



Recording: <https://vimeo.com/670877667/3d5199f747>

**Guest: Didi Kerler – Educational Director of Congregation Beth Shalom: Bloomington, IN**

**Mishpatim:** Biblical narrative of Moses and advice giving from Jethro. Reflecting on his journey in relation to yours as an education director, the exciting, nuanced portions of the process.  
What can we learn and teach about Judaism, Reggio inspired teachings.

- ➔ Moses journey; how this relates or differs from your own life journey, more specially how your life is navigating through COVID.
- ➔ Minutia (I think this is the word?): the more trivial things
- ➔ Jonathan Sacks: sometimes it's about the minutia, the saliva swabs, not the grandeur.
  - Part of our job is to do the smaller bits, appreciate the little things and celebrate them as they move in the right directions
- ➔ Not all about the laws, but what Moses had to do to create a society that transformed and still worked; “make the journey to continue the journey”.

**Guest: Nika Greenberg – Director of Business Operations and Senior Director of Early Education: San Francisco, CA**  
**Utilizing Fundraising to Support SF Teachers**

\*We need to put \$\$ toward our teachers.

***Q: Why did you act when you acted?***

A: Analyzing:

- Why is there high teacher turnover?
- What are the pieces that can create a stable environment for teachers and to not have them bring stress from home?
- How can we supplement salaries? Begin with FOOD.
  - Pantry; concrete, feasible supplementation
  - Parents are confused as to how this can be happening to our teachers when schooling is expensive? Salaries & cost of living.
  - Community understanding of what cost of living looks like

***Q: How did it feel sharing with your parents about the living and financial situations of your staff?  
What were your teachers feeling?***

A: Begin with: How do you talk to children about homelessness?

- ➔ Teachers are living below the poverty line in some cases; sleeping on other teacher's couches
- ➔ Little investment in early education
- ➔ Parents began to reach out to advocate for the teachers who are struggling
- ➔ "How to structure the conversation to parents in a comfortable and intentional way?"
- ➔ Broaching the subject with pantry updates, leading to parents wanting to move towards a fundraising effort to support their teachers

### **Culture of Giving**

- ➔ High with synagogue, low with preschools
- ➔ The difficulty and sensitivity of raising funds for Early Childhood Education when temple has its own needs.

**Q: What was the timeline for this?**

- Started in 2019.
- \$10k were given as a stipend for living expenses on top of salary
- Building endowment so this can be a permanent fixture for the future

**Q: What were the biggest lessons that were learned early on?**

- Cannot be shy about asking for money
- Receiving money, THANK YOUS. Promoting people who have given
- Talk a lot about where the money is going, developing the narrative of giving

**Q: What words of advice do you have to anyone who is thinking about taking this on?**

- Having an end goal in mind, allows for a plan
- What is a meaningful dent? What is sustainable?
- Navigating internal politics, how to support individuals and our school in long term ways

### **Group Questions:**

**Q: How many students do you have?**

- Pre-pandemic, 105. Building back up from 55, currently 67.

**Q: How are funds distributed to teachers?**

- Criteria for stipend: Must be in good standing, be here for a full year before. 4 quarterly installments of \$4k.

**Q: How long did it take you to think through the logistics and project planning?**

- About 25 hours

**Q: Did the donors only come from the preschool parents? How many teachers are on your staff?**

- Most gifts came from preschool parents, 560 came from an active donor. So far it's all been internal. Grant writing is in the process.
- 20 teachers, usually 27.

**Q: Was there any resistance from the clergy or board regarding the funds going to early education instead of the synagogue?**

- Pushback mostly came from staff, why teachers and not us?
- Politics around the campaign and how we can ask people multiple times for money

**Guest Jaré Akchin – Third Plateau, Mishkan Chicago, Circle of Service, JCC Chicago, IL**

### **Fundraising Experience**

- Relationships are KEY
- Transparency
- If you don't ask, you don't get

**Lessons from Mishkan (Back when it was small & a startup):**

- Be targeted with targeted campaigns
- Focus on widespread campaigns that require little work
- Significant investments, time, and resources with big payoffs

- Community building – if people feel connected to you and feel heard/seen/known they’re more likely to give
- Meaningful and appropriate asks
- Look outside of current donors, who in the community can support
- Need stakeholders, staff, board members

#### **JCC & Bigger Institutions:**

- Reputation in the community
- Understand the story and how to connect to today
- Engage meaningfully
- Story telling; helps in writing campaign letters
- Relationships are sold at the heart

#### ***What is it like to be a foundation professional and funder?***

- Building relationships is critical
  - o In doing so, you make sure that your asks are in line with the foundation
- Transparency; no surprises
- Showcase IMPACT
  - o It is not enrollment, “it is the change in the child or family from being in your program”
  - o Be able to show the impact beyond the numbers

#### **Group Questions:**

***Q: What do you do when you are part of an elementary and high school and our teachers are being paid significantly less, the cost of living is high, how do I take care of them without stepping on anyone's toes?***

- Head of each program to regularly sit with you and communicate what their specific needs are

***Q: How do we know the grantor amount they would give/what their area is? Where should people go for this information?***

- Guide Star; understanding their avg. grant size and assets
- Foundation Center (had name change to Candid); can specify what you’re looking for in the query
- Ask!

***Q: Do you have any suggestions for piggy backing off someone else's credentials and reputation? How do you start this conversation?***

- Every foundation has their own opinion
- Some foundations value different things ex. Collaboration, using space
- Be explicit about what the partnership means (money, facilities, teachers, etc.)

#### **Guest: Jonah Halper - President of ALTRUICITY**

#### **Helpful Tips & Strategies**

#### **Powerpoint Presentation:**

- 1) **“So Many Options & Choices”**
  - Nonprofit realm: moving the goal post; how do we stand out
    - o Making an emotional connection
- 2) **It’s About Relationships**
  - Treat them like partners, not just a cash cow
- 3) **Relationships Lead to Results**
  - a. **One-on-One Meetings**
  - b. **Parlor Meetings**
    - i. Identify the Audience

- ii. Create a Hook/Invites
- iii. Share the Mission
- iv. One-on-One Follow Up
- v. Events or Campaigns

**4) Rate Your Prospects CPR**

- a. Capacity
- b. Passion
- c. Relationship

**5) Develop a Donor pipeline**

- a. Conservative & Aggressive Numbers

**6) Track Your Relationships**

- a. Utilizing systems that track relationships
- b. These tasks are important but not urgent

**7) Treat Them Like Partners**

- a. How is their gift making an impact?
- b. Create a clearinghouse of engagement opportunities

**8) Thanking Your Donors**

- a. Remind them why they give