

# 2004

# JESNA

## ANNUAL REPORT

## About JESNA

JESNA seeks to make engaging, inspiring, high quality Jewish learning available to every Jew in North America by building an educational system of consistent excellence. Our commitment to system-building is advanced through a three-pronged strategy that focuses on **people** — recruiting talented educators and creating the conditions that enable them to thrive; **best practices** — identifying and disseminating models

of excellence in educational practice; and **innovative solutions** — developing creative new approaches to expand the impact of Jewish education.

JESNA partners with a dynamic and a growing group of individuals, organizations, institutions, and foundations. In addition, JESNA works closely with the central agencies for Jewish education that operate in more than 60 communities and the Jewish federations in more than 150 communities throughout North America.

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# Message from the Chair



Helene Berger

For JESNA, the past year has been a period of transition, growth and lessons learned, as we have pursued the critical goal of ensuring system-wide excellence in Jewish education. Since JESNA's inception in 1981, we have been defined largely in terms of the service we provide to the communities under the Federation system umbrella, to individual institutions, and to discrete sectors in the larger world of Jewish education. When we ratified our Strategic Plan — “Building Jewish Education in the 21st Century” — in June of 2002, we recognized that service alone was not enough. The challenges facing Jewish education today — too few quality educators, operating in an environment providing too little support and recognition; too little consistency in the quality of programs offered; inadequate funding — can only be solved through systemic approaches that link institutions and leverage successes. And so we have focused this past year on our own transformation — from service provider to system builder — so that we can truly fulfill our responsibility to lead the Jewish community toward the standard of consistent excellence in Jewish education.

It has been a remarkable and challenging period for the field of Jewish education, marked by a series of competing pushes and pulls:

- On the one hand, we have witnessed an historic willingness, by a relatively small number of major philanthropists, to put Jewish education front and center in their own funding priorities...and, on

the other, a decreasing flow of dollars from the traditional institutional sources, many themselves facing financial shortfalls.

- While the day school movement has grown with more schools and increased enrollments, there has been a corresponding shortage of skilled, qualified teachers and administrators.
- Although a number of promising approaches have been developed in individual congregational school settings, the lack of a comprehensive “system” for sharing and applying such knowledge more broadly has kept those innovations isolated.

This Annual Report presents the results of a year in which we have had to reconcile competing demands and establish an agenda that balances vision with focus, creativity with accountability. The pages that follow highlight some of our work in the three crucial areas of our strategic focus:

- **People** — recruiting talented educators and creating the conditions that allow them to thrive
- **Best Practices** — identifying and disseminating models of excellence in all settings and domains
- **Innovative Solutions** — developing creative new approaches to expand the impact of Jewish education through challenging ideas, new initiatives to strengthen learning and engagement, and new partnerships with funders and providers.

In the course of the last two years we have learned lessons that will guide our own work and strengthen Jewish education for the future.

- **Focus:** We are most effective when we limit our focus to those areas where we are uniquely suited to have the greatest impact, and encourage others to excel in their areas of greatest expertise.
- **Collaboration and Partnerships:** We can't do it alone. We are increasingly convinced that collaboration and partnership with existing institutions, local communities and philanthropic founda-

tions is the key to building an effective educational system.

- **Business Model:** Abstract ideas and big dreams can only become real when they are supported by appropriate business models and rigorously evaluated against measurable goals.
- **Tackling the Big Issues:** We can't be reluctant to tackle the big issues, despite the complications, if we want to transform Jewish life and Jewish lives. These overriding issues, when relevant and engaging and approached systemically, are the ones that most energize people.
- **Standard of Quality:** We must hold ourselves and our partners to the highest standards of quality, with measurements applied to every program. That is what our community demands and deserves.
- **System Building:** Most important, we must create a SYSTEM that links and leverages impactful programs and quality institutions to deliver engaging, inspiring Jewish education.

As I near the completion of my two year term as JESNA's chair, I want to express what a privilege it has been to lead JESNA through this period of discovery, transition, challenge, opportunity and growth. We thank those who have so generously supported us in our quest for universal excellence in Jewish education. We ask for your renewed commitment, enabling us to continue to deliver quality products with sound management and the highest level of efficiency. The Jewish community today has an increasingly sophisticated understanding of the need for fiscal and educational accountability in our schools and an intensified commitment to the goal of creating new generations of Jewishly literate, committed and engaged Jews to carry on our rich heritage. This is, perhaps, the most urgent call our people face today and we at JESNA are eager to work with you to build the system that will bring us closer to that goal.

*Helene Berger*

# Message from the President



Jonathan Woocher

In its first annual assessment of the state of the Jewish people, the Jewish People Policy Planning Institute summarized its findings as follows:

*"The future of the Jewish people is not assured, though there are great opportunities for thriving. To succeed, large resources, judicious coping with critical decisions, and careful crafting of long term grand policies are needed."*

The conditions, challenges, and opportunities for Jewish education in North America could aptly be described in nearly identical terms. We are poised today between a past in which the landscape of Jewish education was dotted with peaks of excellence, but also numerous valleys marked by inadequate resources, uncertain performance, and ineffectual results, and a future in which we will be able to promise every Jew, young and old, an engaging and inspiring Jewish education. JESNA exists to ensure that this promise is fulfilled.

We do this by focusing our work on the elements needed to build a Jewish educational system of consistent excellence: **People** — recruiting talented educators and creating the conditions that enable them to thrive; **Best Practices** — identifying and disseminating models of excellence in educational practice; and **Innovative Solutions**

— developing creative new approaches to expand the impact of Jewish education. This "recipe for excellence" guides JESNA as we work together with professional colleagues and volunteer leaders from every part of the Jewish educational world to mobilize greater resources, build stronger collaborations, and promote a culture of high expectations and accountability.

The past year has been one of unprecedented activity and achievement at JESNA. Numbers tell part of the story. Numbers like:

- 300 lay, professional, and philanthropic leaders who gathered in Fort Lauderdale in February for the first Jewish Education Leadership Summit.
- More than 500 young people who participated in one of JESNA's programs aimed at introducing them to the opportunities and challenges of a career in Jewish education.
- 25 evaluations conducted this year by JESNA's Berman Center for Research and Evaluation, each one helping a promising program improve and yielding new lessons for Jewish education as a whole about how to achieve excellence.
- 24 communities with which JESNA worked intensively on new initiatives in areas like youth education, day school development, and congregational education.

The numbers in JESNA's budget tell the story as well — our 2004 budget of \$4.5 million is double that of five years ago, and our fund raising has more than doubled over that period as well.

We look back with pride; but we look forward with even greater excitement. Last year we launched JESNA's most ambitious initiative ever, along with our partner, the Covenant Foundation. The initiative, called JERRI, Jewish Educator Recruitment/Retention Initiative, will dra-

matically expand the Jewish community's ability to attract the most talented people to careers in Jewish education and to transform the conditions and culture of the field to enable these individuals to succeed and grow in their work, both personally and professionally. This year we will be implementing the first projects under the JERRI banner, focusing on the recruitment of college-age young people, induction of novice teachers, and providing benefits for Jewish educators.

This year also sees the establishment of the Lippman Kanfer Institute for Innovation in Jewish Learning and Engagement at JESNA. Thanks to a lead gift from the Lippman Kanfer Foundation, the Institute will be generating *innovative ideas* to challenge and guide the field of Jewish education to achieve greater reach, quality, and impact; and *breakthrough initiatives* that embody new strategies and new models for strengthening Jewish learning and engagement. The Lippman Kanfer Institute will operate as both a think tank and a research and development center, working actively with other institutions, funders, and foundations seeking to transform Jewish education.

Whether the Jewish people thrives or withers in the 21st century is indeed in our hands. JESNA is determined to be among those who make the critical decisions, craft the wise policies, and, most important, take the actions needed to make sure that there is no doubt about the outcome. With your continued involvement and support, Jewish education will thrive and the Jewish people together with it.

A handwritten signature in black ink, appearing to read "Jonathan Woocher".



## JERRI: A Comprehensive Approach to Educator Recruitment and Retention

The need to attract talented and passionate educators to every venue — the classroom, the principal's office, and summer camps — and to provide the ongoing support that will retain them, has been vexing the Jewish community for decades. In winter 2004, and for the first time ever, 300 Jewish communal leaders came together to address this problem, and to commit to solutions. JERRI, the Jewish Educator Recruitment and Retention Initiative, was created by JESNA and its partner, the Covenant Foundation, to harness the ideas, expertise, and resources of federations, funders, school networks, central agencies for Jewish education, and other activists. To enhance Jewish education through the nurturing and professional development of our educators, JERRI convenes the Jewish community through a broad consortium of partners. Together, we can experiment with ideas and implement programs that will catalyze the changes both mandated by and sought for the Jewish educational system. The Jewish community coalesced to create JERRI. JERRI, in turn, is the Jewish educational community's re-envisioning of itself, and its best chance to imprint that vision onto reality.

### Launching New Initiatives

- JERRI has developed a comprehensive marketing plan considering all possible points of influence with college stu-

## People . . .

# Recruiting talented educators and creating the conditions that allow them to thrive.

dents. We are drafting an 18-month implementation program that will attract young people to the field and provide a comprehensive recruitment system utilizing effective public messages, web-based resources, local points of personal contact, and sophisticated career guidance as young people search for employment opportunities.

- Recognizing the reality that too many Jewish educators lack basic or sufficient health benefits, JERRI along with Covenant, Avi Chai, and Gruss Life Monument Funds convened a national meeting where nearly 100 experts and interested parties grappled with this issue. Approaches under consideration include adapting existing models as well as creating new systems to provide attractive health benefits to every Jewish educator in the United States.
- As the community embraces the quest for Jewish knowledge, and educational journeys last throughout lifetimes, the role of the Jewish educator is evolving. The passion required to interact effectively in congregational, day school, summer camps, JCC's, Hillels and adult forums are the same, but the skills required to teach effectively in these environments vary from setting to setting. JERRI is consulting with Jewish programs and leading academics to enhance the system that grants nationally-recognized licenses for Jewish educators at various stages in their careers. Through this effort, JERRI's goal is to advance the excellence of educators in their settings, to establish new rungs on the professional career ladder, and to provide an objective standard recognized by the community to honor and respect its educators' professional achievements.

### Disseminating Information

JERRI is disseminating information about educator recruitment and retention both in print and online:

- A special issue of JESNA's *Agenda: Jewish Education* focuses on educator recruitment and retention, including an insert on pragmatic strategies and actions proposed at the Summit.
- The JERRI e-newsletter, emailed to lay and professional leaders, shares information about local training and recruitment initiatives.
- An online resource center, which will include a comprehensive database, now being developed, that describes local, national, and Israel-based recruitment, development, and retention programs.

### MEASURING OUR SUCCESS

- 482 people from 12 cohorts have gone through the Lainer Interns program since its inception.
- There have been 195 Grinspoon-Steinhardt Award Winners since the program began.
- 45 communities have participated in the Grinspoon-Steinhardt Awards program since the program began.
- JESNA's recruitment team visits 25 college campuses and career fairs a year on average.
- In the past year, the Everett JewishJobFinder.com (JJF.com) received an average of 7,324 unique visitors per month.
- As of April 15, 2004 there are 6,525 registered users of JJF.com, of whom 950 are employers and 5,575 are job seekers.
- 244 jobs and 2,650 resumes were posted on JJF.com since April 15, 2004.

## Grinspoon-Steinhardt Award is a Motivator for Teachers

The 2003 Grinspoon-Steinhardt Award made Ronit Rozen understand just how important it is to be appreciated. She explains, "I love teaching, but sometimes I feel as though I work hard, and no one recognizes it." An Israeli trained in secular primary education, Rozen's enthusiasm for teaching has

moved to the Judaic realm. At the California day school where she teaches, it was the children who motivated her to get a master's degree in Jewish education: "I didn't know how to make it more interesting for the kids. They like to ask a lot of questions, and I didn't have the answers." Rozen believes that recognizing dedicated teachers like herself will motivate others to become better educators. "Teachers will see that if they work hard, people will notice."

## Lainer Intern Jill Allenberg Gains Connection to Israel

For Jill Allenberg the Lainer internship both cemented her strong emotional connection to Israel and helped her to make "wonderful connections with Jewish professionals and with peers who will be joining me in the field of Jewish education." Through the Lainer class and her work experience planning a Hillel Israel trip for college students, she also "learned a lot about how Jewish organizations work."

For Allenberg, her internship crystallized her future path. After college, she plans to work for two years in the Jewish community and then get a Master's degree in Jewish education. "In five years," she explains, "I know that I will be working in the Jewish community somewhere and ideally making a difference in people's lives."

The Lainer Interns for Jewish Education is funded in part by the Lainer Family and the JAFI Department for Jewish Zionist Education.

## Lainer Intern Receives Goldman Fellowship and Travels the World

"One of the main reasons that I am working in the field of Jewish communal service," says Cara Unowsky, is the Lainer internship program. After her semester in Israel, JESNA connected her with a job teaching Hebrew school in State College, Pennsylvania, which in turn inspired her to apply to the Hornstein Program at Brandeis University for a Master's degree in Jewish Studies and Jewish

Communal Service, with a concentration in Jewish education. In May 2003 she was awarded the 2003-2004 Ralph I. Goldman Fellowship in International Jewish Communal Service, which supported her work on welfare and Jewish renewal projects in Russia, the Ukraine, Romania, and Slovakia. Thinking like the educator she is, she created a weblog of her journeys, to share with Jewish students in North America "the many facets of Jewish life globally today."



## **Berman Center — Making Evaluation the Standard in Jewish Communal Life**

The big picture of a thriving, interconnected system of Jewish education is beginning to emerge. With pieces of the puzzle in place across the continent — community ventures to attract Jewish teens, new curricula to educate both parents and children, loans to motivate innovation in Jewish day schools, and programs to attract and retain Jewish educators — the Jewish community is ready for the next step. We need to create a database of knowledge, resources, and best practices, as well as a network for effectively sharing that information throughout the Jewish community.

JESNA's Mandell L. Berman Jewish Heritage Center for Research and Evaluation in Jewish Education is uniquely placed to develop that combination of expertise, information, and communication that has the potential to effect major change in the Jewish world. With years of hands-on experience evaluating Jewish education programs, curricula, and innovative ventures, the Center already has a talented and experienced staff, an extensive body of research, and strong relationships within the Jewish education community.

The Center's *métier* is evaluation, and in the world of Jewish education, it has a twofold effect. On the local level, evaluation enhances Jewish education

## Best Practices . . .

### Identifying and disseminating models of excellence in educational practice.

programs, materials, and initiatives by assessing their impact and advising changes that improve quality and effectiveness. But more globally, each evaluation contributes to a systemic understanding of what works and what doesn't throughout the Jewish education establishment. Using findings from the nearly 80 evaluations of Jewish education programs and studies of Jewish education issues that it has completed since 1992, the Berman Center already possesses the beginnings of a database of best practices and solid research that can be disseminated throughout the Jewish world.

The engine that drives the Berman Center is a staff whose skills, experience, and commitment are bringing the scattered gems of Jewish education into a coherent vision and sharing it Jewish education professionals across the continent. Berman Center consultants have a network of deeply rooted relationships with educators in venues that range from congregational and day schools to early childhood and high school, teacher training programs, and central agencies. Through close collaboration, coaching, and mentoring, they learn from their clients while giving them the tools to use evaluative thinking and techniques in their own work and to become better "consumers" of research and evaluation data. To reach a national audience, the Center's staff also conduct training and seminars and distribute evaluation resources and research results through publications, conferences, seminars, presentations, and the Internet. Through this fertile mixture of information and experience with relationships and extensive networking, the

Berman Center's staff is poised to step boldly into the Jewish future.

### **Reform Movement Selects Berman Center as First Outside Evaluator**

When Reform movement leaders wanted "the most objective, yet knowledgeable assessment" of their new CHAI curriculum, they decided on the Berman Center, an outside evaluator that would bring greater "credibility." The Center's assessment of the pilot lessons inspired changes in both content and editorial policy, but the Reform movement particularly looked to the Center to address the "complicated challenge" of finding a meaningful measure of the curriculum's effect on teachers, students, and parents.

### **PEJE — Berman Center's Evaluation of Past Grants Critical to Future Planning**

Philanthropists use grant-making as a tool to initiate experiments that will push Jewish education programs in new directions, and many value the Berman Center's evaluations of these grants as integral to a cycle of experimentation, self-criticism, and future planning. For the Partnership for Excellence in Jewish Education (PEJE), a collaborative effort of Jewish philanthropists working to strengthen the Jewish day school movement in North America, the Berman Center has assessed its DE'AH grants, which give schools experiences with outside consultants, as well as others. Cheryl Finkel, Director of DE'AH, observes: "We used the information from their evaluation to conceptualize our next set of grant projects, and we learned where we were helpful to the

grantees and where we needed to improve our process.” Dr. Bonnie Hausman, program officer at PEJE, puts her finger on how the Berman Center’s staff serve as a repository of data critical to the process of growth and change: “The most important thing is the continuity of our work with the Berman Center. They remember the findings from previous evaluations which help with designing new ones. They have historical memory about what has and has not been working.”

### **Berman Center Empowers Local California Professionals with Skills to Perform Future Evaluations**

Administrators of even the most successful educational programs know that

an outside evaluator can structure the self-reflection necessary to analyze, modify, readjust, and move forward with programs. San Diego’s already thriving High School of Jewish Studies invited the Berman Center to help the school evaluate its strengths and weaknesses and recommend improvements. The Berman Center worked with the school to develop formats for interviews and focus groups and to design a survey of the students, and then analyzed the data and offered recommendations about future directions. According to Dr. Cecile Jordan, the recently retired Executive Director of the Agency for Jewish Education, working with the Berman Center also offered an unexpected advantage — not only did the

school learn about its staff, curriculum, and students, but the Berman Center also “showed us how to do an evaluation and empowered us to be able to evaluate our programs in the future.”

### **MEASURING OUR SUCCESS**

- The Berman Center has conducted 40 evaluations since the adoption of the Strategic Plan.
- The Berman Center has worked intensively with 22 communities since the adoption of the Strategic Plan, and many more on a consultation basis.
- The Berman Center has worked with 29 different types of programs since September 2001.



## Programs That Systematically Bring Grassroots Experience Engaging Jewish Youth to National Exposure

Jewish teens star in drama productions at their high schools, tutor disadvantaged children at the local library, and excel in their secular studies, yet many are keeping their distance from things Jewish. In fact, over half drop out before they graduate from high school. As a result, Jewish communities across the country are making teens a priority and looking for ways to draw them in.

JESNA has been grappling with this problem from a systemic perspective, using strategies that draw upon grassroots experience and learnings with the goal of sharing them continent-wide. One approach, employed by JESNA's Partnering Communities Program, is the community-specific piloting of programs and ideas to see what works. Pilot communities experiment with a variety of techniques, developing solutions that can be replicated in other communities who face similar challenges. A second initiative, the Network of Community Youth Professionals, brings to bear a different strategy that is at once top-down and bottom-up; it brings together grassroots professional and lay leaders with similar responsibilities and challenges, both to share frustrations, brainstorm ideas and solutions, and acquire skills.

## Innovative Solutions . . .

### Developing creative new approaches to expand the impact of Jewish education.

#### Partnering Communities Program Systematically Learns About Community-Wide Youth Programming

Trusting that communities are the best judges of which strategies will work for them, the Partnering Communities Program has selected five communities — Atlanta, Boston, Kansas City, MetroWest, and Vancouver — to serve as laboratories for designing and testing new methodologies and strategies in informal youth education and programming. JESNA and its partner, the Institute for Informal Jewish Education at Brandeis University, act as consultants on research, program design, and evaluation.

JESNA's Berman Center has taught professionals in these communities how to conduct needs assessment studies, use logic modeling in program design, and evaluate their existing and pilot programs. They have given them skills in community organizing, advocacy and public relations, and fundraising. As each of these projects move forward, the professionals at JESNA and the Institute for Informal Jewish Education are systematically gleaning lessons that they will be sharing with practitioners throughout North America.

#### Teen Spirit Soars in Vancouver

They hang out at the mall. They think about existential questions. They believe their lives are tumultuous. Teenagers everywhere share many things. But teenagers in the Greater Vancouver Jewish community will soon have something that other teenagers don't — more and better things to do outside of school! The Vancouver

Jewish community has embarked on the ambitious new program, the Jewish Teen Initiative of Greater Vancouver, to create new options for teens. Working with Partnering Communities Program, its first step was to establish the Vancouver Jewish Youth Professionals to enable youth workers throughout the Vancouver area to participate in professional development, to become advocates for Jewish teens, and to combine resources in support of community-wide Jewish youth events. At the same time, a local team of professional and lay leaders worked with PCP staff to conduct an environmental scan and needs assessment study, including both surveys and focus groups. They looked at both existing informal education opportunities as well as “the needs and desires of youth, parents, and community leaders,” and the result of their research will be an action plan to better address the needs of under-engaged youth in the Greater Vancouver.

#### Kansas City Ready to Export New Tracking Software to Other Communities

Even teens who are mostly disengaged from the Jewish community may check in now and then, and Kansas City wants to know where and when they do. To gather this detailed information about the involvement of its congregational youth in informal Jewish education, Kansas City has worked with JESNA's Berman Center staff and a local team of web designers to develop a sophisticated tracking mechanism.

Three synagogues piloted the software to track the participation of all youth ages 10-18 in their congregations.

This fall two more Kansas City congregations will be using the software as will the professional staff at Kansas University, who will be analyzing participation trends among late teens and young adults. This tracking software is groundbreaking and other communities are already planning to use it in a variety of Jewish venues.

JESNA and the Institute for Informal Jewish Education are now analyzing the data from the pilot program and developing recommendations for programmatic initiatives. This is an initial step toward Kansas City's goal of engaging its youth and young adults both to strengthen their connection to the Jewish community and enhance the quality of their Jewish education. The next steps will involve professionalizing the field of informal education, creating a continuum of Jewish informal experiences from youth through young adulthood, and better contextualizing short-term, intensive programs for youth.

### **Network of Community Youth Professionals Creates a "Field" of Youth Professionals**

Jewish tradition teaches that parents and teachers are the role models for the upcoming generation, yet it is often the youth professionals who are positioned to make the strongest impact on Jewish teenagers as guides, mentors, counselors, educators, and friends. They too seldom have the skills, training, or even the community support necessary to achieve success.

To teach pragmatic skills and build collegial support among youth professionals, JESNA and the Institute for Informal Jewish Education developed

the Network of Community Youth Professionals. The Network brings together youth professionals from 30 communities — both those at the communal level and those in synagogues, youth movements, and other settings — to connect with their colleagues at biannual meetings and through bimonthly conference calls. Each meeting and telephone conversation is devoted to a single issue, such as marketing to teens, building partnerships, or building the support of lay leadership. By providing a framework for youth professionals to grapple together with widely shared issues, the Network has laid the foundation for developing a field of youth professionals and given them the tools to build dynamic enterprises at the grassroots level.

### **Youth Programs in West Palm Beach, Florida Strengthened Through the Network**

Mindy Hanken, the director of the Jewish Teen Initiative in West Palm Beach, Florida, attributes much of what the program has achieved during its first two years to "the guidance and support I've gotten from JESNA and the network of Jewish youth professionals around the country." Her goal is "to bring out of the woodwork those teens who do nothing 'Jewish' — by creating programs that are unique, that don't give teens any reason to say no."

Instrumental to the growth of her program, says Hanken, are three things she learned in the Network. The first is that "it takes a community mandate to create a successful program." As a result, she realized that high-level federation support was not sufficient, and has

created partnerships with the local synagogues and their youth programs, community agencies, and the regional youth movements. Hanken's Network experience has also taught her the value of a multifaceted approach to youth programming. She adds, "we're not just offering professional development to youth professionals, not just running programs for teenagers in the community, not just bringing teen leaders together on a monthly basis — we are doing all of these things." Finally, the Network has helped Hanken to see the value of patience. "We have to know that this is going to take time to build. It's about building relationships and working with all the local and regional stakeholders to collectively meet our goals. And that takes time."

#### **MEASURING OUR SUCCESS**

- The first youth initiatives portfolio has been distributed to over 120 communities.
- Over 500 teens have been surveyed through the Partnering Communities Program.
- The PCP has conducted over 20 focus groups with youth professionals, teens, and their parents.
- PCP has worked intensively with over 40 local institutions (synagogues, JCC's CAJE's, camps, etc.).
- 35 communities are part of our network of youth professionals.

# The First Jewish Education Leadership Summit



Summit Co-Chairs Laura Lauder, Diane Troderman, and Arnee Winshall pause for a moment as the Summit gets underway.



Educators, institutional leaders, and funders mingled at formal sessions...



Recipients of the JESNA Vision Awards, presented at the Summit, include (front, l to r): Susan Crown, Laura Lauder, Jason Cury for the Gruss Life Monument Fund, Bruce Whizin, Jay Moses for the Wexner Foundation, Gail Dorph for the Mandel Foundation (back, l to r): Charles Bronfman, Rachel Abrahams for the Avi Chai Foundation, Ellie and Mark Lainer, Alana Hughes for the Schusterman Foundation, Harold Grinspoon.



Rabbi Yitz Greenberg and Joe Kanfer enjoy a chance for some informal networking.



...and in the equally valuable "hallway conferences."



JESNA Chair Helene Berger flanked by philanthropists Bill Berman and Michael Steinhardt.



Ron Wolfson, of the Whizin Institute and University of Judaism, makes a point while leading a session.



Even adults need to find ways to make learning fun.



Bill Robinson of the Jewish Life Network and Harold Grinspoon confer with JESNA President Jon Woocher.



# Thank You For Your Support!

## JESNA's 2003–2004 Contributors

We want to thank the following individuals, families, foundations and organizations who have demonstrated their commitment to creating vibrant Jewish education across North America through their generous financial support.

We especially appreciate the enduring commitment of the Jewish Federations across North America. Thank you to the National Funding Council and to individual Federations for your sustaining support and belief in our work.

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# How You Can Support JESNA . . .

## Your donation will make a difference.

Join JESNA in our mission to make consistently excellent Jewish education available to every learner in every community in North America. Your gift will help us recruit and prepare more quality Jewish educators and create the conditions in which they can thrive. Your gift will help us research and develop best practices and model programs. Your gift will help us create innovative solutions for the chronic challenges that plague Jewish education system-wide. But, most of all, your gift will help us ensure that the promise of engaging and inspiring Jewish education is fulfilled for every Jew.

There are many ways you can support JESNA:

## Annual Gifts

### Friends Campaign

JESNA encourages unrestricted gifts through our Friends Campaign. These gifts provide JESNA with a crucial foundation of broad support, and allows us to direct the funds where they are most urgently needed. Gifts to the Friends Campaign can be made by phone, mail, or through our website at [www.jesna.org](http://www.jesna.org). Contributors can earn American Airlines Advantage Points through their gifts of \$50 or more.

### Memorial and Tribute Giving

Memorial and Tribute contributions are special gifts to honor, memorialize, or congratulate friends and family for all occasions. We will be delighted to send a beautiful, artist-designed card to the recipient you designate, or you may purchase packets of blank tribute cards for your own use.

### Project Support and Designated Giving

A project-designated gift allows you to specify the initiative or area you wish to support with a major gift of \$10,000 or more. Many of JESNA's most successful programs are supported in large part by individuals or groups of funding partners. For more information on projects that would benefit from designated support or to discuss a particular project of special interest to you, contact Cheryl Cook at 212-284-6703.

### Matching Gifts

If you are affiliated with a company that matches contributions to non-profit organizations, you may be eligible to have your gift to JESNA matched, doubled or more. Some employers consider matching gifts a benefit to their employees. The human resources office at your workplace can tell you about your employer's policies.

## Endowments and Planned Gifts

The goal of consistent excellence in Jewish education will not be realized in full in the short term and JESNA seeks to act to secure the future of our work with the greatest prudence possible. Planned gifts, which can take many forms, are an ideal vehicle both to ensure the continuity of our efforts and to meet your individual financial and estate planning needs in the most beneficial way.

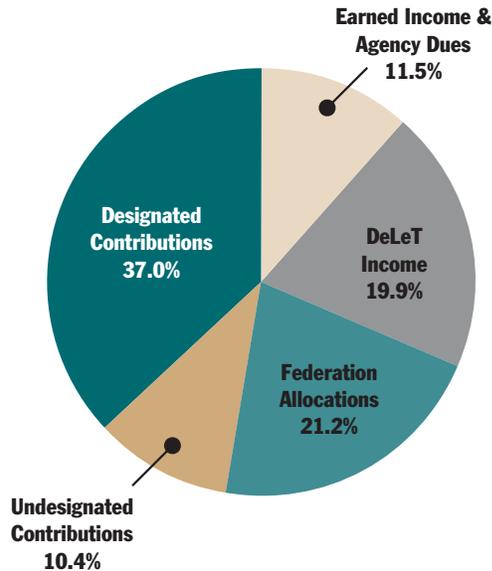
As is true for annual gifts, you may restrict the use of the income to a specific program, or, in the case of unrestricted endowment, leave the use of those funds to the discretion of JESNA. We would be delighted to meet with you to discuss your financial goals and help you perpetuate quality Jewish education by making JESNA the beneficiary of your will, life insurance policy or retirement plan, or by making a gift that can provide you with lifelong income. For more information, call Ellen Goldstein at 212-284-6886.

For more information about making a gift to JESNA, call 212-284-6887, email [becky@jesna.org](mailto:becky@jesna.org), visit [www.jesna.org](http://www.jesna.org) or send your donation to: JESNA, 111 Eighth Avenue, 11th Floor, New York, NY 10011.

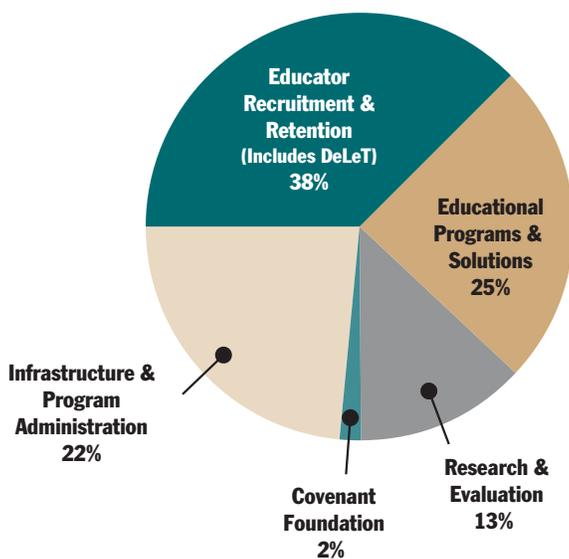
# Condensed Statement of Financial Activities

Fiscal year ended June 30, 2004\*

## Sources of Revenue



## Expenditures by Program Area



## Revenues

Federation Allocations	\$1,150,819
Agency Dues	24,026
Contributions (undesignated)	566,142
Contributions (designated)	2,006,250
Earned Income	597,653
DeLeT Income	1,084,421
<b>Total Revenue</b>	<b>\$5,429,311</b>

## Expenses

Personnel Services	\$2,850,586
Professional Fees	285,396
Occupancy Costs	278,734
Travel & Meetings	402,303
Supplies & Equipment	109,092
Communications	193,873
Other Expenses	235,205
DeLeT Expenses	1,084,421
<b>Total Expenses</b>	<b>\$5,439,610</b>

Change in Net Assets	(\$10,299)
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\* The figures included here are unaudited as of October 15, 2004. Audited results will be available by request after November 1, 2004.

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As of October 15, 2004

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