federations specify which topics they would minimally like covered.

### **Values**

Some communities list the Jewish values they would like schools to teach prior to receiving a federation allocation. Some of those requirements include: support for the state of Israel, dedication to Jewish Peoplehood, *derech erez* (manners), and *tikkun olam* (repairing the world).

### **Educational Requirements**

Schools that receive federation allocations generally need to have a minimum number of school days per year.

### **Written Curriculum**

A small number of communities require that a school submit to federation or the local agency of Jewish education written curricular materials in order to receive an allocation. The federations generally do not review the quality of these materials as criteria for allocation.

### **Evaluation and Compliance**

Often, schools are expected to participate in an annual review by the federation to ensure compliance with the various requirements imposed in the allocation process.

**Years of Operation and Minimum Number of Students**

In most communities, schools must operate for a minimum number of years before becoming eligible to apply for a federation grant or allocation. Further, the schools must serve a minimum number of students as determined by the federation.

**Board of Directors**

Some federations require that a school have a well-defined governance process prior to receiving an allocation and that the board members' names are submitted to federation.

**Support for Federation**

Many communities require their day schools to demonstrate some level of support for the federation. This support varies from participation in community events, to acknowledgement of the beneficiary status on printed materials and prominent signs, to day school board members serving on federation committees. Board members of the institutions are generally expected to donate to the Annual Campaign. Most importantly, schools have to agree to a fundraising "black-out" period during specified times of the Annual Campaign.

**Fiscal Responsibility**

The majority of federations surveyed reported that the schools must submit quarterly reports, annual reports, financial audits, and other financial reporting mechanisms in order to qualify for an allocation.

## **Allocation Factors**

All 31 of the federations consulted for this report use criteria to determine the dollar amount allocated to day schools. This section will examine many of those factors and discuss their applicability and pervasiveness across the field. Please note: the inclusion or exclusion of any factor simply reflects the data available at the time of publication.

### **Enrollment**

One of the most frequently cited factors for allocations was student enrollment (per capita funding). In some cases enrollment is the sole factor for determining a school's allocation, while in other cases, enrollment is one of several factors determining the total amount a school receives.

In cases where enrollment is the sole factor in determining an allocation, often times the per capita amount is weighted. For instance, if elementary school funding is 1:1 (meaning one dollar amount per one student), often middle and high school funding are 1:1.25 or 1:1.5 to account for the longer school hours and more sophisticated equipment required at these levels. In addition, many communities have created a per capita policy that provide an incentive for schools to aggressively recruit students by allocating more to schools that have a higher number of students.

### **Historical Precedent**

In some cases, communities reported that they did not have a formula for their allocation process other than historical precedent. In many cases, schools that opened after a community made its original funding decisions received inequitable funding or no funding at all. Communities that rely on historical precedent generally have allocations that do not properly account for the current needs. Allocations created years earlier do not consider the growth or shrinkage of a given school. Although this may suffice in some communities, this approach is difficult to defend to other agencies as well as lay committees. Many communities that are relying only on precedent claim that they are re-evaluating their process.

### **Scholarship**

Scholarship refers to the schools granting reduced tuition for students requiring financial aid. In an effort to allow all Jewish students seeking a Jewish education to attain one, some federations fund day schools in order to specifically cover those costs. In some cases, scholarship grants are the sole factor in the federation's allocations process, while in others, it is just one of the many important factors.

### **Local Agency Funding Process**

Many federations reported that allocations to day school/s are treated no differently than an allocation to any other local agency. The day school/s complete the same request forms and go through the same process as the other agencies. The complication of this approach is that the allocations committee may overlook some of the issues unique to day schools such as statistical success in Jewish continuity efforts.

**Government Grants**

In a growing number of cases, the state and/or federal government grants a specific amount of funding to day schools for a variety of reasons. In Arizona, there is now a tax credit for private schools which has alleviated the burden of day school payments for the families. In other areas, the Jewish day schools are sometimes in low-income neighborhoods that qualify for government funding. In California, the state assists with scholarship funding. In cases of government funding, federations assess whether or not these monies influence their allocations, since there is the possibility that the monies will be discontinued at any time.

**Educational Initiatives/Enhancements**

In many federations a portion of funds designated for day schools is not allocated but reserved for special purposes. The schools will then have the opportunity to apply to the pool for particular needs. This would include any new or additional education program, a capitol project or teaching incentive program. One community surveyed spent a large percentage of its day school allocations on supplementing teacher salaries out of this pool of funds.

**Foundation Grants**

In many communities, a local foundation subvents the rising cost of day school education. In most cases, the foundation grant does not lower the amount that a school would receive from the federation. In some rare cases, the federations view the foundation grant as sufficient funding for their local schools.

**Special-Needs Students**

In addition to regular allocations, federations often fund special education programs. In some cases this allocation is a portion of the allocation and in some cases it is an additional program grant.



## **Evaluation**

This survey sought to uncover the types of evaluation used in federations. Of interest is the way in which the federations evaluate the day schools themselves. Do day schools need to submit to annual or bi-annual evaluations? Do federations ensure that their local day schools fulfill the requirements that they are asked to? How are the evaluations conducted?

The survey also sought to learn if and how often the federations evaluate their own process for allocating to day schools. Is the process reevaluated each year, every five years or ever? How strongly do outside factors affect the amount of the allocation? If the process is indeed revamped, does the federation provide for the schools that are negatively impacted?

### **Evaluation of Local Day Schools**

Most federations reported that they do have reporting mechanisms in place for local day schools. Generally, this mechanism is no different for day schools than for other local agencies. In addition to annual audits, budget reviews and enrollment information, federations may conduct site visits or other forms of evaluation.

Many federations reported that they do not enforce the allocation qualification criteria strictly, while others reported a more structured evaluation process. The Greater Miami Jewish Federation shared one of the most comprehensive guidelines for day school qualifications and reporting structures. The federation specifies a schedule of reporting requirements and every single document that must be submitted to the federation. The consequences of non-compliance are spelled out as well. Because of the thoroughness of the Miami federation guidelines, both the schools and the federation have a clear understanding of the process.

### **Evaluation of the Allocation Process**

Most communities do not have a timetable in place as to when they will evaluate or reevaluate the way in which they allocate to day schools. That is not to say that communities are not cognizant of the need for change or assessment. Many communities have approached UJC as they began to embark on a revisioning process for day school allocations. Many of them had not challenged their historical system for allocating. Most wanted a more “scientific” approach to allocations such as adopting a per capita formula. Some of the communities reported that they had embarked on this process in the past, but were unable to complete it due to political tensions.

Many communities report that although their process has been reviewed in the past, they do not have a timetable of when it will be reviewed again. A few communities reported that they indeed have a system for evaluating the allocation process at the federation level. In its overview of their policies regarding day schools, the Jewish Federation of Greater Atlanta has specified that the process will be reviewed every five years. This provision is good practice for the federation in demonstrating that it is pursuing high and

timely standards. Further, it provides its day school with a clear understanding of when allocation procedures could potentially change, avoiding unnecessary conflict.

Finally, many federations that have embarked on planning processes in the area of day school funding have built a safety net regarding their findings. As federations go through the appropriate steps of reviewing and changing their allocations, they provide limitations for upcoming changes to ensure that no one institution is financially burdened too much in one allocation cycle. For instance, the Jewish Federation of Greater Atlanta specifies that in a given year, no school's allocation can be lowered by more than 5%.

Similarly, the Minneapolis Jewish Federation recommended that the allocations to their local schools change from a past funding model, however, they specified that this transition would happen over the course of five years rather than dramatically. The Jewish Federation of Hartford allocates on a per-capita base, but allows that number to be based off of the highest enrollment number over a three year period. Thereby, a drop in enrollment for one year will not change a school's funding dramatically.

## **National Trends**

The following figures represent the data collected from the 30 federations\* participating in this report. This section is meant for benchmarking and trend collection purposes.

The majority (57%) of federations reported that enrollment or per capita data was the most significant factor in determining a school's allocation. The table below illustrates the most common factors that affect a school's allocation. As one can see from the figures, federations often cite multiple factors that enter into their decision making process.

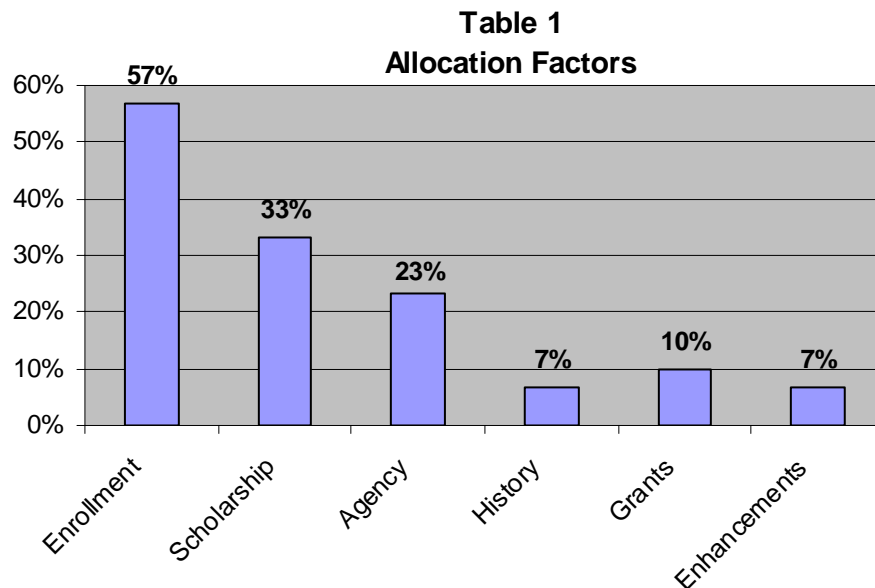


Table 1 demonstrates that for the most part, federations are approaching the process of allocating to day schools differently than their other agencies. As opposed to other local agencies, day schools have unique needs and status in applying for federation allocations.

The allocation in a small number of communities is determined by the historical allocation that the agency has been receiving. Generally, this formula does not account for change in enrollment over time, need or the growth of other community schools.

Finally, there are some communities that allocate to day schools in the same way that they do the other agencies. This process takes into account budgetary needs and other factors with respect to the allocations received by other local agencies in the same fiscal year. Most communities who reported that they allocate in this way also added that the allocation is subject to that year's annual campaign success.

\*UJA-Federation of New York does not allocate directly to day schools and therefore was not included in this section. Please see addendum for further information on New York's support of Jewish day schools.

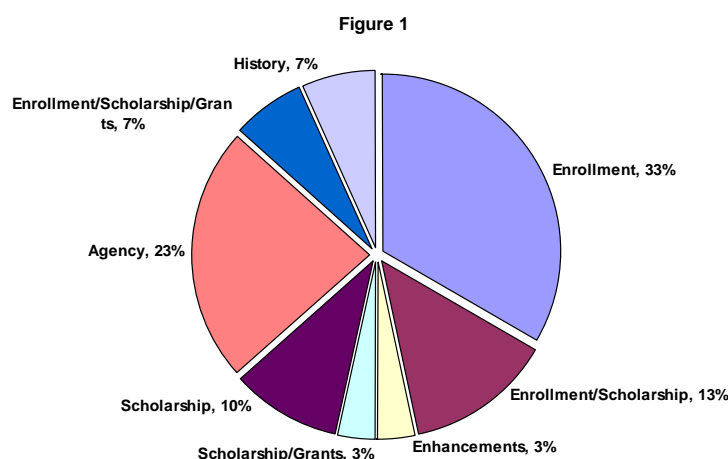
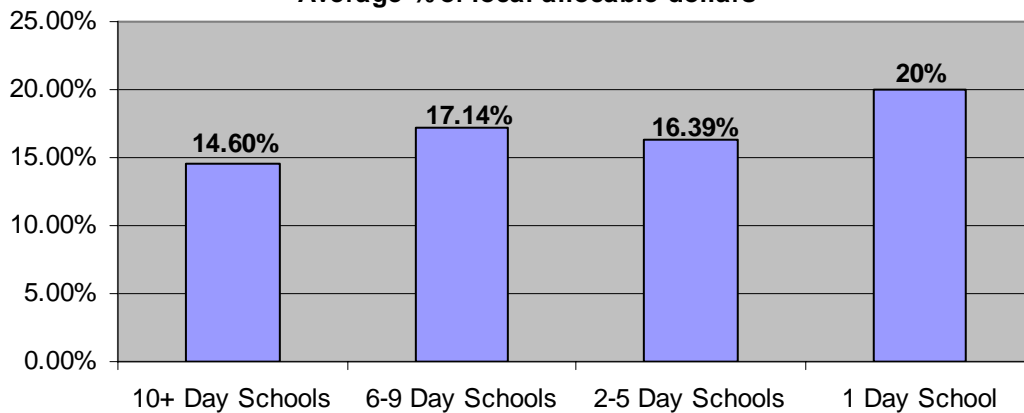


Figure 1 illustrates the responses received from federations when reporting their allocation factors. These represent the combination of factors that communities take into account in determining a day school’s allocation. Although enrollment is still the largest, single factor, many federations consider multiple factors in reaching their determinant amounts.

Among the questions asked of the federations participating in this survey was, “What percentage of your local allocable dollars is spent on day schools?” This was not an easy amount to identify. For the sake of comparison, we had to ensure that the funds from each federation came from the same pool. Funds allocated to local BJE’s for the sake of teacher training or other day school initiatives were noted, but excluded from the percentage amounts. Further, annual grants for particular day school initiatives were excluded from this particular figure. The figures ran from 9%-25% with the average percentage around 16% of local allocable dollars designated for local Jewish day schools.

In examining trends, it is important to differentiate between communities with differing numbers of schools and rates of attendance. Allocation formulas utilized by communities with 1-2 schools will look very different from those communities with 15 schools. Generally, one of the ways in which to break down allocation numbers would be according to “city-size”. However, city-size does not always correlate with the number of day schools in a given community and for the purposes of this analysis, we will be analyzing the data based on number of schools rather than a community’s campaign size. Therefore, we broke up the communities in intervals of 0-1 schools, 2-5 schools, 6-9 schools and 10+ schools. Table 2 below summarizes our findings based on the thirty reporting communities.

**Table 2**  
**Average % of local allocable dollars**



Of the seven communities that reported 10+ day schools, all seven reported that their allocations were primarily based on per-capita funding. Not surprisingly, these are all classified as large cities. Two of these communities considered other factors, however the bulk of the funding was determined by the number of students enrolled. Of these communities, the average percentage of local allocable dollars was 14.4%. This number demonstrates that although there are more schools and more students in these communities, the average percentage does not fall much lower than the 16% overall number.

Of the seven communities that reported between 6-9 day schools, three of them reported that they allocate to their day schools as they would any other agency and the other four were based on per capita figures. Three of these cities are classified as large and the other three are large-intermediate. The average percentage of local allocable dollars that is allocated to day schools is 17%. This is not significantly different that the overall 16% average of the surveyed communities.

Finally, of the twelve communities that have between 2-5 day schools in the community, five reported that enrollment was one of the factors taken into consideration in the allocation process, seven cited scholarship as one of the factors, two allocate to day schools as they would any other agency and the other two use history as the basis of their allocation decision making. The average percentage of local allocable dollars from communities with 2-5 schools is 16.39%, in line with the overall average.

## **Shared Practices and Innovations**

### **Incentive Funding**

#### *The Jewish Federation of Greater Philadelphia*

The Philadelphia federation funds their six schools with a per capita funding model based on three-year average enrollment as of Sept. 30th of the funded year. The funding is weighted based on the grade level of the students - elementary, middle and high school. Additionally, the Jewish federation provides schools with per capita “booster funding” based on the ratio of a three year average of scholarship to total school income. The range in which this ratio falls for any particular school determines the amount of the booster. For example, a ratio of .11 to .2 would result in a per capita booster of 1.1, while a ratio of .21 to .3 would result in a per capita booster of 1.15 and so on.

For more information, please contact Brian Mono at (215) 832-0812 or [bmono@philadelphia.org](mailto:bmono@philadelphia.org).

### **Written Materials**

#### *The Jewish Federation of Greater Miami*

The Miami federation provides the most comprehensive guide to the day school allocation process of any materials submitted. The guide is a joint product of the federation and the Central Agency for Jewish Education in Miami. The importance in producing these types of public documents cannot be understated. This provides for a clear understanding between the federation, day schools, agencies, teachers and other interested parties of the process that the federation annually undertakes in providing their local schools with funding. Their guide consists of six chapters including charts, graphs and deadline information for all participating schools.

For more information, contact Jeff Levin at (786) 866-8492 or [jlevin@gmjf.org](mailto:jlevin@gmjf.org).

### **Marketing**

#### *The Jewish Federation of Greater Hartford*

The Hartford federation funds their school strictly on a per-capita basis. Their per-capita spending per child is one of the highest of the communities surveyed for this report. Further, in calculating the number of students, the federation allows the school to be funded based on the highest number of enrolled students over a three year period. In this way, no one year will completely determine a school’s allocation. Additionally, with a one-time surplus of funds, the community created a marketing consortium for the three day schools. These materials consist of marketing materials, a needs assessment and other promotional tools that will benefit all of the area schools.

For more information contact Alys Krichavsky at (860) 727-6161 or [akrichavsky@jewishhartford.org](mailto:akrichavsky@jewishhartford.org).

### **Lay Involvement**

#### *The Jewish Federation of Greater Atlanta*

The Atlanta federation is now embarking on a long-term, intensive process of strategic planning for their community day schools. The federation is convening a special lay task force of major donors and community leaders charged with creating this strategic vision. Importantly, no member of the task force is “tied” to just one school, with broad ranging involvements among multiple institutions. Atlanta is an important community to look at

in studying meaningful ways in which lay leadership has been integrated into the day school planning process.

For more information, please contact Shira Ledman at (678) 222-3730 or [sledman@jfga.org](mailto:sledman@jfga.org)

### **Teacher Incentives**

#### *United Jewish Communities of Metrowest*

As a portion of the Metrowest federation allocation to day schools, the community has developed a teacher incentive grant program. The purpose of the program is to encourage teachers to remain within the Jewish day school system and to partake in professional development opportunities. Educational professionals, such as *guidance counselors, social workers, learning specialists, librarians and therapists* are included in Metrowest's Salary Enhancement program.

For more information, please contact Arthur Sandman at (973) 929-3090 or [asandman@ujcnj.org](mailto:asandman@ujcnj.org).

### **Tuition Tax Credit**

#### *Jewish Federation of Greater Phoenix*

The Arizona Private School Tuition Tax Credit Law, A. R. S. Section 43-1089, allows a married couple filing jointly to make a donation to a qualifying School Tuition Organization of up to \$1000 in 2007 and receive a dollar-for-dollar tax credit against the taxpayer's Arizona state income tax. A single taxpayer is limited to \$500. If the taxpayer has actual Arizona state income tax less than the maximum allowable, the available credit in a given year is limited to the actual tax. The law allows a carry forward for up to five years if a donation is made in excess of the actual state income tax due. Arizona State income tax forms 301 and 323 are used for claiming the credit.

A school tuition organization is one that is tax exempt under section 501(c)(3) of the Internal Revenue Code, allocates at least 90 percent of its annual revenue to scholarships or grants, and makes its scholarships/grants available to students of more than one qualified school. The Jewish Community Day School Scholarship Fund of Greater Phoenix is a qualifying school tuition organization encompassing the Phoenix Hebrew Academy, Pardes Jewish Day School, King David School, Jess Schwartz Jewish Community High School, and the Barness Family East Valley Jewish Community Center. The Jewish Community Scholarship Fund of Greater Phoenix raised almost \$1.6M in tax credit donations in 2005. These funds provided \$1.5M in scholarships to over 300 children. The fund raised over \$1.9M during the 2006 tax year.

For more information, please contact Fred Zeidman at (480) 634-4900 or [fzeidman@jewishphoenix.org](mailto:fzeidman@jewishphoenix.org).

### **Participating Federations**

1. Jewish Federation of Greater Atlanta
2. THE ASSOCIATED: Jewish Community Federation of Baltimore
3. Combined Jewish Philanthropies of Greater Boston
4. Jewish United Fund/Jewish Federation of Metropolitan Chicago
5. Jewish Federation of Cincinnati
6. Jewish Community Federation of Cleveland
7. Allied Jewish Federation of Colorado
8. Jewish Federation of Greater Dallas
9. Jewish Federation of Metropolitan Detroit
10. Jewish Federation of Greater Hartford
11. Jewish Federation of Greater Houston
12. Jewish Federation of Greater Indianapolis
13. Jewish Federation of Greater Kansas City
14. Jewish Federation of Greater Los Angeles
15. Memphis Jewish Federation
16. United Jewish Communities of MetroWest New Jersey
17. Greater Miami Jewish Federation
18. Minneapolis Jewish Federation
19. UJA-Federation of Jewish Philanthropies of New York
20. UJA Federation of Northern New Jersey
21. Jewish Federation of Greater Orlando
22. Jewish Federation of Greater Philadelphia
23. Jewish Federation of Greater Phoenix
24. United Jewish Federation of Pittsburgh
25. Jewish Federation of Greater Portland
26. Jewish Federation of St. Louis
27. The Jewish Community Federation of San Francisco,  
the Peninsula, Marin and Sonoma
28. United Jewish Federation of San Diego County
29. Jewish Federation of Greater Seattle
30. UJA Federation of Greater Toronto
31. Jewish Federation of Greater Washington



## **UJA-Federation of New York Addendum**

UJA-Federation of New York does not allocate directly to day schools and therefore was not included the overall day school allocation report. In the metro New York area there are 278 day schools with approximately 100,000 students. Instead of allocating to each school or on a per capita basis, UJA-Federation of NY makes allocations to programs and initiatives that directly benefit day schools in a variety of ways. For more information on UJA-Federation of NY day school allocations, contact Rebecca Spilke at 212.836.1483 or [spilker@ujafedny.org](mailto:spilker@ujafedny.org).

UJA-Federation of NY day school allocations are made in 3 different areas:

### **1. Professional Development**

Approximately \$1M allocated annually

UJA-Federation of NY is currently funding 6 programs in the area of professional development for day school teachers and administrators:

- **The Institute for Day School Management (IDSM)** - In partnership with Columbia University's Graduate School of Business's Institute for Non-Profit Management (INM), UJA-Federation is bringing the highest level of executive management education to Jewish day school leaders. Outstanding instructors are teaching participants using a specifically tailored curriculum, focusing on such skills as: strategic management, administration, financial management, conflict management and negotiation, fund development, marketing and public relations, and personal leadership. This program demonstrates a continued commitment to top-notch leadership in the Jewish day school world.
- **The Lookstein Institute-** The Jewish School Leadership Advancement Initiative trains educators for leadership positions in participating New York Jewish Day schools. It includes two tracks—one for educators in middle management positions such as assistant principals, guidance counselors, and department heads, and one for teachers. The goal is to enhance their leadership skills, both improving their abilities as educators and preparing them for key leadership positions. This program includes retreats, seminars, personal mentoring, and networking between educators.
- **The Jewish New Teacher's Project (JNTP)** - The Jewish New Teacher Project recognizes the challenge many of you face in your schools of training and retaining excellent Jewish teachers. JNTP, under the auspices of the New Teacher Center, provides supplemental training for first and second year teachers in classroom management, instructional technique, and time management. It uses a mentoring system provided either by experienced colleagues at participating schools or visiting mentors. This program encourages new teachers and offers them support and leadership training

while also reaching out to the rest of the school community by familiarizing new teachers and mentors with JNTP's staff development methods.

- **The Partnership for Excellence in Jewish Education (PEJE)** – Since PEJE's inception 10 years ago, UJA-Federation of New York has been a national PEJE partner. In addition, since 2006 UJA-Federation has funded PEJE to intensify local efforts in New York. Together, we strive towards the goal of sustaining competitive high-quality day schools in order to build a strong literate Jewish community. This past year PEJE reached out to over 45 schools in the New York area, offering such services as grant making, coaching, conferences, publications, and research.
- **Marketing research** – UJA Federation of NY is currently conducting a marketing research project to determine barriers to day school enrollment in non-Orthodox families in Manhattan and Long Island.
- **Torah Umesorah–National Society for Hebrew Day Schools** - *Chevras Yesud Ma'aloh* fellowships for principals of yeshivas or day schools provide an opportunity to study instructional leadership in the context of the *Limudei Kodesh* curriculum in yeshivas and day schools. There are two program divisions: The New York Regional Fellowship for Principals of Girls Schools, for New York and New Jersey–area women, conducted weekly; and The National Fellowship for Principals of Boys Schools, conducted during a series of intensive retreats. All participants receive individualized mentoring and learn the art of coaching, mentoring, and school management.

2. **Educator Benefits**

Approximately \$3M allocated annually

The UJA-Federation of NY allocation to educator benefits provides subsidies for health care, pension and life insurance for approximately 6,000 teachers in 200 New York area day schools.

3. **Central Agencies for Jewish Education**

\$6M allocated annually in total; approximately one-third to one-half directly benefits day schools.