

***ELEVATING JEWISH EDUCATION  
IN YOUR COMMUNITY***

**JEWISH EDUCATION SERVICE  
OF NORTH AMERICA  
2007 ANNUAL REPORT**

# JESNA CELEBRATED ANOTHER YEAR OF NOTABLE ACHIEVEMENTS

The Berman Center for Research and Evaluation provided valuable consulting services to more than 34 clients in a wide variety of settings and locations, helping to improve Jewish education across the spectrum.

The Coaches Training Institute expanded to serve key Central Agency professionals in 29 communities, supporting important change initiatives in congregational schools.

More than 60 young people, a record-breaking enrollment, participated in the 15th cohort of JESNA's pioneering Israel Intern and Graduate Seminar programs in Israel, taking their first steps toward possible careers in Jewish education.

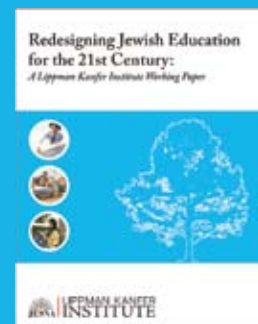
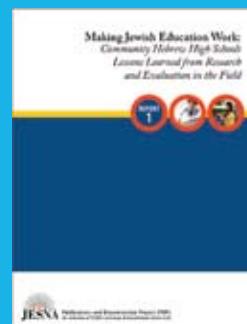
The Lippman Kanfer Institute worked with communities and education leaders throughout the continent to put into action the design principles and strategies for change laid out in its Working Paper, "Redesigning Jewish Education for the 21st Century," aimed at ensuring the relevance of Jewish education to new generations.

Sought-after new initiatives and workshops to promote data-driven decision-making were offered by the Berman Center.

NAACHHS, the North American Association of Community Hebrew High Schools, was established under JESNA auspices to nurture and support 54 member schools with resources, best practices, and innovative solutions.

The Grinspoon-Steinhardt Awards for Excellence in Jewish Education were presented to a record-breaking 76 outstanding teachers from 49 communities at a memorable ceremony at the General Assembly in Nashville.

Two of JESNA's notable new publications this year, which have been distributed to thousands of readers in print and via the web:



# ON BEHALF OF OUR LEADERSHIP

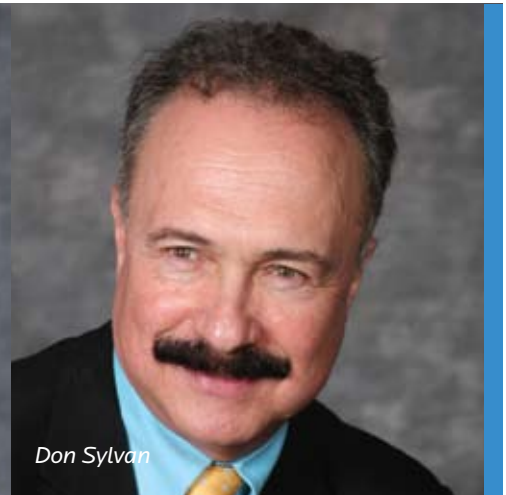
The past year has been an immensely exciting and productive one for JESNA—a fitting celebration of our first twenty-five years and a thrilling kick-off to the next twenty-five. On behalf of the agency's Board and staff, we are truly delighted to bring you this summary of our work and its impact on the arena of Jewish education in communities across North America.

Annual reports are routinely understood to be venues for organizations to blow their own horns, and we're certainly willing to do a bit of that too. What is most satisfying for us, however, is the wonderfully positive feedback we're getting from satisfied "customers"—funders and users of our programs, clients of our evaluation and consultation services, and educators in every kind of setting. Some of their testimonials are scattered through the pages of this report, and they serve as a vital point of reference for us as we seek to continuously enhance our offerings and improve our outcomes.

Last year in this space, we wrote about our fresh commitment to "learnings, dissemination and application" as the unifying strategy and essential underpinning of all our efforts. Today, we believe that commitment



*Diane Troderman*



*Don Sylvan*

is paying dividends for the agency and for the Jewish communities we serve. In the pages that follow, you'll read about how we are applying that philosophy (which we now shorthand as LDA) in activities that range from consultations to demonstration projects to publications.

Another thread running through this report is the array of pictures—of children at play and in class, educators and communal professionals, and community leaders from the JESNA Board and many other organizations. They are beautiful photos, but they are more than decoration. While JESNA's day-to-day work is often behind the scenes, in support of front-line providers and consumers of

Jewish education, we remain mindful and inspired every day by the human dimension of our enterprise. 2007 was a good year for JESNA because our efforts and our successes were focused on the Jewish people—not just in some theoretical whole, but one by one by one.

A handwritten signature in black ink that reads "Diane Troderman".

**Diane Troderman, Chair**

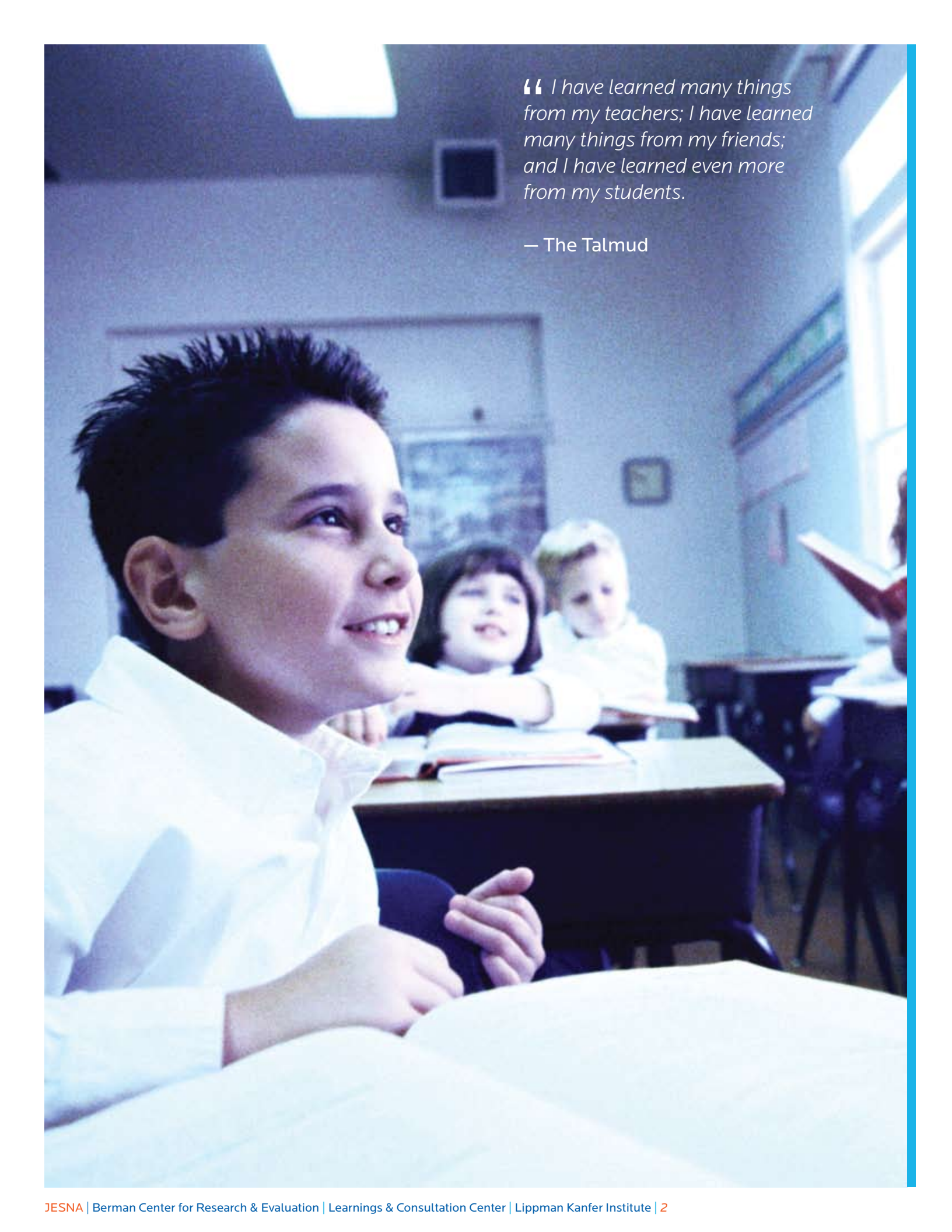
A handwritten signature in black ink that reads "Don A. Sylvan".

**Don Sylvan, President**

“Be strategic, focus, and don't scatter your energies on many things that don't add up to a better whole.”

— Marian Wright Edelman





*“ I have learned many things  
from my teachers; I have learned  
many things from my friends;  
and I have learned even more  
from my students.*

— The Talmud

“ Every individual is a pillar on which the future of Judaism rests. There is no vicarious Judaism ... Each Jew is obliged to say, ‘Into my hands has been given the future of the entire people.’”

— Abraham Joshua Heschel



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# JESNA'S 25TH ANNIVERSARY CELEBRATION

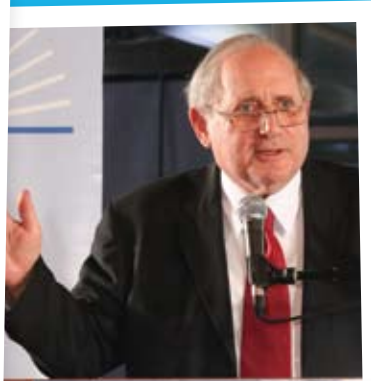
Bennett Aaron  
American Pardes Foundation  
Amy Amiel  
Henry and Harlene Appelman  
Eugene and Marcia Applebaum  
Robert Aronson  
Association of Directors of Central Agencies  
Sam Astrof  
Olga Avezbakiev  
AviChai Foundation  
Robin Axelrod  
Louis and Madlyn Barnett  
The Barron Family  
Helene Berger  
Bill and Madeleine Berman  
Jonathan Berman  
Harold and Barbara Berry  
The Honorable Philip and Elaine Bloom  
Harold and Penny Blumenstein  
Marion Blumenthal  
Arthur and Jane Brody  
Michael and Ruth Brooks  
Rachel Brumberg  
Shoshana S. Cardin  
Joshua Chadajo  
Dr. Steven M. Cohen  
Tim, Helene, and Katie Cohen  
The Honorable Avern and Lois Cohn  
Covenant Foundation  
The Crown Family  
Marvin and Betty Danto  
Arnold and Sandy Dashefsky  
Dr. Aryeh Davidson  
Marion Dienstag  
David and Karen Eisner  
David and Claire Ellman  
Edith Everett  
Daniel Feld and Ann Berman Feld  
Sara Feld  
Susan Feldman  
Rabbi Lou Feldstein  
Cheryl Fishbein and Philip Schatten  
David Fishman  
Lynda S. Giles  
Martin and Billie Gold  
Drs. Arnold and Sandra Gold  
Richard and Ellen Goldstein  
Henry Goodman  
Joan Goodman

Eugene and Amy Goott  
Dr. Sheldon and Cass Gottlieb  
Dan Greenberg  
Rabbi Yitz and Blu Greenberg  
Harold Grinspoon and Diane Troderman  
James and Nancy Grosfeld  
Gary L. Gross  
Steve Gross  
Harold and Susan Halpern  
Cyril and Ann Harris  
Morton and Brigitte Harris  
Dr. Lynne B Harrison  
Lee M. Hendler  
Doreen Hermelin  
Bethamie Horowitz  
Rob Hyman  
Joe Imberman  
Rabbi Ron and Dr. Leora Isaacs  
Jewish Federation of Metropolitan Detroit  
David and Rory Jones  
Becky Joseph  
Joe and Pam Kanfer  
Edward and Irene Kaplan  
Dr. Joan Kaye  
Jeff Kaye  
Donald and Ellen Kent  
Stephan Kline  
Rabbi Joseph and Susan Krakoff  
Steve Kraus  
Dr. Richard and Sally Krugel  
Dr. Alisa Kurshan  
Mark and Ellie Lainer  
Laura Heller Lauder  
Rika Levin  
Senator Carl Levin  
Eric Levine  
Howard and Jacqueline Levine  
Charles and Mimi Lieber  
Norman and Nancy Lipoff  
Lionel and Naomi Margolick  
Jeffrey Lasday  
Mimi Mark  
Stanley and Susan Marx  
Andi Meiseles  
Dr. Ronald Miller  
Searle and Deborah Mitnick  
Richard and Cynthia Morin  
Ralia Neamonitakis





# GUESTS AND CONTRIBUTORS



Joseph and Suzanne Orley  
 Robert and Marcie Orley  
 Jonah Pregerson  
 Nessa Rapoport  
 Albert and Audrey Ratner  
 David Resnick  
 Howard Rieger  
 The Riesman Family  
 Dr. David and Carol Robbins  
 Barbara S. Rosenthal  
 Dr. Wendy Rosov  
 Lindsay Rossow-Rood  
 Zohar Rotem  
 Allison Sachs  
 Robert Sachs  
 Dr. Leonard Saxe  
 Alan Sector  
 Paul Schlesinger  
 Mark Schlusell  
 Elaine Schreiber  
 Jaynie Schultz  
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 Stephen and Sharon Seiden  
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 Dr. Donald Sylvan  
 The Taub Foundation  
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 Rabbi Alon Tolwin  
 Yossi Rosner Wachs  
 Gail Stein Weinstein  
 Harvey L. Weisberg  
 Howard and Sue Wilchins  
 Walter and Arnee Winshall  
 Dr. Jonathan and Sherry Woocher  
 Stuart and Toni Young  
 Dr. Lois Zachary

“When the Foundation’s President and I sat down to determine our needs for the Foundation’s first formal grantee program evaluation, we knew that we needed an evaluator who not only was an expert in program evaluation, but also had a strong knowledge of the Jewish community. After asking several colleagues for their recommendations on reputable program evaluators in the field of philanthropy, we were led to JESNA’s Berman Center. Thanks to JESNA, what started as an anxious grant deliberation burgeoned into unwavering confidence in a high quality program—one in which the Foundation’s Trustees are now extremely proud and certain that it will remain. We are extremely grateful for your service to the Foundation and to this important program.”

— Former Executive Director, Joyce and Irving Goldman Family Foundation

“Working with [the Berman Center] to prepare workshop sessions for the Shofar Fellows on creating logic models, evaluative thinking, and evaluation methodologies ... deepened my own understanding of this important aspect of our work. Again, though I studied evaluation in graduate school, walking through the material in an applied setting with experts in the field gave me a deeper appreciation of the role and relationship between evaluation and planning. It even helped us add elements to the program to strengthen the work we are doing ... this element of the work has turned out to be much more than an administrative or evaluative tool—I have learned and applied much and see myself as a much stronger educational thinker and leader as a result of it.”

— Director, Shofar Fellowship Bureau of Jewish Education of San Francisco, the Peninsula, Marin and Sonoma Counties



# JESNA'S MANDELL L. BERMAN JEWISH HERITAGE CENTER FOR RESEARCH AND EVALUATION IN JEWISH EDUCATION

What We Do and Why It's Important to Jewish Education

Since 1992, JESNA's Berman Center for Research and Evaluation in Jewish Education has been a field leader in program evaluation and applied research of Jewish education and identity-building efforts in North America. The Berman Center offers its evaluation expertise to private and community foundations, central agencies for Jewish education, Jewish community federations, and national and local Jewish education program providers through four principle lines of service:



## 1. Evaluation Studies: We Can Do It for You

To help clients better understand and make more informed choices about their work during any point in the life of a program, the Berman Center develops, implements, and reports on the results of its evaluation studies to provide our clients with specific, utilization-focused data. Berman Center staff work closely with clients to assess their needs, plan for evaluation, collect and analyze data, draw conclusions, and, most importantly, make recommendations to enhance program implementation and impact.

## 2. Evaluation Consulting and Capacity Building: We Can Help You Do It Yourself

Funders and program providers must understand the need for accountability in the non-profit arena and meet the challenges of demonstrating outcomes for Jewish education programs. The Berman Center serves as an experienced guide and able partner for philanthropies and program providers seeking to build their internal evaluation capacities. Through our consulting services, we help clients further define their goals and programmatic outcomes; build "logic models" to help them better plan for and assess the design of their programs; develop their internal capacity to gather, manage, and interpret meaningful evaluation data; and advise them about applying evaluation research to a variety of strategic decisions.

## 3. Evaluation Training and Workshops: We Can Teach You

To demonstrate how evaluation can help organizations, and Jewish education itself, go from good to great, the Berman Center offers training and professional development about program evaluation to individuals and small groups in a variety of settings. Our staff share their accumulated knowledge and expertise of program evaluation with key audiences in public venues, including Jewish education conferences, annual research association meetings, and national gatherings of Jewish education practitioners and funders. The Berman Center is dedicated to increasing and improving the use of evaluation techniques and data to enhance the quality of Jewish educational programs in North America.

## 4. Basic Issues Research: We Are Constantly Learning to Serve You Better

The Berman Center's expertise in the art and science of qualitative and quantitative research positions us to become field leaders in Jewish education research. Periodically, we are commissioned to conduct non-evaluative research and/or systematic reviews of research done by others on a particular aspect of Jewish education. We draw on the expertise and wisdom of an outstanding and award-winning staff to deliver deep and broad knowledge of the content and context of Jewish education in North America. The Berman Center is confident that we can help the field achieve greater understanding of the factors leading to Jewish educational change and improvement through educational research.

# JESNA'S BERMAN CENTER

(continued)

## Target Client Groups and Lines of Service

The Berman Center's work with prominent clients—especially foundations and highly visible national programs—continues to be an area of growth. In addition, the number of repeat and continuing clients is the best proof of the high quality of service and reputation of the Berman Center.

The first pie chart shows the distribution of the Berman Center's projects during 2007 across the Center's four target client groups. Nearly half of the projects in 2007 were in the evaluation study line of service, and one-third in coaching and capacity building.

As part of its business planning process over the past year, the Berman Center has more clearly defined its four principle lines of service so that it can best meet the needs of its target client groups.

The second pie chart illustrates the proportions of the Berman Center's work in each line of service in 2007.

“What stood out the most about Berman Center staff was their desire to teach the process of evaluation. Although it took time, they were patient and understanding. The end result being not only a successful program evaluation, but also training in skills which will benefit our department even after this portion of the partnership is complete. We would certainly take the opportunity to work with JESNA's Berman Center for Research and Evaluation in the future.”

— Executive Director and Education Program Manager, Jewish National Fund

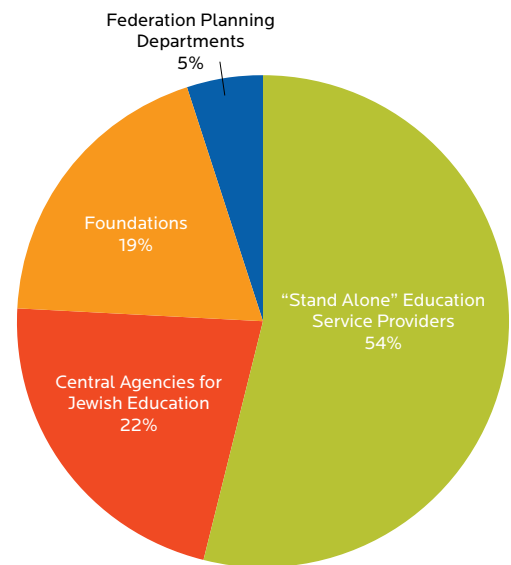


Chart 1

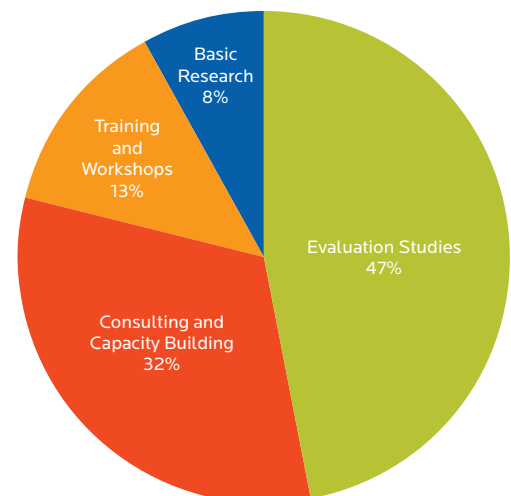


Chart 2



“ Shammai taught: “Say little and do much” (1:15)

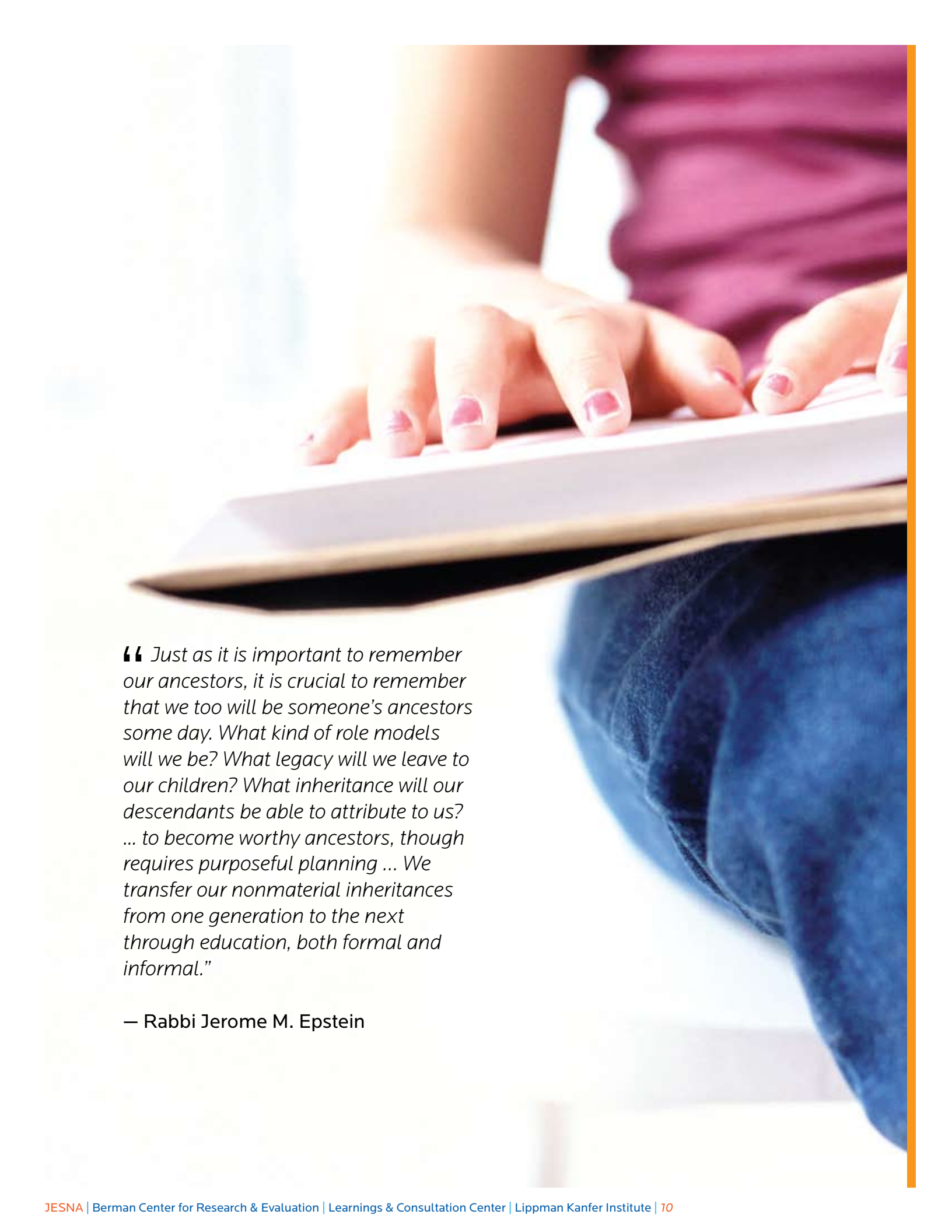
## 2007 Projects and Clients (Completed and In Progress)

One of the Berman Center’s main goals is to disseminate evaluation findings and to teach the art and science of evaluation to funders and practitioners in the field of Jewish education. We are confident that this process will provide communities with the content and skills they need to enhance the quality of Jewish education.

While some of our work is confidential to the clients who engage us, we would strongly encourage you to contact us at the Berman Center and ask us about anything that is of interest to you regarding our clients, the varied work that we have conducted for our clients, results of our studies, or any work that we are in the process of conducting. We would be happy to think with you about how the projects will translate to your community or needs and how our data and knowledge will impact Jewish education.

- The Richard and Rhoda Goldman Fund
- The Walter and Elise Haas Fund
- The Jim Joseph Foundation
- The Lasko Family Foundations
- AJC Fellows
- Bikkurim
- BJE San Francisco
- Camp Tawonga
- Congregation Beth Am
- Congregation Netivot Shalom – Rimmonim
- Hartford La’atid Cohort III
- Jewish Milestones
- The Jewish Partisan Educational Foundation (JPEF)
- Los Angeles BJE – Sulam
- Mandel Teacher Educator Institute (MTEI)
- National Diller Teen Initiatives
- Progressive Jewish Alliance (PJA)
- Synagogues: Transformation and Renewal (STAR)
- Bureau of Jewish Education (BJE) Orange County, CA – TALIT
- Cleveland Bureau of Jewish Education: Project Curriculum Renewal (PCR)
- The Covenant Foundation
  - » Beit T’Shuvah (Los Angeles, CA)
  - » Consortium for the Future of the Jewish Family (Los Angeles, CA)
  - » JECEI – Covenant Fellows Program (New York, NY)
  - » Knowledge Communities – Kehilliyot Da’at: A CoP Meta-Community for Jewish Professionals (Cambridge, MA)
  - » M & M: Melamdin u’Manhigim (Teachers & Leaders) (Pittsburgh, PA)
  - » NESS: Nurturing Excellence in Synagogue Schools II (Melrose Park, PA)
- Detroit Central Agency: Family Education Initiative
- IConnect
- Jewish Community Endowment Fund of the San Francisco-based Federation
- Jewish Education Center of Cleveland (JECC) – Synagogue Change
- The Jewish Lens
- Jewish National Fund (JNF) Caravan for Democracy
- Lab Communities
- The Leadership Institute for Congregational School Principals
- Legacy Heritage Internship for Young Scientists (LHIYS)
- The Living Museum Project (LMP) of the Museum of Jewish Heritage – A Living Memorial to the Holocaust (MJH)
- PANIM
- URJ Mitkadem





*“Just as it is important to remember our ancestors, it is crucial to remember that we too will be someone’s ancestors some day. What kind of role models will we be? What legacy will we leave to our children? What inheritance will our descendants be able to attribute to us? ... to become worthy ancestors, though requires purposeful planning ... We transfer our nonmaterial inheritances from one generation to the next through education, both formal and informal.”*

— Rabbi Jerome M. Epstein

# JESNA'S LEARNINGS & CONSULTATION CENTER (LCC)

Turning Knowledge Into Impact

What does it take to achieve excellence in Jewish education?

Our answer:

- Access to timely and accurate information about what is happening in the field today and the best ideas for tomorrow.
- Use of insight and expertise to interpret and analyze the data and apply it properly to a particular community.

2007 is the LCC's first full year of operation. It is fast becoming a powerful and dynamic force for achieving excellence in Jewish education through its multiple lines of service. The LCC combines rich research and field-based understanding of "what works" in Jewish education with effective dissemination and consulting service working with its clients and partners: Central Agencies for Jewish education, Jewish Community Federations, national organizations, private foundations, Jewish educational program providers.

## Highlights of Our Achievements in 2007

### Knowledge Dissemination

As part of its systematic approach to providing educational decision-makers and practitioners with access to updated resources, information about trends and promising practices, and tools and documents to guide decision-making and programmatic endeavors, the LCC has:

- Expanded the Sosland Online Resource Center, adding timely and valuable published resources and links on topics including full- and part-time Jewish education, Jewish educator recruitment, retention, development, and educational change.
- Established the online Professional Development Center (PDC)—a unique, singular site for providers of professional development programming for Jewish educators on a local and national basis. ([www.jesnapdc.org](http://www.jesnapdc.org))
- Developed and completed Phase One via our consulting arm for the CJE (Central Agency for Jewish Education) in Baltimore.
- Established the NAACHHS (North American Association of Community Hebrew High Schools) website—a one-of-a-kind international resource that provides lay and professional leadership of Community Hebrew High Schools quick and easy access to targeted, content-rich

publications and information about NAACHHS and Community Hebrew High Schools in North America. ([www.naachhas.org](http://www.naachhas.org))

- Published *Making Jewish Education Work: Community Jewish High Schools—Lessons Learned from Research and Evaluation in the Field*. This report has filled a long-standing information gap about the factors contributing to the success of community high school programs. With more than 1000 copies in circulation, and more than 1,000 downloads for the web site, the publication has stimulated thinking and action to enhance and expand teen Jewish education across the country.

### Communities of Practice (CoPs)

The LCC establishes and supports networks of highly skilled professionals working on the community level throughout North America. Through these "communities of practice" it provides participants with access to current knowledge, skills development and professional training, and collegial support and consultation that enables them in turn to guide, support and develop thousands of educators in their local communities.

# WHAT PEOPLE ARE SAYING ABOUT OUR WORK

[regarding the PDC site] ... *"Kol Hakavod. This is a very helpful tool and it offers so much for everyone who cares about Jewish Education...JESNA has delivered a blockbuster new resource!"*

— Marion Gribetz & Billy Mencow,  
Jewish Education Consultants

*"My experiences in the Lainer Interns program, as well as the breadth of my experiences in Jewish Education have excited me about the possibilities the field has to offer."*

— Daniel Held

*"What made the NESS Consultation most valuable for me and my community was getting a sense of what we are doing right and what we could be doing better with our synagogue school enhancement project."*

— Steve Schauder

*"I found the piece [Making Jewish Education Work] incredibly well done and interesting. It provided a great deal of information that we can use in work with our staffs, leadership and communities. You have done a great thing for community Hebrew high principals. Thank you!"*

— Erica Hruby, Beit HaMidrash, Orlando, FL

*"Our experience in Baltimore in working with JESNA has been very gratifying. Both at The Associated and at our Center for Jewish Education (CJE), our partnership with JESNA's talented staff and the wealth of resources they bring has been a real benefit in developing our strategic vision and supporting best practices for our community."*

— Matt Freedman, Chief Planning Officer,  
The Associated: Jewish Community Federation of Baltimore

[regarding the Grinspoon Steinhardt Awards] ... *We at the Commission on Jewish Education are so grateful to JESNA for the support and insights you have provided to us. Building on the foundation of our collaborative relationship regarding our La'atid synagogue/school/community change initiative, CJE has been pleased to continue working with JESNA to advance our efforts in professional development in the Greater Hartford community. JESNA is a wonderful guide and resource for us."*

— Karen Trager, Executive Director, CJE of Greater Hartford

*"NAACHHS is the best professional development, resource sharing, collegial network I have ever been a part of."*

— Robyn Faintich, TRIBE Three-Sixty; Crossroads, Pathways, and Journeys; Atlanta, GA



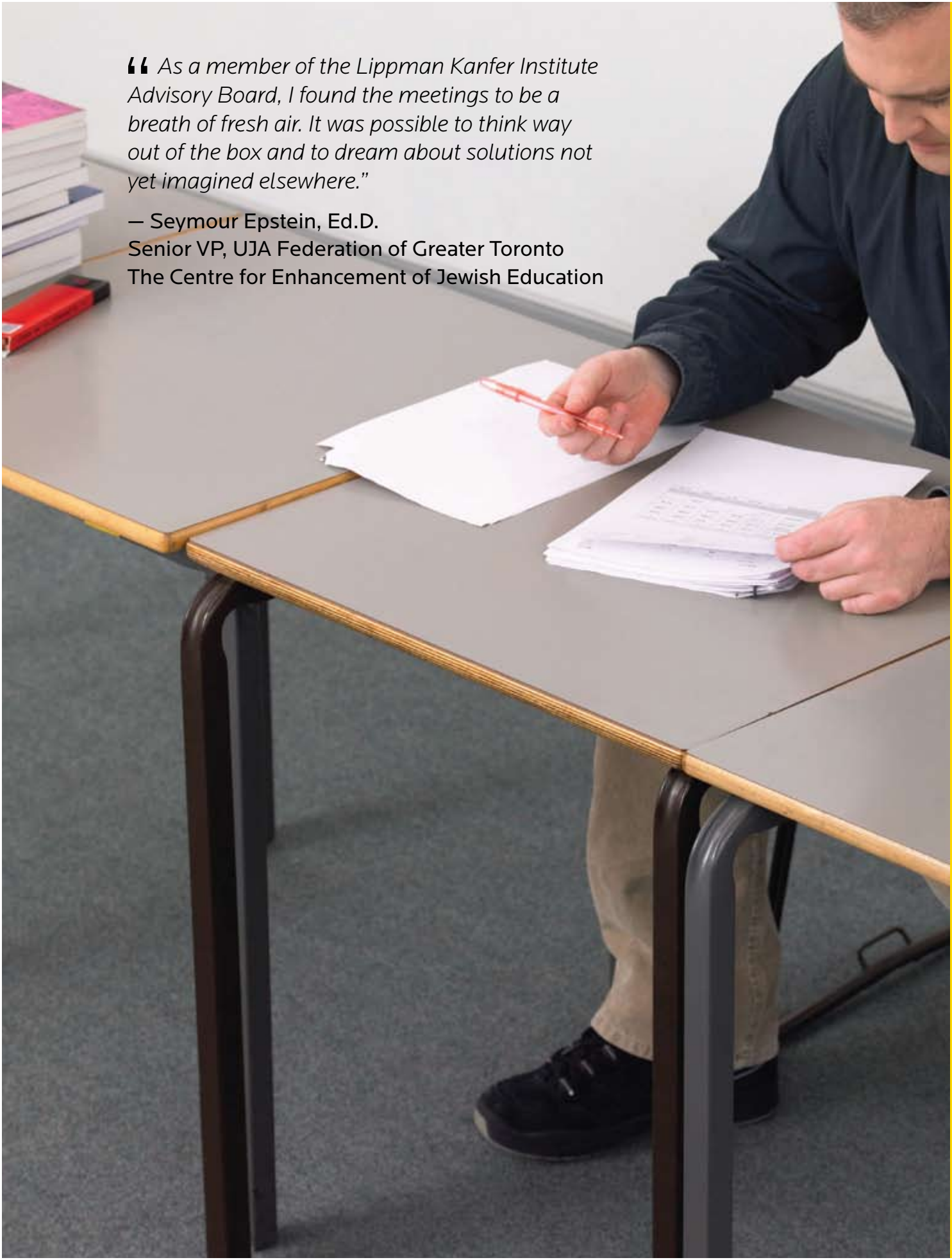
# LEARNINGS & CONSULTATION CENTER (LCC)

(continued)

- NAACHHS has convened CHHS directors at an annual conference to explore the theme of partnerships within their schools and between their schools and other communal organizations, which provided access to the latest thinking and trends in the field.
  - Established the PDC (Professional Development Center) a one-of-a-kind website that addresses the previously unmet needs of the cadre of professionals in central agencies for Jewish education and others who are responsible for providing professional development for Jewish educators in communities throughout North America. The PDC provides a forum for consolidating and continuously updating the knowledge amassed by the PD Network through their conference calls and communications, and in turn is a resource for the members of the Network and for the Jewish education community at large. ([www.jesnapdc.org](http://www.jesnapdc.org))
  - CTI (Coaches Training Institute) members gained proficiency in consulting skills and detailed knowledge about the conceptual and practical framework of NESS; a comprehensive, systemic, multi-year congregational school change initiative directed by a central agency. Five communities are poised to adapt the NESS model in their communities.
  - ADCA (Association of Directors of Central Agencies for Jewish Education) provides the much-needed venue for directors of Central Agencies to build their combined capacities for improving Jewish education, and to collaborate on issues of mutual interest and concern. This past year 18 members shared their knowledge and expertise as key informants in the education track of the 2007 Quadrennial of the World Council of Jewish Communal Service in Jerusalem.
- the impact of JESNA's demonstration and action research projects can be seen in:
- Kansas City, Boston, and Atlanta where the Learning database developed jointly by Kansas City's Learning for Life Initiative, the IJE (Institute for Jewish Education) at Brandeis University, and JESNA is being utilized to help communities identify service gaps, engage in community-wide planning, and find ways to more meaningfully engage under-engaged teens.
  - The New England region, where LCC staff is enabling three local communities (Hartford, Rhode Island, and Western Massachusetts) to provide better support for their local educators by developing and implementing strategic plans for enhancing professional development, web-based resources, and local resource centers. The project for *Achieving Excellence in Professional Development and Resources for Jewish Educators* is supported by the Harold Grinspoon Foundation.
  - The 49 communities where a total of 76 educators were recognized through the Grinspoon-Steinhardt Awards for Excellence in Jewish Education. To date, over 320 educators in 60 communities have been recognized through the national-local partnership which honors teachers directly through national and local efforts and helps innovative teachers share their successes and learnings with peers and colleagues to elevate the overall level of Jewish Education.
  - This year saw a record breaking participation by more than 60 undergraduates and graduate students in the 15th cohort of JESNA's pioneering Lainer Interns and Graduate seminar programs. These programs are designed to elevate recruitment and retention of new Jewish educators just entering the field.

## Demonstration Projects

The LCC pilots projects that provide "learning laboratories" for promising practices and solutions: Generating ideas, finding the right sites and settings, assisting communities in implementation and advocacy, and advising on a wide range of relevant and related skills. In collaboration with JESNA's Berman Center, LCC staff helps ensure that usable learnings are generated through the use of state-of-the-art assessment procedures. LCC staff then disseminates those learnings so that others may benefit as well. Examples of



*“As a member of the Lippman Kanfer Institute Advisory Board, I found the meetings to be a breath of fresh air. It was possible to think way out of the box and to dream about solutions not yet imagined elsewhere.”*

– Seymour Epstein, Ed.D.  
Senior VP, UJA Federation of Greater Toronto  
The Centre for Enhancement of Jewish Education

# JESNA'S LIPPMAN KANFER INSTITUTE

Leading the Charge in Innovative Thinking

*In a rapidly changing world, Jewish education cannot afford to stand still. That is the premise underlying the work of JESNA's Lippman Kanfer Institute: An Action-Oriented Think Tank for Innovation in Jewish Learning and Engagement. Established in 2005 through the generosity of the Lippman Kanfer Family Foundation, the Institute's mission is to identify new ideas, practices, and policies that will enhance Jewish education's relevance and effectiveness in the contemporary world and to help these spread throughout the Jewish educational system. In 2007 the Institute began to do just that, exciting communities and educators with its vision for "learner-focused, relationship-infused, life-centered" Jewish education.*

The centerpiece of the Lippman Kanfer Institute's activities in 2007 was the release in May of its first Working Paper, *Redesigning Jewish Education for the 21st Century*. Growing out of an eighteen month process that included the input of a distinguished Advisory Council, dozens of conversations with educators and community leaders, field research and a web survey with hundreds of respondents, the Working Paper called attention to dramatic changes that have affected Jewish life and society in general over the past quarter century, and recommended a set of "design principles" for Jewish education responding to these changes. These principles outline ways in which the Jewish educational system can be more sensitive to the needs and desires of today's learners; can actively facilitate and support the educational "journeys" of children, adults, and families; can focus learning on issues and ideas that relate directly to individuals' life-concerns and experiences; and can incorporate the transformative power of strong personal relationships with educators and peers.

**In the few months since its publication, the Lippman Kanfer Institute Working Paper has had an impact across the continent. It has been cited in community strategic planning studies and grant proposals, been used for professional and lay leadership development, and discussed in a variety of forums on line, in print, and "live" at conferences and programs. 4,500 copies of the Paper were distributed in the first six months of its publication with an additional 5,000 downloads from the website, [www.jesna.org](http://www.jesna.org).**

To follow up on the publication of *Redesigning Jewish Education*, JESNA's Lippman Kanfer Institute itself launched two projects that pick up on major themes of the Working Paper. Joining forces with the authors of another major study, *Linking the Silos: How to Accelerate the Momentum in Jewish Education Today*, the Institute convened a first-of-its-kind consultation of more than one hundred thirty

professional and volunteer leaders to explore ways of strengthening connections within, between, and among educational venues and

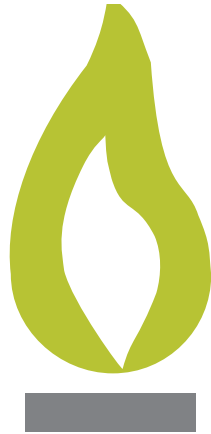
programs in order to engage participants in richer and more enduring educational experiences. The Lippman Kanfer Institute's initiative on "linking silos" also includes ongoing consultation with several local communities, including Boston and Miami, research on steps being taken—and challenges being faced—by central agencies as they seek to redefine their roles for this new era in Jewish education, presentations at national meetings such as the UJC General Assembly, and work with synagogue change initiatives on rethinking paradigms of congregational education.

In parallel with this endeavor, the Lippman Kanfer Institute has also launched "Jewish Educators for the 21st Century." As Jewish education changes, so too does the work of, expectations for, and knowledge and skills needed by Jewish educators. The Lippman Kanfer Institute joined with CAJE to sponsor an inaugural deliberation involving nearly fifty educators to explore these new dimensions of what it means and takes to be an effective Jewish educator and begin to map their implications for recruitment, training, professional development, and the kinds of supports and work environments that 21st century Jewish educators will need in order to thrive.

Both of these initiatives will continue in 2008 as the Lippman Kanfer Institute fulfills its mandate to serve as a thought-leader and catalyst for change in the field.

Jewish education *can* be both different and better than it is today. It has to be. And, JESNA's Lippman Kanfer Institute is here to make it so.





## NER TAMID SOCIETY

---

The Ner Tamid, eternal light, graces every synagogue as a symbol of G-d's continuing presence in our lives and in our communities. Its light is the light of Torah, of Jewish learning and teaching. JESNA is dedicated to ensuring that the light of Torah never dims, that it continues to illuminate our path and guide our deeds across the generations. In establishing the Ner Tamid Society, JESNA's leaders and caring supporters have acted to enable us to fulfill that commitment, not just now, but into perpetuity. Like the Ner Tamid itself, our passion to give every Jewish child the gift of a rich and wondrous heritage can burn without interruption.

The light of Torah will continue to shine thanks to the generosity of these devoted individuals and families.



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Madeleine and Mandell Berman  
Lippman Kanfer Family Foundation

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Anne and David Steirman  
Diane Troderman  
Howard M. Wilchins, in memory of Peggy Wilchins  
Donna and Bennett Yanowitz

*We extend our thanks as well to Dr. Richard Krugel and the late Boris Shteinshleifer for the endowment funds they have created to benefit JESNA.*

# WITH DEEPEST GRATITUDE TO OUR SUPPORTERS



We are delighted to express our profound appreciation to the following individuals, families, foundations and organizations who have demonstrated their commitment and caring through their generous financial support in the last fiscal year.

We also offer our thanks for the enduring commitment of the Jewish Federation system. The allocations made by the member Federations of the Alliance and other individual Federations not only provide sustaining support but serve as a testament to the strength and value of our continuing partnership with the Jewish communities across North America.

“Consider the postage stamp: its usefulness consists in the ability to stick to one thing till it gets there.”

— Josh Billings

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## Contributors of \$100,000 to \$249,999

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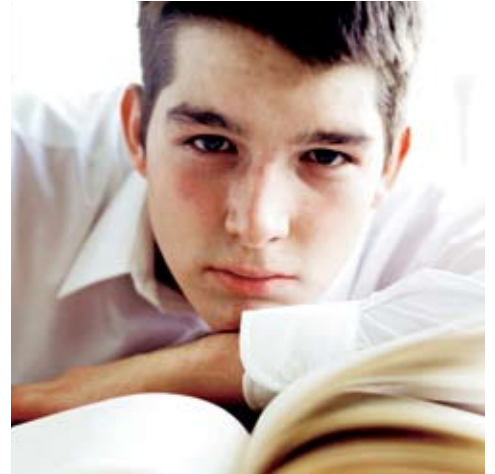
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more ...



For more information, please call our **Development Department** at 212-284-6705 or visit our website at [www.jesna.org](http://www.jesna.org) and select the "Support JESNA" button.

*“ Every charitable act is a stepping stone towards heaven.”*

— Henry Ward Beecher



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“The great aim of education is not knowledge but action.”

— Herbert Spencer



# HOW YOU CAN SUPPORT JESNA

## Help Us Create Inspiring Jewish Education

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:

- Research and develop best practices and model programs in local communities
- Seek innovative solutions for the chronic challenges that plague Jewish education system-wide
- Ensure that the promise of engaging and inspiring Jewish education is fulfilled for every Jew

### Annual Gifts

JESNA welcomes unrestricted gifts to our Major Gifts Societies and through our Friends Campaign. These gifts provide JESNA with crucial support, and allow us to direct the funds where they are most urgently needed.

There are three levels available: The Ben Zakkai Society (gifts of \$25,000 and above), the Ben Gamla Society (gifts of \$10,000 and above), or a gift of any size to our Friends Campaign.

### Tribute and Memorial Contributions

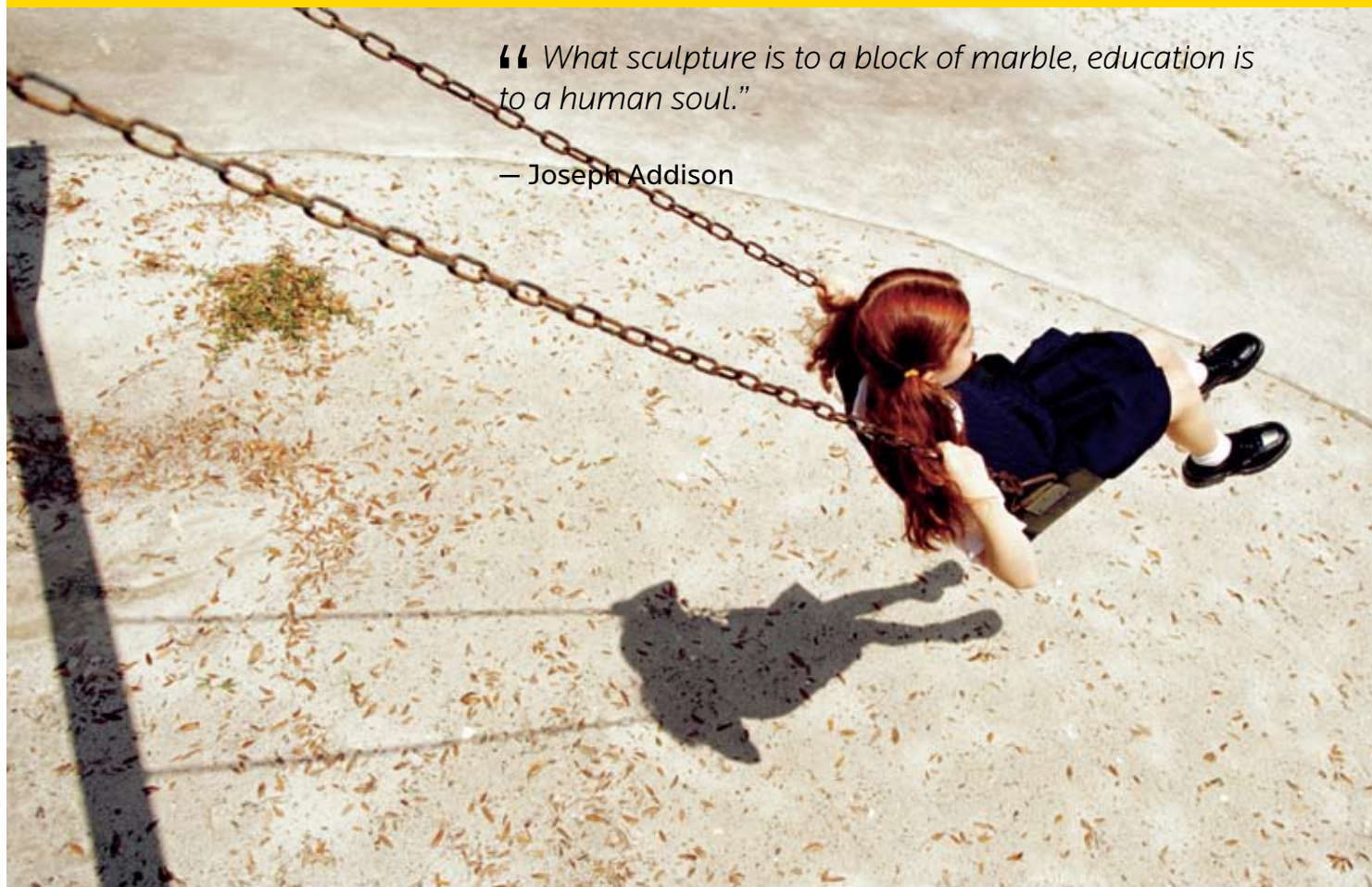
Tribute and memorial contributions are special gifts to honor, memorialize, or congratulate friends and family for all occasions. We will be delighted to send a beautiful, artist-designed card on your behalf or you may purchase packets of blank tribute cards for your own use.

### 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. Examples of these projects are described throughout this report.

“What sculpture is to a block of marble, education is to a human soul.”

— Joseph Addison





*Rabbi Tarfon taught: "It is not your responsibility to finish the work [of perfecting the world], but you are not free to desist from it either" (2:16)*

רבי טרפון אומר – "לא עליך המלאכה לגמור, ולא אתה בן חרין להבטל ממנה"

### Matching Gifts

If you are affiliated with a company that matches contributions to non-profit organizations, your gift to JESNA may be eligible for such a match. 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

Our goal, to ensure consistent excellence in Jewish education, will not be realized in full in our own lifetimes. Therefore, we are obligated to secure the future of our work with the greatest prudence possible. As part of the celebration of our 25th Anniversary year, we redoubled our efforts to create a meaningful pool of dollars that will support this crucial work into perpetuity. We stand ready to assist our benefactors in determining how best to structure their planned gifts, which can take many forms.

Often, such commitments can serve as ideal vehicles both to ensure the continuity of our efforts and to meet individual financial and asset planning needs through:

- bequests
- insurance policies
- gifts of real property including jewelry and art
- retirement accounts
- charitable gift annuities

As is true for annual gifts, endowed gifts can be restricted, with income designated to support a specific program each year, or unrestricted, which would allow the funds to be used where most needed in a given year.

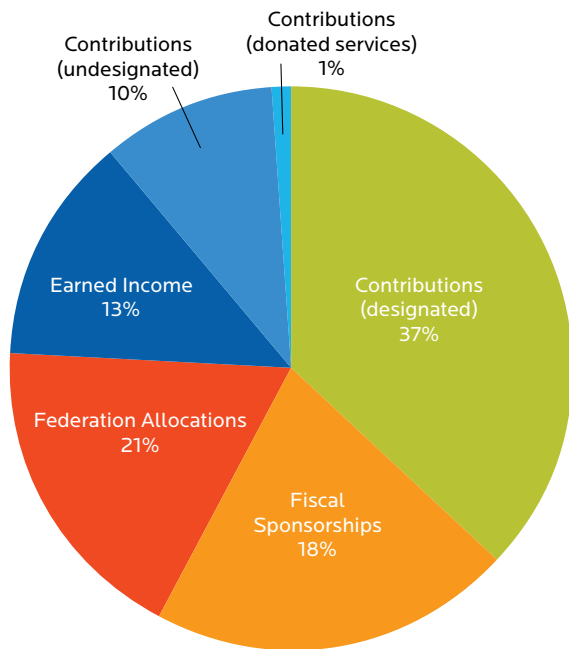
Supporters who choose to make commitments to the Endowment Campaign of \$100,000 or more will become members of JESNA's Ner Tamid Society.

For more information, please call our **Development Department** at 212-284-6705 or visit our website at [www.jesna.org](http://www.jesna.org) and select the "Support JESNA" button.

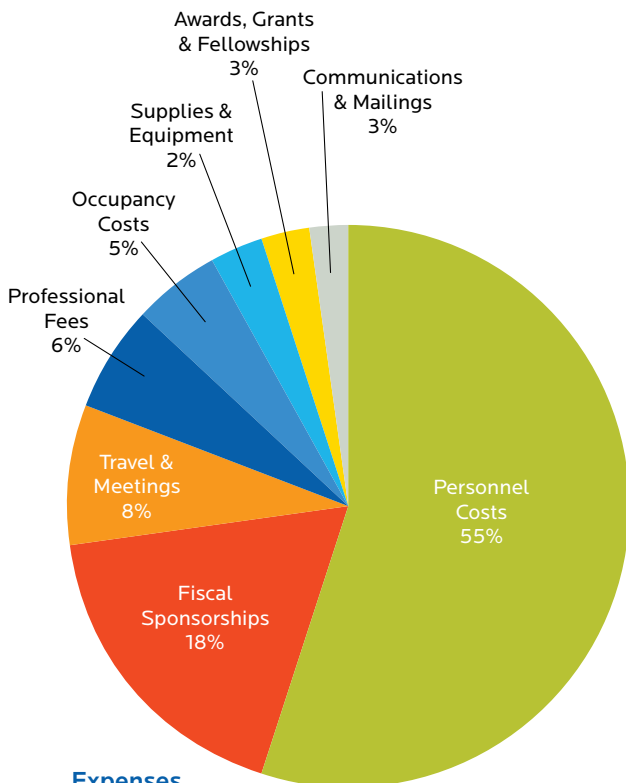


# CONDENSED STATEMENT OF FINANCIAL ACTIVITIES

(FISCAL YEAR ENDED JUNE 30, 2007)



**Revenues**



**Expenses**

## Revenues

Federation Allocations	\$1,133,500
Agency Dues	22,550
Contributions (undesigned)	576,694
Contributions (designated)	2,023,620
Contributions (donated services)	58,832
Earned Income	719,790
Fiscal Sponsorships	1,018,814
<b>Total Revenues</b>	<b>\$5,553,800</b>

## Expenses

Personnel Costs	\$2,871,561
Professional Fees	315,498
Occupancy Costs	245,605
Travel & Meetings	400,872
Supplies & Equipment	96,557
Communications & Mailings	160,457
Awards, Grants & Fellowships	137,500
Other Expenses	13,256
Fiscal Sponsorships	1,018,814
<b>Total Expenses</b>	<b>\$5,260,120</b>

## Change in Net Assets

**\$293,680**

## Financial Report of Management

The financial statements of the Jewish Education Service of North America, Inc (JESNA) are audited annually by an independent firm. JESNA received an unqualified opinion as of June 30, 2007 from its auditors, which found that the combined financial statements prepared by JESNA management were presented fairly in all material respects in accordance with generally accepted accounting principles.

A copy of the full financial statements with the Independent Auditor's Report for the year ended June 30, 2007 is filed with the New York State Department of Law, Office of the Attorney General Charities Bureau, 120 Broadway, New York, NY, 10271 and may be obtained upon request by writing to these offices, or directly to:

Jewish Education Service of North America, Inc.  
Accounting Department  
111 Eighth Avenue, 11th Floor  
New York, NY 10011-5201

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(AS OF DECEMBER 2007)

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To invest in JESNA: 212-284-6886

[www.jesna.org](http://www.jesna.org)





*“ Education is a social process ...  
education is growth ...  
education is not a preparation for life;  
education is life itself.”*

— John Dewey

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