WELCOME
Dr. Gil Graff
Executive Director
BJE

NATIONAL ANTHEMS
Jared Stein
Instrumental Music Director
New Community Jewish High School

GREETINGS
David Siegel
Consul General of Israel in Los Angeles

REMARKS
Richard Sandler
Executive Vice President
Milken Family Foundation

HAMOTZI
Rabbi Sarah Hronsky
Temple Beth Hillel

LUNCH

BIRKAT HAMAZON
Dr. Gil Graff

VIDEO PRESENTATION

PRESENTATION OF AWARDS
Richard Sandler
For those of us committed to the Jewish day school experience, it is reaffirming to know that research confirms its promise. A comparative analysis of Jewish college students by Brandeis University, for example, highlights “the power of day schools to prepare students well academically, to enable them to move forward with a sense of civic responsibility into new and larger social communities, and to provide them with a solid grounding in Judaism, such that they are much more involved in campus Jewish life.” This pattern continues into adulthood, with all that implies for Jewish continuity and strength.

Of course, to achieve its potential, the day school opportunity depends on our ability to attract, retain and motivate high-caliber individuals to pursue Jewish day school education as a profession. This requires providing teachers, administrators and specialists with opportunities and incentives for their work to flourish, along with a means of identifying those role models worthy of emulation. By surprising four exceptional educators with the Jewish Educator Award before entire school communities, we proclaim very publicly that excellence in education should be rewarded. And in recognizing the essential contributions that educators make to society, we further hope to encourage our next generation to consider the adventure and impact of teaching.

Those we honor today—Osnat Bernstein, Benny Ferdman, Mickey Rabinov and Deborah Raskin—exemplify the Jewish day school mission to prepare our youth for successful lives in the context of our values as a people. Through their intelligence, scholarship, commitment and compassion, these educators motivate students to achieve their academic potential, improve our communities, and embrace the joys and responsibilities of their Jewish heritage. They are, without a doubt, heroes among us.

Lowell Milken
Chairman and Co-Founder

Richard Sandler
Executive Vice President
This year’s Milken Family Foundation Jewish Educator Awards luncheon follows the release of a Pew study on American Jewry, A Portrait of Jewish Americans. The study examines various ways in which Jews identify as such in 21st century America. Throughout the millennia, the vitality of Jewish life—and the capacity of Jews to contribute to the societies of which they are a part—has been strongly associated with education. How appropriate to recognize outstanding educators at Jewish day schools who model and nurture life-long learning.

Last Shabbat marked the close of the book of Genesis in the cycle of weekly Torah study. The closing chapters of that book relate the narrative of the relocation of the family of the patriarch Jacob to the land of Egypt, at a time of famine in Canaan. The Biblical text reports that en route to Egypt, Jacob sent his son Judah to “instruct ahead of him” (Genesis 46:28). Rabbinic interpretation suggests that Judah’s mission was to establish a house of study: how could the family settle in the land, absent an academy of learning?

BJE: Builders of Jewish Education applauds the dedication of the thousands of teachers who educate more than 27,000 children in the Jewish day schools, complementary (part-time) religious schools and early childhood centers with which BJE works. The four outstanding educators we honor today represent a field that is too seldom publicly acknowledged. We appreciate the leadership of the Milken Family Foundation in affirming, through this program and many others, the importance of education. The impact of the Milken Family Foundation, as the impact of educators, is for generations.

Sincerely,

Donna S. Nadel
President, BJE

Gil Graff, Ph.D.
Executive Director, BJE
JEWISH EDUCATOR AWARDS

The Milken Family Foundation, in partnership with BJE, established the Jewish Educator Awards (JEA) in 1990 as an adjunct to the Milken Educator Awards. Each fall, four unsuspecting educators in BJE-affiliated schools are surprised before their entire school communities with individual unrestricted Jewish Educator Awards of $15,000 each. Honorees reflect the highest ideals of Jewish and secular education, fostering the lifelong pursuit of knowledge and nurturing a value system that can guide students through adulthood. Recipients also demonstrate an outstanding ability to develop Jewish children’s understanding of the connections among their religion, classroom activities and lives outside of school.

GOALS

Outstanding educators who continue to learn are essential to fostering student growth, improving schools and enhancing the education profession. Hence, the goals of the Jewish Educator Awards are:

- To honor and reward outstanding Jewish day school educators for the quality of their teaching, their professional leadership, their engagement with families and the community and their potential for even greater contributions to the healthy development of children
- To increase public awareness of the importance of the role of Jewish day school educators in the community and in society
- To encourage able, caring and creative people to choose the challenge, service and adventure of education as a career
- To increase public support and recognition for Jewish day school educators who make outstanding contributions to the development of their students
Selection

Award recipients are selected by a committee of educators—both professional and lay leaders from the Jewish community—who have a long-standing concern for and involvement with education in Jewish schools.

To be eligible for consideration, educators must teach a minimum of 15 hours per week at the K–12 level. They must have been teaching for a minimum of seven years in a BJE-affiliated school.

Criteria considered for the selection of Jewish Educator Award recipients include:

- Exceptional educational talent and promise, as demonstrated by outstanding practices in the classroom, school and community
- Evidence of originality, dedication and capacity for leadership and self-direction
- Commitment to influencing policies that affect children, their families and schools
- Strong long-range potential for even greater contributions to children, the profession and society
- Distinguished achievement in developing innovative educational curricula, programs and/or teaching methods
- An outstanding ability to instill character and self-confidence in students
- An outstanding ability to develop Jewish children’s understanding of the connections among their religion, their classroom activities, and their activities beyond the classroom
- Commitment to professional development and excellence, and the continuing Judaic and/or secular study necessary for it
- Personal involvement in responding to the needs of the Jewish and secular communities

Criteria for administrators also include an outstanding ability to attract, support and motivate committed education professionals.
When Osnat Bernstein was a girl growing up in Israel, her eighth-grade teacher and advisor fueled a life-long passion for teaching and education. Over the years, Mrs. Bernstein has followed that path, from serving as an enthusiastic youth group leader in the Maccabi Tzair movement to teaching communications during her IDF service. For Mrs. Bernstein, it all led to Heschel, where she has been inspiring students to expand their knowledge of Hebrew language and culture for the past 14 years.

Under her tutelage, young teens develop a love for Israel and Judaism and a curiosity for learning. Mrs. Bernstein’s own curiosity is evident in her quest for new ways to engage students; for instance, by introducing the NETA Program of podcasting, a comprehensive linguistic and educational framework that helps secondary school students advance to high levels of Hebrew proficiency. And with the support of colleagues, she implemented a program that focuses on Israeli songs, further reinforcing Hebrew language skills. Every other Friday, the school gathers together, learns new music and gains insights into modern Israeli culture.

Like the eighth-grade advisor of her own youth, Mrs. Bernstein serves as an advisor to Heschel’s eighth-grade students, making herself available beyond the school day to help with Hebrew or lend an ear. She actively engages in professional development, whether modeling classroom instruction for new teachers, traveling to Boston for a workshop on Facing History and Ourselves or participating with BJE in Hebrew at the Center, all evidence of her boundless dedication to students, colleagues and the greater Jewish community.
BENNY FERDMAN

As a pioneering faculty member at New Community Jewish High, Benny Ferdman envisioned an arts program that would spend as much time outside the art studio as inside it. He imagined weaving a specific Jewish theme into each year’s arts curriculum to help guide the hands of the school’s artists, the melodies of its musicians and the feet of its dancers. Over the last decade, his vision has become a reality, creatively blending Judaism into the daily studies of New Jew’s students.

Mr. Ferdman believes that the role of the artist is to be an educator, whether as a classroom teacher or through the intrinsic nature of art as a mirror that reflects our complex world. He challenges students with the question, “What do I have to say with my work?” so they develop their voices as artists and learn to grapple with thought-provoking ideas. As New Jew’s artist-in-residence, he not only teaches three courses, but works with faculty to integrate the arts into other subjects and designs ceremonial objects, including the New Jew tallis donned by students at graduation.

Mr. Ferdman is enthusiastic about helping students explore the richness of Yiddish language and culture. In fact, New Jew has the country’s only full Yiddish-language program in a non-Orthodox high school. He revamped the school’s Yom HaShoah program to recognize the thousand years of Yiddish culture that were nearly destroyed by World War II. Today, Yom HaShoah celebrations feature pre-WWII art, dance, drama, language and food—emblematic of Benny Ferdman’s devotion to Judaism, humanity and the culture that sustains it.
As a passionate Jewish educator, Mickey Rabinov daily supports the vision of living a full Jewish life for students at Beth Hillel Day School. In her three years at the school, she has worked diligently to elevate the Hebrew language program by adopting a new curriculum and introducing Hebrew language studies to students beginning at four years old. Because she knows that one size does not fit all, she tailors the Hebrew program to suit each grade level and student interest. As a result, Beth Hillel has been able to increase students’ proficiency while also developing in them a strong love of the language. Thanks to Mrs. Rabinov, it’s not uncommon to hear students singing and speaking Hebrew in the hallways and yard.

Mrs. Rabinov’s hands-on nature ensures that Beth Hillel’s Hebrew and Jewish studies program runs smoothly. She can typically be found in classrooms, helping students and consulting with teachers. Recognizing the importance of integrating Jewish values and history into the total educational program, she forges strong connections between the Hebrew and Jewish-studies teachers and general-studies teachers to create one dedicated team.

Realizing the effect the connection to Israel has on one’s Jewish identity, Mrs. Rabinov introduced the Federation’s Tel Aviv–Los Angeles Partnership to Beth Hillel. The school welcomed its first Israeli delegation last December and will send a delegation to Israel this April. Through her work, Mickey Rabinov has helped further students’ personal connection to the state of Israel and deepened their understanding of Jewish history, as well as fuel an appreciation for Hebrew as the language of the Jewish people.
Deborah Raskin's mission at Or HaChaim Academy is to turn the old saying “Go to the principal’s office” into a positive experience. Her open, engaging manner encourages students to work out issues together and to learn from their mistakes. Her goal? That the Academy’s students go home knowing that they are important and valued young men and women.

As principal, Mrs. Raskin divides her time between the school’s two campuses, supervising personnel, implementing the current year’s programming (and planning for the next year), facilitating staff professional development, projecting budgets, participating in the community and—most important—interacting with students and their families. Considered a model educator, she has been a member of the BJE Heads of Schools Council, volunteers on the WASC/BJE Accreditation Teams and helps guide her peers and colleagues. Under her leadership, Or HaChaim Academy has grown exponentially, from seven students in 2001 to its current enrollment of 325 pre-K through eighth-grade learners.

Central to Mrs. Raskin’s work is instilling a love of Torah while supporting each student in becoming the best person he or she can be. She introduced a successful program at the school called STAR: S for service; T for being a team player; A for a positive attitude; and R for respect. Young people exemplifying STAR characteristics can earn tickets to redeem items at the student store, at the same time developing qualities and habits that no amount of money can buy. On a daily basis, Deborah Raskin’s leadership motivates students and faculty alike to reach their personal best, spiritually and academically.
Talented teachers and talented students go hand in hand, so the Jewish Educator Awards Student Essay Contest was a natural extension of the partnership between the Milken Family Foundation and BJE. Participation is open to middle and high school students at all BJE-affiliated schools.

As with the Jewish Educator Awards, recognition of excellence is an important part of the competition, which presents an unrestricted gift of $1,800 to the schools of the prize-winning essayists. Two winners are selected, one at the middle and one at the high school level. In addition, each of the students selected has the opportunity to designate a $500 contribution to an approved charity of his or her choice.

The 2012 themes ask students to ponder the following questions:

**Middle School Topic (Grades 6-8):**
Imagine you were given $1,000 and could donate it to any person or organization. Whom would you give it to and why? What would you want them to do with it?

**High School Topic (Grades 9-12):**
Hillel said, “If I am not for myself, who will be for me? If I am not for others, what am I? And if not now, when?” Using specific examples, describe how this quote is relevant to you as a Jew living in 5773/5774.

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**JEA STUDENT ESSAY CONTEST JUDGES**

Sincere appreciation goes to the judges for their thoughtful review and deliberation in selecting JEA Student Essay Contest finalists.

**David Suissa**  
President  
Jewish Journal

**Eileen Horowitz**  
DeLeT Education Director  
Hebrew Union College—Jewish Institute of Religion  
Jewish Educator Award Recipient, 2004

**Elaine Lindheim**  
Past President, BJE  
Former Middle School Language Arts Teacher
Money is a complex notion. It has the power to destroy a civilization, yet it can save trillions of lives. If I had $1,000, I would give something I love to someone who needs it. I love and devour books. My nightstand overflows with all the books I have consumed. Reading must be genetic because my grandparents are avid readers, and everyone in my family reads passionately. I recently lost my grandfather to mesothelioma. He arrived to every chemotherapy treatment with several books in hand. Grandpa always said the best way to deal with painful chemotherapy treatments is by “escaping into a really good book.” In memory of my grandfather, I would use this money to purchase high quality literature books and distribute them through Chai Lifeline to children who struggle with cancer.

Reading is the ideal way to escape the discomfort of chemotherapy. Many organizations generate hope and optimism in seriously ill children, but Chai Lifeline provides incomparable support throughout the child’s illness, recovery and beyond. Chai Lifeline is a dynamic organization that supports seriously ill children by bringing joy to the lives of young patients. One of Chai Lifeline’s guiding principles is that “seriously ill children need and deserve as happy and normal a childhood as possible”. I cannot think of anything more joyous then cracking open the binding of a brand new book.

In honor of my upcoming bar mitzvah, I have been contacting numerous publishing houses and gathering many books to donate to Chai Lifeline, so that they will distribute these books to children suffering with cancer. No scientist could calculate how much joy is in the air when a child is happily engaged in reading, especially a child with cancer who faces great challenges. Reading helps us forget our troubles as we escape into another world. My grandfather was a loyal fan of Groucho Marx who once said: “I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.” Whenever I receive a new book, this particular quote pops into my head, and I smile.

Many organizations are available to bring smiles to a sick child, but Chai Lifeline is unique. One of their guiding principles is: “All services are free of charge to ensure that every family has access to the programs it needs. Chai Lifeline finds ways to bring joy to the lives of our young patients and their families through creative, innovative and effective family centered programs, activities and services.” I know my grandfather appreciated this organization, and he would be proud that I am taking an active role in supporting Chai Lifeline.

It has been a privilege and an honor to be spending my spare time assisting Chai Lifeline. I look forward to seeing the smiles on the faces of young patients. I know my grandfather is with me and will be smiling down on me in spirit when I deliver all those delicious new books.
In my life, I have sometimes come across situations where the “right” decision to make eludes me. In the end, however, it always is up to me to make a decision and hope that it was the correct one. Although I could probably take the easy way out and shy away from my responsibilities, as Hillel asks, “if I am not for myself, who will be for me?” As I approach adulthood, I cannot expect others to make the difficult choices, such as how to raise my children or make important business decisions. It is solely up to me to educate myself about my options and make the best possible choices for myself. Some adults took the attitude when they were young that they would try harder and improve later on in life, but this approach is incorrect because if you don’t take life seriously now, then when are you going to start? Every second of life is precious and should be spent improving oneself in some way, whether it’s learning Torah or one’s relationship with others. These improvements can be made through action, as well as by observing and learning important lessons from the world around you. Once we have instilled these important lessons, we can become an active, contributing member of a community.

Hillel also asks, “If I am not for others, what am I?” Our sages teach that it is incorrect to withhold your knowledge of Torah from others. So in my daily life, if I do not contribute to others in some way, in a certain sense I’m deteriorating the quality of the lives of the people around me. The only way for relationships to work is if both people contribute to each other, thereby forming a union that lasts. If people just keep on taking from others, eventually there’s nothing left for us to build upon.

The final question Hillel asks is “If not now, when?” For me, the answer to this question is simple, because I have already begun to answer these questions for myself. I am a young man, but I am a man. I can contribute to my family, my friends, my community, and my school right now. I can make a difference today, and every day I try to do that. By being there for others, I am there for myself. By working to better myself today, I increase the chances of being a better person tomorrow. Finally, as a Jew living in 5774, I know my community has certain expectations of me. The world, in a sense, looks up to the Jewish nation as a higher echelon of society, whether it’s the way we behave, or just taking responsibility for our actions. Hopefully, we can instill in our minds this important quote from our great sage Hillel, and use his words to frame our goals in life.
### Previous JEA Recipients

<table>
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<tr>
<th>Year</th>
<th>Name</th>
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<td>2012</td>
<td>Mary Itri</td>
<td>Stephen S. Wise Temple Elementary School</td>
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<td>Rabbi Usher Klein</td>
<td>Mesivta Birkas Yitzchok</td>
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<td>Lisa Feldman</td>
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<td>Hava Mirovski</td>
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<td>Deborah Cohen</td>
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<td>Yeshiva Ohr Eliyahu</td>
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Temple Emanuel Academy Day School  
Malca Schwarzmer  
Yeshiva Ohr Eliyahu  
Bonita Selk  
The Rabbi Jacob Pressman Academy of Temple Beth Am  
Rabbi Aron Tendler  
Yeshiva University High Schools of Los Angeles (Boys)  
Shawn Watanabe  
Milken Community High School |
| 1998 | Joan Cohen  
Harkham Hillel Hebrew Academy  
Susan Dubin  
Valley Beth Shalom  
Harold M. Schulweis Day School  
Deborah Norwood  
Stephen S. Wise Temple Elementary School  
Rabbi Lauren Scheindlin  
Sinai Akiba Academy  
Shira Smiles  
Yeshiva University High Schools of Los Angeles (Girls) |
| 1997 | Tova Baichman-Kass  
The Rabbi Jacob Pressman Academy of Temple Beth Am  
Joseph Hakimi, Ph.D.  
Sinai Akiba Academy  
Lynn Karz  
Yeshiva Ohr Eliyahu  
Chaya Shamie  
Bais Yaakov of Los Angeles  
Mari Siegel  
Kadima Hebrew Academy |
| 1996 | Rabbi Asher Z. Biron  
Valley Torah High School  
Ofra Dor  
Stephen S. Wise Temple Elementary School  
Lana Kideckel Marcus  
Adat Ari El Day School  
Esther Markel  
Emek Hebrew Academy  
Lee Shaw  
Abraham Joshua Heschel Day School |
| 1995 | Elyse Flier  
Milken Community High School  
Haim Linder  
Adat Ari El Day School  
Andrea Silagi  
The Rabbi Jacob Pressman Academy of Temple Beth Am  
Rabbi Avrohom Stulberger  
Valley Torah High School  
Debbie Wachsman  
Emek Hebrew Academy |
| 1994 | Esther Bar-Shai  
Adat Ari El Day School  
Rabbi Avrohom Czapnik  
Yeshiva Rav Isacsohn  
Valerie Lev  
Stephen S. Wise Temple Elementary School  
Adele Rubin  
Abraham Joshua Heschel Day School  
Rabbi Dovid Thaler  
Ohr Elchonon Chabad |
| 1993 | Adina Bender  
Valley Beth Shalom  
Harold M. Schulweis Day School  
Rochelle Majer Krich  
Yeshiva University High Schools of Los Angeles (Girls)  
Luisa Latham  
Abraham Joshua Heschel Day School  
Rabbi Joseph Schreiber  
Emek Hebrew Academy  
Suzanne Linden Stein  
Sinai Akiba Academy |
| 1992 | Janine V. Jacoby  
Abraham Joshua Heschel Day School  
Manuel R. Katz  
Yeshiva University High Schools of Los Angeles (Boys)  
Rabbi Yochanan Stepen  
Emek Hebrew Academy  
Avishag Wyte  
Temple Emanuel Community Day School  
Nili Ziv  
Valley Beth Shalom  
Harold M. Schulweis Day School |
| 1991 | Dr. Vardina Berdugo  
Yeshiva University High Schools of Los Angeles (Girls)  
Rabbi Yakov Krause  
Yeshiva Rav Isacsohn  
Shirley Levine  
Abraham Joshua Heschel Day School  
Lily Mattes  
Kadima Hebrew Academy  
Barrie Richter  
Adat Ari El Day School |
| 1990 | Metuka Benjamin  
Stephen S. Wise Temple Schools  
Roxie Esterle  
Abraham Joshua Heschel Day School  
Rabbi Menachem Gottesman  
Harkham Hillel Hebrew Academy  
Rabbi Nachman Mandel  
Yeshiva Rav Isacsohn  
Rivka Shaked  
Sinai Akiba Academy |

° Of blessed memory
ADVANCING A MISSION IN EDUCATION

“EDUCATION IS AT THE HEART OF NEARLY EVERYTHING WE VALUE AS INDIVIDUALS, AS CITIZENS AND AS PRODUCTIVE HUMAN BEINGS.”

— Lowell Milken
Chairman and Co-Founder

A wealth of human potential is represented by individuals of all ages whose vision and purpose make them dynamic forces for change. The Milken Family Foundation’s mission is to help realize this potential by providing the support that enables people to create and carry out effective, lasting solutions to the challenges facing our communities. The Jewish Educator Awards is one of several MFF initiatives working to advance this mission.

Milken Archive of Jewish Music: The American Experience

The Chicago Tribune hailed the Milken Archive of Jewish Music as “the most comprehensive documentation, ever, of music reflecting Jewish life and culture in America…. The Milkens will realize something that has been a dream of scholars and musicians practically since the dawn of recorded sound.” Launched by Lowell Milken in 1990, this vast “virtual museum” features music, videos, oral histories, photos and essays. The Milken Archive preserves Jewish heritage even as it reveals the universality of the Jewish experience to people of all faiths and cultures.

“In sharing the Milken Archive’s diverse repertoire, scholarship and multimedia resources, we seek to broaden public awareness for the various forms of Jewish musical expression that have contributed significantly to American Jewish cultural identity and to the music world in general. In the process, we also hope to encourage present and future composers and performers to express Jewish themes in their music.”

— Lowell Milken, Founder
“The most comprehensive documentation, ever, of music reflecting Jewish life and culture in America…. The Milkens will realize something that has been a dream of scholars and musicians practically since the dawn of recorded sound.”

Chicago Tribune
Milken Educator Awards

Hailed as the “Oscars of teaching” by Teachers Magazine, the Milken Educator Awards provide public recognition and individual financial rewards to K–12 teachers, principals and specialists who are furthering excellence in education. Recipients are heralded in early to mid-career for what they have achieved and for the promise of what they will accomplish in the future. Each honoree joins the Milken Educator Network, a group of distinguished professionals whose expertise serves as a valuable resource to fellow educators, legislators, school boards and others shaping the future of education.

“As a Milken Educator Award recipient, I was charged with the responsibility to be an agent for change in education. I take this opportunity seriously.”

— Dexter Chaney II, Illinois Milken Educator

Milken Community High School

More than 800 students benefit from a college preparatory education designed to develop students intellectually, spiritually, artistically and physically at Milken Community High School (MCHS), a Jewish day school nationally respected for its rigorous curriculum that challenges students to achieve their individual best. Four signature MCHS programs include the Mitchell Academy of Science and Technology, which engages students through research and discovery; the Architecture + Design Institute, which offers college-level training; the Beit Midrash Fellowship, which focuses on Jewish values and texts; and the Tiferet Israel Fellowship, which forges a lifelong bond with Israel.
Milken Scholars

Mike and Lori Milken founded Milken Scholars in 1989 to honor exceptional young men and women who have demonstrated the potential to make a profound difference in the world. Scholars are chosen while they are high school seniors on the basis of distinguished academic performance, school and community service, leadership and evidence of having overcome personal and social obstacles. Milken Scholars receive financial assistance during their undergraduate careers, but what makes the program truly unique is the vast array of resources provided to scholarship recipients. Being a Milken Scholar means joining an extended family and building relationships with fellow Scholars and Foundation staff who provide a strong support system that lasts over time.

“Whether they become doctors, research scientists, educators, entrepreneurs or diplomats, the common denominator of Milken Scholars is a genuine sense of service.”

— Mike Milken

Mike’s Math Club

Learning that appeals to a sense of discovery captures children’s interest and imagination. Mike’s Math Club, a curriculum enrichment program, shows students in inner-city elementary schools that math is not only useful, but entertaining. Students learn ‘secret codes’ and ‘handy hints’ that promote math skills while they play math games and gain a sense of self-worth. Learning with the Mike’s Math Club team is important proof to students that learning can be its own reward.

“My mother said it was going to take a miracle to make me interested in math, but now she likes how I come home confident about my math homework.”

— Fifth-grade student, Birdielee V. Bright Elementary School

Milken Family Foundation

WWW.MFF.ORG
In addition to its signature initiatives in education, the Milken Family Foundation and the Lowell Milken Family Foundation are committed to the realization of human potential through grants and ongoing partnerships with organizations and individuals sharing our mission.

National Institute for Excellence in Teaching

*Educator excellence… Student achievement… Opportunities for all*

Recognizing that an effective teacher is the most important school-based factor impacting student achievement, Lowell Milken founded the National Institute for Excellence in Teaching (NIET) with a commitment to ensuring a highly skilled, strongly motivated and competitively compensated teacher for every classroom in America. Partnering with states, districts and schools nationwide, NIET works to attract, develop, support and retain high-quality human capital. More than 100,000 educators and one million U.S. students are impacted by NIET’s signature initiatives:

**The NIET Best Practices Center (BPC)** provides innovative services, support and solutions to schools, districts and states to improve educator effectiveness. BPC is well known for educator evaluation systems that accurately measure performance and support improvements in teacher skills using multiple measures.

**TAP™: The System for Teacher and Student Advancement** is a comprehensive school reform model that provides teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation. TAP is proof that systemic reform can work.

“Every young person deserves the high-quality educational experience that only a talented teacher can provide. What’s more, our nation’s future strength is directly linked to the effectiveness of our educators.”

— Lowell Milken, Founder and Chairman
National Institute for Excellence in Teaching

The Children of Willesden Lane

*The Children of Willesden Lane* is the story of author/pianist Mona Golabek’s mother, who was rescued as a girl during World War II aboard the Kindertransport and survived tragedy to become a concert pianist. Recognizing the book’s potential to inform and inspire young people, Lowell Milken commissioned an interdisciplinary curriculum guide to support the book’s use in schools. The curriculum guide, complete with recordings referenced in the book, is available free of charge.
**Lowell Milken Center**

The Lowell Milken Center (LMC) discovers, develops and communicates the stories of unsung heroes who have made a profound and positive difference on the course of history. Through student-driven project-based learning, people throughout the world learn that each of us has the responsibility and the power to take actions that “repair the world” by improving the lives of others. LMC was founded in 2007 in partnership with Milken Educator Norman Conard (KS ’92), a Kansas high school history teacher whose instructional leadership has resulted in national honors for both his students and himself. Now in its seventh year, the Lowell Milken Center has engaged more than 6,350 schools across all 50 states and 26 nations. LMC is an endeavor of the Lowell Milken Family Foundation.

“We believe that children can reach over walls of bias that adults can never hope to, reaching out and changing lives. Young people can take the lead in inspiring others to repair the world.”

— Norman Conard, Kansas Milken Educator and Executive Director

Lowell Milken Center

**Lowell Milken Institute for Business Law and Policy at UCLA School of Law**

By setting new standards in business law education, the Lowell Milken Institute for Business Law and Policy prepares students for outstanding careers and leadership in law as well as in business, the nonprofit sector and philanthropy. The Institute simultaneously serves as a dynamic hub of research and strategy for practitioners, scholars and experts across a variety of disciplines. A keen emphasis on innovative research at the intersection of law and business is supported by a widely recognized business law faculty and a unique blend of policy and practice courses designed to prepare students for diverse opportunities in the new economy, as well as a relevant slate of conferences and scholarly events that promote solutions to some of the nation’s most pressing challenges.

**High Tech Los Angeles**

Officially dedicated in 2004, High Tech Los Angeles (HTLA) is a partnership among the Los Angeles Unified School District, corporations and foundations. This innovative public charter school engages students with a rigorous curriculum rich in technology complemented by real-world internships. HTLA’s diverse student population, which draws from over 30 ZIP Codes, achieved California Distinguished School status in record time. In 2013, HTLA was named the number-one charter high school in California by the USC Performance Dashboard. The school’s initial lead grant was a commitment from the Lowell Milken Family Foundation.
The Milken Family Foundation was established by Michael and Lowell Milken in 1982 with the mission to discover and advance inventive and effective ways of helping people help themselves and those around them lead productive and satisfying lives. The Foundation advances this mission primarily through its work in education and medical research.

In EDUCATION, the Foundation is committed to:

- Strengthening the profession by recognizing and rewarding outstanding educators, and by expanding their professional leadership and policy influence

- Attracting, developing, motivating and retaining the best talent to the teaching profession by means of comprehensive, whole-school reform

- Stimulating creativity and productivity among young people and adults through programs that encourage learning as a lifelong process

- Building vibrant communities by involving people of all ages in programs that contribute to the revitalization of their community and to the well-being of its residents

In MEDICAL RESEARCH, the Foundation is committed to:

- Advancing and supporting basic and applied medical research—especially in the areas of prostate cancer and epilepsy—and recognizing and rewarding outstanding scientists in these areas

- Supporting basic health care programs to assure the well-being of community members of all ages
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