



 JEWISH  
COMMUNITY  
FOUNDATION

# HOW TO START A YOUTH FOUNDATION IN YOUR COMMUNITY

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To Communities and Organizations:

The Community Youth Foundation in San Diego presents this manual as our gift to you. It is our hope that this resource will help you guide young people in their paths toward leadership and philanthropy.

When we first conceived the Community Youth Foundation in 1996, I thought it was a "nice-to-do-but-not-necessary" activity. Now, six years later, I see how absolutely vital the program is to our core values as a Foundation.

Like many other communities, our philanthropic assets are growing. More families are participating in the Foundation. Still, 20-30-50 years from now, these assets will be meaningless unless there are caring, thoughtful and strong leaders to direct the grants.

Without a doubt, this program has been one of the most gratifying experiences for our community. May you be blessed with equal success.

*"Those who are occupied with the needs of the community - it is as if they are studying Torah". Talmud*

Your calls are always welcome.

B'Shalom,

Marjory Kaplan  
Executive Director

## HOW IT ALL BEGAN

In 1997, three people from the San Diego Jewish community had the same idea: to establish a Community Youth Foundation (CYF) where young people could learn the principles of *Tzedakah* through practical experience.

The first program began in the Summer of 1997 when the Jewish Community Foundation asked three synagogue Rabbis to nominate five *B'nai Mitzvah* students each for participation in the CYF. The end result was a group of 14 young people, 7 boys and 7 girls, who came together to act as a board of directors. In three meetings and 20 site visits, students learned how they could put *Tzedakah* into action by giving grants to local Jewish and general community organizations.

Since then, the Community Youth Foundation has continued to evolve. Each year, changes and improvements are made so that the program can be as effective as possible.

## PROGRAM OBJECTIVES

- Teaching young people about the importance of giving *Tzedakah*, and why it is a Jewish value.
- Comparing the difference between *Tzedakah* and charity.
- Putting lessons of *Tzedakah* into action.
- Teaching young people to make informed choices about giving.
- Exposing young people to the needs of our community, both Jewish and non-Jewish.
- Teaching about *Gemilut Chasidim* - acts of loving kindness and *Tikkun Olam* - repairing the world.
- Developing leadership among young people.

## SETTING UP THE PROGRAM

- **Select Staff:** The CYF is staffed with a Director/Educator and a Program Coordinator (see position descriptions at the end of the Section). The Program Coordinator will perform administrative and clerical duties, which takes approximately 100 hours.
- **Determine Program Budget:** Model I costs approximately \$6,500. Model II costs \$6,000 (see budget estimates at the end of the Section).
- **Set Meeting Dates:** The Community Youth Foundation meets on three Sunday afternoons for approximately two hours, running from November to January. To begin, schedule dates for the program. Plan on having about 15-18 students in attendance.
- **Select Students:** Decide whether you would like to target *B'nai Mitzvah* students (seventh graders), post *B'nai Mitzvah* students (eighth to tenth graders), or both. We have found that involving eighth to tenth graders is more effective because they are more mature.
- **Recruitment:** There are several ways in which you can recruit students to the program. In San Diego, we have used two main resources: families who have participated with the Jewish Community Foundation and Rabbis, Cantors and Educators. (see sample letter at the end of the Section).

If they are willing, have Rabbis/Cantors and/or Educators call students first to invite them to be in program. Then have the Coordinator call or write them to see if they will participate.

When asking for recommendations, stress that you are looking for students who:

- ◆ Have a knowledge of and appreciation for *Tzedakah and Gemilut Chasidim*, demonstrated by active involvement in synagogue, youth group, and/or community-wide social action projects
  - ◆ Are mature and articulate
  - ◆ Are available for three meetings at the Jewish Community Foundation, as well as for site visits over the winter break
  - ◆ Are willing to share their experiences with their classes, youth groups, congregations and the Jewish community
- If enrollment is low, run press releases in the Jewish papers to "attract" anyone else who may be interested. You may also wish to place an ad if you have the budget for it.
    - ◆ Send each chosen participant an invitation letter, congratulating them on having been personally selected. (see sample letter at the end of the Section)
  - Once you've had your first CYF program, ask program participants to encourage friends to participate in next year's CYF.

# Position Description

Director of the Community Youth Foundation

## Summary of Position

Plans, develops and implements programming for the Community Youth Foundation.

## Overall Responsibilities

- Develops overall goals and timetables for completion
- Creates and adheres to a budget for the program
- Recruits students and promotes the program with parents and others
- Plans and conducts meetings
- Incorporates the Jewish educational component through the program
- Plans follow-up activities with alumni
- Evaluates results and reports on the progress
- Supervises the work of the Program Coordinator
- Oversees the publicity of the program

## Skills Required

- B.A. preferred; strong teaching background with an emphasis in Jewish education
- Ability to build strong, positive relationships with students, parents and members of the community
- Experience initiating and completing projects with limited oversight
- Excellent communication and interpersonal skills
- Knowledge of and involvement in the Jewish community

## Reporting Relationship

- Reports to Executive Director

# Position Description

Program Coordinator, Community Youth Foundation

## Summary of Position

Assists the Director in the implementation of the Community Youth Foundation

## Overall Responsibilities

- Helps recruit students and promotes the program with parents and others
- Communicates with program participants and parents
- Assists with meeting preparations including handouts, room set-up, refreshments, etc.
- Coordinates site visits
- Communicates with alumni students and helps organize activities
- Conducts follow-up activities including grant distributions, evaluations, thank you notes, etc.

## Skills Required

- Strong organization and word processing skills
- Ability to build strong, positive relationships with students, parents and member so the community
- 
- Excellent communication and interpersonal skills
- Knowledge of and involvement in the Jewish community

## Reporting Relationship

- Reports to Director of the Community Youth Foundation

# COMMUNITY YOUTH FOUNDATION MODELS FOR 2002/03

## **MODEL #1** (15-18 students between 8<sup>th</sup> and 10<sup>th</sup> grades)

1) Three meetings take place between November and January. They are conducted on Sunday afternoons and last approximately 2 hours each. In addition, students participate in site visits over winter break.

- MEETING #1

The first meeting serves as an orientation to give an overview of the program and to teach about *Tzedakah*, *Gimilut Chasidim* and *Tikkun Olam*. This meeting also serves to provide information on philanthropy; discuss Jewish and non-Jewish needs in the community; and to foster group cooperation and teamwork

- MEETING #2

The second meeting focuses on site visits and presentation training. Invite past participants to serve on a steering committee to share their experiences from years past. Students do their site visits in groups over winter break.

- MEETING #3

The third meeting centers around evaluating the various sites. Students give their site visit presentations and then make funding decisions.

2) Budget for Model #1

- EXPENSES

Program Expense	\$4,500.00
Distribution of Funds	<u>\$2,000.00</u>
Total	\$6,500.00

**MODEL #2** (8-10 students between 8<sup>th</sup> and 10<sup>th</sup> grades)

1) Three meetings take place over Martin Luther King weekend.

- MEETING #1 (Approximately 2 hours on Sunday)

The first meeting serves as an orientation to give an overview of the program and to teach about *Tzedakah*, *Gimilut Chasidim* and *Tikkun Olam*. This meeting also serves to provide information on philanthropy; discuss Jewish and non-Jewish needs in the community; and to foster group cooperation and teamwork

- Meeting #2 (All day on Monday)

The second meeting will begin with the Martin Luther King's community wide breakfast. After the breakfast, the groups will each go to a Jewish and a non-Jewish site visit. After the site visits, groups will meet back at the Jewish Community Foundation to present their findings and make funding decisions.

2) Budget for Model #2

- EXPENSES

Program Expense	\$3,000.00
Distribution of Funds	\$1,500.00
Three Tables at Breakfast	<u>\$ 500.00</u>
Total	\$5,000.00

<<DATE>>

<<RABBI NAME>>

<<CONGREGATION NAME>>

<<ADDRESS>>

Dear <<RABBI NAME>>:

We invite you to nominate a few students from your synagogue for participation in next year's **Community Youth Foundation**. The enclosed article describes the Youth Foundation, a special program that teaches young people about the importance of giving *tzedakah* and making informed philanthropic decisions.

We are looking for students who:

- have completed their *B'nai Mitzvah*, are entering 8<sup>th</sup>, 9<sup>th</sup> or 10<sup>th</sup> grades in the fall of 2002, and are continuing their formal Jewish education.
- have a knowledge of and appreciation for *tzedakah*, demonstrated by active involvement in synagogue, youth group, and/or community-wide social action projects.
- are mature and articulate – they will be interviewing prospective grantees from the community.
- would be willing to contribute a minimum of \$36 of their own money (i.e. allowance, *bar/bat mitzvah* gift, baby-sitting, paper route, etc.). This amount may be enhanced by contributions from the participants and/or their parents, grandparents, etc.
- are willing to share their experiences with their classes, youth groups, congregations and the Jewish community.

Please fax (858-279-6105) or e-mail ([gail@jcfsandiego.org](mailto:gail@jcfsandiego.org)) the names, addresses and telephone numbers of the students you have chosen by Friday, June 21<sup>st</sup>

We look forward to working with you in building future leaders for our community. Thank you very much for your help as we begin to plan for our sixth year.

May 21, 2002

Dear Philanthropic Fund Families and Family Foundations,

We invite your family's younger generations to participate in next year's **Community Youth Foundation**. This special program teaches young people about the importance of giving *tzedakah* and making informed philanthropic decisions.

The program involves students who have completed their *B'nai Mitzvah* and are entering 8<sup>th</sup>, 9<sup>th</sup> or 10<sup>th</sup> grades in the fall of 2002. If you have children or grandchildren who might like to participate, please complete the form below and fax it to the Community Foundation by June 21, 2002.

Please feel free to call us at (858) 279-2740 if you have questions regarding the Youth Foundation. We look forward to working with you in building future leaders and thank you for your continued support.

B'shalom,

Marjory Kaplan  
Executive Director

Gail Littman  
Community Youth Foundation Director

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Your Name \_\_\_\_\_

Phone Number \_\_\_\_\_

Name of Student \_\_\_\_\_

Student Address \_\_\_\_\_

Student Phone \_\_\_\_\_

Age of Student \_\_\_\_\_ Grade in Fall 2001 \_\_\_\_\_

Synagogue Affiliation \_\_\_\_\_

<<DATE>>

<<PARTICIPANT NAME>>

<<ADDRESS>>

Dear <<NAME>>:

Mazel Tov! You have been selected to participate in our **Community Youth Foundation** and to join a very special group of young people. We are pleased to welcome you to this exciting program. Students from earlier years have found it a rewarding, worthwhile and fun experience.

The **Community Youth Foundation** invites you to learn more about the Jewish tradition of *tzedakah* and to make a difference by giving funds to local charities and organizations. In addition, it offers you a great opportunity to meet other students from all over the county. Enclosed is a fact sheet and a newspaper article so you can learn more about the program.

Our first meeting will take place on Sunday, November 17 from 3:00-5:00 pm. We will meet at the Community Youth Foundation (directions enclosed). There will be three additional meetings in December, January and sometime in the spring. Site visits will take place during your winter break and may continue a little beyond.

We look forward to having you join us. If you or your parents have questions, please feel free to call Gail Littman at (858) 279-2740. Please complete the attached form and either mail, e-mail or fax it to our office by no later than October 6th.

B'Shalom,

Marjory Kaplan

Gail G. Littman

## **GIFTS TO COMMUNITY YOUTH FOUNDATION**

- ***Donor Advised Funds:*** The Jewish Community Foundation Executive Director asked several donors to consider giving to the Youth Foundation through their Donor Advised Funds. She found that the

donors were eager to contribute. After a commitment has been made, write thank you note and invite donor to a CYF meeting.

- **Foundations:** You may also want to write proposals to local foundations. In San Diego, a local Jewish foundation called us with a \$10,000 grant after they read the article in the local newspaper.
- **Students:** The students are required to give a minimum of \$36.00 of their own money. This amount may be enhanced by contributions from the participants and/or their parents. In one case, the student received a matching grant from his father's employer. After receiving a gift from students, write a friendly thank you note to the student (rather than parents).

## STUDENT REQUIREMENTS

Each student must:

- Make a *minimum* contribution of \$36.00.

- Attend meetings on three Sunday afternoons. If students can't attend a session, be sure to send them the handouts from the meeting. Also, after you have sent the materials, call them to go over what took place at the meeting.
- Conduct site visits at two local charitable organizations (one Jewish and one non-Jewish) with one or two other student(s).
- Make a formal presentation about the site visits to the group.
- Give at least 50% of the funds to Jewish organizations.
- Give at least 10% of the total amount to the federation campaign.

# RUNNING THE PROGRAM

## Meeting #1

### *Occurs in November*

- **Meeting Plan and Objectives:** The first meeting serves as an orientation to give students an overview of the CYF and to get them motivated and excited about the program. Objectives include reviewing what *Tzedakah*, *Gemilut Chasidim* and *Tikkun Olam* mean; providing information on philanthropy; and fostering group cooperation and teamwork.
  
- **Meeting Breakdown and Highlights:**
  - ***Welcome and Introductions:*** Meeting leader gives an enthusiastic and spirited overview of the program. Do a few icebreaking games so that students can get to know each other. You might have students interview each other and then make introductions to the group. Ask the students if they give *Tzedakah* and why. Also, ask what kind of volunteering they do.
  
  - ***Tzedakah Stories:*** Invite lay leaders to describe their experiences with *Tzedakah*. Make sure to select lay leaders who relate well to young people. This segment has been a very effective part of the program. A question/answer period should follow the presentation.
  
  - ***Group Activity:*** Tell three poignant stories and give each student a \$1.00 bill in order for them to choose whom to give to. Have 8 poster boards with each level of "Maimonedes 8° of *Tzedakah*" and have the students put them in order.

- ***Possible Areas of Giving:*** Hand out a sheet with category areas (environment, arts, human services, Israel, etc.). This will help them to research organizations they may wish to visit.
- ***Announce "Homework":*** Ask students to research sources and then determine three Jewish and three general community organizations that they are interested in. Have them jot these down and bring their list for discussion at the next meeting.

### ***Other Tips:***

- Put handouts in a folder, notebook or clipboard. Ask students to keep all their CYF materials together and bring them to each meeting. We gave each student a clipboard and a pen. The clipboard came in handy for the site visits.
- Allow a few minutes to describe the Jewish Community Foundation (what the mission is, how the Youth Foundation relates to this mission, etc.).
- Use name tents rather than nametags (save name tents so they can be displayed each meeting).
- Emphasize that students can give \$36 *or more*, possibly of their *Bar/Bat Mitzvah* money, babysitting, etc. Also, make students aware of matching fund opportunities (through their parents' companies, grandparents, etc.).
- Take group photos.

## Meeting #2 (Site Visit Preparation)

### *Occurs in December*

- **Meeting Plan and Objectives:** The second meeting focuses on preparing the students for the site visits. During this meeting, objectives include reviewing the purpose of the program, and emphasizing the importance of site visits as a tool for making informed philanthropic decisions. Through discussion, the students decide which organizations to visit. Site visits occur about three weeks later, during or right after winter break. At this meeting, the students are given training to make their site visits.
  
- **Meeting Breakdown and Highlights:**
  - ***Welcome:*** Review what was done at the first meeting and go over agenda.
  
  - ***UJF Presentation:*** Have a Federation staff member and/or volunteer, if possible, introduce the Federation. Explain that the Federation is the umbrella that ties together all the Jewish organizations they will visit. Show a short, age-appropriate Federation video if one is available.
  
  - ***What is a Site Visit?:*** Provide information on what a site visit is and why it is important. Ask a few students from last year's program, if applicable, to speak about his/her experiences.
  
  - ***Break into Site Visit Groups:*** With the students' input, divide them into groups of three. This will be their site visit group. Also, discuss site visit logistics such as how the visits will be

coordinated, if parents should go, etc. Announce that site visits will take place over their winter break.

- ***Group Activity:*** Follow up on the students' take-home assignment by having them meet in their site visit groups to discuss what organizations they chose and why. Ask them how they conducted their research and if they contacted any organizations. Have one representative from each group report on the organizations they've chosen.
- ***Site Visit Training:*** Provide site visit training consisting of a list of suggested questions, a role play, etc.

## Meeting #3

### *Occurs in mid January*

- **Meeting Plan and Objectives:** During the third meeting, students give their site visit presentations to the entire group. The meeting teaches students about the importance of group cooperation and respect in making their giving choices. After the presentations, the students are assigned to small groups to decide where and how much money should be given. We then come together in one large group to make the final funding decisions.
  
- **Meeting Breakdown and Highlights:**
  - **Welcome:** Review agenda and announce total amount of funds.
  
  - **Presentations:** Students make their formal presentations (about 10 minutes per group). Include time for questions and answers. The meeting leader should incorporate Jewish values into the students' presentations. One way to do this is by asking several questions after each presentation to help students see the Jewish values behind the organization's work (such as "visiting the sick, feeding the hungry, clothing the naked, paying a fair wage", etc.).
  
  - **Group Discussion:** Initially, split the entire group into three or four smaller groups to discuss where they may possibly want to give. As an entire group, students decide where to allocate their money. Meeting leader should guide students through the process by impartially drawing upon Jewish values and principles that the students can use as a reference in their decision-making process.

- ***Wrap Up:*** Hand out *tzedakah* boxes and evaluation. Have students complete and turn in the evaluation *before* the meeting ends.

**Community Youth Foundation Orientation Meeting**  
**Sunday, November 17, 2002, 3:00-5:00 PM**  
**JCC Science Room**

**OBJECTIVES:**

- To give an overview of the program
- To get students motivated and excited
- To build a feeling of teamwork and partnership
- To emphasize the Jewish tradition of *tzedakah* and demonstrate how to apply it
- To provide information on how to give wisely
- To elucidate focus areas, both Jewish and non-Jewish causes

**MEETING PLAN:**

- **Arrival** 3:00-3:10
  
- **Welcome** 3:10-3:15  
*Gail Littman*
  - Introduce Steering Committee Students
  
- **Icebreaker and Pizza** 3:15-3:50  
Icebreakers by Steering Committee Students
  
- **Overview of Program** 3:50-4:00  
*Gail Littman*
  - What is the point of the program?
  - What is expected of me?
  - Can we give to organizations that are not Jewish?
  - How will we decide where we want to donate the money?
  
- **Tzedakah, Gemilut Chasidim & Charity** 4:00-4:20

- Three stories-\$1.00 to each student-choose person to give it to
- Dilemma: Should we give money to homeless beggars?
- Maimonides 8<sup>o</sup> of Tzedakah Group Activity

**Question and Answer** 4:20-4:30

• **Possible Areas of Giving** 4:30-4:40

*Gail Littman*

Imagine... What if there were no non-profit organizations?

- Why give wisely?
- How planned giving benefits donors and organizations
- Ideas for Giving
- Israel & General Community

• **Brainstorming** 4:40-4:55

- Have students share ideas on areas of need  
(hand out suggested list of charitable orgs)
- Have students talk about organizations they are familiar with, if any

• **Wrap Up** 4:55-5:00

- Next Meeting: Sunday, December 1<sup>st</sup>, 3:00-5:00 pm UJF
- Review of what will be done at the next meeting  
(determination of what organizations students will visit  
and site visit training)
- Project: Research 3-4 organizations (the web is a great source!);  
bring info to next meeting.  
Thank everyone for attending.

# **COMMUNITY YOUTH FOUNDATION DETAILS**

Welcome to the Community Youth Foundation. We are so glad you are here and know you will find the Youth Foundation to be a rewarding, fun experience. Here are the details...

## **Program Goal:**

To encourage you to get into the habit of giving *tzedakah*. We hope that by participating in the Community Youth Foundation, you will understand the importance of *tzedakah* and make the act of giving a vital part of your lives.

## **Requirements of the Foundation:**

- Minimum gift of \$36 or more
- Minimum of 50% to Jewish causes at least 10% to United Jewish Federation
- Attend all meetings, if possible
- Conduct 2 site visits to local charitable organizations (you will go with either one or two partners during your winter break or a week or so after)
- Report about the site visits to the group as a whole with your partner(s)

## **Future Meetings:**

- Sunday, December 1, 2002 from 3:00 PM-5:00 PM at the Foundation
- Site visits over winter break or a week or so after (dates to be determined)
- Sunday, January 19, 2003 from 2:00 PM-5:00 PM at the Foundation

## **Deciding where to give:**

After you conduct your site visits, you and your partner(s) will present your impressions of the agencies you visited.

At our third meeting, based on the information you have received from your visits and the other students' visits, you and the entire group will vote and decide where to distribute the money. Be ready for a lively discussion!

## Quotes

*"As my parents planted for me before I was born, so do I plant for those who come after me."*

❖ *Talmud*

*"Whoever practices charity and justice fills the world with loving kindness."*

❖ *Talmud: Sukkah*

*"Charity and good works outweigh all other commandments."*

❖ *Tosefta Peah 4:190*

*"Preserve justice and perform acts of Tzedakah."*

❖ *Isaiah 56.1*

*"The world rests on three pillars: Torah, service and good works."*

❖ *Ethics of the Fathers*

## MAIMONIDES 8° OF TZEDAKAH

*The Jewish ideals of Tzedakah were summarized and taught by Moses Maimonides (called the RaMBaM), a great teacher who lived 800 years ago in Spain and then Egypt. Maimonides believed that Tzedakah is like a ladder. It has eight rungs, from bottom to top. Each step you climb brings you closer to Heaven.*

1. The person who gives reluctantly and with regret.
2. The person who gives graciously, but less than one should.
3. The person who gives what one should, but only after being asked.
4. The person who gives before being asked.
5. The person who gives without knowing to whom he or she gives, although the recipient knows the identity of the donor.
6. The person who gives without making his or her identity known.
7. The person who gives without knowing to whom he or she gives. The recipient does not know from whom he or she receives.
8. The person who helps another to become self-supporting by a gift or a loan or by finding employment for the recipient.

# TZEDAKAH LESSONS

## Goals:

- To have students explore the differences and relationships between Charity, Tzedakah, and Gemilut Chasidim.
- To explore thoughts, opinions and feelings connected with doing Tzedakah.
- To gain insight into reasons for doing Tzedakah.

## Objectives:

By the end of the lesson, the student will be able to:

- List the eight stages of Tzedakah by Maimonides.
- Compare and contrast the different stages.
- Explain why the highest stage is Tzedakah
- Explain the difference and relationships between Charity, Tzedakah and Gemilut Chasidim.
- Identify and reflect on their own Tzedakah habits.

## Set Induction:

Pass out one (1) one dollar bill to each person.

Do not play with the bill, just leave it face up on the table in front of you.

How many of you are bombarded with people constantly asking you for money?  
What groups and individuals approach you?

I want to tell you a couple of stories about people who are looking for money:

This story of Sylvia Orzoff was published in the Los Angeles Times.

"Sylvia is 78 years old, four foot eleven, 91 pounds, has diabetes and wears a pacemaker. Six days a week, virtually every week of the year from 8:00 a.m. until noon, rain or shine, feeling good or in pain, this tiny, frail, retired waitress stands outside Canter's Delicatessen on Fairfax Street. She paces back and forth rattling a tin blue and white Jewish National Fund Box urging people to donate. "Ladies and Gentlemen..... You got two dollars? Put one in here.

It's a routine she has performed without fail for the past 24 years. How much can one person raise over such a long period of time? Thousands of dollars, to be sure. Maybe even hundreds of thousands. But if the little, old, sickly lady is Sylvia Orzoff, try nearly 2.5 million dollars - most of it in quarters. "

This is another story.

Each year, right before Rosh Hashanah, Mike Winter calls and repeats his tale to you. For 43 years he puts out a plea for money for the college fund that he administers. You see, his son was killed in the Holocaust and he is now trying to continue his memory by making money available to people who want to go to college. You see, his son had a dream of being a doctor until the cruelty of Hitler killed him, killed his dreams and almost killed the dreams of an entire people. Mike has collected a few thousand dollars, which he lends out to students on a need basis. Mike is very proud of the fact that almost 70% of the people he has loaned money to have paid him back in one way or another.

This is the story of a man whose name we do not know. We see him or someone who looks like him cross the street and head towards us everyday. His clothes are torn at the hem and the coat he wears is old beyond days. As he approaches us, his aura of despair overtakes the street. His eyes are swollen and you can see the yellow dirty tint to his skin. It is the disease of someone who lives on the street. He is here not out of any particular reason, but somehow his destiny has taken him to living in a cardboard box in a vacant lot nearby. You tense as the man gets closer. Your eyes do not meet his, but his presence fills your space. He blocks your path in a passive aggressive stance and asks for some money.

Each of you has in front of you one dollar. This is now your money. I will be passing around three envelopes. You must now allocate your dollar into the three envelopes. One is marked "Mike Winter/Hebrew Free Loan Society". One is marked "Sylvia Orzoff/Jewish National Fund". The third is marked "No Name/No Street People". To aid you in your decision, please be assured that this money will actually go to the place that you choose and will not go to the place you did not choose. When the envelopes are passed, as discreetly as possible, put your money into the fund you have chosen.

It is your money and you may choose not to donate to any of the three.

One last thing I would like the class to do is to decide together if the total amount in each envelope should be revealed at the end of the workshop.

Questions?

Our tradition teaches us many things about *Gemilut Chasidim*, Charity and Tzedakah. Figuring out the differences between all of these can be very difficult, but for a more complete understanding of our actions, it is important to explore.

### **Learning Activity:**

On a chalkboard, write the words "Charity", *Gemilut Chasidim* and "Tzedakah". Have people list the things they think fit in the different columns. Use as criteria the following:

Charity: Giving money to the poor.

Gemilut Chasidim: Giving money or service to the rich or poor, living or dead AND doing it because we are pursuing holiness by doing God-like behavior.

After developing these three lists, hand out the quotations on the Tzedakah quotations sheet (attached).

Have them read the quotations out loud and then, using the items in the middle category, add them to the list until a sufficient number of items are present to extract a definition of Tzedakah. Use as a criteria the following:

Tzedakah: Giving compassionately to the poor while having an awareness that it is through the redistribution of God's possessions that we are able to pursue the Holiness of God-like behavior.

Then ask them to rank the list on the board.

After ranking, hand out Maimonides stages of Tzedakah. Compare and contrast our list with the Rambam's list.

Closure: using the eight stages, rank the three different recipients that were used in the Set Induction.

**Materials:**

- ◆ Tzedakah quotation sheet
- ◆ Eight stages of Tzedakah
- ◆ One dollar bills
- ◆ Three envelopes marked with the name of the recipients of Tzedakah.

**Rambam, Hilkot, Matenot, Aniyim 10:7-14:**

There are eight degrees of Tzedakah, one higher than the other. The highest degree of all is where one strengthens the hands of an Israelite who faces poverty, giving him a gift or a loan, entering into a business partnership with him, or giving him a job in order to strengthen his hand and to prevent him from becoming an object of Tzedakah. It is with regard to this that Scripture says: "Then thou shalt strengthen him: Yea, though he be a stranger or a sojourner: that he may live with thee" (Lev, 25:35). The meaning is: Strengthen him before he falls and needs to be supported by others.

A lesser degree is when one gives Tzedakah to the poor, but neither the giver nor the receiver knows each other. For, in this case, the duty of giving Tzedakah for its own sake has been carried out. In the Temple, for example, there was a secret chamber into which good men would secretly place money, and from which the poor would take secretly. Not very different from this is where a man gives money to the Tzedakah kupah (fund). But a man should only give money to a Tzedakah kupah if he knows that the directors are trustworthy, wise and reliable like Rabbi Hananya Ben Teradyon.

A lesser degree is where the giver knows to whom he has given, but the poor man does not know to whom he is indebted. The famous sages, for example, would go in secret to throw some money into the houses of the poor. This is the desirable way of giving Tzedakah when the directors of the kupah are unreliable.

Less than this is where the poor man knows to whom he is indebted, but the giver does not know to whom he had given. Some of the famous sages would wrap up their contributions to Tzedakah in a scarf slung over their shoulder so that the poor could come and take it without suffering any embarrassment.

Less than this is when the giver gives money directly to the poor man, but without having to be asked for it.

Less than this is when he gives after the poor man has asked him to do so.

Less than this is when he gives the poor man less than he should, but with a cheerful countenance.

Less than this is when the giver is glum.

### TZEDAKAH QUOTATIONS

Assisting the poor is not an act of grace on the part of the donor, but a duty. By giving alms, he is merely practicing righteousness, i.e., performing a deed of justice. All man's possessions are but a loan from the Creator of the universe, to Whom belong the earth and the fullness thereof, and by his giving charity, he merely secures a more equitable distribution of God's gifts to mankind. "Give unto Him of what is His, seeing that you and what you have are his; this is found expressed by David who said, "For all things come of Thee, and of Thine own have we given Thee" (I Chron. xxix.14) (Aboth III.8). It also explains the Talmudic law: "Even the beggar who is maintained by charity must practice charity" (Sit. 7b). Nobody is exempt from his duty.

Almsgiving should not consist of just handing out a dole. The circumstances of the applicant and the style of living to which he has been accustomed must be taken into consideration. "Thou shalt surely lend him sufficient for his need." (Deut. Xv.8).

Blessed is he that considereth the poor" (Ps. xli. I). It is not written, "Blessed is he that giveth to the poor."

"A person gives a donation without knowing who receives it, and a person receives it without knowing who donated it (B.B. 10b).

# ***IMAGINE...***

## ***WHAT IF THERE WERE NO NON-PROFIT ORGANIZATIONS?***

- No community theaters, symphonies, or museums
- No zoos, community gardens or farmers' markets
- A rape victim without counseling and legal defense
- A town without a volunteer fire department
- A rural community without a health clinic
- No AIDS or cancer research
- Injured or lost animals without humane rescue teams
- Troubled youth without welcoming crisis phone lines
- Natural disasters without aid
- No homeless shelters, food banks or soup kitchens
- No local churches, temples, synagogues or mosques
- No low-cost tuition and financial aid at schools or colleges
- No groups fighting to protect our environment and endangered species
- No community organizations fighting for justice

*Non-profit organizations express some of the most caring aspects of our humanity and our desires for equality and justice. More than we may realize, our world counts on volunteers and donors.*

WAYS TO FIND OUT MORE ABOUT  
CHARITABLE CAUSES AND ORGANIZATIONS  
IN SAN DIEGO

- Parents
- Relatives
- Friends
- Your Rabbi/Cantor
- Teachers
- The library
- The Web
- Call or write for a brochure
- Call and ask the organization what it does
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

## Suggested Charitable Organizations and Agencies

### Jewish Community

#### United Jewish Federation of San Diego County

**1) Campaign:** An unrestricted gift to United Jewish Federation provides for programs to sustain and support Jewish life in San Diego and Israel. A significant portion of the Campaign funds goes to the Priority Grants Process which provides funding for services in the following priority areas:

- ◆ College Students, Singles, and Teens
- ◆ Jewish Education
- ◆ Community Outreach
- ◆ Senior Adults
- ◆ Essential Human Services (e.g. food for the hungry; housing for the homeless)

**Contact:** Michael Hirsch, 4797 Mercury Street, San Diego; 571-3444

**2) IBIM Partnership:** The IBIM student village welcomes young immigrants to Israel from the Former Soviet Union. Students learn Hebrew and job skills and live in a special environment designed to ease their transition into a new life and culture. UJF has partnered with IBIM to provide funding and support for this unique project. Exchange programs between The San Diego Scott Stone Teen Trip participants, as well as educators from the two regions establish a connection between Israel and San Diego.

**Contact:** Yaakov Schneider, 4797 Mercury Street, San Diego; 571-3444

**Lawrence Family Jewish Community Center-**A non-sectarian organization providing recreational, educational and social programs for people of all ages and abilities. Here are two program highlights:

**1) JCC Inclusion Program-**Welcomes children with physical disabilities to all JCC educational, recreational and social activities. Each year, special needs children of all races, religions and ethnicities attend Camp Jaycee, pre-school, theater arts programs and other JCL programs.

**Contact:** Lori Faison, 4126 Executive Drive, La Jolla; 457-3030 x123 or  
Nate Stein, 4126 Executive Drive, La Jolla; 457-3030 x152

**2) Campership Program-**Offers scholarships to children so they can attend Camp Jaycee, the JCC's popular summer camp program.

**Contact:** Sandy Rafner, 4126 Executive Drive, La Jolla; 457-3030 x 112 or  
Nate Stein, 4126 Executive Drive, La Jolla; 457-3030 x152

**Jewish Family Service**-Provides services that help families carry out their roles in society to the best of their ability. In maintaining and strengthening the family, JFS makes it possible for each family member to develop emotionally and physically. Here are two program highlights:

**1) Foodmobile—Adopt-A-Route Program**-Helps frail or temporarily disabled homebound seniors remain stable and independent in their homes by providing hot nutritious meals and daily contact with friendly volunteers. Serves everyone regardless of religion, race, creed, ethnicity, or national origin.

**Contact:** Emilie Bromet, 3715 Sixth Ave., San Diego, CA 92103; 291-0473

**2) Russian Resettlement Program**-Helps immigrants from the Former Soviet Union increase their connection to the San Diego Jewish community, experience Judaism in active and positive ways and strengthen their identities as Jews.

**Contact:** Bunny Kunin, 3715 Sixth Ave., San Diego, CA 92103; 497-0560

**Agency for Jewish Education**-Helps Jewish education teachers from all over the county by sponsoring programs throughout the year and offering resources such as a Teachers' Center, Media Center, Library, Music Center, Israel Education Center and Jewish Family Education Center. The goal is to maintain effective Jewish education as a necessity for the survival of Jewish life.

**Contact:** Cecile Jordan, 4858 Mercury St., Ste. 100, San Diego, CA 92111; 268-9200

**Hillel of San Diego County**-Brings Jewish college students together by offering a variety of spiritual, educational and social programs. Keeps college students connected to Jewish life.

**Contact:** Rabbi Lisa Goldstein, 9500 Gilman Dr., La Jolla, CA 92037; 534-2521

**Hebrew Homes**-Provides housing and medical services to seniors in a Jewish environment that promotes wellness, choice and innovation.

**Contact:** Mary Troup, Seacrest Village, 211 Saxony Rd., Encinitas, CA 92024; 760-632-0081

**Anti-Defamation League**-Committed to the fight against racism, bigotry, prejudice and anti-Semitism. Works to translate the country's democratic ideals into a way of life for all Americans.

**Contact:** Morris Casuto, 7851 Mission Center Ct., Ste. 320, San Diego; 293-3770

**Other Jewish organizations:**

1) Name \_\_\_\_\_

Description \_\_\_\_\_

\_\_\_\_\_

Contact \_\_\_\_\_

2) Name \_\_\_\_\_

Description \_\_\_\_\_

\_\_\_\_\_

Contact \_\_\_\_\_

## Suggested Charitable Organizations and Agencies

### General Community

#### ♦ *Area of Need: Children*

**Homestart**-Offers several programs to provide home-based, mental health treatment services to abuse victims or children at a very high risk of abuse. Services include counseling, education, crisis intervention, and referrals to community resources.

**Contact:** Laura Spiegel, 5005 Texas Street, Suite 203, San Diego, CA 92108;  
692-0727

**Head Start**-An educational program that serves low-income families. Offers classes to prepare children for kindergarten. Also offers parenting classes.

**Contact:** Barbara Fielding, 5660 Copley Dr., San Diego, CA 92111; 715-2642

**A.B. and Jessie Polinsky Children's Center**-A 24-hour facility operated by the County of San Diego for the temporary emergency shelter of children who must be separated from their families for their own safety, who face parental neglect, and/or whose parents cannot provide due to incarceration.

**Contact:** Roseanne Perrone, 9400 Ruffin Ct., San Diego, CA 92123; 514-4600

#### ♦ *Area of Need: Homeless/Social Services*

**St. Vincent de Paul Village**- Provides residential programs for those who have lost their jobs, families or homes, and for people with AIDS; also operates low-income housing.

**Contact:** Dr. Father Joe Carroll, 3350 E Street, San Diego, CA 92102; 687-1066

**Interfaith Community Services**-Addresses poverty and homelessness in North San Diego County. Has an emergency food program to feed the hungry and a social service outreach center to help people overcome the chronic conditions of poverty. The Council supports and serves a large number of faith communities with diverse religious beliefs and backgrounds.

**Contact:** Suzanne Stewart Pohlman, 430 North Rose St., Escondido, CA 92027;  
(760) 489-6380

♦ ***Area of Need: Health/Medical Research***

**The Salk Institute**-A private, non-profit, research organization located in La Jolla. Salk scientists are dedicated to fundamental research in biology and its relation to health, studying such challenging problems as the organization and operation of the brain, the control of gene activity, and the molecular origins of cancer, AIDS, and other diseases.

**Contact:** Ann Mound, 10010 North Torrey Pines Rd., La Jolla, CA 92037; 453-5757

**Children's Hospital and Health Center**-A full-service pediatric health center dedicated to caring for and about kids. Our commitment extends from treating the most seriously ill and hurt children to keeping them healthy by preventing injuries and disease.

**Contact:** Diane Thompson, 3020 Childrens Way, MC5005, San Diego, CA 92123; 576-5988

**The Burnham Institute**-Dedicated to basic and pre-clinical biomedical research with a focus on cancer and degenerative diseases, especially those of the nervous system. Use of research results to alleviate human suffering through the improved detection, treatment, and prevention of disease.

**Contact:** Hud Freeze, 10901 North Torrey Pines Road La Jolla, CA 92037; 646-3100

**Make-A-Wish Foundation, San Diego**-Grants wishes to medically-eligible children between 2 1/2 and 18 years of age who suffer from life-threatening illnesses. Eligible children referred to Make-A-Wish express their own wishes. If children can imagine it, Make-A-Wish makes every effort to ensure their wishes come true.

**Contact:** Eileen Hubbs, 5160 Carroll Canyon Rd., San Diego, CA 92121; 453-9474

♦ **Area of Need: Animals**

**World Famous San Diego Zoo**-Located in beautiful Balboa Park, the 100-acre World-Famous San Diego Zoo cares for over 3,800 animals of 800 different species. Its collection of animals, as well as its plant collection of over 6,500 species, is acknowledged as one of the finest in the entire world.

**Contact:** Joannie Duke; 557-3963 x4245

**Your local animal shelter**-Provides a home for stray dogs, cats and other animals. Look in the phone book to find the number for your local shelter.

♦ *Area of Need: Arts/Science/Environment*

**Reuben H. Fleet Space Museum**-An educational organization dedicated to furthering the public's understanding of science and technology. Visitors can enjoy educational movies in the space theater, hands on science and art/photo exhibits in the gallery, and the museum's science store.

**Contact:** Melinda Balkom, Balboa Park (two blocks south of the zoo); 685-5752

**Museum of Photographic Arts**-One of the country's first and finest museums dedicated solely to the photographic arts. In six to eight changing exhibitions each year, MoPA offers San Diego residents and visitors the opportunity to view work by some of the most celebrated photographers in the history of the medium.

**Contact:** Heath Fox, 1649 El Prado, Balboa Park, San Diego, CA 92101; 238-7559 x205

**Quail Botanical Gardens**-The mission of Quail Botanical Gardens is to actively participate in the conservation of rare, threatened and endangered plant species, to serve the botanical and horticultural needs of San Diego County, and to exist as an urban retreat.

**Contact:** Julian Duval, PO Box 230005, Encinitas, CA 92023; (760) 436-6792

**Other General Community Organizations:**

1) Name \_\_\_\_\_

Description \_\_\_\_\_

\_\_\_\_\_

Contact \_\_\_\_\_

2) Name \_\_\_\_\_

Description \_\_\_\_\_

\_\_\_\_\_

**COMMUNITY YOUTH FOUNDATION**

Based on your research of local charitable organizations,  
please complete the following:

List the 3 Jewish organizations that most interest you.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

List the 3 community organizations that most interest you.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**COMMUNITY YOUTH FOUNDATION SITE VISIT  
ASSIGNMENT FORM**

Name: \_\_\_\_\_

Monday, December 23	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
Tuesday, December 24	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
Thursday, December 26	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
Friday, December 27	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon

Monday, December 30	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
Tuesday, December 31	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
Thursday, January 2	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
Friday, January 3	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon

Other:

_____	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
_____	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
_____	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon
_____	<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon

Please plan on spending approximately one hour at each site visit.

# Community Youth Foundation Orientation Meeting Sunday, December 8, 2002, 3:00-4:30 PM

## OBJECTIVES:

- To review purpose of the program
- To emphasize the importance of making wise, informed giving decisions; this can be accomplished through research of and visits to charitable organizations
- To decide - through discussion - which organizations to visit
- To provide site visit and presentation training

## MEETING PLAN:

- **Arrival** 3:00-3:05
- **Welcome** 3:05-3:15
  - Introductions (new students, visitors, staff, etc.)
  - Review (recap of first session - ask students what we went over)
  - Review agenda - what we'll be doing today
  - Announce that site visits to take place over winter break or a week of two after; explain what they are, etc.
  - Announce amount of fund so far-encourage students to ask parents or relatives to match students' contributions of \$36 or more
- **UJF Video** 3:15-3:25
- **Stretch Break** 3:25-3:35
- **The Site Visit Experience and Training** 3:35-3:50
  - Steering Committee - participants from previous years*
  - What is a site visit?
    - Suggested questions for agency representatives

- Things to look for (is the place dirty is the staff unfriendly?, etc.)
- How to take notes on the interview?
- How to evaluate?

- **Choosing Organizations to Visit** 3:50-4:10

- Break out in groups
- Have students discuss their assignment.
- What organizations did you choose and why?
- Specific questions for groups:
  - ~ How did you come to a decision?
  - ~ How did you conduct your research?
  - ~ Who did you contact?
  - ~ List the organizations that each member of your group chose.
  - ~ What does each organization do?
  - ~ What made you choose one organization over another?

- **How To Do a Presentation** 4:10-4:20

- Points to Cover in your Site Visit Presentation
- Questions for Community Organizations
- Check List for Site Visits
- Tips for Making a Great Presentation

- **Site Visit Arrangements** 4:20-4:25

- Announce groups
- Leta will set up visits and mail information to participants

- **Wrap Up** 4:25-4:30

- Next meeting on Sunday, January 12<sup>th</sup>
- Will be presentations workshop.

COMMUNITY YOUTH FOUNDATION

CHECK LIST FOR SITE VISITS

Name of organization: \_\_\_\_\_

Name of organizations representative(s): \_\_\_\_\_

- Is the organization's environment inviting?
- Is staff easily visible and identifiable?
- Is it a clean environment?
- Does the agency and program seem well managed?
- Are the participants/clients happy?
- Did the staff do a comprehensive job of explaining the program?
- Other?: \_\_\_\_\_  
\_\_\_\_\_
- Other?: \_\_\_\_\_

**COMMUNITY YOUTH FOUNDATION**

**QUESTIONS FOR COMMUNITY ORGANIZATIONS**

Your name: \_\_\_\_\_

Name of organization: \_\_\_\_\_

Name of organizational representative(s): \_\_\_\_\_

\_\_\_\_\_

→ What is your organization's mission?

→ What urgent need of the community does your organization address?

→ How long has your organization been serving the community?

→ Would you give a brief overview of your organization's history?

→ How many people do you serve each year?

→ What geographic area(s) do you serve?

→ What experience and credentials does your organization have in effectively serving your target population?

→ How do you evaluate your programs?

→ What would happen to the community if your program did not exist?

→ Other: \_\_\_\_\_







# Community Youth Foundation Allocations Meeting

## Sunday, January 16, 2000, 2:00 - 5:00 PM

### OBJECTIVES:

- To have students make site visit presentations to the rest of the group
- To have students make giving decisions based on the presentations
- To review what has taken place since the program's inception and to recognize the great efforts and leadership of the students.

### MEETING PLAN:

- Arrival 2:00-2:10
- Welcome 2:10-2:15
  - Review agenda - what we'll be doing today
  - Announce amount of fund.
  - Announce that a minimum of 50% must go to Jewish organizations and a 10% requirement of that must go to UJF.
- Presentations 2:15-3:45
  - Should be about 10 minutes per group including Q & A
- Stretch Break 3:45-4:00
- Group Discussion: Where should our money go?
  - *Small group discussion:* Break into three groups. Assign one recorder per group. Groups should decide where to give and amounts. 4:00 -4:20
  - *Large group discussion:* Students to meet in large group to make final decisions. 4:20 -4:45
- Wrap Up 4:45- 5:00
  - Do group photo
  - Hand out Tzedakah Boxes

## SETTING UP SITE VISITS

- Site visits should take place over winter break.
- When calling organizations to set up site visits, describe the Youth Foundation as a *youth development and leadership program* that teaches students about *Tzedakah* and how to make wise giving decisions (see sample script at the end of the Section). Explain that the program takes young people through the process of researching charitable organizations and deciding as a group where to allocate funds.

Although the Youth Foundation *may* make a gift to the organization, emphasize the objectives of the project rather than the money.

We have found that organizations are enthusiastic and arrange very positive site visits.

SCRIPT FOR PHONE CALLS TO ORGANIZATIONS

MY NAME IS <<NAME>>. I AM CALLING ON BEHALF OF THE COMMUNITY YOUTH FOUNDATION OF THE JEWISH COMMUNITY FOUNDATION. THIS HIGHLY SUCCESSFUL PROGRAM IS IN ITS THIRD YEAR AND IS COMPRISED OF A GROUP OF TEENAGERS WHO ARE LEARNING HOW PHILANTHROPY CAN MEET COMMUNITY NEEDS. THE STUDENTS HAVE MET AS A GROUP AND HAVE SELECTED YOUR ORGANIZATION TO VISIT. ONCE ALL THE SITE VISITS ARE COMPLETED, THE STUDENTS WILL RECONVENE TO DISCUSS WHERE THE FUNDS WILL BE DONATED.

THE SITE VISITS ARE DONE IN SMALL GROUPS OF 2-4 STUDENTS AND SHOULD TAKE NO MORE THAN AN HOUR OF YOUR TIME. WE REQUEST THAT ONE OF YOUR REPRESENTATIVES TAKE THE STUDENTS ON A TOUR OF YOUR FACILITY AND INFORM THEM OF WHAT YOUR ORGANIZATION DOES, WHO IT SERVES, ETC.

WE WOULD LIKE TO SET UP A DAY AND TIME FOR THE SITE VISIT. THE GROUP CAN VISIT ON \_\_\_\_\_ OR \_\_\_\_\_, IF THAT IS ACCEPTABLE TO YOU.

THANKS FOR YOUR COOPERATION AND YOU MAY CALL ME AT \_\_\_\_\_ IF YOU HAVE FURTHER QUESTIONS OR NEED ADDITIONAL INFORMATION.

## ROLE OF PARENTS

- Parents are not allowed to sit in on Youth Foundation meetings. We want the students to be in charge of the program. Explain that a separate parents' lounge is available for them.
- Parents will ask a lot of questions about the site visits. One question will be whether or not they should attend the site visits. You can explain to them that they can attend if they want, but should be an observer rather than an interviewer. Interviewing is the job of the students!

Parents will also ask about carpooling arrangements. In this case, encourage parents and/or students to contact other people in their groups to arrange carpools and meeting times.

- In the site visit placement letter to students, be sure to give any details such as where students should meet agency representatives and pertinent parking information.

## **HOUSEKEEPING**

- Make sure to reserve two rooms well in advance. One meeting room is for the students, with a separate small room for the parents to wait during the Youth Foundation meeting. For the parents, buy local newspapers, put out your organization's newsletter, offer cookies and coffee, etc.
- Once the CYF participants are determined, create two sets of mailing labels: one for students and one for parents. Having this on hand makes mailings much easier.

### **Supplies and Food Items to Have on Hand at All Meetings**

- Handouts (Agenda, roster, etc.)
- Pens
- Paper
- Flip Chart
- Pens for flip chart
- Tent cards
- Camera
- Local newspapers
- Food items such as Fruit, Pretzels, etc.
- Beverages: Orange Juice, Water and Soda.

### ***General Meeting Tips***

- Offer a 10-15 minute stretch break at each meeting.

## AFTER THE LAST MEETING

- Send cover letter to grant recipients along with checks.
- Send thank you note to organizations who did not receive funding.
- Send thank you note to parents.
- Summarize evaluations in the form of a program update.
- Send thank you note and Program Update to donors.
- Do press release on the program.
- Make Jewish Community Foundation board presentation and other presentations to report on the program. Involve the students in these presentations.
- Arrange volunteer activities for "alumni".
- Consider focus groups after one or two years.

February 24, 2003

**To:** <<CONTACT>>  
<<ORGANIZATION>>

**From:** Marjory Kaplan, Executive Director  
Gail Littman, Director, Community Programs

**Re:** Grant Award

---

We are pleased to inform you that the Community Youth Foundation of the Jewish Community Foundation of the United Jewish Federation of San Diego County has approved the enclosed grant of <<AMOUNT>> to your organization.

This grant is made possible through the combined effort of the Youth Foundation participants and matching gifts from several Jewish Community Foundation donors. A complete list of the Community Youth Foundation participants is attached. You may wish to express your appreciation to them directly at their addresses. Please copy any correspondence to the Jewish Community Foundation.

We thank you for your efforts in the community and wish you success in your future endeavors. We also thank you for being part of a meaningful experience for the Youth Foundation participants, one that we think they will remember for the rest of their lives.

**IRS Note:** This grant may not be applied toward the payment of any pledge or other financial obligation, nor may it result in any benefit or privilege being provided to any person or entity.

February 24, 2003

<<CONTACT>>

<<ORGANIZATION>>

<<ADDRESS>>

Dear <<CONTACT>>:

We would like to thank you for taking the time to conduct site visits with the students of the Community Youth Foundation. You were part of a meaningful experience for the participants and we greatly appreciate your efforts.

Please understand that the Community Youth Foundation students had an extremely difficult time deciding where to distribute their funds. In making their grant allocations, they could not fund all of the important community organizations. Your organization was among those that could not be funded this year.

Next year we hope the participants will have the opportunity to conduct site visits with you, and we look forward to working with you in the future. Once again, thank you for your time.

Most sincerely,

Marjory Kaplan  
Executive Director

Gail Littman  
Director, Community Programs

February 3, 2003

<<PARENT NAMES>>

<<ADDRESS>>

Dear <<PARENT NAMES>>:

On behalf of the Jewish Community Foundation, we want to extend our gratitude for allowing your teenager to participate in the Community Youth Foundation. We were very impressed by the great amount of insight and enthusiasm that each member of the group contributed.

Also, thank you for all the rides to the site visits and to our Sunday meetings. We couldn't have run the program without your integral support.

We were so pleased with the students' ability to apply the lessons of *tzedakah*, work together as a group, and make informed philanthropic decisions.

We are grateful for your help in making this year's program a success.

B'Shalom,

Marjory Kaplan  
Executive Director

Gail G. Littman  
Director, Community Programs

## EVALUATIONS

The response from the pilot CYF was overwhelmingly positive. Nearly every student said he or she would participate in the program if it were offered again. One student wrote in his evaluation, "I learned that *Tzedakah* isn't just giving money; it's taking the time to decide where it goes." Another wrote, "I learned how many places need money. It felt great to help them!" One year, the Jewish Community Foundation asked an educator to evaluate the program by conducting interviews with all participants and make recommendations for future years. She later made a detailed presentation to the Executive Committee.

The 1998-1999 CYF "class" also expressed great enthusiasm and energy for the program stating: "I learned about *Tzedakah* and how meaningful it is to give. It was a great program!"; and "I learned how to distribute money to organizations based upon what I learned about on the site visits."

The 2002-2003 CYF participants also provided positive feedback, as evidenced by the following statements: "I learned how to divide money for different donations, and "I learned that *Tzedakah* is a very important thing in your life. It feels good when you do something good like that."

We feel that it's important to conduct separate focus groups with parents and students. The goal is:

- (1) to use this qualitative research technique to uncover general issues to improve the program, and
- (2) to understand how the program impacted the students.

# COMMUNITY YOUTH FOUNDATION

## EVALUATION FORM

Please circle the number that best expresses your opinion:  
(Use the following scale)

	1	2	3	4
	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | Did the program meet your expectations?       | 1 | 2 | 3 | 4 |
| 2. | How would you rate the educational component? | 1 | 2 | 3 | 4 |
| 3. | Did you feel prepared for the site visits?    | 1 | 2 | 3 | 4 |
| 4. | Please rate the program as a whole.           | 1 | 2 | 3 | 4 |

What one thing stands out in your mind that you learned from the Youth Foundation?

What do you think could be improved about the program?

Would you participate in the program again?



## COMMUNITY YOUTH FOUNDATION 2002-2003 Progress Report

The Community Youth Foundation has just completed its sixth year; during this time, we have involved more than 140 students from different denominations all over San Diego County.

### *Objectives of the Program*

- To teach young people about importance of giving *Tzedakah*, why it is a Jewish value.
- To compare the difference between *Tzedakah* and charity.
- To put lessons of *Tzedakah* into action.
- To teach young people to make informed choices about giving.
- To expose young people to the needs of our community, both Jewish and secular
- To teach about *Gemilut Chasidim* (acts of loving kindness) and *Tikkun Olam* (repairing the world).
- To develop leadership among young people.

### Participants 2002-2003

- 24 8<sup>th</sup>-10<sup>th</sup> Graders
- Nine boys and 15 girls
- Participants represent Orthodox, Conservative, Reform and Reconstructionist from all over San Diego County
- Students attend public schools, private schools and Jewish day schools

### Grants

- **Jewish Community Organizations:** **62% of the funds**

Anti Defamation League  
*San Diego's primary and effective resource for combating anti-Semitism*

United Jewish Federation (General Campaign, Summer Residential Scholarships and Sha'ar HaNegev)

*The central Jewish organization in San Diego. Annual Campaign supports many vital local programs, as well as important projects for Jews in Israel and 60 countries around the world. Summer Residential Camp Scholarships are awarded to a wide variety of local children, based on need. Sha'ar HaNegev is San Diego's partnership region in Israel.*

Jewish Family Service (Jewish Healing Center, Project SARAH)  
*High-quality, confidential human care services to the neediest segments of the Jewish population in San Diego. The Jewish Healing Center provides counseling and chaplaincy services to primarily unaffiliated individuals and families living with terminal illness, to the bereaved, and to those caring for the ill. Project SARAH addresses victims of domestic violence, offering counseling, support and referral.*

Agency for Jewish Education  
*Central resource for Jewish education in San Diego--including teacher training and adult continuing education opportunities.*

▪ **General Community Organizations:** **38% of the funds**

Monarch School  
*Middle school and high school for homeless children located downtown providing full educational curriculum as well as basic social services.*

Make A Wish Foundation  
*Grants “wishes” to children who have been diagnosed with a life threatening illness.*

Children’s Hospital  
*San Diego’s only designated pediatric trauma center and the only area hospital dedicated solely to pediatric care.*

Interfaith Committee for Worker Justice  
*Advocates to improve wages, benefits and working conditions for workers, especially low-wage workers, on behalf of the religious community.*

Evaluation Summary

- 85% of the students said they would participate again
- 50% rated the program “excellent” and 50% rated the program “very good”

Quotes from Participants

- “I became more connected with the community and am very thankful for what I have.”
- “I learned that there is a lot kids can do to make a difference.”
- “I learned where and how to donate money, and how to know if they are worthy of the money.”
- “I learned how important it is for all of us to work together and we were all open to other’s opinions.”
- “The program gave me opportunities I would have never had.”
- “I learned that site-visits make all the difference!”

Expansion of Community Youth Foundation

The Jewish Community Foundation is developing a proposal over the next year that would call for an expansion of the Community Youth Foundation. If you would like more information, please call the Foundation at 858-279-2740.

## **PUBLICITY**

Publicity has been important to the Community Youth Foundation Program. We were extremely fortunate to have an article written by the Editor of the Religion and Ethics Section in the San Diego Union-

Tribune. Through this article, we received a continuing gift to ensure the program in future years. Of course, the Jewish papers, agency and synagogue bulletins, and local secular newspapers are good places to do press releases about the program.

SHALOM AND BEST OF LUCK!