

Jewish Day School Affordability Knowledge Center A Partnership of PEJE and the OU

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YEHOSHUA BEN GAMLA'S VISION IN PRACTICE: KEHILLAH FUNDS

*A white paper about communal efforts in
North America raising money from the general
community to support Jewish day school education.*

By Charles Cohen



Orthodox Union (OU)

The Orthodox Union is the largest Orthodox Jewish umbrella organization in the United States, representing nearly 1,000 congregations. Through its many programs, the OU seeks to strengthen our Jewish community. Today, a prime focus of these efforts is supporting Jewish day schools and the families who use them through political advocacy. The Affordability Knowledge Center is another means through which the OU seeks to achieve this goal in proud partnership with PEJE.

Partnership For Excellence in Jewish Education (PEJE)

PEJE believes that day schools are essential for fostering an engaged Jewish people for an enduring future. With our deep knowledge of and relationships with schools, communities, and the field, we boost financial sustainability and affordability in our educational institutions—for the 21st century and beyond. PEJE is proud to partner with the OU on the Affordability Knowledge Center.

Jewish Day School Affordability Knowledge Center

To create a hub for collecting, analyzing, and disseminating information about day school affordability, the OU and PEJE jointly established the new Jewish Day School Affordability Knowledge Center. Through the Center, strategies will be shared and analyzed to help day schools and their stakeholders learn from each other. Information will be shared online and through white papers that examine affordability initiatives being implemented in various communities.

Charles Cohen

Charles Cohen manages the Jewish Day School Affordability Knowledge Center. A strategic planner with experience building relationships between and among day schools, synagogues, and central education agencies, Cohen served as Planning Manager for Jewish Continuity at the Jewish Federation of Greater Pittsburgh, where he worked with local day schools on the “Free Tuition for Transfer Students” program.

Yehoshua ben Gamla, a high priest during the Second Temple period, decreed that Jewish communities are responsible for establishing schools for all of their children. The ordinance also obligated communities to pay teachers using communal funds.¹ The idea of communal responsibility for Jewish education thus grew, and grows, out of ben Gamla's ruling.

עד שבא יהושע בן גמלא ותיקן שיהו
מושיבין מלמדי תינוקות בכל מדינה
ומדינה ובכל עיר ועיר ומכניסין אותן
כבן שש כבן שבע

"Then Yehoshua ben Gamla came and ordained that there should be established teachers of children in every county and every town. And children should enter [education] when they were six or seven."

Babylonian Talmud, tractate Bava Batra 21a

דאמר רב יהודה אמר רב ברם זכור אותו
האיש לטוב ויהושע בן גמלא שמו
שאלמלא הוא נשתכח תורה מישראל

"Rabbi Yehudah said in the name of Rav: the name of that man is to be blessed, Yehoshua ben Gamla is his name, because but for him Torah would have been forgotten by Israel."

Id.

¹ Commentary by Ramah (Rabbi Meir Abulafia) on Babylonian Talmud, tractate Bava Batra 21a

Introduction

Jewish day schools are central to an enduring Jewish future. No other Jewish experience affects lasting Jewish identity more than Jewish day school education.² However, today's day school parents are finding it less and less affordable. That is why so much effort and attention is spent on finding ways to help families pay for day school education. Communities and schools are looking to well-established tactics as well as cutting-edge strategies to address this critical challenge.

To create a hub for collecting, analyzing, and disseminating information about day school affordability, the OU and PEJE jointly established the new Jewish Day School Affordability Knowledge Center. Through the Center, strategies will be shared and analyzed to help day schools and their stakeholders learn from each other. Information will be shared online and through white papers that examine affordability initiatives being implemented in various communities.

The white papers—the first of which is printed here—have two goals. The first is to provide a snapshot of affordability strategies as they exist today, laying out their successes and challenges. Based on interviews, academic research, and other data, these documents will help the field think more effectively about what it takes to meet the ongoing challenge of providing an excellent, affordable Jewish day school education to the next generation of committed Jewish leaders.

The second goal is to analyze each strategy so you can learn from communities that have implemented the project. That knowledge will help you decide whether or not to take on the initiative, help you avoid obstacles, and show potential supporters that a given approach can achieve desired outcomes.

² Cohen, S. & Kotler-Berkowitz, L., *"The Impact of Childhood Jewish Education on Adults' Jewish Identity: Schooling, Israel Travel, Camping and Youth Groups," United Jewish Communities (July 2004).*

Kehillah Funds

The first strategy examined is that of a *Kehillah Fund*. A *Kehillah Fund* **raises money from the general community (the *Kehillah*) for Jewish day school education and distributes some or all of that money directly to day schools.** In terms of dollars raised, *Kehillah Funds* have benefitted every community in which they have been established: Chicago, MetroWest New Jersey, Montreal, Northern New Jersey (NNJ), and Pittsburgh.³ Relative to its other stated objectives, each *Kehillah Fund* has had varying degrees of success. For example, not only has MetroWest New Jersey's Day School Campaign (Campaign) raised more than \$60 million for its three day schools, but it also has implemented programs that have improved educational quality at each school. Chicago's Kehillah Jewish Education Fund (KJEF), on the other hand, has raised new dollars to support Chicago's 12 Orthodox day schools, but it has not approached its initial goal of reducing Orthodox day school tuition by one-third.

From conversations with staff and volunteers in each of these communities, a clear picture of a successful *Kehillah Fund* emerges, framed below with a few questions. Answering each of these key questions (not in any particular order, although a few may jump out as more urgent than others) will help ensure that your *Kehillah Fund* substantially benefits your community, schools, and families. The examples set by existing *Kehillah Funds* show us that **setting clear, measurable goals, engaging major donors, working closely with stakeholders, and marketing strategically** are all essential components to giving your *Kehillah Fund* the best chance for success.

³ For a complete list of Kehillah Funds on which this case study is based, see the Appendix. Contact information for Fund leadership as well as a summary of purpose, metrics, and funds raised to date are included.

What should we consider when creating a Kehillah Fund?

What problem are you trying to address? How will you know if you have made an impact?

We wanted to lower the substantial cost of tuition for Orthodox families.”
– Nesanel Siegal, Former Executive Director, Kehillah Jewish Education Fund of Chicago (KJEF)

“We saw that changing the funding model was essential to enable the affordability and sustainability of our schools.” – Sam Moed, Founder, Jewish Education for Future Generations (NNJKids)⁴

The fundamental goal of all *Kehillah Funds* is to raise money from the general community to benefit Jewish day school education. But none of the *Kehillah Funds* was started to accomplish that goal alone. *Kehillah Funds* have been established as part of a systemic community-wide change effort (Montreal’s GEN J), to address tuition costs in the Orthodox community (Chicago’s KJEF), and to create a culture of communal responsibility for supporting Jewish day schools (NNJKids). Your goals will arise from the particular needs and attributes of your community: Do middle-class parents feel tuition is too high? Does your broader community (i.e., people other than current day school supporters) need to better understand how strong sustainable day schools undergird a vibrant Jewish community? Do your schools need a more concerted effort to raise endowment funds to ensure their sustainability?

Identifying your community’s most pressing needs will help you decide how to address them. For example, staff at Montreal’s Federation designed a community survey to learn about communal priorities relating to Jewish identity. The information they collected helped Federation leadership structure GEN J to effectively address Montreal’s unique day school affordability issues, and create a community-wide program focusing on both excellence and access to bolster the day school system and Jewish identity.

⁴ NNJKids is the Kehillah Fund component of Jewish Education for Future Generations.

If your community decides to start a *Kehillah Fund*, you should **set measurable goals** that will help you clearly demonstrate how the Fund benefits your community, schools, and families. Specific targets also will set expectations for the Fund's impact. These metrics can be quantitative (number of donors, percent reduction in tuition, number of families receiving funds, etc.) or qualitative (Have attitudes changed about Jewish day school education? Do people feel more inclined to support day schools?). Chicago's KJEF measures its success by how much money it raises per student. NNJKids is trying to change the funding model for Jewish day school education and instill in the community a sense of shared responsibility for supporting its Jewish day schools. To gauge that "sense," NNJKids is tracking how many of its donors had never before supported Jewish day schools.

An evaluation should be scheduled after a reasonable amount of time (one year, three years, etc.) to examine the data collected and measure the Fund's impact. Donors at all levels expect to know how their investments are helping institutions; the more clearly you set goals and metrics at the beginning, the easier it will be to demonstrate the Fund's success. Kim Hirsh is the Director of Philanthropic Initiatives at the Jewish Community Foundation of Greater MetroWest, New Jersey. She convenes the MetroWest Day School Advisory Council (which oversees the Campaign and is made up of major donors, local thought leaders, and day school and federation leadership) three times a year. She updates members on the Campaign's progress against its goals for total dollars raised and against objectives for its funded programs. In addition, an Assessment Committee (made up of members of the MetroWest Day School Advisory Council) regularly evaluates the overall success of the Campaign. NNJKids leadership laid out metrics for the Fund (number of donors, dollars raised) but did not set specific targets for each. They are now refining their fundraising strategy based on lessons learned over the past three years and setting goals against which to measure success. PEJE has helped NNJKids create an advocacy campaign to achieve those objectives.

In addition to identifying the specific problem to be addressed by the Fund and setting measurable goals, more tactical questions have to be answered, such as:

Where will the money come from?

We wanted to focus on high-net-worth donors so schools' annual campaigns wouldn't be cannibalized."— Kim Hirsh, MetroWest New Jersey

Existing *Kehillah Funds* can be broken down into two categories: those raising money from **major donors** (Chicago's Guaranty Trust Fund, MetroWest New Jersey's Campaign, GEN J, and Pittsburgh's Centennial Fund for a Jewish Future), and those engaging the general community through a **grassroots effort** (KJEF, NNJKids). An important difference between the grassroots strategies and major-donor campaigns is that grassroots funds are meant to broaden the base of day school funders whereas major-donor-driven funds build on existing relationships with a segment of high-net-worth donors to secure substantial (from \$10,000 to more than \$1 million) gifts for local day schools.

Major donors

MetroWest's Day School Campaign began by convening the most generous donors to MetroWest's day schools. The donors were offered the opportunity to be part of a communal initiative (the overall Campaign) even as they continued to designate endowment and legacy gifts to their school of choice. So far, this method has been quite successful: The Campaign has raised more than \$60 million from more than 100 donors. These new gifts—a combination of cash endowment, planned gifts such as bequests, "infusion" funds to impact the schools over five to ten years, and various challenge gifts to leverage endowment commitments—have largely come from the same high-net-worth supporters that schools have been cultivating over several years, even decades. Kim Hirsh says that because these donors have substantial giving capacity, the Campaign has not negatively affected any of the schools' annual campaigns; in fact, those campaigns have grown through the life of the Campaign.

A potential threat inherent in major-donor-driven initiatives is that they can be crippled by a single decision or event. For example, a lead donor might suddenly shift her attention to a new project or move out of the community. Grassroots efforts, with their more diffuse funding source, are able to balance out that risk.

Grassroots

Leadership in Northern New Jersey chose the *Kehillah Fund* model because they saw in it the potential for creating greater awareness in the general community about the value of Jewish day schools and for broadening support beyond current families. Over the past two years, NNJKids has raised more than \$1.4 million for its eight schools. And while initially the donor base was evenly split between current day school supporters and new donors, NNJKids Founder Sam Moed estimates that as many as 60 percent of the donors in 2011-12 were not day school supporters before they gave to NNJKids.

KJEF has not seen the same shift, however. Former Executive Director Nesanel Siegal said that their effort has certainly raised awareness about Jewish day schools and the need for more communal funding. But so far he has not seen a rise in gifts from people who were not already giving to local day schools. New Executive Director Zev Jacobs hopes to change that by creating fundraising committees that will engage donors in key populations—women, professionals, etc. Current supporters then will have opportunities to reach out to people with similar interests or perspectives to make it easier for them to solicit gifts from people who have not previously invested in day schools.

Best of both worlds

Ultimately, a *Kehillah Fund* that engages major donors and the general community has the advantages of both strategies. Your community does not have to begin with two separate tactics; in fact, it is better to start with one. If the first program is successful, it can lay the groundwork for the other: Grassroots efforts can engage and inspire new supporters, who can then be cultivated over time to become major donors. Alternatively, substantial financial commitments secured in a major-donor-driven campaign can inspire a community-wide response.

However, to date, no *Kehillah Fund* has combined the two efforts, and with good reason. Despite their shared goals, the two strategies require very different skills to implement; this is the reason that Federations hire different staff where economically feasible for soliciting major donors and for general fundraising. That has not stopped existing Funds from considering the potential for expanding their reach. For example, NNJKids is exploring ways to begin a major donor campaign. Implementing a two-tiered strategy over time, as NNJKids is attempting, instead of going after both populations simultaneously, may provide your Fund early wins with one group that can attract the other to participate in the Fund.

Whether your Fund begins with major donors or at the grassroots level, **collecting key data** will provide you with critical information to reach potential supporters. Ask of prospective donors: Are they synagogue members? Were they ever involved with/enrolled in Jewish day schools, local or otherwise? Answers to these questions will be helpful in individual solicitations, refining community-wide marketing campaigns, and ensuring your Fund reaches targeted individuals and populations.

Where is the money going? How will the funds be used?

GEN J's focus is on excellence in the mainstream Jewish day school system. Two mechanisms that are currently being used to achieve this are access grants for middle-income families and excellence grants for the Jewish day schools. It is clear that accessibility and excellence are both needed to create meaningful and sustained change." – *Natana Dor, Director, GEN J*

Our research shows that the two questions related to the use of funds are: How will the dollars be divided among schools? And when will the schools use the money?

How will the dollars be divided?

Whatever formula you choose should help achieve the Fund's mission. For example, KJEF and NNJKids aim to help every student in their respective schools, so they divide their annual income on a per-capita basis. If you are trying to make your day schools sustainable, you might prefer an identical allocation for each school or one that is split based on each school's budget as a percentage of your community's aggregate day school budget. If the *Kehillah Fund* is meant to help alleviate the cost of tuition for lower- or middle-income families, the allocation could be based on the amount of scholarship each school provides. Tying your allocations formula to your goals will help you achieve your desired outcomes for the Fund.

Dividing the money does not just happen among schools. Some *Kehillah Funds* divide the money among different tactics and programs. For example, when MetroWest's Federation decided to start its campaign, Federation leadership and schools' major donors wanted to focus on two areas critical to impacting enrollment and long-term sustainability: affordability and academic excellence. Kim Hirsh says they were chosen because without educational excellence, people would choose another school; it would not matter how low tuition was set. To address these areas, the Campaign has separate endowment "buckets": a general fund for all three of its schools and separate funds for donors to designate their endowment gifts to their school of choice. The general pool is then used to make investments in collaborative programs that benefit all three schools. Most gifts have gone to the school-designated pots: The MetroWest Federation found that many major donors would not endow a general fund but would make large gifts to institutions with which they had long-standing relationships.

Kehillah Fund Allocations

This chart shows how the respective *Kehillah Fund* allocations addressed their stated objectives:

Community	Kehillah Fund	Goal	Results as of 2012
Chicago	Jewish Day School Guaranty Trust Fund (juf.org/planned_giving/day_school_endowments.aspx)	Build endowments at all funded Jewish day schools and secure legacy gifts for perpetual communal support	\$30 million raised \$1.4 million allocated in 2012 to support more than 3,800 JDS students
Chicago	KJEF (jewisheducationfund.net)	Reduce annual tuition increases for 2,500 students K-8 at 12 Orthodox schools	Fund cut tuition by \$250/student in 2011-12
MetroWest New Jersey	MetroWest Day School Campaign (jfedgmw.org/dayschoolcampaign)	Raise endowment funds for all three local JDS Improve educational quality Make JDS more accessible to middle-income families	More than \$60 million in endowment commitments and infusion funds raised Created "Teacher Excellence" program Middle-income affordability programs at all three schools
Montreal	GEN J (genj.ca)	\$100 million campaign to create systemic change across Montreal to improve Jewish continuity	\$60 million raised in endowment commitments Middle-income access program "Excellence" grants to day schools Professional development for teachers and administrators Curricular and technological enhancements in science classes Collaborations focusing on alumni relations and marketing
Northern New Jersey	NNJKids (NNJKids.org)	Engage broader community to revise current JDS economic model Mitigate tuition increases Increase awareness of the importance of JDS to broader community	More than \$1 million raised JDS working closely with synagogues and each other to raise awareness about the importance of day school education
Pittsburgh	Centennial Fund for a Jewish Future (fundforajewishfuture.org)	Create systemic change across Pittsburgh to improve Jewish continuity Increase number of local children/young adults participating in Jewish-identity-building activities	More than \$17 million raised Funded "Free Tuition for Transfer Students" program at all three local JDS Annual grantmaking process to invest in innovative projects that increase participation in Jewish life (overnight camp, Israel travel, Jewish education)

When can schools use the money?

As you think about what strategy is right for your community, consider how soon you want your *Kehillah Fund* to impact your schools. So far, the major-donor-focused *Kehillah Funds* are raising endowment funds to ensure the long-term sustainability of their local day schools. Chicago's Guaranty Trust Fund, for example, was meant to ensure the perpetuity of gifts after donors had passed away. On the other hand, MetroWest is using some of its endowment principle to pay for a middle-income affordability program, capacity building, and professional development. It has to use principle because many of the gifts to the Campaign are bequests or other delayed pledges, and Campaign leadership wants to generate early wins that will excite and inspire donors to continue investing in the Fund.

The grassroots efforts we researched support current day school budgets. KJEF was created to help families; therefore, it distributes its funding to support current parents. Again, by combining major donor and grassroots efforts at some point, either from the beginning or once your Fund has been around for a few years, your community may be able to enjoy the best of both worlds.

What role can stakeholders play?

GEN J was a Federation CJA initiative that began with a few major donors concerned about Jewish identity and has since engaged the broader community.”— *Natana Dor*

As a collaborative project, a *Kehillah Fund* works best when all stakeholders are meaningfully engaged. Furthermore, such a Fund truly lives up to its name as a communal effort. Aside from investing their own money, stakeholders can help set goals, decide how to raise and spend the money, inspire others to increase their support, and promote the Fund through their social networks. Stakeholders bring different skill sets, and those talents should be exerted in a concerted, planful manner. To understand these roles, the categories are examined below.

Backbone organization

A backbone organization⁵—ideally an organizational partner—should have dedicated staff that can manage and support the Fund. This role may involve meeting facilitation, providing logistical and administrative support to ensure the Fund's viability, and engaging other partners. The Fund's backbone organization often serves multiple functions that also can be supported or enhanced by other stakeholders:

- Raising money
- Overseeing the Fund's infrastructure
- Inspiring the community via marketing and advocacy
- Convening partners in an effective, efficient way

Federation can be the paradigmatic backbone organization. Federations have a well-established infrastructure, existing relationships with donors of all stripes, and a well-known brand as the destination for communal fundraising. *Kehillah Funds* in Chicago (the Guaranty Trust Fund), MetroWest New Jersey, Montreal, and Pittsburgh are all part of Federation, and each has effectively used Federation's network of donors to raise substantial amounts of money for local day schools. As more and more Federations allow and even encourage donors to designate their campaign gifts, it may be possible to work with your Federation to implement the Fund through their existing infrastructure, as opposed to creating an independent organization. This could save a lot of time and effort.

Unfortunately, Federation may not have the capacity or the will to provide these services. Federations are not exclusively focused on Jewish day schools, and many communities have schools that are not supported at all by Federations. And, Federations' substantial workforce of staff and volunteers can make changing priorities a slow process; *Kehillah Funds* avoid that calculation entirely by concentrating investment solely in schools. Federations' commitment to and relationship with day schools also vary widely from community to community—if your school does not have a strong connection with your local Federation, it can take a long time to find a way to work together.

NNJKids is a useful example of a *Kehillah Fund* set up outside of an existing institution. NNJKids' leadership has fully embraced the communal nature of the *Kehillah Fund*: Its board is made up of lay leaders and staff from local day schools, synagogues help promote the Fund, and they are looking at ways to engage major donors. Without a backbone organization to support it, though, NNJKids relies on the dedication and limited time of volunteers. It does not have the advantage of Montreal, MetroWest New Jersey, or Pittsburgh, where the Federation convenes stakeholders, and raises and distributes funds. And that is a huge challenge—NNJKids' leadership is passionate and talented, but as volunteers they do not have the time and resources that they would if they were staff accountable for the Fund's success.

⁵ www.ssireview.org/articles/entry/collective_impact

Fundraiser

Backbone organizations are often principally responsible for raising the money. This is the case for Kim Hirsh of MetroWest New Jersey, as well as for staff at the Federations in Montreal, Pittsburgh, and Chicago. KJEF was started by the Association for Torah Advancement, “a not-for-profit organization committed to preserving Jewish tradition and securing Jewish education for future generations.” However, even in those communities, staff members do not act alone. In Montreal, Natana Dor says that GEN J lead donors are instrumental in cultivating and soliciting their peers to support the project. Other institutional partners also actively participate in their local *Kehillah Funds*: The “NNJKids pitch” is included in NNJ schools’ annual fundraising efforts and has been taken up by synagogues as well.

Soliciting gifts to a *Kehillah Fund* is not something that needs a particular educational background, expertise, or social status. Anyone with sufficient passion and motivation—from students to parents to communal leaders—can help raise money for the project.

Champion

NNJKids began when a rabbi convened Jewish day school leadership to address the issue of affordability. Similar to raising money, any stakeholder can champion a *Kehillah Fund*. Among the existing Funds, efforts have been spurred on by Federation staff, major donors, day school board presidents, and other communal professionals. An individual can promote the Fund through her social network, which often can be more powerful than a day school’s bulk mailing. As the embodiment of your school’s work, students can be compelling speakers and advocates for the Fund, and should not be overlooked as part of your marketing strategy.

Organizations like synagogues, JCCs, or other schools can help by promoting the Fund to their constituents. This effort will provide the Fund access to audiences that a single school may not be able to reach. Champions are critical to both major donor and grassroots efforts, both as conveners and promoters of the project. Without them, your Fund can lose momentum and decline as a communal priority.

Collaboration

Kehillah Funds are not merely an end in themselves; they can be an effective means of encouraging collaboration. Such partnerships can lead to other projects that also can benefit your local day schools.

For collaboration to be effective, though, stakeholders must trust each other. GEN J began with collective governance training for its day schools intended to help them learn together and think of themselves as part of the greater day school community. So when GEN J expected schools to collaborate on projects that improved education or streamlined professional development, the networks were already in place to implement them.

For Northern New Jersey, NNJKids was the first meaningful collaboration among its schools and synagogues. As a result, while schools have always been involved in NNJKids, it took a couple of years before they began to trust each other and partner on more substantive projects (such as establishing uniform scholarship criteria across all eight schools). Bringing schools and other organizations together to give them more money, as happened in Montreal, is the easiest way to get them to the table. But if you want to go further and try other collaborations or simply want to create a culture of cooperation based on honest, frank conversations, you—as a backbone organization or a champion—have to make sure that schools have a safe space to communicate and are encouraged to keep talking and working together. Through formal and informal meetings, relationships can grow between lay leaders and professionals that will help stakeholders build other beneficial collaborations on the basis of your *Kehillah Fund's* success.

How will you market the Fund?

Kehillah Fund leadership must **create a marketing plan** addressing advertising, advocacy, and other promotional efforts that will effectively spread the word about the project. This is particularly important if, as in Northern New Jersey, one of the goals is to change a culture and convince the broader community that supporting day school education is their responsibility. As a campaign to ensure Jewish continuity for Montreal's Jewish families and community, GEN J has taken advantage of partnerships with national organizations to publicize its success. Collaborations with the Foundation for Jewish Camp, PJ Library, and PEJE have all allowed Montreal to showcase GEN J's success. Its major donors have embraced their roles as champions. They advocate for GEN J and its programs in Federation and around the community. Champions have to promote the Fund and participants have to publicize the effort through their social networks. Without a comprehensive marketing plan, the *Kehillah Fund* will have a much more difficult time reaching beyond existing day school supporters.

Summary

- Your *Kehillah Fund's* structure and distributions should be set up to address a particular challenge or set of challenges. SMART⁶ goals based on hard data will help stakeholders measure the impact of the Fund and promote its success.
- Effective *Kehillah Funds* begin by engaging either major donors or grassroots supporters. Your Fund can have more success by eventually reaching both audiences, but it may be easier to start with one group and expand to the other. Ultimately, a Fund will struggle to have community-wide impact without engaging major donors (at some point).
- Stakeholders are crucial partners. They must be meaningfully engaged in the Fund so they can serve as champions and advocates through their personal and organizational networks. If one of your Fund's goals is to stimulate further collaboration, set up time for stakeholders to have honest open discussions and to build trust.
- An aggressive marketing and advocacy campaign is necessary to engage donors and promote your Fund's success. It is also an effective means of highlighting how Jewish day schools benefit your community.

Based on what these six *Kehillah Funds* have accomplished thus far, the model can raise new philanthropic dollars for your schools. We further believe the model can engage new donors. It also may be able to help major donors recognize schools' value to the community, and convince non-day-school supporters that investing in day school education is a communal responsibility. Such transformation has not yet happened in any of these communities, if only because affordability is such a varied, complicated challenge, and changing an entire community culture takes time. Conversely, transformation may not be the desired outcome—a *Kehillah Fund* can be targeted to a specific objective (e.g., reducing tuition by a small but significant percentage) and be considered a success if it meets or exceeds that goal.

Solving any problem starts with asking the right questions. That does not mean every question must be answered before you begin; setting up a *Kehillah Fund* can be (and has been for every community) an iterative process. In fact, none of the existing communities with *Kehillah Funds* has answered all of the questions listed above, if only because they did not have these questions in hand when they began. Despite that, each has raised significant money for their local Jewish day schools through their Fund. If you want to start a *Kehillah Fund*, consider the lessons learned from these six communities: Data-driven goals, engaging major donors and other stakeholders, and strategic marketing and promotion will give your *Kehillah Fund* the best chance for success.

⁶ *Strategic, Measurable, Achievable, Realistic, Time-bound*

Appendix

Title	Staff	Year Est.	Description	\$ Raised	Goals/Metrics
Chicago Jewish Day School Guaranty Trust Fund (juf.org/planned_giving/day_school_endowments.aspx)	Donna Kahan (312) 346-6700 DonnaKahan@juf.org	2000	A communal endowment for general operations at 16 Jewish day schools. It runs parallel with a school-specific endowment campaign.	\$30 million, and provided the 16 schools with \$1.4 million last year.	\$ raised
Chicago Kehillah Jewish Education Fund of Chicago (jewisheducationfund.net)	Zev Jacobs jacobs.zev@gmail.com	2004	The Association for Torah Advancement (AFTA) created KJEF to help reduce the burden of day school tuition on Orthodox families.	Raises approx. \$600,000/year for 12 day schools	\$ raised Number of donors Cover one-third of tuition for Orthodox day school students of K-8
MetroWest NJ MetroWest Day School Campaign (jfedgmw.org/dayschoolcampaign)	Kim Hirsh (973) 929-3026 khirsh@ujcnj.org	2005	Fund raises endowment funds for MetroWest's three day schools and focuses on both affordability and educational excellence. Endowment gifts have been solicited on school-specific basis, although the Campaign is meant to support day school education overall.	More than \$60 million	\$ raised Academic excellence Middle-income affordability Sustainable schools
Montreal GEN J (genj.ca)	Natana Dor (514) 345-2645 x3200 natana@genj.ca	2009	Federation CJA's campaign to support Jewish identity and continuity. Combined with overnight camp, Israel travel, Jewish learning, and outreach, GEN J supports affordability initiatives and educational excellence at seven day schools.	\$50 million for JDS	\$ raised (goal is \$100 million) Middle-income affordability Cap tuition Academic excellence Healthy schools Build communal support for JDS
Northern NJ Jewish Education for Future Generations (NNJKids.org)	Sam Moed samuel.moed@bms.com	2009	Communal effort to help reduce the cost of day school education for families, and improve the education in Northern New Jersey's eight day schools.	\$600,000 in 2011-12	\$ raised Number of donors Build communal support for JDS
Pittsburgh Centennial Fund for a Jewish Future (fundforajewishfuture.org)	Sharon Perelman, Esq. (412) 992-5224 sperelman@jfedpgh.org	2009	Federation campaign to invest the cost of day school education endowment funding in Jewish continuity efforts (JDS, overnight camp, teen Israel travel) and to fund related innovative programs.	More than \$17 million, including more than \$3.5 million specifically for JDS	\$ raised Programmatic/ academic excellence Healthy schools Build communal support for JDS

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