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ANNUAL
REPORT



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BOARD OF TRUSTEES AND SENIOR STAFF



From left to right:

Bottom Row: Avital Darmon, George Rohr, Ruth R. Wisse, Mem Bernstein, Arthur W. Fried, Henry Taub, Lauren K. Merkin, Alan R. Feld, Meir Buzaglo

Middle Row: Lief D. Rosenblatt, Deena K. Fuchs, Leah Nadich Meir, David Tadmor, Eli Silver, Eli Kannai, Yossi Prager, Rachel Mohl Abrahams, Michael S. Berger

Top Row: Evan David Feinsilver, David Rozenson, Marvin Schick, Miriam Warshaviak, Azriel Novick, Dani Danieli, Karen Weiss, Joel Einleger

OUR MISSION

AVI CHAI is a private foundation established in 1984 which functions in the United States and in Israel. Eventually AVI CHAI intends to function in all regions with major Jewish populations.

Whereas we are committed to the perpetuation of the Jewish people, Judaism, and the centrality of the State of Israel to the Jewish people, the objectives of AVI CHAI are simply stated:

- To encourage those of the Jewish faith towards greater commitment to Jewish observance and lifestyle by increasing their understanding, appreciation and practice of Jewish traditions, customs and laws.
- To encourage mutual understanding and sensitivity among Jews of different religious backgrounds and commitments to observance.

These objectives are rooted in the two most sacred of Biblical covenants: as to the first objective, God's covenant with Israel through Moses; as to the second objective, God's covenant with Abraham.

AVI CHAI adheres to the philosophy of Rav Avraham Yitzhak HaCohen Kook zt'1, Chief Rabbi of Israel from 1921-1935, in interpreting these covenants and in drawing guidance concerning criteria for projects designed to further AVI CHAI's objectives.

God's covenant through Moses was with a nation, the expression of which was a communal commitment to commandments, to the performance of 613 mitzvot. Rav Kook says that this Sinai covenant is an aspect of free will. The observance of the commandments involves a voluntary decision of adherence.

The covenant with Abraham is a covenant based on a family, a tribe, an ethnic identity and legacy. Abraham was the originator of that family, the patriarch. Rav Kook says that anyone who is Jewish and feels linked to the Jewish people through a common fate is included. That is enough to qualify for the ethnic solidarity which is encompassed by the covenant with Abraham.

With the foregoing as background, AVI CHAI has adopted the following guidelines for its own operations:

Priority will be given to projects which further both objectives. In no case will a project be funded which furthers one objective at the expense of another.

AVI CHAI will work within the full spectrum of the Jewish people in the interest of furthering its dual objectives.

Support will only be given to programs or institutions which express a positive attitude towards the State of Israel and which do not reject the value of secular education.

The Foundation will only sponsor projects which rely on teaching and enlightenment.

Funding will be provided mainly to innovative programs which AVI CHAI develops itself or in concert with others.

The Foundation will not fund deficits nor will it fund capital projects except through loans to Jewish day schools.

Grant requests will only be considered in response to a proposal submitted at our initiative.

Allocations will be made as grants which conform with the guidelines for tax-exemption under the U.S. Internal Revenue Code.



Photo by: G. Laron

The magnificent mosaic, pictured above, has been called the “Mona Lisa of the Galil.” She was unearthed 17 years ago by a team of archaeologists from the Hebrew University at the ancient city of Zippori in northern Israel. The mosaic is intended to serve as a metaphor to help explain the philanthropic activities of AVI CHAI to the readers of this Annual Report.

The artistry of a mosaic can best be understood by viewing it with the perspective of some distance, for, as we know, it is composed of many small cut stone pieces that combine to create a picture with texture, depth, symmetry, and color. Looking at any one, or just a few, of the individual stone pieces, fails to convey the contextual picture that the craftsmen sought to create. This ancient craft was used to tell stories and convey a message. What might this craft tell us about AVI CHAI’s philanthropy?

A philanthropic mosaic

To best understand how the Foundation seeks to pursue its two-fold goals:

- *To encourage those of the Jewish faith towards greater commitment to Jewish observance and lifestyle by increasing their understanding, appreciation, and practice of Jewish traditions, customs, and laws.*
- *To encourage mutual understanding and sensitivity among Jews of different religious backgrounds and commitments to observance.*

one must consider the mosaic of philanthropic projects the Trustees and staff have created. Given the challenges inherent in pursuing the well-articulated Mission mandated by AVI CHAI's sole benefactor, it would be remarkable were we to have discovered some "silver bullet" that could have singularly achieved our goals. It obviously does not work quite that way in our chosen field. We believe that our goals must be pursued by providing support for a series of overlapping and intertwined projects and programs. We have, for 19 years, been creating a philanthropic "mosaic" that, when viewed from the perspective of the goals we seek to accomplish, provides a rather colorful and well-textured picture, with symmetry and depth.

Permit me to provide but a few examples, for I know that if you keep this "Mona Lisa" in mind when reading the reports of our Directors in Israel and North America, Eli Silver and Yossi Prager, you will recognize the philanthropic craftsmanship of their work, along with that of everyone associated with AVI CHAI.

In Israel, a picture will unfold of a series of activities that endeavor to achieve our goals; take, for example, the Keshet School in Jerusalem that begins in the lowest grades and continues through high school. There, under one "roof," pupils from secular and religious families study and play together and learn to live with, and respect, one another. Even after nine years of AVI CHAI support, we, and the school's administration, are continuing to struggle to find the best curriculum and teaching methods to make the school's lofty goals an assured reality. However, the very fact that every day in the school yard boys with *kippot* play happily with those without is a huge first step in developing mutual understanding in a country that has, from its earliest days, legislated separate school tracks.

The scene in Israel

Let us consider, for a moment, the ten post-high-school military preparatory courses (*Mechinot*) that receive significant support from AVI CHAI. Here, secular as well as mixed groups of young men and women spend a year preparing themselves intellectually, physically, socially, and spiritually for army life. The energizing nucleus of their year is the study of Jewish and Zionist texts, guided, in most of the programs, by master teachers the likes of whom they have not previously encountered. We now understand better the impact of this *Mechina* year on the participants, because as they begin to emerge from their army service several are choosing to pursue employment in the fields of social welfare and education. Some have applied and been accepted to the AVI CHAI supported *Revivim* program at the Hebrew University that prepares its participants for careers as Jewish studies teachers in the state school system. *Revivim*, conceived of seven years ago by Mr. Alan Hoffman to improve the quality of Jewish studies teaching, has succeeded in attracting students whose solid entrance scores would qualify them for most other faculties. They now number almost one hundred, and have become a vibrant addition to the Jewish Studies and Education departments of the university.

I could go on at length about how many of the philanthropic pieces fit together in Israel, but I will leave it to your imagination and to Dr. Silver's narrative to enable you to see that no one project, not even the expensive Tzav Pius effort, can be relied upon solely. But when you consider the overall scope of the Foundation's activities in Israel, the comprehensiveness and coherency of the mosaic will emerge.

The North American mosaic can best be understood when considering how AVI CHAI has gone about encouraging and supporting the growing Jewish day school movement. The Foundation's

all-encompassing strategy includes expanding the circle of families who enroll their children in day schools by providing vouchers toward tuition payment, direct marketing grants, support for Judaic preparatory tracks, which enable newly enrolled students to catch up and to mainstream, and the Building Loan Program to expand and improve facilities. The two large curriculum projects—Tal Am and NETA—seek to provide a sophisticated Jewish studies package for the lower grades and an exciting Hebrew language program for high school students.

***The picture in
North America***

Recruitment, training, and the mentoring of new Judaic studies teachers are simultaneously pursued by support for Edah's Jewish Teachers Corps, the Pardes Educators Program, and a new pilot partnership with NTC (New Teachers Center) to develop mentoring skills of master teachers who will, in turn, be better able to guide novice teachers. Sound school leadership is vital to educational success, and AVI CHAI has encouraged the enhancement of the management skills and educational vision of principals by its support for in-service training programs at Harvard, Bar-Ilan, and JTS.

My simple listing above of some of our activities, without even explaining their depth and breadth, as Mr. Prager will do, gives you a sense of the broad front across which AVI CHAI has approached its central philanthropic focus in North America. Any one individual piece of the mosaic, any one project, may be worthwhile in and of itself, but when you consider the overall context of AVI CHAI's North American philanthropic strategy, and the wide variety of projects, you will gain a keen sense of our philanthropic sweep, and of the depth and texture of our efforts on behalf of Jewish day schools.

It remains a sad fact that Jewish day schools continue to be woefully under-funded, and, even with AVI CHAI's all-encompassing approach, the field requires a major shift among Jewish philanthropists, pushing Jewish education to the top of their priorities. We have been "preaching" about the priority of Jewish education for many years, and although signs of philanthropic change are appearing, much more needs to be accomplished. One can look at the excellent example in Western New England set by the Grinspoon Foundation, and, on the West Coast, Laura Lauder's initiatives like the DELET program for recruiting teachers, and a recent challenge grant for a scholarship fund for needy students established at the San Francisco Jewish Endowment Fund. Were they and others to be joined by tens of additional similarly-minded Jewish funders, day schools could better meet the challenges they face and provide an even finer education for our children.

Former Soviet Union

The Foundation's activities have expanded slightly in the former Soviet Union, where we have engaged the *Gesharim* Press to publish a series of children's books on Jewish themes. Our support for Jewish day schools continues, and the initial experience with the summer programs of *Sefer*, an association of students and professors involved in Jewish studies and academia, was sufficiently positive to provide a follow-up grant for the summer of 2004.

Technology

Educational technology, and the use of the Internet as an organizational and educational tool, continues to animate the Trustees interest, guided by Eli Kannai, our Chief Technology Officer. His disappointment with the websites of many AVI CHAI grantees encouraged him to recommend a grant that they could avail themselves of, if they wanted to improve their websites. We are fortunate to have Eli Kannai's steady hand on our technology tiller.

Beit AVI CHAI

While passing what used to be a gaping hole on King George Street, you would now find that three floors of parking, out of the five we require, have been successfully completed. Ada Karmi-Melamede continues to refine her design of the building's finishes, and the Trustees in Israel are meeting with Avigdor Shinan to sharpen the programmatic focus for Beit AVI CHAI, a facility we expect to move into by the late summer of 2006.

“O.K.; Not bad”

Last year I reflected on our unwillingness to draw back from projects one might categorize as “O.K.” and “Not bad.” I am sad to report that we are not making enough progress, although, as the result of several well-thought-out, but negative project evaluations, a few projects will not receive renewed funding.

We have, over the past several months, been through a “best practices” review, conducted by Prof. Harvey Dale, of NYU Law School. He has written:

The unique style and ethos of the Foundations deserve great respect. The original vision of Zalman C. Bernstein, as nourished, strengthened, clarified and modified over time by the trustees, is quite distinctive... There is a great deal to admire about the manner in which the Foundations conduct their activities. In many ways, they are exemplary in their programmatic rigor, the robustness of their internal controls and compliance systems, the integrity and focus of their trustees and staff, and their style of governance.”

Governance

But, in addition, Prof. Dale has made a number of insightful recommendations about how the governance of AVI CHAI should be strengthened and improved. There is always room for improvement and we will consider how best to implement his worthwhile recommendations.

Investments

The new Investment Committee, chaired ably by Lief Dov Rosenblatt, including Michael Goldstein, Mem Bernstein and me, has worked satisfactorily this past year. My friend and former colleague Lord Rothschild, after reading last year's Annual Report, asked why nothing was said about our investment performance, so I feel obliged to report that AVI CHAI's well-diversified portfolio, principally managed by Sanford C. Bernstein & Co., had a return of approximately 16% in 2003. Not great relative to the ebullient stock market, but it was a creditable performance, nonetheless, given our large cash holdings. One cannot expect those kinds of annual returns on a consistent basis, and, given the low interest rate environment we find ourselves in, we must thank Lief and Michael, and express our appreciation for the sage application of their investment acumen and wonderful grasp of the intricacies of financial markets worldwide.

I end at a moment of great uncertainty in Jerusalem, following the recent Likud party's rejection of the Prime Minister's separation plan. However, certainty is a commodity that has never been in abundance since our return to Zion more than 120 years ago. We all pray for peace, but everyone has his own set of peace terms, and, until greater common ground can be found, we will continue to face an uncertain future. May our Father in Heaven provide us with the wisdom necessary to enable us to move forward successfully.



Arthur W. Fried, Chairman

PROJECTS IN NORTH AMERICA

Yossi Prager, Executive Director—North America

Arthur Fried's message at the beginning of this report describes AVI CHAI's projects as a mosaic. While each project stands independently, the full picture of the Foundation's philanthropic strategy emerges only from an overall view of our project portfolio. In North America, this view can be seen from two perspectives: the specific goals within each field of interest, and the substantive goals that cross all fields.

Currently, AVI CHAI is most active in the day school field, with a growing portfolio in summer camping and informal Jewish education on college campuses. The summaries of our 42 ongoing projects outline our activities in each field. Across these fields, our philanthropy in North America is driven by three substantive goals: Jewish literacy, religious purposefulness, and Jewish peoplehood/Israel.

Jewish literacy means familiarity with the basic texts and values of our tradition. Judaism's distinctiveness and great strength lie in the accumulated wisdom contained in the *Torah*, from the Bible to the *Mishnah* and *Talmud*, and then through a wide genre of rabbinic and non-rabbinic literature. Much of the literature, ancient and modern, is in Hebrew, and the acquisition of Hebrew language skills is an important part of becoming a fully literate Jew. In promoting Jewish literacy, AVI CHAI seeks to deepen the relationship that Jews have with their own Judaism.

"Religious purposefulness" is a term coined by Dr. Marvin Schick in an unpublished 1994 book that

provided the framework for AVI CHAI's work in the day school field. One of Dr. Schick's theses was that day schools today must serve as centers of religious socialization as well as academic education. He argued that day schools should use techniques developed in experiential education settings such as summer camps and outreach programs to generate physical and spiritual environments that will inspire students to practice Judaism passionately. We have, in particular, marketed this ideal to schools that are tempted to focus almost exclusively on academic study because of the diversity of the Jewish lives of their parent bodies, which complicates efforts to promote Jewish practice.

Judaism is more than a religion; it is also a framework for a nation-state in Israel. Jews in our era have been blessed by the realization of a dream expressed over millennia, the return of the Jewish people to Israel. Even in the best of times, Diaspora Jewry should have a strong connection to our homeland and its citizens (another argument for Hebrew language skills). All of the day schools receiving support from AVI CHAI have agreed to promulgate in their own materials, as an expression of their own philosophy, the following statement: "The creation of the State of Israel is one of the seminal events in Jewish history. Recognizing the significance of the State and its national institutions, we seek to instill in our students an attachment to the State of Israel and its people as well as a sense of responsibility for their welfare."

Today, with Israel battling terrorism and under attack in the court of public opinion, we in the Diaspora shoulder a keen responsibility to support and advocate for Israel. Unfortunately, many American Jews know little about the history and achievements of modern Israel, and some of those who do are either reluctant or inadequately prepared to respond on her behalf. Israel studies and Israel advocacy have become centerpieces of AVI CHAI's efforts in North America.

The themes of literacy, religious purposefulness, and peoplehood/Israel run throughout the project descriptions below. Beyond the specific objectives of each project, AVI CHAI's ultimate success must be measured by the degree to which we succeed in infusing the three themes into the educational communities we are privileged to serve.



I write these words at a very bittersweet point in my tenure at AVI CHAI. On the sweet side, I am completing a five-month sabbatical, a gift from AVI CHAI on the occasion of my tenth anniversary at the Foundation. I have spent the time studying *Torah* at Yeshiva University, my alma mater and spiritual home, and have found the experience energizing and refreshing. More than anything, the study of *Torah* helps me feel that the wellsprings of Judaism are developing within me, and that closeness and sense of ownership contribute to my appreciation of being Jewish. I wish that many more Jews could share this experience, for I am confident that it would transform their lives.

I am especially grateful to the AVI CHAI New York staff, led in my absence by two senior program officers, Rachel Abrahams and Joel Einleger, who made my sabbatical possible. The true gift of my position at AVI CHAI is the daily interaction with colleagues whose extraordinary level of skill is matched only by their commitment to the Foundation's mission.

The delight of the past few months has been shattered, however, by the recent passing of a friend and colleague, Joy Balsam z"l, after an eight-month battle with cancer. Joy joined AVI CHAI two years ago and quickly distinguished herself as a woman of great passion, creativity, and energy. Her seemingly infinite social circle was both a wonder and great benefit to AVI CHAI, as she introduced us to people who became evaluators, consultants, and project staff. Joy was herself a first-rate program officer and educator who lived AVI CHAI's mission to its fullest. We will

miss her dearly, and hope to draw inspiration from the courage, determination, and optimism she showed throughout her ordeal. *Yehi zichra baruch* (may her memory be blessed).

DAY SCHOOLS

AVI CHAI's efforts in the day school field are presented alphabetically within the following three categories: Enhancing Education, Professional Development, and Expanding Enrollment. Additional day school projects can be found in the **Israel Education and Advocacy** and **Research** sections.

ENHANCING EDUCATION

*I wish that many
more Jews could share
this experience, for
I am confident that
it would transform
their lives.*

AVI CHAI Bookshelf for Jewish High Schools

In this fifth year of the Bookshelf program, 108 Jewish high schools received grants of \$5,000 each for the purchase of books, audiovisual material, and computer hardware and software for their libraries. At least half of the grant must be used towards purchasing Judaic materials. To assure the integration of the new materials into the classroom curriculum, we insisted that the school committees selecting the materials include teachers and administrators as well as the school librarian. Since the program's inception in 1999, 155 high schools have participated.

BabagaNewz

This monthly magazine, teachers' guide, website, and book club, focused on Jewish values, is designed to supplement the curriculum for 4th–7th grade day and supplementary school students. As of the end of 2003, the middle of BabagaNewz's third year, the magazine is being distributed to more than 29,000 students in the 850+ schools that subscribed to BabagaNewz. This project was initiated by AVI CHAI, and is published in partnership with Jewish Family & Life!

BabagaNewz seeks to Jewishly educate and inspire students by presenting contemporary life—current events, compelling personalities, Israel, and science—through a Jewish lens. The 2003 highlights included: an interview with Supreme Court Justice Breyer, in which he described the Jewish texts that influence his thinking; a discussion with Pentagon Under Secretary of Defense Dov Zackheim, who explained how Jewish values and especially Shabbat enhance his life; and a story about a Jewish girl who volunteers at a soup kitchen mending clothes for the homeless.

BabagaNewz has begun to attract the interest of the general publishing community. The magazine has been selected by American Educational Publishing as a finalist in two award categories: Children's Theme Issue and Design for Children's Magazine. The BabagaNewz competitors include National Geographic, Nickelodeon, and Time for Kids.

Based on a survey of teachers receiving BabagaNewz, nearly two-thirds of the teachers "strongly agree" that they incorporate articles from the publication into their teaching. Almost half of the respondents feel that BabagaNewz has made a substantial contribution to their classroom, with an equal number indicating that it provides some enrichment. We also know that teachers are making use of the lesson plans available on the web, especially in connection with current events (there were thousands of downloads of the lesson plans on the Columbia shuttle tragedy and the start of the Iraq War). Ultimately, the success of the venture will be measured not just by subscribers and revenues, but by the ways in which BabagaNewz influences the thinking of young Jews throughout the continent.

Developing Performance Goals for Jewish Studies at Day Schools

The quality and intensity of Jewish studies varies considerably among day schools, in part because of the absence of performance goals for Jewish studies—a striking omission in schools that clearly define for themselves and parents what children will achieve in math, science, and reading. AVI CHAI has agreed to support an effort by Dr. Steven Brown, of the Melton

Research Center for Jewish Education of the Jewish Theological Seminary, to organize a group of educators representing Solomon Schechter, Community, and Reform day schools to develop performance goals for Jewish studies within these schools.

The first step—the development and review of the standards and benchmarks for the study of Bible—should be completed by June 2004. Once the standards have been established, a group of pre-selected pilot schools will be asked to craft action plans to implement the standards. These action plans are due in March 2005. The quality of these action plans will indicate the success of the program and influence the decision of whether to continue on to other subject areas.

Enhancing Immigrant Schools in New York City

AVI CHAI has undertaken an effort to enhance a set of schools in New York City that primarily enroll students from Bukharian families (from the central Asian republics of the former Soviet Union). The schools operate under financial constraints that are daunting because parents are generally unable to pay more than \$1,000–\$2,000 annually in tuition. The financial challenges limit the schools' ability to achieve their Jewish mission and also prevent the schools from having a high-quality secular program that will attract more Bukharian families.

In 2003, we made grants to nine schools to upgrade their facilities (e.g., laboratories and playgrounds), enhance the quality of education, improve their extracurricular and guidance components, and expand their marketing activities. In addition, Rabbi Yoel Kramer, who had helped us develop this program, implemented an in-service professional development program for 25 teachers from these schools. We have recently come to recognize that our highest priority must be improving the students' skills in reading and math. To that end, we have begun to assist the schools in establishing, or improving, resource room and English as a Second Language programs. We are currently evaluating our approach to assisting these schools, with the possibility of a shift in tactics for 2004/05.

Jewish Day Schools for the 21st Century

A program of Hebrew Union College, JDS21 seeks to enhance the Judaic components of Reform and Community day schools. Now in its second phase, the program involves eight schools in the process of articulating their Jewish missions and implementing programmatic initiatives to express those missions. The program has thus far succeeded in facilitating change as reflected in the implementation of teacher and parent education programs and the commitment to use Jewish values to guide the study at the schools. We hope that over time the program will strengthen the schools' Jewish identities and the educational programs for the students.

NETA: Hebrew Language and Literature Curriculum for High Schools

Hebrew language education is often the stepchild of Jewish studies programs, with low standards and low achievement. AVI CHAI is funding an effort by Hilla Kobliner and her colleagues at Hebrew University, in partnership with Hebrew College in Boston, to develop and implement a Hebrew language and literature curriculum for grades 7–12 in day schools. The project, which includes intensive teacher training and mentoring, has been named NETA (*Noar LeTovot HaIvrit*). Most of the curricular units have been written and are being used in 2003/04 by 4,700 students in 26 schools. Thus far, in the project's third year, the curriculum and teacher training appear to have stimulated excitement and improved teaching. We are engaging a researcher to evaluate over time the achievement levels of the students using the NETA curriculum.

Shabbat Enhancement Grants

In 1999, AVI CHAI began developing a grant initiative intended to stimulate *Shabbatonim* (weekend retreats) and accompanying activities at Community and Solomon Schechter high schools. Our program included annual grants for *Shabbatonim* at individual schools and the sponsorship of national *Shabbatonim* of the North American Association of Jewish High Schools (NAAJHS).

In October 2003, the Board of Trustees approved a significant grant to NAAJHS for an integrated Experiential Education Program that replaces AVI CHAI's direct grants to individual schools. Through the new program, NAAJHS will provide to 15 schools a package that includes financial support for *Shabbatonim* and professional development opportunities for the schools' experiential educators. Ultimately, our goal is for the schools to see *Shabbatonim*, and experiential education of all kinds, as an integral part of their educational programs.

Tal Am Curriculum Project

The Bronfman Jewish Education Center in Montreal has created an integrated Jewish studies curriculum for first grade that is currently used in almost 300 day schools outside of Israel from all streams of Jewish life. AVI CHAI is supporting the development of units for the second and third grades, and the creation of a curricular blueprint for Tal Am through eighth grade. The curriculum will cover Hebrew language, Bible, and prayer, as well as (in the older grades) introductions to rabbinic literature and Jewish history.

These curricular components are designed to provide a solid foundation for Hebrew as a communicative and heritage language to develop Jewish literacy. The subject areas are spiraled and aligned to facilitate multi-lateral reinforcement of vocabulary, language skills, thinking and learning skills, and the thematic integration of concepts and values.

The second grade curriculum is currently in its second year of testing with a select group of schools. The initial testing results are very promising; students in the pilot grade 2 classes acquired twice as much Hebrew in one year as students who had used the older Tal Sela Hebrew language curriculum. Pilot testing of grade 3 began this past fall and will continue through June 2005. The final version of the second grade curriculum is expected to be released in fall 2005, and the third grade a year later.

Virtual Resource Center of the Lookstein Center at Bar-Ilan University

Recognizing the power of the Internet to connect educators and share information, AVI CHAI is funding the Virtual Resource Center that is maintained by the Lookstein Center at Bar-Ilan University. Our grant supports the Resource Center's interactive educators' forum, which includes listservs, web conferences, a help desk, and other features.

PROFESSIONAL DEVELOPMENT

NEW IN 2003

Hebrew Language Program for Jewish Studies Teachers

Some day schools require their Jewish studies faculty to teach in Hebrew. Unfortunately, few teachers are fluent enough to do so, and the language of instruction often shifts to English. In response, AVI CHAI approved in October 2003 a pilot program proposed by the Jewish Theological Seminary aimed at improving language proficiency for Judaic studies teachers in grades 3–8.

The program, which will be held in summer 2004, will accept up to 15 applicants who are already at an advanced intermediate level. They will be immersed in five weeks of intensive language instruction—grammar review, participant presentations of sample lessons, and text study—with an eye towards enhancing the vocabulary and skills necessary for teaching Judaic studies in Hebrew. We hope to use this program as a research and development tool to see who can be attracted to such a program and what can be accomplished in five weeks.

Jewish Studies for Community Day School Heads

AVI CHAI has invested heavily, through a number of different programs, in training principals for Jewish day schools. This new program to be implemented by RAVSAK, the Community day school network, is

intended for a niche audience: Community day school heads who seek to upgrade their Judaic knowledge and skills. A 1999 RAVSAK survey showed that while fewer than 20% of the responding heads reported that they possessed substantial “knowledge of and comfort with sacred text, Jewish philosophy, Rabbinic literature, or Hebrew prayer,” most were interested in learning more.

The program, which will begin in July 2005, is composed of 12-day sessions in each of two summers, with an intervening year of distance learning and a winter retreat. The summer sessions will be provided by the Florence Melton Adult Mini-School organization, and the distance learning component will be provided by JSkyway, an AVI CHAI-funded project of Jewish Family & Life! In addition to the formal elements

of the program, each participant will work with a Jewishly-knowledgeable peer in the field to develop a “Judaic action plan” to be implemented back at school. AVI CHAI hopes that the enhanced Jewish knowledge and textual orientation of Community day school heads will lead to an intensification of the schools' Judaic programs.

ONGOING

Jewish Teacher Corps

In an effort to address the critical need for Jewish studies teachers at day schools in smaller communities, AVI CHAI has joined with Edah, a non-profit established to promote Modern Orthodoxy, to create a program modeled on Teach for America (TFA). TFA annually recruits a corps of recent college graduates to teach for two years in public schools serving underprivileged children throughout the United States. Similarly, the Jewish Teachers' Corps (JTC) hopes to recruit young college graduates to commit one or two years to teaching Jewish studies in day schools before continuing on to their careers. We hope that at least some of the Edah participants will be motivated to make careers in Jewish education.

Recruitment for the Edah program, which began in September 2002, proved to be more difficult than expected. There are three fellows teaching in El Paso

Some day schools require their Jewish studies faculty to teach in Hebrew. Unfortunately, few teachers are fluent enough to do so.

and Phoenix during 2003/04. With changes in the program criteria and the marketing strategy, Edah has begun recruiting a corps for 2004/05. Early indications are of significantly increased interest, though not yet the large numbers of applicants we initially sought.

JSkyway

Day school educators across North America have unequal access to professional development opportunities. Fortunately, with the assistance of modern technology, distance learning has dramatically expanded the professional development opportunities for teachers in communities of all sizes. AVI CHAI has become a sponsor of JSkyway, a distance learning project of Jewish Family & Life! that was started with seed funding from the Nash Family Foundation. JSkyway has thus far enrolled 400 teachers in its courses over three years.

JSkyway's approach is distinct from the standard university course (distance or otherwise) in three ways: (1) JSkyway employs a social cognitivist-learning model, with the course teacher functioning as facilitator rather than instructor; (2) JSkyway courses use Jewish metaphors and texts, even for subjects that are general pedagogy; and (3) JSkyway courses are both shorter (eight weeks) and more practically-oriented than most academic courses.

In 2003/04, JSkyway is offering seven courses, developing three new courses, and preparing a long-term plan for the project.

Mentoring for Novice Teachers

The shortage of teachers is a chronic problem plaguing public and private schools, including Jewish day schools, across the United States. For Jewish studies, the challenge is even greater. Most of the communal efforts to date have focused on recruitment; this program is an effort to boost teacher retention.

The experience of American public schools has shown mentoring to be the most effective mechanism for reducing the attrition of new teachers. Mentoring helps new teachers develop practical skills in classroom management, lesson planning and pedagogy, and also provides emotional support as the teachers adjust to the culture of their new schools. For the mentors themselves, who are typically veteran teachers, the opportunity to coach junior peers provides a professional challenge, and a means of advancement, without moving into administration.

To encourage and facilitate a culture of mentoring in day schools, we recruited the New Teacher Center (NTC) of the University of California at Santa Cruz, an organization that has trained thousands of public school mentors since 1988. NTC is initially working with four Jewish day schools in the metropolitan New York area training a total of 14 mentors who will ultimately ease the integration of 28–42 new teachers. We recently received a report on this program from an independent evaluator, and we are now reconsidering aspects of the program based on the evaluator's recommendations.

Pardes Educators Program

In an effort to prepare teachers for a career in Jewish day school education, especially in the upper grades at Community schools, the Pardes Institute for Jewish Studies has created the Pardes Educators Program. The course of study includes two years of Jewish studies at Pardes, a master's in Jewish education from the overseas program at the Hebrew University, an *ulpan*, and supervised teaching in North America. Of the 24 graduates to date, 22 are currently, or will soon be, teaching in Jewish day schools.

Despite the difficult situation in Israel, Pardes recruited a class of 11 for the cohort that began the program in September 2003 as well as three additional students for a "*mechina* track." These additional students will join the Educators Program in 2004.

Distance learning has dramatically expanded the professional development opportunities for teachers in communities of all sizes.

Principals Training—Harvard University

Over the past seven years, we have sponsored approximately 180 principals and aspiring principals to attend one of the ten-day summer institutes offered by The Principals' Center at Harvard University. We will be sponsoring another 30 principals in summer 2004. In the past, AVI CHAI has also sponsored follow-up conferences for alumni of the institutes who are day school administrators. Based on an evaluation conducted during the summer of 2003, we are working with the Harvard staff to develop a new model for follow-up conferences that will target smaller numbers of principals seeking to develop and implement action plans in their schools.

Principals Training—Lookstein Center

Over the past four years, AVI CHAI partially sponsored nearly 100 North American day school principals and aspiring principals to attend the 16-day summer training seminar provided by the Lookstein Center at Bar-Ilan University. We recently encouraged the Lookstein Center staff to rethink the schedule and structure for the program. In the new structure, which should be in place by summer 2004, the summer experience will be tied to follow-up programming in North America, including the development and implementation of action plans within the participants' schools.

EXPANDING ENROLLMENT

Building Loan Program

In order to help schools meet the increasing demand for day school seats, AVI CHAI has committed \$50 million to provide interest-free construction and renovation loans to day schools. The maximum loan is \$1 million for new construction and \$500,000 for renovation. Loans, which must be secured by a satisfactory letter of credit from an acceptable financial institution, are repayable after a six-month grace period in 20 quarterly installments over five years. As of the end of 2003, we have made 60 loans totaling \$48.9 million. \$15.6 million of

that has been repaid to date. We are heartened by the number of schools renovating or expanding their facilities, an indicator of a growing day school movement.

Judaic Preparatory Tracks

Now in its eighth year, this program provides \$25,000 to high schools that enroll at least eight students who have had limited Jewish educational backgrounds during their elementary school years. The students participate in a separate educational "*mechina*" program in Jewish studies to help them catch up to their peers. Research conducted for AVI CHAI by Dr. Marvin Schick confirms the value of the day school experience and the preparatory tracks to the participating students.

Judaic Preparatory Track Starter Libraries

Each student participating in an AVI CHAI-funded preparatory track receives as a gift a small Jewish library consisting of 11 Jewish texts and references. The texts, which are all Hebrew/English or English, include the Bible and classic and contemporary books on basic Judaism, Israel, and the holidays. The gift of these books is more than a reward for choosing a Jewish education; it represents our effort to plant the seeds of Jewish learning within the homes of these beginners.

Marketing Grants and Assistance to New High Schools

For the past eight years, new Jewish high schools have been eligible for funding and customizable advertising templates to enhance the ability of the schools to market themselves and recruit students. Now that a substantial number of new high schools have opened, our Trustees believe that this program has reached a natural termination point. Going forward, AVI CHAI will continue to provide marketing support to our current grantees, until the graduation of the first class at each school, but we will no longer accept applications from additional schools.

Melton Mini-School for Preschool Parents

If the Jewish community hopes to persuade larger numbers of parents to send their children to Jewish day schools, we must help parents appreciate the value of the Jewish education that their children receive. Toward this end, AVI CHAI funded the Florence Melton Adult Mini-School to create a special version of their basic two-year curriculum for parents of children in Jewishly-sponsored preschools. The hope is that parents who themselves participate in adult Jewish education will then choose a day school education for their children. The second year of the two-year Melton program is currently underway in Portland, Boca Raton, and St. Louis. For 2004, we anticipate funding ten sites across the country.

South Florida Day School Scholarships

As a rule, AVI CHAI sees itself as charged with developing long-term strategies, not with meeting emergency needs. However, when we learned that the deteriorating economic and social situation in Latin America had led to the immigration to South Florida of Jewish families that could not afford day school tuition, we offered the local schools matching grants totaling up to \$1.5 million over three years to support the Jewish education of these children. The grant and the matching funds cover day school tuition for up to 150 students for three years as well as needed educational services (e.g., initial evaluation and English as a Second Language). For the 2003/04 academic year, 94 students enrolled in Miami day schools through this program, fewer than had been budgeted for, because the improving situation in Latin America led some families to return to their home countries.

ISRAEL EDUCATION AND ADVOCACY

There are more than two-dozen non-profit organizations that are dedicating resources to improving Israel's image on college campuses. Federations, foundations, and philanthropists are funding these efforts and have also generated innovative programs

of their own. We are still developing our longer-term strategy for this field and have begun with the following programmatic initiatives.

NEW IN 2003

The David Project

The David Project was founded as a resource to help Jews, especially on campus, reframe the discussion about Israel in three ways: geographical (the relevant map is the entire Middle East, not only the borders of the State of Israel), historical (the Arabs' continued rejection of Jewish self-determination) and moral (human rights activists will find much more to challenge in Arab countries than in Israel). The David Project offers broad-based orientation lectures as well as a speakers' bureau, provides targeted resources to student groups on a number of campuses, and has also begun to serve Jewish high schools that seek to prepare their students for Israel advocacy on campus.

In 2003, David Project staff ran 90 sessions for nearly 4,500 people. Speakers from the David Project speakers' bureau—primarily *Mizrahi* Jewish refugees from Arab countries and experts on Arab human rights abuses—addressed more than 70 audiences and 5,000 people. In its targeted campus work, the David Project's greatest achievement was its work with a Harvard student, Rachel Fish, to expose the anti-semitic activities of the Zayed International Centre for Coordination and Follow-Up in Abu Dhabi. Sheik Zayed's ties to this think tank were significant because Harvard accepted \$2.5 million from him for a professorship at Harvard. The furor caused by Fish's work ultimately caused the closing of the Abu Dhabi think tank; Harvard is still considering whether to keep the gift. Rachel Fish graduated from Harvard in June 2003 and was hired by the David Project to open its New York office.

In making a grant to the David Project for 2004, AVI CHAI hopes to enable the David Project to develop an effective campus base in New York City, expand their assistance to Jewish high schools, and continue their organizational development.

ONGOING

Israel Studies for Day School Teachers

In 2000 and 2002, Professor Kenneth Stein, the director of Emory University's Institute for the Study of Modern Israel, offered six-day workshops in Atlanta for K–12 teachers from Jewish and non-Jewish schools on the teaching of Israeli history, politics, and culture. After learning of these workshops, AVI CHAI funded half the cost of a 2003 Atlanta workshop as well as the full cost of a parallel workshop in the New York area specifically for day school teachers. The workshops attracted a total of 108 teachers. AVI CHAI approved funding for a 2004 seminar in California, and we are exploring, with Professor Stein, additional ways to leverage his passion for, and expertise in, Israel studies.

Student Israel Advocacy Initiatives on Campus

In 2002/03, AVI CHAI initiated a grant program, in partnership with Hillel: The Foundation for Jewish Campus Life, offering grants of \$2,500–\$7,500 for student-initiated advocacy activities. By encouraging talented students, we hoped to identify a few who deserve much larger communal support, as well as program models that can be rolled out at additional campuses. Through this AVI CHAI program, Hillel awarded grants for 25 student projects during the 2002/03 academic year. The projects include Israel-oriented journals, advocacy training programs, and marketing activities highlighting Israeli achievements and/or culture. Some of the efforts were very impressive, and AVI CHAI increased our grant to Hillel for 2003/04.

Write On For Israel

Gary Rosenblatt, publisher of The New York Jewish Week, approached AVI CHAI with the idea for a program to train a cohort of high school students in their junior and then senior years to become advocates

for Israel on college campuses. By training the students while still in high school, we have the opportunity to prepare them properly for the war of ideas on campus.

The program, which is in its second year, involves: (1) seven Sundays of seminars during the first year on Jewish and Israeli history, the facts and myths of the current conflict, confronting press bias, and making Israel's case to the media; (2) a ten-day Israel mission in June; and (3) a choice of three tracks for hands-on advocacy activities during the students' senior year: Campus Activism, High School Initiatives, and Journalism/Research.

The first cohort of 29 students began the program in fall 2002 and is currently involved in their specialized action tracks. The second cohort of 30 began the program in fall 2003. Write On has attracted more than 100 impressive applicants each year and has been fortunate to recruit an elite group of students who, we hope, will be effective advocates for Israel on campus.

Gary Rosenblatt and AVI CHAI have been in initial contact with Jewish newspapers in other cities about developing local Write On programs.

By training the students while still in high school, we have the opportunity to prepare them properly for the war of ideas on campus.

Yom Ha'atzma'ut Grants

We had some concern that terrorism in Israel was beginning to erode the joy of *Yom Ha'atzma'ut* celebrations in North American day schools. One day school head expressed her view that the celebrations must be tempered in light of the hundreds of Israelis killed in the past three years. Our view is different. We believe that in these trying times it is even more important to appreciate and celebrate—confidently, joyously, and publicly—the significance of a sovereign Jewish state in our promised homeland. To encourage and enable enhanced celebrations, we have begun to make annual grants of \$1,000 to each of the approximately 150 high schools participating in at least one of our other grant programs.

SUMMER CAMPING

When AVI CHAI first considered funding in the field of summer camping, we commissioned the Cohen Center of Modern Jewish Studies to conduct a comprehensive study of the field, including recommendations for programmatic activity. The Cohen research has since been published in summary form (*Limmud by the Lake: Fulfilling the Educational Potential of Jewish Summer Camps*, available from AVI CHAI) and as a book length monograph (*How Goodly Are Thy Tents: Summer Camps as Jewish Socializing Experiences*, published by University Press of New England).

In addition to significant qualitative analysis, the report produced the following hard data: 82,000 Jewish children attended a total of 191 overnight non-profit and private Jewish summer camps during the summer of 2000, and most of the camps are full or nearing capacity. (These data under-represent Orthodox, particularly *haredi*, camps, some of which were hard to find or chose not to respond.) These camps employ a total of 18,000 Jewish staff over the summer.

AVI CHAI's Trustees accepted many of the Cohen Center's programmatic recommendations, though we have found some of them harder to implement than we expected. The projects below represent our first steps in summer camping, and we expect to introduce additional initiatives in 2004.

Alot Program

This program at Camps Sternberg and Mogen Avrohom, which began in 1999, recruits public school children and fully integrates them into camp life. The goal of the program, beyond providing a positive Jewish experience for the campers, is to encourage the campers to consider transferring to day

schools. The Jewish growth—and joy—of the children who participated in this program during its first three summers has been a pleasure to see, and, through 2003, 35 of the 101 participants have switched to day schools.

Cornerstone Fellowship

Summer camp bunk counselors can be influential Jewish role models to their campers. Unfortunately, some camps suffer from a shortage of counselors with strong Jewish backgrounds. Based on information that the most effective counselors are those who already have two years' experience, AVI CHAI made a grant to enable the Foundation for Jewish Camping (FJC) to provide a \$750 salary supplement in 2003 to every returning third-year counselor at 19 camps that were selected on a competitive basis, provided that each counselor: (1) met certain standards for Jewish involvement or knowledge; and (2) participated in a special training program.

FJC's evaluation of the program, which was consistent with our own, suggested that the program enhanced the Jewish programming at the camps that have an articulated Jewish educational mission, but did not make a sufficient difference at other Jewish camps. AVI CHAI approved a renewal of the program for another two years based on a proposal from FJC to refine the training program and take other steps to assure that the Cornerstone Fellows are properly utilized in camp.

Jewish Agency for Israel

The Jewish Agency for Israel (JAFI) placed 1,300 Israeli counselors in North American summer camps during 2002. The overwhelming majority were first-year counselors; returnees were rare because of conflicts with school schedules and a need for greater summer income. The failure to return is unfortunate, since a good part of the first summer

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is needed for the Israelis to adjust to the cultural norms of American camps and children. JAFI and AVI CHAI believed that enticing Israeli counselors to return for a second summer would enable them to be more immediately effective, especially in promoting Israel and Zionism in their camps.

During summer 2003, AVI CHAI funded a pilot project that provided a \$1,000 salary supplement to specially-trained, second-year Israeli counselors at 14 camps. Our goal was to double the number of returning Israeli counselors at these camps. Ultimately, we came reasonably close to the goal, with the 14 camps increasing their returnees by almost 80%, from 54 to 96 (an additional 21 Israelis initially signed up for the program but withdrew for various reasons). An outside evaluation confirmed that the returning counselors were effective at most camps. Our funding to JAFI also sponsored the placement of senior Israeli staff to oversee the Israeli counselors at seven UAHC, URJ, JCCA, and Ramah camps that did not have delegation heads.

AVI CHAI has renewed our grant to JAFI for an additional two summers, with parameters that will require the camps to begin sharing the costs for the salary supplements and the delegation heads. We have also agreed to fund a new program to interest more camps in hiring Israeli counselors or in expanding small delegations.

Tze Ul'mad

The Brandeis report mentioned in the introduction to this section emphasized that camps are hierarchical, with camp directors defining their camp's mission and setting the overall tone. As a result, Judaic programming initiatives at camp will not be successful unless supported by the camp's director, who may not be sufficiently Jewishly-knowledgeable or committed to Jewish educational goals. AVI CHAI hopes to find partners to develop and implement one or more

programs to increase the Jewish knowledge and inspiration of camp directors. In the interim, we approved a small program through FJC that is providing tuition reimbursements for camp directors and assistant directors who participate in Jewish education courses.

JEWISH EDUCATION ON COLLEGE CAMPUSES

AVI CHAI Fellowship

In 1997, AVI CHAI initiated, in partnership with the Hillel regional office, a Washington, DC-area Jewish education program for students from three local campuses. This ongoing program provides each cohort of students with weekly classes and an educational trip to Israel. The program has graduated three cohorts, totaling 77 students.

Netivot Program

Netivot is a Jewish education and leadership-training program of Harvard Hillel that has graduated three cohorts of students. It seeks to attract students for a yearlong experience including a three-week educational trip, follow-up retreats, and fieldwork projects that give students a chance to put theory into action. Since 2000, AVI CHAI has partially supported the costs of the staffing and retreats for this program.

Researching Jewish Life on Campus

In anticipation of expanding our focus on informal Jewish education on university campuses, AVI CHAI has commissioned the Cohen Center for Modern Jewish Studies at Brandeis University to conduct a significant study of Jewish life on campus. The research consists of visits to 20 campuses, with interviews of key campus professionals, faculty, and

Jewish students, and online surveys of a random sample of 150 Jews on each campus. The goal of the research is to help AVI CHAI better understand the field of college campuses and provide a programmatic roadmap for our future activities to enhance the Jewish commitments of college students. We expect to receive a report soon.

BIRTHRIGHT ISRAEL FOLLOW-UP

In early 2004, AVI CHAI announced a \$7 million one-year grant to birthright israel to compensate for promised funds that were not provided by the State of Israel and the U.S. Federation system. This grant is not included within the period of this report, which covers 2003. The two projects below represent ongoing efforts to provide follow-up experiences once the birthrighters return to North America.

AVI CHAI Bookshelf

In August 2001, AVI CHAI opened a website targeted at alumni of the birthright israel program (www.avichai.birthrightisrael.com). It can also be accessed through the main birthright israel website (www.birthrightisrael.com). The site offers each alumnus two free books and a periodical subscription from a list of 170 books and 15 periodicals that were carefully selected by AVI CHAI. As of the end of 2003, 7,700 alumni have placed orders through the site.

Partners in Torah

Torah Umesorah's Partners in Torah program matches beginners with volunteer mentors for weekly *Torah* study, often by telephone. Torah Umesorah promotes the program to birthright participants at the Jerusalem "mega-event," and students have been responsive. 650 birthright alumni have enrolled in the Partners in Torah program from the inception of birthright through the end of 2003.

RESEARCH AND MISCELLANEOUS

NEW IN 2003

Census of Jewish Day Schools

In 1999, AVI CHAI published a census of Jewish day schools in the United States that had been conducted by Dr. Marvin Schick. The census demonstrated the phenomenal growth of the day school movement in the 1990s and provided hard data that has shaped the development of a number of philanthropic efforts by AVI CHAI and others. Dr. Schick is currently working on the second day school census, which we expect to publish in the fall of 2004.

The goal of the research is to help AVI CHAI better understand the field of college campuses and provide a programmatic roadmap for our future activities.

ONGOING PROJECTS

Advanced Talmudic Studies Program for Women

Concerned about growing tensions within the Orthodox community due to the paucity of opportunities in North America for advanced *Talmud* study for women, AVI CHAI is supporting a two-year *Talmud* program for women at Yeshiva University. The fourth cohort entered the program in 2003/04. In May 2003, an outside evaluator engaged by AVI CHAI determined that the program "unquestionably achieves its [educational] goal. It offers a superb setting for high-level study of *Talmud* and Jewish law by women." Yeshiva University, under the leadership of Richard Joel, has agreed to join the Foundation as a financial partner and will increasingly fund the program over the next few cohorts.

Jewish Education Research

AVI CHAI was a funder of NJPS 2000, a national demographic study of the Jewish community that was commissioned by the United Jewish Communities. In an effort to gain further quantitative and qualitative

information related to all kinds of Jewish education, we have engaged Dr. Jack Wertheimer to lead a team of researchers to examine the NJPS data and also conduct a series of new quantitative and qualitative studies dubbed “The Next Generation Project.” They will then produce comprehensive reports on formal and informal Jewish education. The reports are expected to be completed by December 2004.

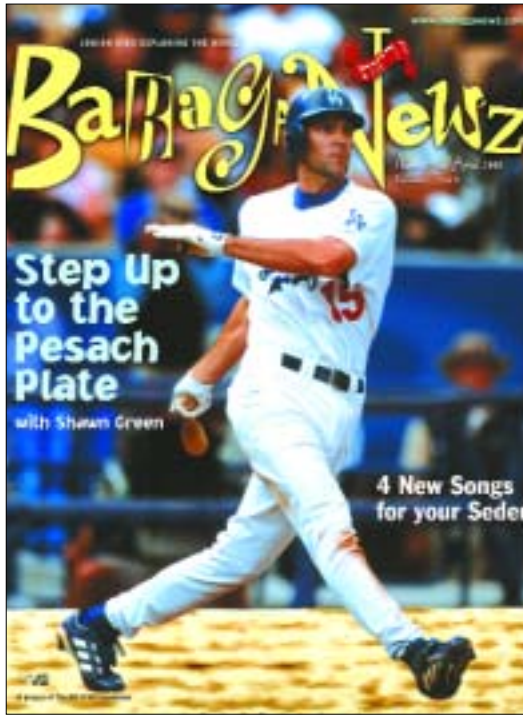
Jewish Study Groups for Media Professionals

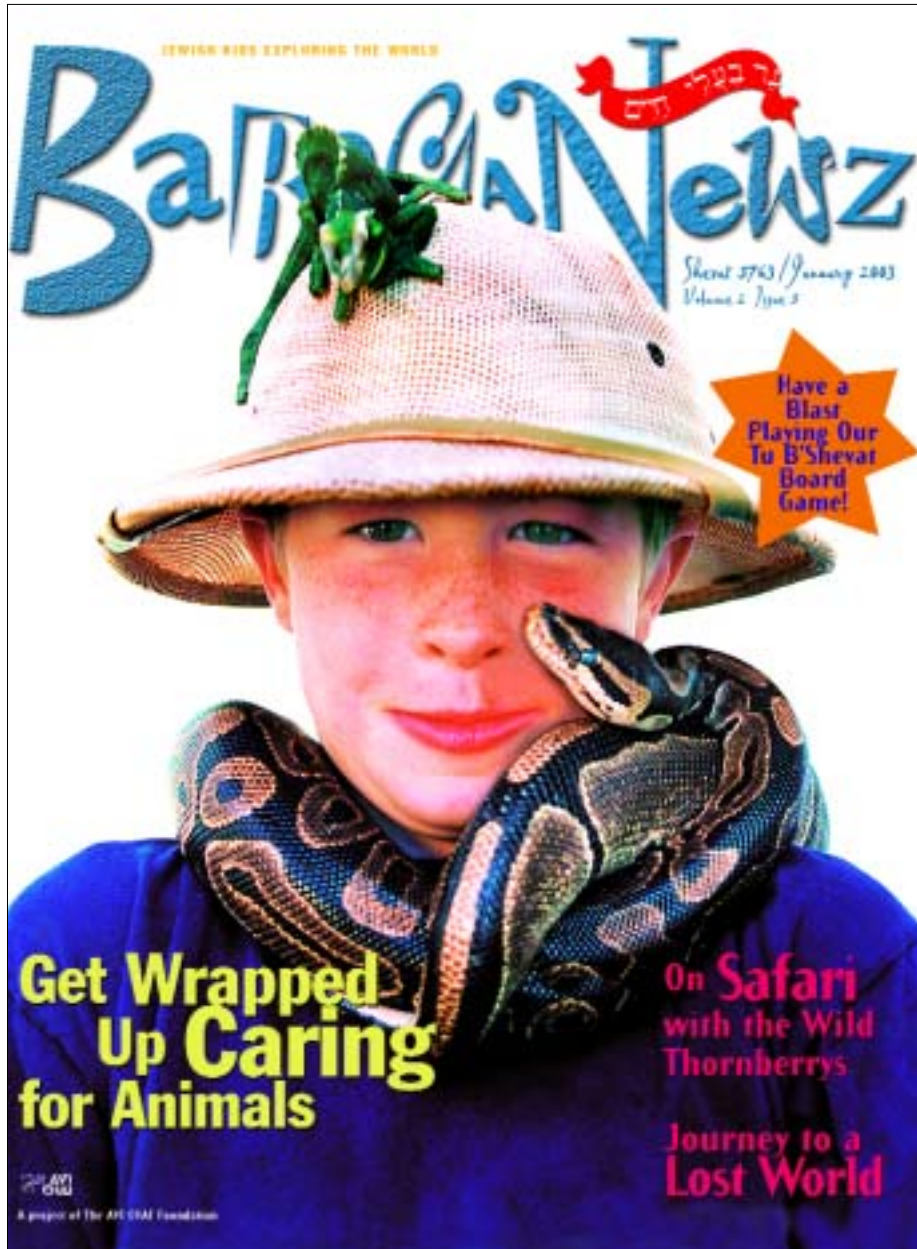
Since 1995, we have supported two parallel *Torah* study groups for media professionals in Los Angeles with the goal of stimulating the Jewish lives of media makers and causing a “trickle-down effect” leading to more positive portrayals of Judaism in the media. It is nearly impossible to measure the success of the

program, but the participants in the study groups report great personal Jewish growth that has been translated into their professional endeavors.

Longitudinal Teen Study

The Ratner Center for the Study of Conservative Judaism at the Jewish Theological Seminary is conducting an ongoing longitudinal study of a group of Conservative Jewish teens. The group was first interviewed shortly after their *bar/bat mitzvah*, was then re-interviewed while in high school (leading to the publication by the Ratner Center of the “Four Up” report) and are now being contacted a third time. The study should have been published by the release of this annual report.





PROJECTS IN ISRAEL

Eli Silver, Executive Director—Israel

Headlines in Israel today paint a dismaying picture of life in the Jewish State—from within, racked by unemployment and hunger, domestic violence, political corruption, and school failure. From without, battered by terrorist attacks and excoriated in the international arena. To those with hopes of building a healthy and just society, admired by other nations, the headlines invite despair.

AVI CHAI, however, is witness to an Israel that is dramatically different from the above headlines. In our work with many outstanding people and organizations, we encounter individuals and communities that reflect a different kind of Israeli society—animated by respect and concern for others, and sustained by Jewish cultural creativity. This other Israel, which upholds values worthy of headlines, represents a vibrant reality, even if it fails to make news.

As envisioned by our mission, AVI CHAI seeks to nurture and strengthen this other Israel—guided by an ethos of mutual understanding and respect, and inspired by a dynamic, relevant Jewish culture. Our hope is that with the help of our many partners, this Israel may yet be featured in tomorrow's headlines.

ENCOURAGING MUTUAL UNDERSTANDING

AVI CHAI's primary mission in Israel is the fostering of mutual understanding between Jews of varying commitments to Jewish tradition. We remain steadfast in this mission of *pius*, even as conditions in Israel challenge our efforts to pursue its realization. The terror and violence that Israelis face daily relegate

religious-secular issues to an after-thought among policy-makers and the public. Tensions and problems among Israeli Jews continue to fester, but attract only sporadic attention compared to the weight of life-and-death concerns. Moreover, the country's ongoing economic woes continue to cut ever deeper into the public and private resources available to promote *pius*.

In this environment, AVI CHAI has maintained its strategy of regularly promoting public messages of *pius*, while being sensitive to the other concerns that primarily occupy public attention. AVI CHAI also continues to promote *pius* "on the ground," via long-term educational programs that nurture dialogue and respect.

Since 2002, AVI CHAI added one new grant to promote *pius*, intended to support an initiative that deepens the *haredi* world's exposure to the wider Israeli society.

***Haredi* College of Jerusalem**

In recent years, the *haredi* community in Israel has taken tentative steps toward relaxing its opposition to contact with the non-*haredi* world. Professional training programs, for example, intended to prepare students for work in Israeli society, were almost non-existent five years ago, but now dot the *haredi* landscape. In 2001, AVI CHAI commenced a three-year grant to encourage interaction between *haredi* and non-*haredi* Israeli Jews by providing scholarships to students at the *Haredi* Center for Professional Training—after the results of an AVI CHAI-commissioned study showed that a substantial number of *Haredi* Center graduates find work in heterogeneous settings and develop relationships of respect and friendship with their colleagues.

In 2003, AVI CHAI directed a new grant to yet another *haredi* institution, the *Haredi* College of Jerusalem, in the hope of supporting the *haredi*

community's growing exposure to the non-*haredi* world. The *Haredi* College of Jerusalem, established in 2001, represents one of the first and only institutions under *haredi* leadership to grant academic degrees to its students. The College operates in cooperation with other accredited Israeli academic institutions and currently offers degrees in social work, medical laboratory technology, and business administration. A total of 130 women are enrolled during 2003/04. Plans exist to add male students and introduce additional degree options. AVI CHAI's grant provides tuition scholarships based on financial need. The Foundation hopes that this grant will promote the exposure of *haredi* students to academic disciplines and thinking—a vital part of the non-*haredi* cultural world—as well as encourage *haredi* integration into the general work place.

ONGOING PROJECTS

Tzav Pius

AVI CHAI's "flagship" enterprise in promoting mutual understanding among Israeli Jews. *Tzav Pius* represents a multi-faceted effort, staffed by the Foundation, whose most visible initiative consists of an ongoing public campaign, featured in various media. The latest effort, an ad campaign broadcast over several weeks on Israeli television, featured a boxer who, when he turns to face his opponent, sees himself. The voiceover noted that we should "understand that we're all in the same ring." *Tzav Pius* also initiates and supports a wide variety of educational and community-related projects, including dialogue groups between *haredim* and secular, religious-secular youth soccer teams, and Jewish culture festivals for the general public.

Yesodot

Promotes democracy education within state religious schools. Established in 1996, *Yesodot* seeks to confront the view, prevalent within the religious Zionist community, that *halacha* and democracy are incompatible. *Yesodot* promotes alternative *halachic*

assumptions that endorse democracy, tolerance, and pluralism. *Yesodot* offers courses for principals and school leadership teams in which over 500 school personnel have participated. *Yesodot* currently works in over 20 schools to promote democratic values through the introduction of new curriculum, extra-curricular programs, and more democratic models of school operation. More recently, *Yesodot* began to develop courses on Judaism and democracy for faculty and students at religious teacher training schools. AVI CHAI is a significant funder of *Yesodot* activities.

Keshet School

A K–12 school for religious and secular students, committed to learning about and respecting diverse approaches to Jewish life. *Keshet*, with over 580 students enrolled for 2003/04, is one of the only schools in Israel where the program and staff comprise an equal balance of religious and secular. AVI CHAI provides support primarily for curriculum development and staff in-service.

Kehillot Sharot

A program to foster *kehillot sharot*, "singing communities," that bring together diverse audiences to experience, celebrate, and deepen their connection to Jewish culture via Jewish music, especially *piyyut* (liturgical poetry). At AVI CHAI's initiative, the Foundation piloted the first singing community in the German Colony of Jerusalem, with a remarkably diverse group of 40 participants who met weekly over ten weeks. In 2003, the pilot phase expanded to four communities, including *Tel Aviv* and *Netanya*. Participants in *kehillot sharot* study selected liturgical pieces, led by traditional *paytanim* (singers of liturgical poetry), musicians, or writers, and learn to sing *piyyutim*. Now in partnership with the International Cultural Center for Youth, the project currently is focusing on training facilitators and expanding the number of *kehillot sharot* around the country.

Yesodot promotes alternative halachic assumptions that endorse democracy, tolerance, and pluralism.

Gavison-Medan Covenant

A public initiative to promote a new “religious status quo” in Israel, based on dialogue and respect (rather than coercion and power). Professor Ruth Gavison and Rabbi Yakov Medan, representing divergent ends of the religious-secular spectrum, met regularly for over a year to draft “A Foundation for a Covenant between Religious and Secular Israeli Jews.” The Covenant’s proposals include new accommodations for marriage and divorce, burial, conversion, *Shabbat* transportation and commerce, and the Law of Return. The Gavison-Medan Covenant is the most comprehensive and systematic attempt to propose new religion-state arrangements in Israel. For their efforts, Professor Gavison and Rabbi Medan were awarded the AVI CHAI Prize in 2001. In partnership with the Israel Democracy Institute, AVI CHAI has funded the publication of the full covenant document and popular-oriented summaries in Hebrew, Russian, and English. In May 2003, AVI CHAI’s Trustees approved a grant to open an office dedicated to promoting the Covenant’s recommendations and educating the Israeli Jewish public about the principles and values that enabled the two authors to reach agreement.

Forum for National Responsibility

A broad-based effort to develop and disseminate a new national vision for Israel as a Jewish and democratic state. Forum members, numbering 50 of the best and brightest leaders in Israel from across the Jewish spectrum, gather biweekly, on a volunteer basis, to shape a vision of Israel that can encompass all sectors of Israel’s Jewish population. The Forum’s first significant achievement was the drafting in 2001 of a new national vision, entitled the *Kinneret* Covenant, which outlines principles that affirm Israel as the national home of the Jewish people, a Jewish and democratic state, and a state that respects the rights of its Arab minority, seeks out peace, and embraces its population’s cultural diversity. In 2003, the Forum devoted considerable effort to broadening public exposure to the *Kinneret* Covenant and

developing curricular materials for use in schools and informal educational frameworks.

Eretz Acheret

A bimonthly magazine that focuses on diverse perspectives regarding Jewish culture and contemporary Israeli life. *Eretz Acheret* provides often unconventional, but always in-depth, perspectives on the Israeli-Jewish experience. 19 issues have been published through 2003 to excellent reviews from critics. Since the magazine’s debut in the fall of 2000, AVI CHAI has been one of its primary funders.

Haredi Center for Technological Studies

A scholarship program to encourage the integration of *haredim* in heterogeneous work settings. AVI CHAI provides tuition stipends based on financial need to 175 male students at the *Haredi* Center for Technological Studies (HCTS), one of the leading institutions of professional training for *haredim*. AVI CHAI’s support is based on the results of two surveys of HCTS male graduates, commissioned by the Foundation, which found that most HCTS graduates end up in non-*haredi* work settings, where they develop a positive working relationship with their secular peers. Indeed, for some *haredi* and secular co-workers, the experience of working together develops beyond mere civility to a relationship of mutual respect.

AVI CHAI Prize

An annual prize given to an individual, or individuals, who have made a significant, ongoing contribution to fostering understanding and sensitivity among Israeli Jews of different backgrounds and commitments to religious observance. The 5763 Prize, the 11th awarded by AVI CHAI, was given to Hoshea Friedman Ben-Shalom for his pioneering efforts to deepen tolerant discourse in Israeli Jewish society, especially through the establishment of the first pre-army program for religious, traditional, and secular youth. A list of past AVI CHAI Prize winners can be found in the publications section of our website.

ENCOURAGING A NEW JEWISH LEADERSHIP

The multiple challenges facing Israeli Jewish society call for a new generation of leaders—literate in Jewish and Israeli culture, respectful of diversity, and capable of engaging others in a thoughtful dialogue about Jewish life in the State of Israel. AVI CHAI continues to view with singular importance the development of such leaders who will guide and influence the various communities to which they belong. Through the years, we have targeted various populations, from across the religious-secular spectrum, in an effort to develop leaders whose language is based on profound Jewish knowledge and an equally profound respect of others.

ONGOING PROJECTS

Beit Morasha of Jerusalem

Prepares religious men and women for communal and educational leadership roles. *Beit Morasha's* educational program, with over 75 post-BA students, integrates both yeshiva and academic approaches to Jewish scholarship so as to develop graduates capable of forging a common language and understanding between the secular and religious worlds. *Beit Morasha* also sponsors a number of educational programs for the broader public, including a religious-secular *beit midrash* and conferences on various topics. AVI CHAI has been *Beit Morasha's* primary funder since its founding in 1989.

Kolot

A year-long program focused on the study of Jewish texts for leaders in business, media, and other professions. More than 150 *Kolot* “fellows” participate during 2003/04, meeting every two weeks for evening study sessions and also occasionally for intensive weekend seminars. Most first-year fellows choose to continue their studies for at least a second year—a clear indication of *Kolot's* outstanding success. AVI CHAI is a founding supporter of *Kolot*.

Tehuda

A pilot effort to examine the potential of training Israeli Jewish educators and communal leaders, fluent in Jewish texts and committed to study that leads to social action. *Oranim* and *Kolot*, two organizations engaged in the renewal of Jewish culture in Israel, have partnered to explore this concept, beginning with a pilot program for over 20 fellows in 2001/02. After a second pilot year and additional planning, they now hope to open a full-time, two-year training program in 2004/05. The *Tehuda* study program comprises three tracks: *Torah, Shabbat* and Festivals, and *Chesed* (social justice). *Tehuda* intends to recruit a group of 20 fellows, with proven leadership abilities, from a wide range of Jewish backgrounds. Graduates are expected to take leading educational positions in *batei midrash*, learning communities, and other Israeli Jewish initiatives. AVI CHAI is the primary funder for *Tehuda's* pilot efforts.

Pre-army Mechinot

A program of support for pre-army *mechinot* (preparatory programs) that target either secular or religious and secular participants together. *Mechinot* provide an intensive year-long educational program for post-high school youth that combines the study of Judaism and Zionism with community service, leadership development, and pre-army training. *Mechinot* qualify for AVI CHAI support if their program can demonstrate the following: (1) at least eight weekly study hours devoted to Judaism and Zionism; (2) faculty from diverse backgrounds; (3) a program of community service; and (4) a viable financial base. Currently, AVI CHAI provides basic grants to ten *mechinot* that meet these criteria—*Aderet, Ami Chai, Beit Yisrael, Ein Prat, Meitzar, Nachshon, Negev, Rabin, Upper Galilee, and Yemin Orde*—with a total of about 300 young people enrolled. The Foundation is planning an overall evaluation of the programs during 2004.

MiMizrach Shemesh

A community leadership project that aspires to promote Judaism's social values in Israeli society, especially via the study and celebration of the *Mizrachi* (Eastern) Jewish heritage. During 2003/04, 12 study groups, with more than 200 participants, meet regularly at various locations in the country. These include a core leadership group, and study groups for university students, community leaders, educators, artists, women, and teenagers. In addition, the Center's senior staff meets with educators, organizations, and leaders to further disseminate their message. AVI CHAI is a founding supporter of *MiMizrach Shemesh*, which also benefits from the assistance of *Alliance Israelite Universelle*.

Tzohar

Orthodox rabbis dedicated to revitalizing the role of the rabbinate in Israeli society by engaging in a meaningful dialogue with the secular world. *Tzohar* began with *halachic* weddings adapted for secular couples; about 2,100 couples were married by *Tzohar*-trained rabbis during 2003. *Tzohar* also sponsors special *Yom Kippur* services for the general public, and in 2003 launched a pilot program at *Tel Aviv's* Ichilov Hospital to provide guidance and support for bereaved families—from funeral preparations through the *shivah*. AVI CHAI is *Tzohar's* sole funder.

MaTaN Talmudic Institute for Women

A three-year program of advanced Jewish learning at *MaTaN* in Jerusalem intended to develop a cadre of outstanding female scholars in *Talmud* and *halacha*. AVI CHAI fully funded a first cohort of 12 women, who completed their studies in the summer of 2002. The Foundation funds a second cohort of similar size, in partnership with other donors, and a third cohort, which began its studies in the fall of 2003. AVI CHAI is a founding supporter of the *Talmudic* Institute.

ENCOURAGING JEWISH STUDY

The alienation of secular Israelis from Jewish culture and study continues to preoccupy the Foundation. A healthy Jewish society depends on all of its various communities to engage in the development of its cultural life. Tragically, a significant part of secular Israel has relegated Judaism to the religious. AVI CHAI aspires to encourage Jewish study and literacy among secular Israeli Jews so that they can become active and knowledgeable partners in the shaping of Jewish life in Israel. The Foundation continues to focus on three primary areas of support: (1) enhancing Jewish studies in the state (non-religious) school system; (2) encouraging Jewish study programs for secular adults, primarily in informal frameworks; and (3) promoting Jewish culture in the media, especially television.

Tragically, a significant part of secular Israel has relegated Judaism to the religious.

Over the past year, AVI CHAI added seven new grants in the area of encouraging Jewish study. Two grants reflect our interest in reaching out to Russian-speaking *olim*. Two other initiatives extend our efforts to use Jewish song and *piyyut* (liturgical poetry) as vehicles for engaging diverse populations in Jewish study. Another two grants continue our long-standing efforts to revitalize Jewish studies in the state *mamlachti* school system by focusing on Bible studies. And one final new grant reflects AVI CHAI's return to an arena in which it had operated for many years—the Israel Defense Forces.

ITIM: Jewish Life Center for FSU *Olim*

For several years, AVI CHAI has been exploring ways to promote the Foundation's mission among *olim* (new immigrants) from the former Soviet Union (FSU). The *aliyah* of the 1990s brought more than one million *olim*, with considerable talent and drive, to Israeli society. Most of these *olim*, however, grew up with minimal, if any, exposure to Jewish culture.

Moreover, their contact with Judaism in Israel, especially related to the Jewish life-cycle, is mediated by an alien and, at times, unfriendly religious establishment. The outcome of these encounters is often problematic. In an effort to offer the possibility of meaningful Jewish life-cycle experiences, AVI CHAI has partnered with ITIM to develop a center for information, consultation, and support on issues relating to the Jewish life-cycle for FSU *olim*.

ITIM was founded in 2000 to enhance Israeli Jews' knowledge and appreciation of Jewish life-cycle rituals, and to enable them to have a positive experience with Jewish culture and tradition. ITIM relies on information booklets, a website, and a telephone hotline to provide information and guidance on Jewish life-cycle events—birth, *bar* and *bat mitzvah*, marriage, divorce, conversion, and death.

AVI CHAI's support enables ITIM to reach out to *olim* by translating and distributing ITIM information booklets, developing a Russian-language version of ITIM's website, and adapting ITIM's hotline to the needs of Russian-speakers. During 2003, ITIM distributed more than 2,000 Russian-language life-cycle booklets and received 500 hotline inquiries. Looking ahead, ITIM hopes to expand significantly these numbers as it consolidates and extends its services.

Jewish Encyclopedia in Russian

Among the many legacies of the Soviet repression of Jewish life is the paucity of quality Russian-language materials on Jewish subjects. One of the earliest efforts to address this lacuna was the initiative of the Society for Research on Jewish Communities to produce an 11-volume Jewish Encyclopedia in Russian (JER). The JER represented a monumental 25-year effort, which was completed during 2003.

AVI CHAI has decided to fund a two-year initiative to update and produce an on-line version of the encyclopedia, to be completed by April 2005. The Society's hope is that this effort will preserve the

Encyclopedia as the most authoritative Russian language source on Jewish studies, the history of the Jewish people, and the State of Israel. Once completed, the website is expected to attract 10–12,000 visits per month, about half from the former Soviet Union and the rest divided equally between Israel and other Diaspora countries.

Speaking Poetry

One of the pleasant surprises of our recent philanthropic activity has been the discovery that Jewish song, and especially *piyyut* (traditional liturgy), resonates powerfully among diverse Israeli Jewish audiences. The *Kehillot Sharot* project (see page 30) has taught us that the opportunity to study and sing *piyyutim* can attract a broad and enthusiastic audience, including young Israeli adults who otherwise might not find a meaningful connection to Jewish culture.

Further proof of the power of *piyyut* is demonstrated by an AVI CHAI-funded Jewish culture program for university students, focused on *piyyut* and *midrash*. Piloted at Hebrew University in partnership with Beit Hillel during 2002/03, the program comprised a small leadership group studying *piyyutim* weekly, and monthly public events for the general student population, which combined the study of *piyyut* and *midrash* with singing. Speaking Poetry's public events featured first-rate *paytanim* (*piyyut* singers), popular singers, and teachers of Jewish texts, and attracted 200–400 participants. In the wake of the pilot's success, Hillel has expanded the project to Tel Aviv University and Ben-Gurion University during 2003/04. Hillel's vision is to transform this dimension of Jewish culture into an integral part of general cultural activity at Israeli universities.

Piyyut Website

Given the success of *piyyut* in bringing together Israeli Jews to deepen their shared connection to Jewish culture, AVI CHAI has initiated development

Jewish song, and especially piyyut (traditional liturgy), resonates powerfully among diverse Israeli Jewish audiences.

of a website that will enhance these efforts. The website will comprise 300 *piyyutim*, representative of eight significant traditions, including *hasidic niggun* and *Ashkenazi piyyut*. The *piyyutim* will be supported by explanations, musical recordings, and other options and relevant information. The website is expected to be completed by November 2004, and to attract 5,000 to 10,000 visits per month by the end of its first year of operation.

Mikranet

One of AVI CHAI's main arenas of activity is the state *mamlachti* school system, where the Foundation has supported a number of initiatives designed to revitalize the teaching of Jewish studies in state (non-religious) schools. AVI CHAI's goal has been both to upgrade the quality of teachers and to develop excellent curricular materials.

The *Mikranet* project represents an effort to marshal the power of educational technology to enhance Bible instruction in state schools (and eventually to reach a broader audience as well). The challenge is great, because the status and quality of Bible studies in the state school system is in decline. Many students dislike, even deride, the subject. Bible knowledge among students is deteriorating, as is their ability to understand Biblical Hebrew.

Mikranet is the collaborative initiative of the Center for Educational Technology, *Snunit*, and *Gesher*, three major independent educational organizations. Their goal is to upgrade the teaching of Bible by providing a new set of pedagogic tools, via an Internet-based program. Designed to comply with new Bible curricular guidelines from the Ministry of Education, *Mikranet* will comprise: (1) on-line access to the Bible, as well as modern and classical biblical commentaries, *Mishna*, *Talmud*, and *Midrash*; (2) a large database from multiple disciplines to support Bible teaching; (3) web-based teaching materials; (4) an on-line Teacher Center for information exchange and assistance; and (5) training for teachers in the effective use of *Mikranet* materials.

Mikranet's vision is to exploit the Internet's strengths as a medium for studying texts and exploring new horizons to stimulate renewed interest in Bible study. AVI CHAI has approved a three-year grant, through the end of the 2005/06 school year, which should provide ample opportunity to explore the potential of realizing that vision.

Yad Ben-Zvi Bible Curriculum

Another effort to revitalize the teaching of Bible in *mamlachti* schools was initiated by the *Yad Ben-Zvi* Institute, which commissioned both a faculty member of the Tel Aviv University Bible Department and a master Bible teacher to develop new Bible textbooks for elementary schools. The *Yad Ben-Zvi* curriculum, "History, the Bible, and What Really Happened," currently entails textbooks for 4th and 5th grades covering the biblical books of Joshua and Judges. The project staff has begun to develop a textbook for the Book of Ruth and is considering the possibility of developing materials for the 6th grade. The guiding assumption behind the *Yad Ben-Zvi* work is that the Bible should serve as the foundation of a school's general curriculum, providing an opportunity to learn geography, literature, science, language, and related subjects, and to explore values and issues relevant to the students. Since being introduced in classrooms in 2000/01, the textbooks have drawn praise from teachers and students for their stimulating and enriching content. AVI CHAI supports the marketing and dissemination of the materials and the pedagogic training and support provided to schools. The number of participating schools has grown to 45 during 2003/04.

IDF Center for Jewish-Zionist Identity

During 1993–2000, AVI CHAI supported an initiative by the *Shorashim* educational organization to run Jewish identity seminars for officers-in-training in the Israel Defense Forces. After seven years of support, the Foundation ended its funding, primarily because our goal of expanding the short-term nature of the program into an extensive, army-wide educational framework failed to garner army support.

Three years later, led by a new Chief of Staff and Chief Educational Officer who called for rethinking Jewish-Zionist education in the IDF, AVI CHAI is again exploring the army world.

The new project embraces an ambitious vision: to reshape Israeli army training so that Jewish-Zionist content and values comprise an essential part of IDF education. This educational effort is guided by *Beit Morasha*, one of AVI CHAI's first grant recipients in Israel, and in coordination with the Office of the Chief Education Officer. The goal is to equip the education corps and other key army personnel with the knowledge and tools to prepare IDF commanders—from beginning squad leaders to brigade veterans—as educational leaders for whom Jewish-Zionist identity and values are integral to their command.

The *Beit Morasha* staff develops educational materials, works with an administrative team appointed by the Chief of Staff, and trains army personnel responsible for implementing the program. (In contrast, *Shorashim* relied on outside facilitators to implement educational programs.)

The *Beit Morasha* project staff began its work in 2003 and hopes to reach up to 10,000 officers in training courses during 2004. The project's ultimate success will be measured by the extent to which officers use with their own soldiers what they learn in their training. AVI CHAI is the primary funder of *Beit Morasha's* training and program development.

ONGOING PROJECTS

Revivim

A program of teacher training at the Hebrew University of Jerusalem to revitalize Jewish studies in state high schools. The four-year program recruits exceptional students and provides them with an intensive academic and educational training, at the end of which they receive a master's degree in Jewish studies and are committed to teach at least four years in state high schools. *Revivim* currently comprises four

cohorts with a total of about 90 students. AVI CHAI provides support to the first, third and fourth cohorts.

Center for Jewish Education in the State School System

A program of teacher training and classroom support to revitalize Jewish studies in state high schools. The project comprises a group of over 90 state high schools associated with the Shalom Hartman Institute via enrichment programs for principals, intensive training programs for teachers of Jewish studies, and pedagogic support for the teachers in their schools. AVI CHAI supported teacher training and pedagogic support for a first cohort of principals and teachers from 30 schools. After receiving encouraging results from an AVI CHAI-commissioned evaluation of the project, the Foundation approved support for the three-year training of a new cohort of 65 teachers, beginning in 2002/03. The Hartman Institute lists more than 210 teacher-graduates connected to this project.

Morasha

An AVI CHAI initiative to develop schooling options that address the values and needs of *masorti* (traditional) families in the state and state religious school systems. Under the auspices of *MiMizrach Shemesh* (an organization founded by AVI CHAI to promote alternative Jewish perspectives grounded in the *Mizrachi* heritage), the project has drafted basic principles, developed pilot curricular materials, and begun to work with principals from 13-elementary and secondary, state and state religious schools from around the country. AVI CHAI is the sole funder of this initiative.

YAHALOM

Promotes parent-child study and discussions of topics related to Jewish sources, within the framework of state elementary schools. *YAHALOM* began as a program of after-school sessions for parents and children in schools with significant immigrant populations and now comprises similar programs

for “veteran” school populations, as well as learning communities of ten families who meet monthly. More than 45 schools participate during 2003/04. *YAHALOM* also has begun to develop the concept of a *YAHALOM* school network, which would encompass schools that embrace parent-child study and Jewish culture as central values in school life. AVI CHAI is the primary funder of *YAHALOM*.

Parshat HaShavuah

A curriculum in state junior high schools that introduces students to the weekly *Torah* portion. The program enables students to become familiar with perspectives relating to Jewish tradition and culture and acquainted with texts from the classical “Jewish bookshelf,” while raising issues relevant to the students’ own world. The project, piloted in Jerusalem in partnership with the Jerusalem Educational Authority, has expanded to additional areas of the country. About 60 schools teach the curriculum during 2003/04. AVI CHAI supports teacher training for schools outside Jerusalem that adopt the program.

Mivchar

A multi-disciplinary curriculum on Jewish culture for state junior high schools. The curriculum was developed by the Center of Educational Technology, in partnership with the Ministry of Education, and with AVI CHAI as the primary funder. The curriculum features two units: “Israel and the Nations—via the Story of Jacob and Esau,” and “Social Responsibility—via the Story of Ruth the Moabite.” The materials are supported by a library and database for teachers available on a dedicated Internet site. Some 32,000 students have studied *Mivchar* since its development. During 2003/04, the program is being taught in about 220 classrooms, with over 7,000 students across the country. AVI CHAI now supports teacher training and marketing efforts.

BaMidbar

A center of Jewish study and celebration in the *Negev*. Since its establishment in *Yerucham* in 1996, *BaMidbar* has grown into a significant Jewish cultural center that attracts the region’s diverse population. *BaMidbar* programs span a wide spectrum of activities, including a creative *beit midrash* for *BaMidbar*’s leadership, a *beit midrash* for children, various study programs for youth movement members, post-high school youth and *olim*, a program on *parshat hashavuah*, a dance *midrash* group, a program of Jewish studies for workers in nearby factories, and community-wide events. About 1,200 people participate in *BaMidbar* activities on a weekly basis, and thousands take part in community events

connected to the holidays. *Tzav Pius* supported *BaMidbar* for five years since its inception; since 2002, AVI CHAI has been a major supporter.

BaMidbar has grown into a significant Jewish cultural center that attracts the region’s diverse population.

Elul

An institution that promotes the joint study of classical and modern Jewish texts by religious and secular. *Elul*, one of the pioneers in this field, runs a *beit midrash* program for its core

leadership group, and trains and provides guidance to 16 other learning communities throughout the country. A total of over 330 people regularly study in *Elul* frameworks. AVI CHAI is a major supporter of *Elul*’s activities.

Alma Hebrew College

A liberal arts center in *Tel Aviv* for the study of Hebrew culture and contemporary Jewish identity. *Alma*’s programs include an academic track in cooperation with the Open University, in which over 135 students, including 20 FSU *olim*, participate, and a range of educational activities for the general public. AVI CHAI is a major supporter of *Alma*.

Melton Maftechot

Development of a two-year course on Jewish literacy for secular Israeli adults. AVI CHAI is currently in the second year of a three-year grant that supports the development of Melton's first-year program of study. The Trustees' approval came in response to a two-year study grant, funded by AVI CHAI, which concluded it was feasible to adapt Melton's successful Diaspora-based mini-school program to Israel. Melton expects to pilot its new materials during 2004; if the pilot is successful, Melton hopes to interest AVI CHAI and other funders in developing a second-year curriculum.

Journey to Jewish Heritage

A program to acquaint and connect Israelis to their common Jewish heritage via the study and recording of Jewish historical sites in the Diaspora. The program brings together university students from various disciplines over the course of six months, beginning with four two-day preparatory sessions, and culminating in three weeks of study and preservation work in a Diaspora community. Initiated by AVI CHAI, and implemented in partnership with the Israeli branch of the International Council on Monuments and Sites, a successful pilot program with 14 participants was implemented in Turkey during the summer of 2002. A second group of 24 students took part in a similar effort in Slovakia during 2003. AVI CHAI's Trustees recently approved a third trip, under the new auspices of the Zalman Shazar Center, and a program evaluation during 2004.

Psychology in Judaism

A Jewish study program that provides mental health professionals with new perspectives on their professional work and personal life. The program, sponsored by the Cymbalista Jewish Heritage Center of Tel Aviv University, explores psychological terms in Jewish literature (e.g., *mitzvah*, sin, reward, and punishment), provides for experiential group work

based on Jewish texts, and uses study as a trigger for exploring personal growth and values. Psychology in Judaism comprises a full day per week of study over two semesters. AVI CHAI began a three-year grant in 2002, which enables the project to register some 115 participants per year.

AVI CHAI in the Media

An ongoing effort to encourage the development and broadcast of new television programs related to Jewish culture and reconciliation. Over the past four years, the Foundation has invited individuals and companies in the field of film and television to submit proposals in either drama, documentary, or talk-show formats. At first, the results were disappointing, but the last two years have generated a number of exciting works in progress. The Foundation also supports the highly successful television program, "Someone Spoke," a talk show for youth, now in its fifth year, which addresses Israeli-Jewish concerns from diverse perspectives.

(The program) uses study as a trigger for exploring personal growth and values.

AVI CHAI Siddur

A user-friendly and readable *siddur*, developed by AVI CHAI and published in two volumes for the home and *Shabbat*, for Israelis with little or no background in its contents or prayer. The *siddur* is now in its fifth printing and has sold about 19,000 copies.

RESEARCH

AVI CHAI's long-standing tradition of basing philanthropic initiatives on research and study continues to guide our work. Occasionally, we commission an in-depth research study, such as the Guttman 2000 survey of Israeli Jews. Even more frequently, we engage partners in a year-long exploration of an idea of potential interest to determine whether it warrants AVI CHAI support.

Study and Pilot Grants

The Foundation is considering the feasibility of appropriate educational programs for Russian-speaking *olim* (immigrants). As part of this effort, several small-scale initiatives have been explored, including: (1) a survey of Upper Nazareth, where almost half the population comprises *olim* from the FSU, in order to assess the potential of promoting Jewish culture and dialogue on a community-wide basis, using Upper Nazareth as a model—we will know more by the summer; (2) Russian-language courses on Jewish subjects in *Beersheva*, *Rishon Leziyyon*, and *Ashdod*, implemented by *Yad Ben-Zvi* and the Chase Center for Jewish Studies at the Hebrew University; and (3) broadcasting on a Russian-language radio station two courses developed in Russian by the Open University on classical Jewish texts and Zionism and

Israel in the 20th century. Survey results from these pilot courses should be available by the summer.

OTHER

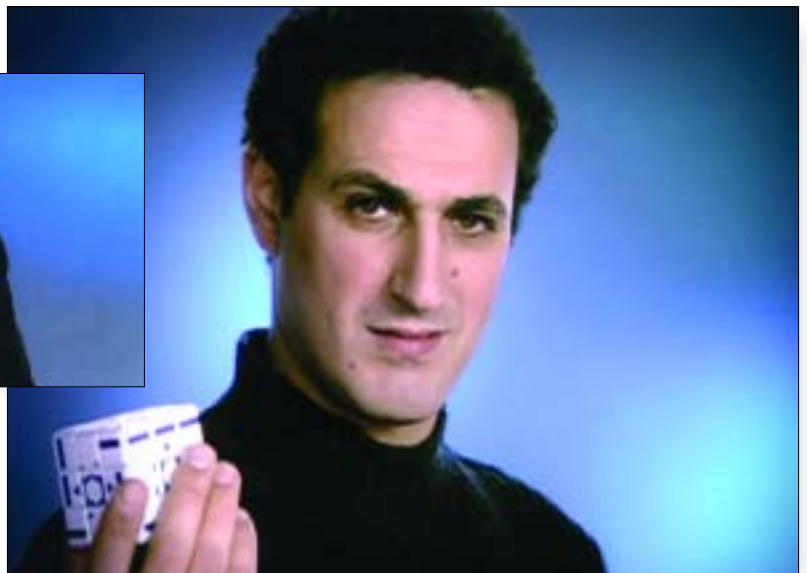
Sabbaticals

An annual program of supporting professionals engaged in the Foundation's fields of interest, in order to advance their professional and personal development. Applicants are required to submit a year-long plan of study and work in an institution devoid of sabbatical support; AVI CHAI provides funds for tuition and living expenses. For the past four years, an AVI CHAI-appointed committee has selected four professionals to receive a sabbatical grant from among a large number of applicants.

*Hanukkah and Purim ads
appeared in ultra-Orthodox
newspapers, 2003.*



*"Rubik's Cube" TV campaign,
based on the slogan
"Let us solve this together,"
January 2003.*



FINANCIAL HIGHLIGHTS

Consolidated Statements of Financial Position

	DECEMBER 31	
	2003	2002
ASSETS		
Cash and cash equivalents	\$103,460,726	\$264,883,617
Investments, at market value:		
Bonds and notes (cost, 2003-\$138,735,068; 2002-\$73,311,755)	147,677,130	75,949,870
Global equities and mutual funds (cost, 2003-\$82,490,516; 2002-\$53,161,439)	97,664,829	46,146,240
Limited partnerships and hedge funds (cost, 2003-\$141,696,778; 2002-\$86,123,428)	176,726,885	91,124,697
Property and equipment, net (including Beit AVI CHAI under construction)	14,572,102	12,372,738
Other assets	2,826,615	1,315,655
TOTAL ASSETS	\$542,928,287	\$491,792,817
LIABILITIES AND NET ASSETS		
Investment purchases not settled	\$3,310,661	\$7,798,414
Other payables	7,291,696	6,478,473
Capital	532,325,930	477,515,930
TOTAL LIABILITIES AND NET ASSETS	\$542,928,287	\$491,792,817

FINANCIAL HIGHLIGHTS

Consolidated Statements of Activities

	YEAR ENDED DECEMBER 31	
	2003	2002
REVENUE		
Contributions	\$11,500,000	\$43,989,494
Net realized gain on sale of investments	4,785,543	7,476,329
Net unrealized gain (loss) on investments	53,914,516	(5,508,506)
Interest income	4,824,704	14,317,408
Dividend income	1,859,790	1,045,719
Gain (loss) from limited partnerships	859,677	(3,384,949)
Foreign exchange gain	10,913,609	1,339,888
Other income	6,090	6,394
TOTAL REVENUE	\$88,663,929	\$59,281,777
EXPENSES		
Program grants, projects and related expenses	\$29,552,421	\$28,071,893
Administrative expenses		
Salaries, payroll taxes and employee benefits	2,832,088	2,481,588
Professional fees	352,125	205,260
Travel and lodging	236,153	166,609
Rent	175,594	167,180
Depreciation	124,339	141,464
Insurance	102,057	29,020
U.S. federal and state taxes	95,618	193,933
Annual report	65,906	64,647
Telephone	67,355	71,769
Postage	45,471	47,185
Consultants and temporary staff	40,364	48,784
Other	164,438	193,305
TOTAL EXPENSES	\$33,853,929	\$31,882,637
INCREASE IN CAPITAL	\$54,810,000	\$27,399,140
CAPITAL AT BEGINNING OF YEAR	\$477,515,930	\$450,116,790
CAPITAL AT END OF YEAR	\$532,325,930	\$477,515,930

FINANCIAL HIGHLIGHTS

AVI CHAI Schedule of 2003 Grant Activity—North America

	GRANTS APPROVED @12/31/02	ADDITIONAL APPROVALS IN 2003*	PAYMENTS MADE IN 2003	BALANCE @12/31/03
DAY SCHOOLS				
Enhancing Education				
AVI CHAI Bookshelf for Jewish High Schools	\$435,000	\$1,584,000	\$119,000	\$1,900,000
BabagaNewz	3,223,000		1,500,000	1,723,000
Developing Performance Goals for Jewish Studies at Day Schools	11,000	641,000	198,000	454,000
Enhancing Immigrant Schools in New York City	3,493,000	(93,000)	1,029,000	2,371,000
Grant Program to Enhance Judaic Commitment in High Schools	51,000	(51,000)		
Jewish Day Schools for the 21st Century— Hebrew Union College	135,000		101,000	34,000
NETA: Hebrew Language and Literature Curriculum for High Schools	651,000	1,356,000	1,407,000	600,000
Shabbat Enhancement Grants	177,000	1,168,000	171,000	1,174,000
Tal Am Curriculum Project	1,334,000			1,334,000
Virtual Resource Center of the Lookstein Center at Bar-Ilan University	400,000		150,000	250,000
Professional Development				
Hebrew Language Program for Jewish Studies Teachers		157,000	24,000	133,000
Jewish Studies for Community Day School Heads		35,000	18,000	17,000
Jewish Teacher Corps	1,500,000		438,000	1,062,000
JSkyway	100,000	300,000	300,000	100,000
Mentoring for Novice Teachers	605,000	25,000	150,000	480,000
Pardes Educators Program	1,903,000	2,500,000	760,000	3,643,000
Principals Training:				
Harvard University	285,000	343,000	283,000	345,000
Jewish Theological Seminary	107,000		107,000	
Lookstein Center at Bar-Ilan University	85,000	145,000	80,000	150,000
Yeshiva University	571,000	(361,000)	210,000	

FINANCIAL HIGHLIGHTS

AVI CHAI Schedule of 2003 Grant Activity—North America (continued)

	GRANTS APPROVED @12/31/02	ADDITIONAL APPROVALS IN 2003*	PAYMENTS MADE IN 2003	BALANCE @12/31/03
Expanding Enrollment				
AVI CHAI Voucher Program	100,000	(4,000)	\$96,000	
AVI CHAI Voucher Program Evaluation	86,000	(58,000)		28,000
Building Loan Program**	22,014,000		5,336,000	16,678,000
Judaic Preparatory Track Grants:				
High Schools	3,290,000		1,125,000	2,165,000
Starter Libraries	410,000		88,000	322,000
Marketing Grants and Assistance:				
Marketing Seminar: ISM	41,000			41,000
New High School Marketing Grants	600,000	(120,000)	275,000	205,000
Melton Mini-School for Preschool Parents	325,000		207,000	118,000
South Florida Day School Scholarships	1,491,000		330,000	1,161,000
Promoting Day School Education to the Broader Community				
Jewish Holidays PR Campaign		1,500,000	127,000	1,373,000
Marketing AVI CHAI's Message	627,000		244,000	383,000
Other Programs	58,000	(58,000)		
ISRAEL EDUCATION AND ADVOCACY				
The David Project		400,000		400,000
Israel Studies for Day School Teachers	229,000	207,000	211,000	225,000
Student Israel Advocacy Initiatives on Campus–Hillel	100,000	175,000	175,000	100,000
Write On For Israel–The New York Jewish Week	107,000	231,000	185,000	153,000
Yom Ha'atzma'ut Grants		147,000		147,000
SUMMER CAMPING				
Alot Program	140,000	419,000	188,000	371,000
Cornerstone Fellowship	480,000	807,000	362,000	925,000
Jewish Agency for Israel	354,000	1,184,000	249,000	1,289,000
Tze Ul'mad	45,000			45,000
JEWISH EDUCATION ON COLLEGE CAMPUSES				
AVI CHAI Fellowship	924,000		292,000	632,000
Jewish Learning Initiative for Campuses in North America	45,000		45,000	
Netivot Program–Harvard University	230,000	300,000	185,000	345,000
Researching Jewish Life on Campus	275,000		96,000	179,000

FINANCIAL HIGHLIGHTS

AVI CHAI Schedule of 2003 Grant Activity—North America (continued)

	GRANTS APPROVED @12/31/02	ADDITIONAL APPROVALS IN 2003*	PAYMENTS MADE IN 2003	BALANCE @12/31/03
BIRTHRIGHT ISRAEL FOLLOW-UP				
AVI CHAI Bookshelf	1,407,000		360,000	1,047,000
Hillel She'arim Program	81,000		81,000	
Partners in Torah	23,000	135,000	57,000	101,000
RESEARCH AND MISCELLANEOUS				
Advanced Talmudic Studies Program for Women—Yeshiva University	2,664,000	597,000	730,000	2,531,000
Census of Jewish Day Schools		65,000	14,000	51,000
Jewish Education Research	526,000		50,000	476,000
Jewish Study Groups for Media Professionals	40,000		27,000	13,000
Longitudinal Teen Study— Jewish Theological Seminary	79,000		59,000	20,000
Miscellaneous Grants and Related Expenses	50,000	1,041,000	1,017,000	74,000
GRANTS TOTAL	\$51,907,000	\$14,717,000	\$19,256,000	\$47,368,000

* Net of grant cancellations

** Grant payments are net of loans repaid

FINANCIAL HIGHLIGHTS

AVI CHAI Schedule of 2003 Grant Activity—Israel

	GRANTS APPROVED @12/31/02	ADDITIONAL APPROVALS IN 2003*	PAYMENTS MADE IN 2003	BALANCE @12/31/03
ENCOURAGING MUTUAL UNDERSTANDING				
AVI CHAI Prize		\$66,000	\$66,000	
Eretz Acheret	244,000	350,000	309,000	285,000
Forum for National Responsibility	200,000	200,000	150,000	250,000
Gavison-Medan Covenant	55,000	120,000	26,000	149,000
Haredi Center for Technological Studies	350,000		200,000	150,000
Haredi College of Jerusalem		120,000	30,000	90,000
Kehillot Sharot	38,000	156,000	129,000	65,000
Keshet School	408,000	494,000	489,000	413,000
Tzav Pius	2,001,000	2,135,000	1,651,000	2,485,000
Yesodot	175,000	800,000	125,000	850,000
ENCOURAGING A NEW JEWISH LEADERSHIP				
Beit Morasha of Jerusalem	1,375,000		625,000	750,000
Kolot	590,000	517,000	532,000	575,000
MaTaN Talmudic Institute for Women	242,000	330,000	167,000	405,000
MiMizrach Shemesh	390,000	450,000	292,000	548,000
Moreshet Sepharad	105,000		105,000	
Pre-army Mechinot	510,000	301,000	366,000	445,000
Tzohar	452,000	840,000	616,000	676,000
ENCOURAGING JEWISH STUDY				
Alma Hebrew College	340,000	350,000	385,000	305,000
AVI CHAI in the Media	572,000	1,000,000	351,000	1,221,000
AVI CHAI Siddur	43,000		16,000	27,000
BaMidbar	300,000	50,000	100,000	250,000
Center for Jewish Education in the State School System	1,100,000		300,000	800,000
Elul	567,000	(2,000)	255,000	310,000
IDF Center for Jewish-Zionist Identity		250,000	150,000	100,000
Journey to Jewish Heritage	125,000	302,000	118,000	309,000
L'aila	58,000	24,000	57,000	25,000
Melton Maftehot	275,000		55,000	220,000
Mikranet		870,000	60,000	810,000
Mivchar	35,000	67,000	78,000	24,000
Morasha	82,000	305,000	143,000	244,000
Olim Programs:				
General Programs	51,000			51,000
ITIM		90,000	60,000	30,000
Jewish Encyclopedia in Russian		360,000	45,000	315,000
Yad Ben-Zvi Russian Courses		38,000		38,000

FINANCIAL HIGHLIGHTS

AVI CHAI Schedule of 2003 Grant Activity—Israel (continued)

	GRANTS APPROVED @12/31/02	ADDITIONAL APPROVALS IN 2003*	PAYMENTS MADE IN 2003	BALANCE @12/31/03
Parshat HaShavuah	42,000	122,000	80,000	84,000
Piyyut Website		141,000	55,000	86,000
Psychology in Judaism	150,000		55,000	95,000
Revivim	2,880,000	1,000,000	399,000	3,481,000
Speaking Poetry	40,000	104,000	40,000	104,000
Tel Aviv University–Moriah	12,000	(2,000)	10,000	
Yad Ben-Zvi Bible Curriculum	60,000	(10,000)	17,000	33,000
YAHALOM	346,000	427,000	468,000	305,000
RESEARCH				
Bar-Ilan University–Research on Judaism and Society	240,000		30,000	210,000
Guttman Institute	38,000	(37,000)	1,000	
OTHER				
Grantee Website Support		140,000	24,000	116,000
Miscellaneous Grants and Related Expenses	18,000	244,000	214,000	48,000
Sabbaticals	219,000	86,000	80,000	225,000
GRANTS TOTAL	\$14,728,000	\$12,798,000	\$9,524,000	\$18,002,000

* Net of grant cancellations

FINANCIAL HIGHLIGHTS

AVI CHAI Schedule of 2003 Grant Activity—FSU

	GRANTS APPROVED @12/31/02	ADDITIONAL APPROVALS IN 2003*	PAYMENTS IN 2003	BALANCE @12/31/03
birthright Follow-up Coordinator		\$25,000	\$12,000	\$13,000
Children's Books in Russian		308,000	75,000	233,000
Improving General Studies Programs	470,000	130,000	200,000	400,000
Judaic Enhancement in Jewish and Public Schools	935,000		286,000	649,000
Sefer		221,000	221,000	
Related Expenses		45,000	45,000	
GRANTS TOTAL	\$1,405,000	\$729,000	\$839,000	\$1,295,000

* Net of grant cancellations

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