

JESNA Deals with Crisis

When terror struck on September 11, the JESNA office watched as eyewitnesses as the events unfolded, shocked in the horror of sudden death and unmistakable evil. Our immediate concern was that everyone in the office was safe and able to return safely to their homes. This was followed rapidly by empathy for the victims and their families and a desire to help in whatever ways we could.

We feel fortunate that our partner organizations in the federation system are particularly well positioned to offer services such as counseling for the bereaved, support for displaced families, and financial assistance. UJC instantly took on the task of crisis management and planning, and local federations and agencies leapt immediately into action on September 11 as well. The call went out for food and supplies, which were brought over to help the rescue mission. Information was made available on where to volunteer, how to donate, ways to explain the attack to children, suggestions for prayers and more.

As America comes together as a nation to face the new challenges that now confront us, the Jewish community is considering how Jewish education fits into the response. JESNA's priority is ensuring that our constituents and partners, who deal directly with children and their families on a daily basis, have access to materials that will help them provide both perspective on the tragedy and support for emotional needs. Knowing that time was of the essence, within 24 hours JESNA had information available on our Web site providing resources and assistance to educators. In addition,

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Bringing "Solidarity" Into the Classroom

Terrorism, we learned this fall, knows no boundaries. For many American Jews, the horrible events of September 11 could not help but reinforce our sense of solidarity not only with our fellow Americans, but with the people of Israel, also reeling from a succession of violent assaults. For Jewish education, the challenge of helping young people understand what is taking place and, even more important, of helping them to respond from out of our core Jewish values, has become an overriding concern.

In fact, educational efforts to assist students in coming to grips with the situation in Israel and to foster a deeper personal identification with Israel and Israelis as they continue to struggle for peace and security have accelerated over the past several months as it became clear that no immediate end to the conflict was in sight.

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NY BJE's Response

As the local NY central agency, the Board of Jewish Education of Greater New York jumped into action on September 11 to respond to the crisis. Under the guidance of Chaim Lauer, executive vice president, the entire BJE staff worked to provide necessary information and to counter false rumors. The BJE's number one challenge was to serve its diverse constituents by providing support activities, informed by Jewish values, related to the tragedy. It surveyed schools on their individual losses and needs, which, fortunately, were found to be less than initially rumored. All schools were immediately sent material on trauma response, as well as NY State Department of Education and New York City Police security recommendations, and diverse curricular material. The BJE's Web site was updated to make available new materials, additional helpful sites, and other necessary information.

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EXECUTIVE SUMMARY



Dr. Jonathan Woocher

I drafted the original version of this Executive Summary back in August — a rare, and in this case somewhat futile, effort to get ahead of the game in anticipation of a busy fall. Busy it certainly has been; also agonizing, heart-rending, sobering and a thousand other adjectives that seek to express our dismay at what happened on September 11. As some of you know, my office has what is probably the best view of any office in the UJC – JESNA – birthright Israel suite: the Statue of Liberty, Ellis Island, New York harbor, and, of course, until that date, the twin towers of the World Trade Center. I and a half dozen other staff were watching out my window as the first tower burned and the second was struck. For weeks, each time I looked up from my desk, I could see the smoke still rising from the ruins.

As I rewrite this column now, just after the *Yamim Nora'im* and before *Sukkot*, I am less certain than ever how we will make the transition this year

from deep introspection — not so hard these High Holidays — to the unrestrained joy befitting *z'man simchateinu*. The simple answer, I think, is that we won't. But, at JESNA, as everywhere else, we are at least trying to follow the admonition we have heard so widely these past few weeks that we must resume our lives and our work, lest we hand the terrorists an additional "achievement." So, in this issue of @jesna.org you will read not only about our attempts to respond to the world-shaking events that have impacted upon us all this past month and year (for we have not forgotten about our extended family in Israel and the traumas they have been living through), but all of the other programs and activities that we have continued to pursue in our quest to promote "vibrant Jewish life through Jewish learning."

This past summer was actually something of a milestone summer for both JESNA and for me personally. In July, JESNA marked its 20th anniversary. We will be observing this occasion during the remainder of the year with a series of local events for community leaders hosted by JESNA Board members, a special issue of *Agenda: Jewish Education* looking back at Jewish education over the past two decades and looking forward to the next, and our first Board Kallah in Israel.

August 1 was more of a per-

sonal milestone, since it marked my 15th anniversary at JESNA. During the decade and a half since my arrival, many good things have happened at JESNA. I hope that my presence had something to do with these, but I know that my own contributions have been far outweighed by those of many other individuals. So, I take pride in, without taking credit for, what has been achieved.

What has been achieved? First and foremost, we have built a superb staff and an outstanding Board. (Bill Berman likes to describe holding JESNA Board meetings in what could have been a phone booth; last fall we had to change our By-laws to enlarge the size of the Board so that we could accommodate all those whom local communities had helped us to recruit for membership. As for the staff, we've run out of offices, also, I guess, a cost of success.) We have a clear sense of our purpose and vision, of the strategies we use to pursue these, and of the criteria we employ in measuring our success. We have committed ourselves to work with focus and passion in a number of vital educational arenas — day school and congregational education, educator recruitment and development, youth, media and technology, and research and evaluation — and we will add other focus areas as our resources permit.

JESNA has become both an

effective service agency and an entrepreneurial leader, identifying problems and opportunities, and devising creative initiatives that can address these. We are a ubiquitous partner — forging relationships with local communities and a host of national and global entities that allow us to leverage our resources and know-how effectively and efficiently. We have eagerly seized new challenges, most recently, working with the United Jewish Communities to shape and implement an agenda to promote Jewish Renaissance and Renewal. And, we have taken a greater measure of control of our own destiny financially. We continue to rely on the generous support of federations who provide the vital core of our unrestricted funding. But, recognizing that this support has not kept pace with Jewish education's growth, we have launched our own Campaign for Jewish Learning and Living, which has thus far raised over \$9 million (with \$16 million to go) and has allowed us to double our annual budget.

Even with the tragedy we have been living through recently, it's been a good 20 years for JESNA and an immensely rewarding 15 years for me. But, we're not even close to being done. I came to JESNA equipped with an original IBM PC, with dual floppy drives and 640k of memory. I thought it was all I would ever need.

Now, it sits in the attic, replaced by five generations of new machines. And the 450 megahertz Pentium III, with a 20 GB hard drive, on which I'm writing this, is starting to feel slow and inadequate. So too for the 2001 version of JESNA. It's much better than it was, but not all it can be. We can be more responsive and more influential, quicker, more versatile, more capable. We have to be, and we will. Jewish education is too important not to have a great national agency as its champion and as a resource to help it grow and improve. We want to be that agency, and we will be.

Twenty years, after all, is only half a good Jewish journey. We have a "promised land" waiting: the promise of Jewish education that will

excite and inspire millions of Jews throughout North America and around the globe; of Jewish education that will draw our best and brightest to be its designers, implementers, advocates, and benefactors; of a Jewish community that, informed by the knowledgeable, committed beneficiaries of excellent Jewish education, will experience a golden age of cultural creativity, joyful performance of *mitzvot*, and fulfillment of the responsibilities of citizenship and peoplehood. JESNA exists to help realize this promise. This is the vision that has guided us these first 20 years. It is a vision that endures through and beyond moments of great pain and of healing. May it continue to do so.

CRISIS, CONTINUED FROM PAGE 1

JESNA worked with Jewish Family & Life! to put together a JSkyway mini-course called "When Real Life Comes into the Classroom." This course, which will be offered via the Internet in November, will help teachers think about how to deal with the psychological needs of students in a responsible way, both in the immediate aftermath of a crisis as well as over time. The course will also review how to translate 'real-life' experiences – both positive and negative – into important and even transformative teaching moments.

The September 11 tragedy did not represent the only time this year that JESNA and many others in Jewish education have had to respond to events on the world stage. As Israel faced continuing violence and trauma of its own, JESNA and UJC took the lead in organizing a national educational response, as described in the article on the Israel NOW Solidarity effort. On the local level, our central agency partners, including New York's Board of Jewish Education, whose tremendous response to the September 11 events is also described on the front page, deserve admiration and appreciation for their outstanding efforts. Jewish education at its best links the timeless wisdom of the Jewish tradition to the timely events of our lives. Never has this been more true than in the past few months.

NEWS BYTES — Day Schools



We are pleased to announce that on October 15 JSkyway kicked off its second pilot year with an online orientation for all participants. JSkyway courses officially began on October 22.

This term, JSkyway is offering four courses: *Skills for Effective Teaching*, facilitated by Sharon Charish; *Skills for Teaching Jewish Texts*, facilitated by Rabbi Josh Levisohn; *New Technologies for Jewish Education*, facilitated by Caren Levine and Maury Greenberg; and, *Meeting Individual Needs*, facilitated by Dr. Sharon Schanzer and Ellen Fishman.

Continental Council for Day School Education

The inaugural meeting of the Continental Council for Day School Education will be held on Thursday, November 29 in New York. The establishment of a Continental Council for Day School Education was a recommendation of the UJC-JESNA Task Force on Jewish Day School Viability and Vitality. The Continental Council will bring together a wide range of day school stakeholders to discuss matters of mutual concern and forge common positions on key issues that will contribute to the growth and improvement of day schools. The Council is composed of volunteer and professional leaders from day

schools, federations, Jewish education agencies, religious movements, Jewish communal organizations and foundations throughout North America. The Council will take a holistic approach that will help to advance the vitality and quality of day schools, and to promote and establish positive and mutually supportive relationships between day schools, other Jewish communal organizations, and the community at large. The Council's first meeting will focus on personnel, with special attention to the issues of increasing salaries and improving benefits.

For more information on our Day School Initiatives please contact Steve Kraus at 212-284-6893.

CHAIR'S COLUMN



Joe Kanfer

Inspiration

September 11 is a day that will forever divide our world into “before” and “after.” My immediate “before” began with an eagerly-anticipated trip to San Diego on Sunday, September 9. I had to be in California on business and arrived a day early to meet JESNA Board member Ann Jaffe, and tour the new Jaffe Campus of the San Diego Jewish Academy in La Jolla. I was thrilled and inspired by its beauty, functionality, and the thoughtfulness expressed in every detail. Ann had spent two years visiting schools around the United States and in Mexico to gain insights that could be applied to this school, and her insatiable curiosity and commitment to getting it right was obvious throughout the facility. Even more impressive, though, was the obvious warmth and admiration that the Academy’s lay and professional leaders feel for Ann. In

addition to her own caring and energy, Ann worked with the best and the brightest on behalf of the Academy, including her fellow JESNA Board member (and the wonderful chair of our Day School Committee), Claire Ellman. I left the Jaffe Campus filled with a familiar pride in the outstanding accomplishments of our Board members in their home communities and well beyond. The icing on my “before” cake was the chance to spend the afternoon at the Chargers’ home opener against the Redskins with the founding President of the Jewish Academy (and one of my biggest customers), Charles Wax. All was calm and beautiful in my corner of the world.

Less than 36 hours later, I was awakened in my hotel room at 6:00 am Pacific time on the morning of September 11 by a phone call from my assistant, Jean, to relay a message about my daughter, Ketti, who had called from her yeshiva in Jerusalem wanting assurances I was all right. When I heard the strain in Jean’s voice and my daughter’s name, my heart pounded wildly, thinking of unthinkable in Israel. This time, of course, the unthinkable was occurring in our country. I turned on CNN and watched the horror unfold

in New York, Washington, and Pennsylvania.

For me, the “after” began with a two-day logistical scramble and, eventually, a 42-hour non-stop drive from California to my home in Ohio. As I write, weeks after the event, things are not and may never be “business as usual.” We are experiencing, on a massive scale, that which most of us have only watched our brothers and sisters in Israel endure daily this past year. Our nation has entered uncharted territory, and none of us can predict the obstacles ahead. In every sphere of our lives — business and the economy; state and federal governments; public health; religion; education; arts and culture; and even in our own families — every institution in our society is coping with the “after” of international terrorism and its effects.

In the aftermath of the September 11 tragedy, JESNA jumped in and began to act. JESNA worked with others to gather resources that would help students through this frightening and bewildering time. We helped produce pedagogic tools and drew lessons from our Jewish tradition that could assist teachers, and made them available on our Web site within 24 hours of the attack. Our staff

pulled together, maintained focus, and functioned impressively under difficult circumstances.

Moreover, because JESNA is not only woven into the fabric of Jewish life but also plugged into the secular world of education and culture, we can draw strength from both worlds and continue to give back to both. No matter the circumstances, JESNA is poised to contribute its know-how, dedication, and *ruach* in any way we can. JESNA is actively seeking ways that we can strengthen the Jewish community and the larger community at every step along the way. I am so proud of how our organization has responded to this tragedy.

Speaking for myself, as I look back on that horrible week, I realize that my colleagues and partners in the world of Jewish education were a constant for me; sources of inspiration in times of blessed calm and in times of catastrophe; a precious part of my “before” and my “after.” Jewish education remains the instrument of our people’s future. Our forefathers and foremothers knew that, and their example compels us forward, tending the tree of life and knowledge through Jewish education.

EDUCATOR RECRUITMENT AND DEVELOPMENT

Everett JewishJobFinder.com

Recruiting the Next Generation of Jewish Professionals

The Jewish job market entered the 21st century this October with the launch of the Everett JewishJobFinder.com, the first-ever centralized Jewish recruitment and employment information Web site. Filling a long overdue need, the Web site targets job seekers and employers, and provides invaluable resources and information that was never before available in one location.

As the next generation of young adults turns extensively to the Web as a primary source for employment information,

JESNA has taken the lead in ensuring that the Jewish community will have a visible address among the job sites in cyberspace. Thanks to a generous lead gift from Henry and Edith Everett and support from additional funders, JESNA has been able to capitalize on its extensive knowledge of educator recruitment, development and technology, and its broad network of relationships, to develop a multi-purpose resource. The Web site not only lists a wide range of positions in Jewish educational and communal settings, but allows for the posting of resumes, and provides career guidance for job seekers.

The Everett JewishJobFinder.com is fully integrated with the broader set of JESNA's recruitment and placement activities that promote careers in Jewish education and Jewish communal service. These include the Lainer Interns for Jewish Education, the Graduate Seminar on Career Choices in Jewish Education, and the Jewish Educators Corps (for more information, please see page 12), which are designed to recruit young adults into the field of Jewish education.

College students, young adults, and people in mid-careers seeking a professional career in Jewish education and/or Jewish communal work, are learning that JewishJobFinder.com is the site to access. Through links to nearly every personnel office and training institution in the Jewish community and to fellowship opportunities and internships, Everett JewishJobFinder.com is reaching out to a new generation of job seekers – at both entry and mid-career level – who may never have realized that a job in the Jewish community is for them.

While the Everett JewishJobFinder.com enhances job seekers' searches with extensive job openings and career information on the Jewish community, it also is an invaluable resource for the employers, placement offices, search committees, and other

recruiting bodies looking to fill openings in their schools, camps, organizations, and other institutions. Posting a job on Everett JewishJobFinder.com broadens their exposure and significantly increases their likelihood of finding an appropriate candidate for the job. It also gives employers access to jobseekers' resumes that they otherwise would never see.

This ambitious project is formed in partnership with the United Jewish Communities (UJC) and in cooperation with over a dozen other organizations, including: AJFCA (Association of Jewish Family & Children's Agencies), AMODS (Association of Modern Orthodox Day Schools & Yeshiva High Schools), CAJE (Coalition for the Advancement of Jewish Education), Camp Ramah, The Foundation for Jewish Camping, Hillel: The Foundation for Jewish Campus Life, IAJVS (International Association of Jewish Vocational Services), JCC Association, JCPSC (Jewish Communal Professionals of Southern California), JEA (Jewish Educators Assembly), The Lookstein Center for Jewish Education in the Diaspora, NAA (North American Alliance for Jewish Youth), and NATE (National Association of Temple Educators).

For more information on [Everett JewishJobFinder.com](http://EverettJewishJobFinder.com), please contact Judith Goldstein at 212-284-6894.



NEWS BYTE — Congregational Education

Congregational School Education: The Next Steps on the Communal Agenda

JESNA has received a planning grant from the R&A Shechtel Philanthropic Fund to identify the most promising strategies for improving congregational education on a broad scale. To carry out this task, JESNA is implementing a three-step process: 1) We are reviewing the experience of local and national initiatives aimed at improving congregational education over the past decade and the literature on "best practices" in congregational education; 2) we are working with the Experiment in Congregational Education (ECE) to visit a selection of "traditional" and "non-traditional" sites that represent models of exemplary and innovative education in order to identify the factors that contribute to their success; and 3) we are convening a consultation on December 12 of key actors in the field of congregational education to review and discuss the findings from this research and to help develop the strategic options for a change initiative. Based on this process, JESNA will be preparing an "options paper" that can be used by communities, potential funders, and others to guide the next stages in the work of strengthening and transforming congregational education.



Michael Steinhardt Joins Harold Grinspoon as Teacher Award Sponsor

When Harold Grinspoon partnered with JESNA to create the Harold Grinspoon Awards for Excellence in Jewish Education in 1999, he sought to make the honoring of Jewish teachers a national priority and a part of every community's life. With the announcement this fall that prominent philanthropist Michael Steinhardt will join Grinspoon in sponsoring these awards, this cause of honoring Jewish educators will gain more of the attention it deserves.

Designed to recognize, honor and support outstanding Jewish teachers in day schools and other formal Jewish educational settings on the local level, these Awards are intended both to encourage those who have chosen careers in Jewish education and to urge communities and local philanthropists to honor their teachers and spearhead their professional growth. To advance the latter goal, JESNA recommends that communities use the occasion of the Award as a catalyst for recognizing teachers more broadly. Many communities have done just this, organizing local recognition ceremonies with the aim of raising awareness of the importance of Jewish educators. JESNA in turn has compiled some of the best of these local ceremonies and has distributed them as models to other communities.

Harold Grinspoon and Michael Steinhardt have worked together for several years as partners in PEJE (the Partnership for Excellence in Jewish Education) and share a passionate commitment to Jewish education and to those who work on its front lines. When Harold Grinspoon approached Michael Steinhardt earlier this year about becoming a partner in the Awards, he noted the rapid growth of the program over the last two years. "I am so proud that this program has grown from a local teacher recognition award in Springfield, MA, into a national Awards program with K-12 Jewish educators all over North America. This year there were 31 deserving recipients, and we would love to double that number next year."

Harold Grinspoon firmly believes that teacher recognition and quality Jewish education, in particular day school education, are critical for the leadership and future of North American Jewry. He sees the teacher Awards program as an example of how a strategic foundation-agency partnership can deliver this message effectively and reach a national audience.

Michael Steinhardt was immediately impressed with the program's

vision and rationale. "Harold's vision that meaningful recognition of Jewish teachers will contribute to their commitment to the field and to the recruitment and retention of others in the field is on target. I, too, strongly support the reality that if we are to improve the quality of Jewish education in North America, we must improve our recognition of our Jewish educators."

The Grinspoon-Steinhardt partnership takes effect in Year Three of the project (2001-2002) when the official name of the Award will be changed to The Grinspoon-Steinhardt Awards for Excellence in Jewish Education. As a result of Michael Steinhardt's partnership, communities will now be able to nominate up to two teachers for an Award. Other features of the Award will remain the same: Each recipient of the Award will receive a \$1,000 cash prize from their local central agency for Jewish education or from their federation. This will be matched by a \$1,500 stipend for professional development from the Harold Grinspoon Foundation and Steinhardt's foundation, Jewish Life Network. Additionally, each recipient of the Award will be recognized nationally at a reception in their honor and through local Jewish media.

As the administrator of the Awards, JESNA plays a key role in their growth and development. "We work to ensure that the Awards achieve their national goal and advance Jewish education locally," says Amy Amiel, director of project development at JESNA and supervisor of the Grinspoon-Steinhardt Awards since their inception. "Communities recognize that many of their teachers are deserving of recognition and want to honor them all appropriately. I am pleased that we will be able to recognize up to two teachers per community in coming years and thrilled that we have been able to educate community leadership about the importance of national teacher recognition."

Harold Grinspoon and Michael Steinhardt will formally announce their partnership at a reception honoring the teachers at this year's General Assembly in Washington, DC. The 31 Award recipients will be treated to a VIP program including a guided tour of the U.S. Holocaust Memorial Museum, a seminar with outstanding national educators, and the reception in their honor. "To read about these teachers' achievements with Jewish youth is truly remarkable," says Grinspoon. "And then, to meet them personally, and thank them for their commitment to the field of Jewish education...that is a true honor."

Applications for the 2001-2002 Grinspoon-Steinhardt Awards are available through your local central agency for Jewish education and/or local federation. To receive a copy of JESNA's newest publication, *Community Teacher Recognition Ceremonies: A Resource Guide*, please e-mail Amy Amiel at amamiel@jesna.org.

MEDIA AND TECHNOLOGY

MK Michael Eitan Helps Bridge the Digital Divide in Israel

Member of Knesset Michael Eitan visited JESNA's offices recently to discuss a new initiative approved by the Knesset (Israeli Government) to bridge the "digital divide" in Israel. *Lehava*, "flame" in Hebrew, is a program that targets residents of low socio-economic neighborhoods throughout Israel with limited access to new information and communication tools, such as the Internet. The main objective of the program is to reduce social and economic gaps in Israeli society by improving the educational level of hundreds of thousands of young and adult Israelis by providing them with tools essential for the Information Age.

Lehava assumes that every citizen of Israel is entitled to learn the basic skills of information technology just as they have the right to learn to read and write. In coordination with local schools, students will take a course in technology at the center, which will also offer teachers professional development opportunities to learn how to best integrate these resources into their classrooms. *Lehava* staff will work closely with stakeholders and educators in local neighborhoods to best meet their needs.

MK Eitan met with Caren Levine and Jonathan Woocher to share the latest developments and to investigate how JESNA can help foster expanded online partnerships between American and Israeli Jewish communities and individuals, by using the advanced network that is being established by *Lehava* and by offering interesting and valuable content that will attract both American and Israeli visitors.

How To Invest Wisely in the Jewish Future

JESNA Helps the Goldman Fund

JESNA has helped Jewish foundations develop new projects and evaluate existing ones for more than a decade. Still, when the Richard and Rhoda Goldman Fund approached Wendy Rosov, JESNA's west coast representative, last January, the Fund's request led JESNA into new territory. The Goldman staff asked Wendy and JESNA to develop a proposal to help the Fund's Board more clearly define their program area in domestic Jewish giving. Based in San Francisco, this esteemed family foundation is well known for its innovative grantmaking in the general community and its substantial commitment to funding a wide array of agencies and programs in the Jewish community. In fact, it is the Richard and Rhoda Goldman Fund that is behind one of the cutting edge projects that was featured at the Kol HaNa'ar Youth Initiatives Conference: Ti-Ke-A, a program focusing on providing professional development for a select group of young professionals working with teens.

JESNA's proposal for helping the Goldman Fund involved an iterative process and dialogue. Individual JESNA staff paired off with members of the Fund's Executive Committee for three rounds of discussions centered around three detailed background memos in which JESNA staff laid out a variety of options for consideration. The first set of discussions focused on identifying major trends in domestic Jewish philanthropy today, highlighting gaps in current programs and services, and focusing on other potential areas for strategic grantmaking. Subsequent discussions began to flesh out some possibilities and approaches to grantmaking for the Executive Committee members to consider. The third set of discussions

focused on a concrete proposal for defining the Fund's domestic Jewish giving program and included a "short list" of extant as well as potential programs that might be candidates for funding. Throughout the process, JESNA staff attempted to help the Board members identify shared interests and preferred approaches to funding, which could strengthen the Fund's domestic Jewish giving.

This intensive process of work with the Goldman Fund, its Executive Committee, and staff adds a new dimension to the growing list of ways in which JESNA is helping funders to invest wisely in Jewish education and renaissance. JESNA regularly consults with, conducts evaluations for, and designs and administers programs on behalf of some of America's leading Jewish foundations, including: the Jim Joseph Foundation, the Meyerhoff Foundation, the Harold Grinspoon Foundation, the Kaminer Family Foundation, the Nash Family Foundation, and the Sosland Foundation. JESNA has been proud to administer the Covenant Foundation, a leading force for innovation and excellence in the field of Jewish education, since its establishment in 1990 as a partnership between JESNA and the Crown family of Chicago. JESNA has also worked closely with the Jewish Funders Network to help it provide information and networking opportunities for its members interested in supporting Jewish educational initiatives. "Promoting increased financial investment" is one of JESNA's seven key strategies for strengthening Jewish education. In this light, JESNA's expanding work with foundations like the Goldman Fund represents one of the agency's most promising and powerful vehicles for fulfilling its purpose and vision.

For more information, please contact Wendy Rosov at 510-528-1772.

Scenes from the June Board Meeting

The JESNA spring meetings, held in New York City on June 3-4, proved to be an empowering and energizing two days for all.

With a turnout of close to 40 Board members, the busy agenda gave participants an opportunity to take part in program briefings, committee meetings, a panel discussion, an interactive program, a learning session with young scholars, and more. Since one day of the meetings was held at the JESNA offices, Board members also got to see behind-the-scenes of many of the initiatives in which the agency is involved.

Blending hard work with a warm atmosphere, the meetings not only served to shape JESNA's direction for the future, but also to allow Board members to share in the exchange of ideas and to get to know one another better.



Teamwork between Board members was encouraged, illustrating to our Board how we work together as a staff and as an organization. From left to right: Lois Zachary, Don Sylvan, Helene Berger, and Cindy Kaplan.



Board members collaborating at a committee meeting. Facing forward: Bennett Yanowitz, JoAnn Jacobson. Facing away: Billie Gold, Amy Kaplan.



New Board member Richard Cohen learns from more veteran Board members Diane Troderman and Jaynie Schultz.



ADCA representatives Cass Gottlieb, Chaim Botwinick, and Jeff Lasday.



Panelists Amy Gooft and Gail Weinstein (pictured) along with Joe Kanfer, were featured in a discussion entitled *JESNA in Your Local Communities*, inspiring and teaching other board members how to become liaisons between JESNA and their communities.



Analyzing figures at the Budget and Finance Committee meeting. From left to right: Sid Clearfield, Arthur Brody, Philip Schatten, Steven Seiden, and Mark Lainer.



Board members' competitive spirits soared while they learned about JESNA initiatives during a Program Update session. From left to right: Ann Jaffe, Debbie Shapiro, Helene Kalson Cohen and Amy Gooft.



Brainstorming at Joe Kanfer's session entitled, *What JESNA Is and What JESNA Does*. From left to right: Carol Brenglass Spinner, Billie Gold, Lois Zachary, Blanche Sosland and JoAnn Jacobson.

YOUTH INITIATIVES

Kol HaNa'ar Conference

Strengthening Community Youth Initiatives

Over 140 participants from 30 communities and a wide array of national organizations gathered October 14–17 in the San Francisco Bay area for the Kol HaNa'ar Conference on Youth Initiatives. The conference was the first in six years specifically designed for professionals and volunteers working on comprehensive community-based youth initiatives. The Kol HaNa'ar Conference received enthusiastic reviews from those attending, and they spoke specifically about the networking opportunities, the team approach and the availability of tremendous resources. The conference also marked the official launch of the Youth Initiatives Portfolio, a new resource for strengthening local youth initiatives, developed by JESNA and The Institute for Informal Jewish Education at Brandeis University (IJE).

The conference was organized by JESNA, working in partnership with IJE, the central agencies for Jewish education in San Francisco and the East Bay, and numerous other organizational and foundation sponsors.

The conference's success was due in large part to efforts of the co-chairs Steven Seiden, from MetroWest, NJ, who has championed youth issues



From left to right: Marsha Mermelstein, St. Louis; Cheryl Gordon, El Paso; Rabbi Sidney Schwarz, Washington Institute for Jewish Leadership and Values; Rick Lenat, San Francisco; Alan Edelman, Kansas City; Nechama Tamler, San Francisco; and Leora Isaacs, JESNA.



Maria Marsh, a 12th grade student at Berkeley High and a participant in the Berkeley Midrasha program, spoke at the opening plenary session presenting her vision for community-based youth initiatives.

director of youth initiatives, and Professor Joseph Reimer, director of the IJE, played key roles in planning the conference program. The conference itself was part of a greater process of strengthening local infrastructures of youth work in North American communities. “We ran two intensive consultations leading up to the conference,” noted Reimer, “and it is clear as we look forward that there will be a demand for further conferences and consultations. As a University professor I have never enjoyed a more productive and richer collaboration than I did with JESNA in planning and producing Kol HaNa'ar.”

One of the unique elements of the conference was its focus on community teams. Communities were invited to participate as teams made up of lay and professional leaders involved in youth programming. Depending on the local situation, communities were represented by some combination of volunteer leaders and/or professionals from central agencies, federations, JCCs, synagogues, and the youth movements. Jay Lewis, assistant director of the BJE in Orange County, CA, reflects, “Having all these stakeholders around the same table was tremendously beneficial. This was the first time that I worked together with representatives from congregations and JCC's as well as lay leaders, professionals and funders. This conference modeled how communities should involve representatives of these groups and gave teams, especially

locally as a JESNA and JCC Association Board member, and Toby Rubin, who chaired teen initiatives in San Francisco and is also on the national board of JCCA.

Devorah Silverman, JESNA's direc-

mine, a chance to “jump-start collaborative process.” The consisted of seven people in

The Kol HaNa'ar Conference provided an opportunity to work alongside helping them to develop and for youth programming and national cadre of volunteer Lay and professional representatives organizations, including those were also in attendance, as funders of youth initiatives of the conference, explained have funders participating perspectives are critical and establish the high importance communities.”

A key message of the conference of collaboration to serve youth recent events, this message



The Greater Kansas City Community Lowenstein, funder of Learning for Life; and Alan Edelman, Jewish Federation.

Paul Schlesinger, JESNA Board member and conference participant from Portland, Oregon, has helped communities gain experience and sophistication of their programs, and also strengthened the programs. During this process it was comforting to see people dedicated to our youth community and collaborative thinking.

In addition to plenary sessions as recent research on the Jewish youth, and the relationship and local efforts, the conference

art” and strengthen the Orange County, CA team including three rabbis.

ce gave lay leaders an side professionals, thereby and articulate their visions d to become part of a r champions for this work. representatives from national e major youth movements, were local and national . Toby Rubin, a co-chair , “It was so beneficial to in the conference. Their d their presence helps to nce of youth work in our

erence was the importance ounting people. In light of e took on added urgency.



y team. From left to right: Lon life; Karen Gerson, director, , assistant executive director

Board member and confer- land, OR, notes, “The con- nities improve the content community-wide pro- ed the strategies behind period after September 11 ople and communities ne together for discussions ”

ions exploring topics such Jewish community and ionship between national rence offered workshops



From left to right: Some of the Baltimore contingents: Helen London, executive director of Meyerhoff Teen Initiative (MTI); Joseph Meyerhoff II, chair, MTI; and Gayle Bloom, MTI staff.

on a variety of themes. These included: family edu- cation for teens and their parents; evaluation strate- gies; teens as leaders; collaboration and turf issues in community-based youth initiatives; helping teens cope with crisis; and more.

Following the main conference, a special day-long session for community youth professionals was held to plan next steps for their network. This session included an extensive discussion of how best to make use of the new Youth Initiatives Portfolio. Developed with considerable input from communi- ties across North America, the Portfolio is an evol- ving compendium of materials and resources to stim- ulate and guide local planning, programming, and professional development. The Portfolio is being widely distributed to reach communities not repre- sented at the conference and will soon be available on the JESNA Web site.

After returning to his home community, Lewis noted, “one of the best aspects of the conference was that it offered an opportunity to find out what is happening in



Devorah Silverman, JESNA; Steven Seiden, JESNA Board member and Kol HaNa’ar conference co-chair; Professor Joseph Reimer, IJE; and Toby Rubin, Kol HaNa’ar conference co-chair.

other communities, what is working for them, and what their challenges are. Often times, you feel like you’re on an island locally. It was extremely valuable to do problem-solving with the top people in the country who are also doing this on a daily basis.”

In assessing the impact of Kol HaNa’ar, Devorah Silverman reflected, “We hope that the community teams of lay and professional leaders came away with new knowledge and skills that they will put to use in planning and implementing their own communal strate- gies for serving Jewish youth. It’s clear that participants were excited about sharing the latest developments in their diverse communities, and recognize that there is a continental network of which they can be a part.”

For more information on Youth Initiatives, please con- tact Devorah Silverman at 212-284-6887.

THE CONFERENCE WAS SPONSORED IN PART BY:

- The Nathan Cummings Foundation
- The Jewish Community Endowment Fund of the Jewish Community Federation of San Francisco, The Peninsula, Marin and Sonoma Counties
- The Jim Joseph Foundation
- The Koret Foundation
- The Charles and Lynn Schusterman Family Foundation
- JESNA
- Institute for Informal Jewish Education at Brandeis University
- The Jewish Community Foundation, affiliated with the Jewish Federation of the Greater East Bay

PARTNERS INCLUDE:

- Bureau of Jewish Education of San Francisco, the Peninsula, Marin and Sonoma Counties
- Association of Directors of Central Agencies
- B’nai B’rith Youth Organization
- Jewish Community Centers Association
- North American Alliance for Jewish Youth
- National Conference on Synagogue Youth
- Union of American Hebrew Congregations
- United Synagogue of Conservative Judaism
- United Synagogue Youth
- Young Judaea
- And other Communities and Organizations

EDUCATOR RECRUITMENT AND DEVELOPMENT

Jewish Educators Corps: Reaching Out to University Students

In many communities across North America, congregational schools and youth programs would find it difficult to function without being able to draw on the talents and enthusiasm of college students, who often step forward to serve as teachers and youth advisors to earn some extra money while pursuing their degrees.

Though many of these young people have experience in Jewish schools, youth movements, camps and Israel trips, very few have any formal preparation for their new professional roles. And most do not see their experience while in college as a possible stepping-stone to a full-time career.

JESNA thought about ways to change this situation. Based on the premise that a positive teaching experience, including solid training and guidance, may be the inducement that many enthusiastic students need to pursue a career role in Jewish education, JESNA designed the Jewish Educators Corps to reach Jewishly involved university students and encourage them to become Jewish educators. Building on the success of the Lainer Interns for Jewish Education, JESNA joined forces with Hillel: The Foundation for Jewish Campus Life and three communities to engage nearly three dozen university students in a formal program to recruit a new generation of Jewish educators.

Rhode Island, San Diego and St. Louis are the three initial pilot communities for the Jewish Educators Corps. In each community, JESNA has forged a strong partnership with the local central agency for Jewish education and the campus Hillel to develop a model program for the students. With the support of the Crown Family Foundation, each commu-



nity engaged between 10 and 12 students in teaching and learning roles in the congregational schools in their communities.

The Jewish Educators Corps uniquely combines:

- A seminar in Jewish education.
- A supervised experience in a local religious school or youth group, for which the participants are paid.
- A trained mentor to provide additional support and guidance for the participants.
- The opportunity to make a meaningful contribution to the community.
- Stipends for both the participants (in addition to their teaching salaries) and the mentors.

Each community designed its own curriculum for the seminars, which was tailored to their particular circumstances, while focusing on developing classroom strategies and understanding the world of Jewish education. The seminars helped create a basic foundation in the fundamentals of educational practice, and built a connection between pedagogy and the

content of Jewish learning.

By providing the participants with a stipend, the program is communicating a strong message: Serious professional recruitment and development requires a major financial commitment if we wish to have our professionals devote significant time to their own learning and growth as Jewish educators.

Although the Jewish Educators Corps is a unique response to the chronic shortage of teachers in our congregational schools and day schools, it is only a small beginning in the ever growing challenge to provide the Jewish community with high quality educational professionals. Many more campuses must become actively involved if we are to attract and encourage the number of young adults that will be necessary to staff the system in the years ahead.

Throughout the ongoing evaluation process, JESNA is monitoring the Jewish Educators Corps for its replicability in other campus communities. The goal is to create a wide range of similar initiatives throughout the continent and in Israel that will prepare other potential new teachers to enter the field while encouraging our current teachers to remain in Jewish education.

For more information on JESNA'S recruitment initiatives, please contact Paul Flexner at (212) 284-6879.

EDUCATOR RECRUITMENT AND DEVELOPMENT

DeLeT: Day School Leadership through Teaching

The New Teacher Initiative

Ask a day school leader to talk about the challenges her or his school faces, and you can bet that the shortage of teachers will make almost every list. With the number of schools and students growing, and existing programs preparing only a relative handful of new teachers each year, there is every indication that the demand will only increase in the years ahead.

Seeing the impact of this shortage on her own school, philanthropist and day school supporter Laura Lauder decided that it was time not just to bemoan the problem, but to take action to address it. With assistance from JESNA, PEJE and other Jewish education professionals, she spearheaded the development of a new initiative to recruit and prepare individuals for day school teaching. This innovative fellowship program, called DeLeT (Hebrew for “doorway,” and an acronym for “Day school Leadership through Teaching”), is designed to attract people into the teaching profession through a specially designed and generously funded 15

month teacher pre-service and induction program, and to keep them in the field by offering up to \$10,000 of additional scholarship support and continued mentoring as the new day school teachers begin their careers.

Activities are already underway to recruit the first group of DeLeT Fellows, which will be comprised of 20 high-caliber candidates, either recent college graduates or individuals in mid-life who are looking for a career that enriches both their own personal and professional lives while enhancing the life of the Jewish community of the 21st century.

DeLeT Fellows will begin the program in the Summer of 2002 at one of the two pilot academic sites, Brandeis University or the Rhea Hirsch School of Education at HUC-JIR in Los Angeles.

During the summer, students will learn about teaching, while exploring their evolving relationship to Jewish learning and Jewish tradition. They will think about how the day school integrates general studies with Jewish studies. Throughout the internship year, Fellows will be immersed in the life of a day

school committed to working in partnership with the DeLeT academic sites, and will participate in a structured program of teacher learning that includes mentoring, observation, teaching and reflection on the practice of teaching. In addition, the academic centers will organize a series of seminars, which will be conducted either on the school sites, at the academic centers, or via

distance learning. These seminars will provide DeLeT Fellows the opportunity to analyze their work in classrooms and schools and to continue their own Jewish learning.

During the academic year, DeLeT will work directly with the day schools hosting DeLeT Fellows to help incorporate the work of developing new teachers into their educational mission. The schools will also be involved in the process of selecting and preparing experienced teachers to serve as mentors to the Fellows. Most importantly, a culture will be fostered in the schools that values continuous professional learning for teachers, and provides ongoing learning opportunities for Fellows both within the

school and in other venues.

“This program is unique because it is attempting to address the teacher shortage issue by taking a very serious approach to recruiting and preparing professional day school teachers. DeLeT will provide Fellows with both continuous support for their commitment to day school teaching and financial incentives. When students complete the Fellowship program we anticipate that they will be sought after by day schools across the country,” says Jane West Walsh, executive director of DeLeT.

To recommend a DeLeT Fellowship candidate, or to learn more about DeLeT, contact Dr. Jane West Walsh, at info@delet.org. You can also check the Web site www.delet.org (expected launch date is late October) for information and application procedures and materials. Individuals interested in becoming donor partners should contact Laura Heller Lauder at laura@lauderpartners.com. JESNA is serving as the fiscal and administrative agent for DeLeT, and Jonathan Woocher chairs its Executive Committee.



JESNA Board Members Graciously Open Their Homes

JESNA is proud of its talented and diverse Board, made up of individuals from throughout North America. They represent a variety of professions and skills, and belong to synagogues of every denomination. However, they all have two things in common: a deep commitment to Jewish education and extremely busy schedules. Despite their multitude of activities, many Board members have graciously opened their homes to host community outreach events for JESNA.

How do our Board members manage to find the time?

On these pages are photos of the wonderful gatherings in Cleveland and the Berkshires, and a very special message from outreach co-hostess, Helene Berger.

According to Diane Troderman, who recently co-hosted one such event in August in the Berkshires with fellow Board member, Helene Berger, the answer is obvious. “Harold (Grinspoon, her husband and a JESNA supporter in

his own right) and I have a real passion for Jewish education and the work that JESNA does. How could we not share that with our friends and the people we work with in the Jewish community?” Bennett Yanowitz, who hosted a dinner at his home in Cleveland in June, seconds that sentiment. “My wife, Donna, and I have been delighted to host all sorts of Jewish communal gatherings over the years, but JESNA has a very special place in our hearts. Cleveland is at the cutting edge of so many initiatives in Jewish education, and we knew our friends would welcome this opportunity to learn more about JESNA.”

As JESNA celebrates its 20th anniversary, these community outreach events are an important part of the agency’s effort to bring its message of support for Jewish education to leaders from coast to coast. Blanche Sosland of Kansas City inaugurated the recent round of events and set a shining example for those who have followed. These have included Claire Ellman in San Diego, and most recently Bill Berman in Detroit. Nor does



The Berger home in West Stockbridge, MA, filled with interested Jewish leaders.



Diane Troderman and Helene Berger, hosts, with JESNA chair, Joe Kanfer.



Bennett and Donna Yanowitz extended their customary warmth to guests at the gathering at their home. Here, Bennett greets Peggy Wager.



From left to right: Harley Gross, Chuck Ratner, Jonathan Woocher, Mitch Schneider, Bennett Yanowitz, and Joe Kanfer gather for a group “grip and grin.”

one have to be a JESNA Board member to host an event – JESNA’s leaders will be pleased to meet with local leaders in any community to talk about how we can work together to create excellence in Jewish education.

If you are interested in hosting an event in your home, please contact Ellen Goldstein, associate vice president of Board and community relations, at 212-284-6886.



From left to right: Steve Grossman, candidate for governor in Massachusetts and invited guest, Ady Berger, event host, and Jonathan Woocher, JESNA president, at the Berger home in West Stockbridge, MA.

Opening Doors to JESNA

by HELENE BERGER

There is a summer mentality among the second homeowners in the Berkshires. We’re here to have fun – tennis, golf, music, theater, dance, antiques. Tuck away all the activities we’re so deeply involved with in our “real life” for the rest of the year.

So I agreed to hold an event for JESNA with a little trepidation. Would they come? Would it be an imposition on friends who want to escape into paradise for a few months? Would they think, “Helene, enough already! Give us a break.” But I forged ahead because

I believe so deeply in what JESNA stands for and what JESNA is accomplishing that I simply had to share this unique group of talented people with my friends.

The result: We have a lovely home here in the country, which is always open to friends and parties and happy events. I can’t remember a time when our guests left happier, more inspired or more appreciative for what they had learned and for the wonderful new people they had met. We had hoped for about 30 to 40 people and had over 60 in attendance. A big plus for us was doing this jointly with Diane Troderman and Harold Grinspoon for they brought not only their commitment

to JESNA, but also a large circle of local people who were already involved with Jewish education. The blending of the two groups made for a rich and fertile soil to receive the seeds that were planted by both Jon and Joe who were simply magnificent.

They brought their warmth, their knowledge, their intelligence, their enthusiasm, their vision, and opened the doors to an understanding of JESNA in an intimate, receptive and comfortable setting.

JESNA has an ever growing impact on Jewish students, young and old, on Jewish teachers and professionals, on Jewish institutions, on Jewish communities, and on Jewish life. We, who are part of the warm, caring JESNA

family, need to open our doors to others who wish to be part of this noble enterprise. Perhaps, now more than ever, as the world has turned upside down before our eyes and we are witnessing evil too fierce for our brains to fathom, we must fight that evil by creating even greater good. We must react to the attempt to darken our world by creating more light. We must, now more than ever, fortify our children with a greater understanding of Jewish values, ethics, morals, goodness and purpose.

Ady and I are happy to have joined Diane and Harold in opening our home to let others know a little more about JESNA’s vision and accomplishments in spreading more Jewish light.

The JESNA Family Grows

Our work at JESNA continues to accelerate, as we design and build exciting initiatives to strengthen Jewish education. As the agency's programs expand, the JESNA staff grows accordingly. We are pleased to announce the following additions to the JESNA family.

Welcome to **Sidney Clearfield**, our new vice president for Jewish Renaissance and Renewal. Sid serves as the chief operating officer for the Jewish Renaissance and Renewal alliance of UJC and JESNA. He brings a wealth of experience to this position, having served as executive vice president of B'nai B'rith International, and prior to that, as international director of the B'nai B'rith Youth Organization (BBYO). Sid manages the day-to-day work of the Renaissance and Renewal alliance, with a special focus on the educational dimensions of the Israel Solidarity initiative being spearheaded by UJC.

Welcome as well to **Ellen Goldstein**, our associate vice president for Board and community relations. In this capacity, she focuses on Board recruitment and development; builds JESNA's relationships with our key constituencies, including federations and foundations; and manages the Campaign for Jewish Learning and Living and Friends of JESNA campaign. Ellen has compiled an outstanding record as a Jewish communal professional. Before joining the JESNA staff, she worked as the executive director of the New Jersey region of the American Jewish Congress. Prior to that, she was the campaign director at the UJA Federation of Bergen County, and before that, she was the assistant campaign director at the United Jewish Federation of MetroWest. Her knowledge and skills are a true asset to JESNA.

We also **welcome** **Shoshanah M. Bechhofer**, our newest senior research

associate. Shoshanah (Shani) has been involved in Jewish education for 15 years. Most recently she was the principal of Hanna Sacks Bais Yaakov High School in Chicago. As JESNA's fourth Wexner Graduate Fellowship alumna, she received her Masters in Education in educational administration from National Louis University and is a doctoral candidate from the School of Education and Social Policy from Northwestern University in Evanston, IL. At JESNA, Shani is spearheading descriptive data gathering projects, including a current study of day school enrollment and tuition; working on program evaluations conducted by the Berman Center; and providing consultation on evaluations. In addition to her work at JESNA, Shani is a PEJE *madrikha* (consultant) to three Jewish high schools.

Welcome to **Andrea Fram**, staff associate for Jewish Renaissance and Renewal. Andrea's initial assignment focuses on education and advocacy components of UJC's Israel NOW and Forever Solidarity Initiative. She is also working on programming for the 2001 General Assembly, on the Continental Council for Day School Education being convened by UJC and JESNA, and on JESNA's congregational education initiative. A recent graduate from Brandeis University's Dual Master's Degree Program at the Hornstein Program in Jewish Communal Service and the Heller School of Social Policy and Management, she was also a Jewish Campus Service Corps Fellow at University of Maryland, College Park. Andrea grew up in Cleveland, OH, and attended Indiana University as an undergraduate.

We **welcome** **Rebecca Goldwater**, who has joined the JESNA staff as our new technology associate, succeeding Judith Goldstein, who is now our coordinator of Web recruitment initiatives. Rebecca recently moved to New York City from Chicago, bringing extensive teaching and technology experience to JESNA having previously worked as a technology coordinator at an elementary school in Chicago. Rebecca has a master's degree in Technology in Education from National Louis University and an undergraduate degree in elementary education with a minor in Hebrew from University of Wisconsin-Madison. At JESNA, Rebecca is assisting in the further development of the Jewish Educators' Electronic Toolkit and the implementation of the Sosland Online Educational Resource Centers. She will also be initiating JESNA's newest electronic newsletter, *Tools for Learning*, which highlights interesting resources and exciting new projects related to educational technology for Jewish education.

Congratulations to **Judith Goldstein** who has moved into a newly created position, coordinator of Web recruitment initiatives, from her previous position as technology associate. She is currently working exclusively on our latest educator recruitment and development initiative, the Everett JewishJobFinder.com. Having developed this Web site from its infancy, Judith is responsible for its recent launch (read more about it on page 5.) To ensure this Web site remains an invaluable resource to the Jewish community, Judith's new responsibilities are to keep the site up and running, to fill it with new content, and to work with our partner organizations.

Congratulations also to **Wendy Rosov**, our west coast based senior research associate, who recently completed her doctoral work in education at Stanford University. We are proud that Wendy has joined the JESNA staff full-time, thus

expanding the evaluation work she is doing with San Francisco and other western Jewish communities. Among the program areas in which she is heading up evaluations are: teen initiatives, outreach and leadership development, consulting with foundations, and teacher recruitment programs. Wendy is also the lead staff person for JESNA's consulting work for the Goldman Fund.

Finally, we are also pleased to be joined by three new interns this season. We **welcome Esther Zipris**, who just graduated from Yeshiva University, and spent a year studying in Israel at the Israelight Institute. In addition to student teaching at Yeshiva

Achei Timimim Day School in Pittsburgh, PA, she worked at museums, galleries, bookstores and publishing companies, acquiring cultural and arts experience.

Welcome Alisha Sela, who is currently enrolled in the Bank Street School of Education in the early childhood/elementary degree master's program. After graduating with a BA in sociology with an emphasis in Judaic studies from the University of California at Santa Barbara, she taught at Jewish day schools in the California and the Washington, DC areas.

Welcome also to **Ari Sternman**, who recently graduated from the University of

Oregon in Eugene, having studied Judaic studies. Ari also spent one year in Israel at Junior College Abroad and spent six weeks in Russia. During his internship, he will be at the Jewish Theological Seminary studying for his Masters of Jewish Education.

Amidst all the "hellos" we also say **goodbye Anna Beckerman**, research and evaluation associate, who left JESNA in September after a year and a half to pursue her law career. Anna's professionalism and enthusiasm will be greatly missed. We wish Anna good luck and thank her for all her hard work.

EDUCATOR RECRUITMENT AND DEVELOPMENT

Task Force Report Nearing Completion

New Strategies For Addressing Personnel Shortage

In 1992, JESNA created the Lainer Interns for Jewish Education, now the premier program to encourage university students to join the ranks of professional Jewish educators. This fall we were proud to welcome the 10th class of Lainer Interns, who are currently studying at the Hebrew University in Jerusalem. Over the past decade, JESNA's efforts to deal with the personnel shortage affecting every aspect of Jewish education have expanded steadily. And, so too has the attention this issue is receiving in the Jewish community increased as a whole. Today, new initiatives are underway nationally and locally to address both the quantitative shortage and the need to enhance the quality of Jewish educators in formal and informal settings.

Despite these efforts, it is clear that we are still far from solving the personnel crisis. As important as the individual initiatives are, there remains a need for a strategic approach on the national level that will catalyze the far-reaching cultural and structural changes and help stimulate and guide the massive continuing investment that will be required to transform the current situation.

JESNA created the Task Force on Professional Recruitment, Development, Retention and Placement to serve as a national think tank and advocacy platform with the aim of accelerating this change process. The Task Force was charged with thoroughly

examining the current state of activity in the field and developing recommendations to assist program planners and funders in moving to the next level in addressing the personnel shortage.

Chaired by Dr. Sandra Gold, the Task Force has been meeting over a two-year period and this fall will be completing its work with the publication of a detailed report that communities and organizations throughout the Jewish community will be able to reference as they develop new approaches to addressing the challenges. A program bank of activities and initiatives that are already beginning to make a difference is also being developed.

The Task Force seeks to stimulate policy makers to pursue a long term strategy for raising a new generation of Jewish educators who will bring to the field a depth of background in both Judaica and education along with a commitment to serving the Jewish community in building a strong and vital Jewish community for the future. The Task Force's recommendations focus on how the community can create an increasingly comprehensive and mutually reinforcing set of policies, programs, and standards that will encourage more individuals to undertake careers in Jewish education, as well as, ensure that those who do so are able to work to their maximum potential, and retain talented educators in the field.

For more information on the Task Force Report and on JESNA's educator and recruitment initiatives, contact Paul Flexner, associate vice president of human resources development, at flex@jesna.org.

SOLIDARITY, CONTINUED FROM PAGE 1

Last spring, UJC launched Israel Now and Forever, a far-reaching comprehensive program, including education, advocacy and financial support, designed to give North American Jewry the tools and opportunities to express their solidarity with Israel. As part of this initiative, UJC and JESNA, through the Jewish Renaissance and Renewal alliance, undertook to gather and disseminate educational resources dealing with Israel, the current situation, its background, and the connections that tie all Jews everywhere to *Am Yisrael* and *Eretz Yisrael*.

“We must strive to ensure that our students understand the magnitude of what is taking place, appreciate the significance of Israel in both Jewish tradition and contemporary Jewish life, and think about and act upon ways in which they can express their own solidarity with Israel,” says Sid Clearfield, chief operating officer of Jewish Renaissance and Renewal, who, together with Andrea Fram, Renaissance and Renewal associate, is spearheading the effort for JESNA and UJC. “However, responding to the current crisis is not enough, we must build a long term strategy to ensure that Israel is a significant component of their Jewish identity.”

With the assistance of a large number of organizations and individuals, the Renaissance and Renewal alliance created a Resource Book as an educational outreach tool for synagogues/religious schools, Jewish day schools, youth groups and movements, Hillels, federations and JCCs. Principals, classroom teachers, and informal educators are using these materials to enhance the study of Israel that is already taking place in their programs and institutions, and as a stimulus to produce new materials.

The centerpiece of the Resource Book is an Israel NOW Solidarity Curriculum, created by Nachama Skolnick Moskowitz and Maury Greenberg of the Jewish Education Center of Cleveland. This new response curriculum will help to teach about the current crisis in Israel to students in various age groups, and includes suggestions for a wide range of activities that can be incorporated into both formal and informal educational programs.

In addition to this curriculum, the materials collected in the Resource Book include individual programs, other curricula, bibliographic information, listings of relevant Web sites and Web materials, and order forms for additional educational materials. Also, a Web version of the curriculum is available on the JESNA (www.jesna.org) and UJC (www.ujc.org) Web sites. However, the balance of the Resource Book is only available in hard copy, which has been widely distributed to schools and agencies across the continent.

Work is currently underway to build upon these new materials and to develop a long-term collaborative initiative to strengthen Israel education through expanded educator training, better coordination in developing and distributing materials, intensified person-to-person and school-to-school interaction, and creation of a network of local activists and expert resources.

For more information, or to order a Resource Book, please contact Andrea Fram at 212-284-6930.

BJE,

CONTINUED FROM PAGE 1

The BJE's role was not limited to its schools in the New York City area. As a central communicator and advocacy organization, the BJE sent updates and material to local central agencies throughout the country, despite its main computers being down. It also worked to ensure that the issue of post-traumatic stress syndrome was added to the agenda of educators' discussions.

Mr. Lauer has noted a number of times that this tragic event was met by courage, commitment, and skill by all staff members of the BJE and the entire federated and synagogue systems who continue to work together to help meet the initial and ongoing challenges. “It is an honor to work with such people and within such systems,” he said.

It will be many months, if not years, before the scars left by the events of September 11 begin to heal. Agencies like the New York BJE will continue to be there for students, teachers, and educational administrators to help the healing process along.



imagine...

We all have dreams for ourselves, for the people we love, for our community, and much more. But in the midst of our busy lives, sometimes our dreams are forgotten or set aside and never acted upon. To help celebrate JESNA's 20th anniversary, we want to give you the opportunity to write down your dreams for Jewish education. After reading every dream, we will then seal them inside a time capsule for 20 years. In the year 2021, you can discover with us how many of your dreams have been realized.

Drop by JESNA Booth #605 or fill out this form and mail it back to us.

Just think if we had done this 20 years ago...It would have been fascinating to see what people's dreams were for Jewish education today, and even more fascinating to see how many of them have already come true.

What is your dream for Jewish education over the next 20 years?

Name _____

Address _____

Covenant Foundation Grant Recipients “In Action”



Since 1990, The Covenant Foundation, a partnership of the Crown Family Foundation and JESNA, has been promoting innovation and excellence in Jewish education through its Awards and Grants programs. The Covenant Awards, designed to honor outstanding Jewish educators, are awarded to three outstanding educators annually and carry with them a prize of \$20,000 each, with an additional \$5,000 donated to the Award recipient’s institution. The Covenant Grants, which support innovative programs in Jewish education, are awarded to as many as 10 institutions per year and can provide support up to \$250,000 over a five-year period.

Read below for highlights of what some of the Covenant Grantees have been doing recently.

In Philadelphia, the **Community Hebrew Schools of Greater Philadelphia/Jewish Outreach Partnership** has continued to expand *Making Connections*, focusing on outreach to local synagogues. Under their auspices, they have established “community guides” who function within the community to link interested parties with appropriate synagogues. In Melrose Park, PA, the **Auerbach Central Agency of Jewish Education** has prepared local supplementary-school teachers to embark on a successful school year by providing a week-long intensive training course for novice teachers.

The Covenant Foundation has supported a number of successful arts and education projects over the years. The latest is a multi-media exhibition, “Encountering the Second Commandment,” which will be on display at the **American Jewish Museum of the Jewish Community Center of Pittsburgh** through

December 10 and will subsequently travel to the American Jewish Museums in Boca Raton, FL, and Newton, MA. **Avoda: Objects of the Spirit**, has given students aged 16 to 24 the opportunity to create Jewish ritual objects with the guidance and inspiration of artist Tobi Kahn. This fall, the accompanying exhibit is New York-bound, set to show at Makor: The Partnership for Jewish Life, the Jewish

Three Outstanding Jewish Educators Named 2001 Covenant Award Recipients:

Ms. Lorraine Posner Arcus, Director of Israeli Dance Programs, Temple Israel and Teacher, Bet Shraga Hebrew Academy, Albany, NY; *Ms. Jo Kay*, Director, School of Education, Hebrew Union College–Jewish Institute of Religion in New York, NY; and *Rabbi Daniel Landau Lehmann*, Headmaster, The New Jewish High School of Greater Boston in Waltham, MA.

Museum, and the Bronfman Center/Hillel of New York University.

The 2002 Women of Valor posters and Resource Guide will be available soon from the **Jewish Women’s Archive**. This year’s posters feature: Southern social reformer Gertrude Weil, modern dancer and choreographer Anna Sokolow, and radical activist Emma Goldman.

After months of planning in Rhode Island, **Ziv Tzedakah Fund** is gearing up for its Mitzvah Heroes conference, which is envisioned as a conference “without walls” and will focus directly on *tzedakah* throughout the community.

Finally, many Covenant Grants emphasize the classroom experience. **The JCC of Dallas** has initiated its second year of course work for parents of children enrolled in the community’s diverse early-childhood programs. **The New Jewish High School of Greater Boston** and the **Jewish Community Day School** have continued to integrate Jewish education and music into the life of the school. In Florida, at Miami’s **Central Agency for Jewish Education**, six community schools have enrolled in a lab-training program for early childhood teachers and have established relationships with local universities to prepare teachers for certification.

For additional Covenant Foundation news, please contact the Foundation at 212-420-0604 or via e-mail at info@covenantfn.org.

OUR PURPOSE: Vibrant Jewish Life *through Jewish Learning*

OUR VISION: Leading *the Communal Commitment and Mobilization for Excellence in Jewish Education*

For additional information on JESNA please contact Amy Stein, director of marketing and communications, at (212) 284-6896 or astein@jesna.org.



Jewish Education Service of North America, Inc.

111 Eighth Avenue, 11th floor
New York, NY 10011-5201
212 284-6950
212 284-6951 Fax
info@jesna.org
www.jesna.org

JESNA – the Jewish Education Service of North America, Inc. was created in 1981 as the Jewish Federation system’s educational coordinating, planning and development agency. JESNA is widely recognized for its leadership in six different areas, including media and technology, research and evaluation, engaging and empowering Jewish youth, educator recruitment and development, day school education, and congregational and communal education.

JESNA is a national, non-profit agency governed by a board of directors comprised of lay and professional leaders in Jewish education from across North America, including individuals from the major Jewish religious movements. JESNA is a beneficiary of Jewish federations throughout North America and other private and communal funders.