JIM JOSEPH FOUNDATION
Shimon ben Joseph

Effective Strategies for Educating and Engaging Jewish Teens

What Jewish Communities Can Learn from Programs That Work

March 2013

BTW *informing change* and Rosov Consulting collaborated on behalf of the Jim Joseph Foundation to conduct and compile this research and to write this report.

By investing in promising Jewish education grant initiatives, the **Jim Joseph Foundation** seeks to foster compelling, effective Jewish learning experiences for young Jews in the United States. Established in 2006, the Jim Joseph Foundation has awarded $270 million in grants to engage, educate, and inspire young Jewish minds to discover the joy of living vibrant Jewish lives.

www.jimjosephfoundation.org

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Rosov Consulting is a strategic consultancy helping foundations, philanthropists and Jewish communal organizations to meet their goals, assess progress, and enhance impact. By working at the nexus of the funder and grantee relationship, Rosov Consulting fosters and supports partnerships that stimulate change. Led by Founder and Principal, Wendy Rosov, Ph.D., our team brings years of experience in education, research, philanthropy and nonprofit management to our work on behalf of our clients.

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Dear Colleague,

We have long known that the teen years represent a critical period of identity development on the journey to adulthood. When young people engage in effective Jewish learning experiences as adolescents, they are more likely to choose to live vibrant Jewish lives as adults. At the Jim Joseph Foundation, we believe that our Jewish community and traditions are rich with ideas and resources that can support teens throughout this stage of self-discovery.

To date, the Jim Joseph Foundation has invested $92 million in Jewish teen education with the goal of fostering compelling and effective learning experiences for Jewish teens, ages 13-17. Many of these initial investments are grants designed to prepare high-quality Jewish teen educators and to expand and deepen learning experiences for teens who attend Jewish schools and camps. Independent third-party evaluation results from these efforts indicate that these core investments are achieving intended goals with the Jewish educators and Jewish teens they serve.

To complement these principal strategies, the Foundation is also exploring creative approaches to invest in ongoing, year-round Jewish learning experiences that can reach the many Jewish teens who do not opt in to existing program offerings. Such strategies are the focus of this research report prepared by BTW *informing change* and Rosov Consulting, LLC.

The recommendations in this report complement recommendations from other recent reports on teen education and engagement released during the past three years by Charles and Lynn Schusterman Family Foundation, Rose Community Foundation, The Samuel Bronfman Foundation, UJA-Federation of New York* and others.

For the Jim Joseph Foundation, this current report provides confirming evidence that BBYO, Jewish Student Connection and the North Shore Teen Initiative—all Foundation grantees providing year-round teen education and engagement—are deploying strategies comparable to those utilized by high-performing peers both inside and outside the Jewish world. We hope that this report will help to inform funders about the innovative efforts of these grantees and of other organizations utilizing similar strategies. For the practitioners from all of these organizations, we hope the findings will help animate their work and identify additional opportunities to refine what they do.

Looking beyond what the Jewish community has developed to date for teen education, the Jim Joseph Foundation believes that there is still considerable work to be done. In most communities, the current menu of learning opportunities for Jewish teens attracts less than 20% of the total potential audience. This challenge calls for new innovations in teen education—both inside and outside of existing organizations. It invites greater collaboration within and among communities. It beckons funders to work together to make substantial, multi-year investments in the most promising strategies.

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* Gerstein, J., Groeneman, S., (2011). BBYO Impact Study: Analysis of Surveys Conducted with Current BBYO Members, College-Age and Young Adult Alumni, and Non-Alumni;
Whitehead-Bust, M. (2010). Current Trends in Jewish Teen participation with Out-of-School Activities: A Survey and Analysis of Relevant Research;
Tice, K. E. (2011). Rose Youth Foundation: Ten Years of Impact;
Gaynor, A. (2011). Through the Prism: Reflections on the Curriculum Initiative;
Zablotsky, A., Sales, A. L. and Samuel, N. (2011). Engaging Jewish Teens: A Study of New York Teens, Parents and Practitioners.

In conjunction with the release of this report, the Jim Joseph Foundation is committed to the following next steps:

1. Build and lead a community of practice for national and local funders interested in teen education and engagement.
2. Develop a set of shared goals and measures of success articulating what participating funders seek to achieve over a five-year period in an effort to dramatically expand and deepen Jewish learning opportunities for teens.
3. Work with partner funders, local community leaders and practitioners to support sustainable community-based teen education initiatives customized to local community needs and aligned with the shared goals.
4. Work with partner funders and major national providers of teen education to identify strategies to invest in national efforts to achieve the shared goals.
5. Encourage ongoing collaboration across communities and with national partners through shared learning and program evaluation.

We look forward to hearing from you and working with you as we embark on this important work together.

We also wish to express special thanks to Josh Miller, Senior Program Officer, for his leadership on this project and to Dr. Sandy Edwards, Associate Director, and Board Members Phyllis Cook and Jerry Somers for their exceptional commitments during the two-years of research for this report.

Alvin T. Levitt
President

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Executive Director

Overview

Scan of Teen and Young Adult Education and Engagement Programming

Background on Engaging and Educating Jewish Teens There are approximately 540,000 Jewish teens (ages 13-18) in the United States.[1] Scholars, community leaders and philanthropists have long recognized the importance of engaging this demographic to engender their Jewish journeys and support them to live vibrant Jewish lives.[2] Research has shown that the impact of Jewish education on Jewish identity formation positively correlates with the number of years involved, the variety of types of exposures and the amount of time devoted.[3] As such, the process of engaging Jewish teenagers must be multifaceted and ongoing throughout the teen years.

Engaging even a majority of young American Jews in some form of Jewish education is a chronic problem. The most recent censuses of classroom-based Jewish education for school-age children estimate that 230,000 are enrolled in supplementary schools (grades 1–12), and that slightly fewer children are enrolled in Jewish day schools (228,174 from junior kindergarten to grade 12).[4] Combined, in any given year, those enrolled represent 45% of all Jewish youth within this age-range. In supplementary schools, students are clustered in the grades leading up to bar/bat mitzvah; their numbers then fall precipitously. In day schools, enrollment peaks in senior kindergarten (age five), and then falls steadily with each grade.

In the formal Jewish education sector, enrollment rates are even lower. It is estimated that, outside the Haredi community, about 100,000 children age five and over attend Jewish not-for-profit day camps in North America, of which more than 65,000 attend JCCA camps.[5] The Foundation for Jewish Camp reports that a further 70,000 attend Jewish overnight summer camps. Combined, therefore, only 20% of Jewish children between the ages of 5 and 16 attend a Jewish camp of any sort each summer.

Engaging teens beyond their b'nei mitzvah has emerged as a particular challenge, and engaging the large portion of those who opt out of a formal Jewish education experience in the pre-teen years leading up to bar/bat mitzvah remains especially problematic. Among those who partake in formal Jewish education, research has shown that participation typically declines following their b'nei mitzvah: more than one-third of supplementary school students drop out after grade 8, and by grade 12 only one-seventh remain enrolled.[6]

There has been considerable communal effort to address declining rates of participation in the teen years. Notably, a number of organizations and efforts are successfully attracting large numbers of teens. Denominationally-based youth groups collectively engage between 20,000–30,000 young Jews locally, regionally and nationally each year.[7] BBYO engages approximately 40,000 Jewish teens each year in their summer and academic year programs. Approximately 22,800 Jewish pre-teens/teens (grades 6-8) and 16,200 teens (grades 9-12) attend Jewish camp each summer.[8] Participation in Israel programs has been another way to engage young people: in 2010 roughly 11,000 teens traveled to Israel.[9]

Efforts to engage teens are predicated on the fundamental recognition of the importance of this life stage. Developmental psychologist Erik Erikson famously conceptualized adolescence as a significant period when individuals struggle to define their identity in the face of role confusion.[10] During this particularly malleable stage, religion can potentially play a positive role in teens' lives. Based on a review of research about the influence of religious identity on an individual's broader social identity, Jeffrey Kress and Maurice Elias concluded: "Religious identity can be seen as functioning like a lighthouse, providing guidance for navigating uncertain territory, and a beacon with which to take one's bearings when fixed points are lacking."[11] This assertion is corroborated by findings from the National Study of Youth and Religion, which show that "religion is significantly associated with positive outcomes across a variety of important youth attitudes and behaviors."[12]

Adolescence presents a unique opportunity for the Jewish community. Unlike emerging adulthood (a life stage that is typically characterized by years of transience), adolescence more often occurs in a single locale. School, where teens spend most of their waking hours, strongly dominates teens' daily lives.[13] Consequently, adolescence is a time "when children move out from the primary sway of their families to the influence of peer groups," according to Sylvia Barack Fishman.[14] Yet teens' lives also remain strongly influenced by their parents[15] and the other adult role models with whom they connect through school, summer programs, extra-curriculars and family.[16] Each of these levers of influence (among others) represents an opportunity for those seeking to engage and educate Jewish teens.

The Research Process The Jim Joseph Foundation (the Foundation) has identified engaging Jewish teens in educational experiences as fundamental to the Foundation's mission of fostering compelling, effective Jewish learning experiences for young Jews, primarily ages 13-30.

To date, the Foundation has invested substantial resources in efforts focused on engaging teens in a variety of Jewish educational experiences. Funding has enhanced training for practitioners who work with Jewish teens, including educators trained at the Jewish Theological Seminary, Hebrew Union College, Yeshiva University, Pardes and the Shalom Hartman Institute.

The Foundation also supports programs to strengthen their capacity to provide high-quality Jewish educational opportunities. The BBYO Directors of Jewish Enrichment initiative is one such example in which the Foundation funded the creation of new, high-level staff positions for Jewish experiential educators. In another case, the Foundation is partnering with The AVI CHAI Foundation in supporting the Nadiv program, a pilot initiative to enhance the quality of Jewish education taking place in Jewish summer camps. In yet another instance, in partnership with the Charles and Lynn Schusterman Family Foundation, the Foundations established and sustain the iCenter, a national Israel education resource center focused on pre-collegiate Israel education.

Additionally, the Foundation has supported the creation of new programs to engage teens and pre-teens. For example, the Foundation for Jewish Camp was awarded a grant to create an incubator to launch new Jewish specialty camps. Jewish Student Connection was awarded funding to expand the development of clubs for Jewish teens in public high schools that are staffed by full-time Jewish educators in two regions in the United States. The Foundation's funding also established the North Shore Teen Initiative, a community-based teen education initiative in 23 towns and cities north of Boston. Finally, the Foundation's funding benefits teens on the individual level. In the Boston Area, Los Angeles, the San Francisco Bay Area and Washington, D.C., for example, the Foundation is concluding a four-year grant that has provided need-based tuition subsidies for Jewish day and high school students and Jewish residential campers. Another Jim Joseph Foundation project in the Los Angeles area seeks to make tuition more affordable for middle-income families enrolling their teens in five local Jewish high schools.

For the past two years, the Foundation has extended its efforts by exploring possible funding strategies to further address the dramatic drop in teens' Jewish educational engagement. To this end, the Foundation reached out to a variety of local and national philanthropic foundations such as The Jewish Foundation of Cincinnati, Leichtag Foundation, Rose Community Foundation, Charles and Lynn Schusterman Family Foundation, Sierra Foundation and others who expressed an interest in Jewish teen education and engagement. Together with a number of scholars and other community leaders, this group volunteered to participate in an Advisory Committee for this project. Advisors collectively and forthrightly encouraged the Foundation to explore the possibility of supporting interventions that would be substantially different from past efforts to engage and educate teens. They recognized that existing day high schools, community Hebrew high schools, youth group programs, camps and Israel travel programs are successfully engaging a subset of Jewish teens with strong Jewish backgrounds, and they identified their interest in developing new approaches that will enhance the existing array of teen education opportunities and appeal to Jewish teens who are under-engaged and/or unengaged. With guidance from the Advisors, the Foundation commissioned research that would examine pluralistic educational programming for Jewish teens in the United States.

The Foundation engaged BTW *informing change* (BTW) and Rosov Consulting, LLC, to conduct a broad scan of teen and young adult education and engagement efforts from a variety of spheres,

including those outside of the Jewish community. The purpose of the scan was to identify examples of programs that are scalable (i.e., programs that could attract substantial numbers of participants) and employ innovative practices (including funding approaches and community collaborations), and to identify the components, parameters, structural considerations and limitations of such programs.[17] The scan was meant to stimulate the thinking of funders, practitioners and Jewish communal leaders as they consider ways to dramatically expand and strengthen community-based Jewish teen education and engagement by highlighting select efforts aimed at attracting and involving teens in compelling and substantive learning experiences.

We acknowledge that education and engagement are not, by strict definition, the same thing. Engagement is about getting people to participate in something, while education is about having them learn something. In many cases they can be combined, but engagement does not necessarily include deep learning. We believe it is also important to consider engagement approaches because they may be what is needed to get teens to the "learning table."

In conducting the scan, we—BTW and Rosov Consulting—employed a reputational sampling strategy to identify leading efforts inside and outside of the Jewish world that are engaging young people in experiences that are relevant, meaningful and ongoing. We considered programs to include in the scan based on a review of recent research, suggestions from the Advisors, BTW and Rosov Consulting's own knowledge, and additional investigation. These programs were based in the Jewish communal sector, other faith-based sectors and the secular sector. There were approximately 150 programs identified through the initial scan.

With input from the Advisors, 21 programs were chosen for inclusion in the more in-depth scan, along with the information that would be collected and compiled in brief program summaries. The scan includes 8 Jewish programs for teens and 2 for young adults ages 20–40, along with 11 secular and other faith-based programs for teens and young adults (see the table to the right). The key criteria, along with the targeted interest of Advisors, guided program identification. For example, the scope of this study includes only year-round and academic year learning experiences that can provide ongoing Jewish learning integrated into teens' lives throughout the school year and, in some cases, into the summer.

Based on other observations in the field of Jewish education, Advisors also expressed a strong interest in learning more about program models utilizing some of the following components: micro-granting, peer-to-peer education, technology and social media, and concierge approaches. Likewise, despite the considerable developmental differences between adolescents and emerging adults in their 20s, the Advisors were curious about the adaptability of some aspects of programs for young adults that have garnered substantial communal investment and have seen high levels of success. Secular and other faith-based models were included because Advisors wished to broaden their thinking about what is possible in the Jewish arena through increased awareness of other spheres of teen activity.

After much consideration, some program categories were excluded. Since this report is intended for readers who have a strong familiarity with the more established and traditional models of Jewish teen education and engagement, programs such as denominationally-based youth programs were excluded. Programs for which there are substantial extant data about implementation and audience were also excluded.

The programs included in this scan are as follows:

Jewish Programs

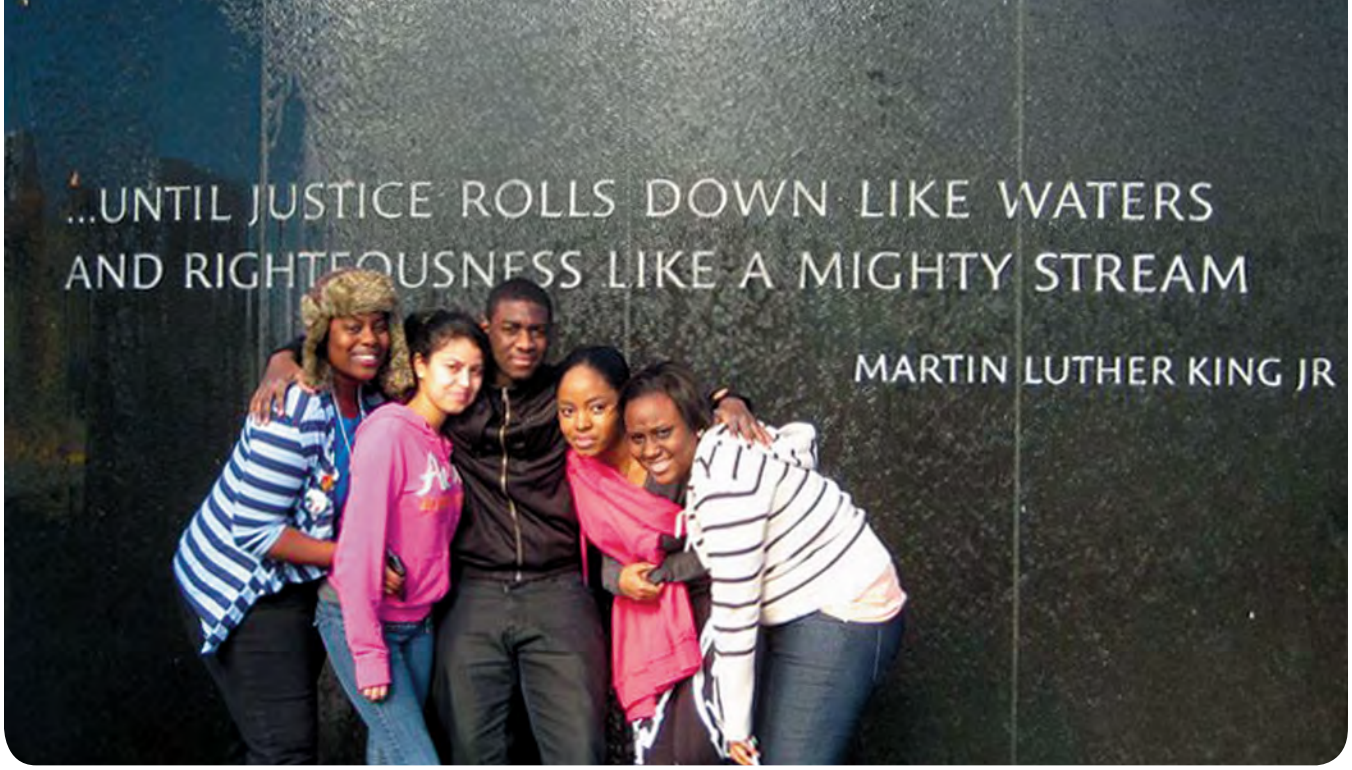
1 Beged Kefet Hebrew Language School
2 Diller Teen Fellows
3 JCC Maccabi Games and ArtsFest
4 The Jewish Lens
5 Jewish Student Connection
6 Jewish Teen Funders Network
7 Moishe House (young adult)
8 Moving Traditions
9 North Shore Teen Initiative
10 ROI Community (young adult)

Universal and Other Faith-Based Programs

11 Chicago Freedom School
12 DoSomething.org
13 The Food Project
14 Gay-Straight Alliance Network
15 Hand Up Teen Leadership Program & Girls Give Back
16 Mobilize.org (youth and young adult)
17 National Indian Youth Leadership Project
18 The Office of Youth and Young Adult Ministries, Unitarian Universalist Association
19 TEDxYouth
20 YMCA Youth & Government
21 Young Life

Report Overview This report offers 10 overarching observations of key themes that emerged from the research about the programs included in the scan, as well as from consultations with leading innovators inside and outside the Jewish world. Importantly, our reflections in this report have also benefitted from a series of group and one-on-one meetings with the Advisors throughout the 18-month process as well as a half-day focus group conversation with a diverse group of Jewish teens. Accompanying this report are 21 in-depth program summaries that include background information and details about key programs and activities, along with some noteworthy characteristics and qualities. This report is intended to be read in conjunction with the accompanying program summaries (see Appendix).

It is important to note that those who commissioned this research as well as those of us who conducted it are not the first to explore this issue. Throughout the past decade, numerous studies, program evaluations and general articles have shed light on some of the essential characteristics and qualities of successful Jewish education and engagement efforts.[18] This study is not designed to replicate those efforts; rather in some cases it corroborates their findings and, in other cases it provides further nuance to those findings and also adds new learnings. The programs included in this research are not meant to represent a definitive list of the 21 best. Nor is this list a representative sample of all extant programs. Rather, it is a cross-section of programs and organizations with certain characteristics or components that appear to be promising strategies or tactics for engaging teens in educational endeavors.



Key Learnings The sheer diversity of programs in this scan illustrates a fundamental lesson: no single effort could reasonably be expected to unilaterally address the challenge of Jewish teen education and engagement. Teens have differing interests, motivations and attachments that vary according to any number of variables that include, but are not limited to, gender, ethnicity, age, geography, religious practice and socio-economic status, to name but a few. Teens are multi-faceted individuals, with fluid and emerging identities. Their developmental needs evolve significantly as they journey though middle school, into high school and then prepare for college or work beyond. When considering a community-based initiative, a broad range of opportunities, some targeted to particular sub-cohorts within the 13- to 18-year-old age group, will be needed to attract, involve and be developmentally appropriate for this diverse and variegated target population.

The following are our overarching observations and the key themes that emerged from this research. We recommend that the issues outlined below receive equally thoughtful deliberation; we intentionally do not present them in any order of importance.

1 Models of Teen Involvement Among the programs included in this scan, there is a range of modes of involving and working with teens that build on youth empowerment, youth development and peer-to-peer engagement theory. **The programs give teens and young adults different levels of responsibilities, with adults serving in supporting roles.** Many programs include opportunities for teens or young adults to take the lead in planning and implementing programming. For example, Jewish Student Connection operates student-led clubs in high schools, supporting the creation and implementation of programming for and by teens. Similarly, teens in Young Life play a leading role in designing their regular gatherings. Another form of young adult ownership of their work can be seen in micro-granting programs, such as in the ROI Community, where participants are not only encouraged to conceptualize a project, but they can then secure funding to execute that plan and be responsible for its realization. As teens and young adults take responsibility for designing their programming, adults serve as resources and collaborators, helping to facilitate effective communication, self-reflection and skill-building.[19]

Participants can also take part in a program or organization's governance process, serving as board and advisory committee members, as is the case with the Chicago Freedom School (CFS) and the Gay Straight Alliance (GSA) Network. CFS convenes a Youth Leadership Board, comprised of youth ages 14–19, which guides the direction for CFS's youth programs and supports the organization by participating in recruiting program participants/Fellows, staff hiring and media events. The GSA Network offers several leadership options for youth: they can serve on the Board of Directors, on regional Youth Councils or on the Statewide Advocacy Council. Notably, opportunities for teens to participate on boards are more common among the non-Jewish programs in the scan.

In a slightly different approach to involving teens, there is a focus on building teens' abilities and competencies through programs (often developed by adult experts) designed to provide supportive and empowering opportunities for skill-building, self-reflection and horizon-broadening. The philosophy guiding this approach posits that positive identity development—achieved by fostering

resilience and competency building—is central to helping youth navigate adolescence in healthy ways.[20] In the Diller Teen Fellowship, for example, teens take part in a variety of local, national and international gatherings during which they participate in informal experiential education activities designed to help develop skills, knowledge and a sense of commitment as young leaders in the Jewish community.

Many programs also rely heavily on current participants to recruit their peers, which helps teens build skills to foster effective engagement and authentic connections with other teens. DoSomething.org's (DoSomething) youth-led groups, for example, provide a forum for peer-to-peer engagement around DoSomething causes. Each youth-led group starts with at least four young people who commit to creating and posting volunteer projects, and adopting at least two DoSomething campaigns per year. Those four members then engage, on average, 160 peers. This happens across 375 groups, helping DoSomething build to 60,000 members nationwide.

2 Flexible Participation Research has shown that duration of involvement correlates with impact: the longer a young person is involved, the greater the effect.[21] Yet teens have different levels of interest in and capacity to participate in any given program. **Having multiple entry points or varying tiers for involvement enables a range of teens to participate in a program in accordance with their interests and availabilities.** Episodic opportunities can also serve as a low-barrier "hook" to help teens get to know an organization before they decide to opt into deeper, longer-term involvement.

With the understanding that some teens will partake more fully than others, programs have created opportunities for varied doses of involvement. Programs offering flexibility in terms of how and how often participants are involved seem to yield promising results. For example, some programs offer both sporadic and serial participation opportunities. Others create opportunities for active participants to become more involved as leaders. In the case of Hand Up Teen Leadership Program, for example, teens can participate in at least four ways:

1. They can attend regular club meetings as frequently or infrequently as they wish at their public and private high schools.
2. They can volunteer to participate in monthly food drives at locations of their choosing around San Diego County.
3. They can opt to take on more responsibility by applying for a position on the Advisory Committee.
4. Once they have completed a year on the Advisory Committee, they can choose to take on an even greater leadership role by applying to become a member of the Executive Committee.

In another example, teens who participate in the GSA Network can do so on the local or national level: they can participate in a GSA club on their high school campus to whatever extent they choose, and they can attend national trainings and events such as the three-day Advocacy & Youth Leadership Academy or the Queer Youth Advocacy Day at the State Capitol.

3 Pedagogical Approach **The programs included in the scan offer multiple pedagogical approaches. They include a variety of learning modalities including social, intellectual, spiritual, emotional, artistic and corporeal educational opportunities.** Some incorporate multiple modalities, while others are more focused on a single methodology. Moving Tradition's Rosh Hodesh: It's A Girl Thing! and Shevet Achim: The Brotherhood, for example, utilize three modes of learning—sensory, cognitive and emotive—during each monthly session, which place teen girls' and boys' coming-of-age experiences at the center of the groups' educational activities. Moving Traditions is also a prime example of a program that intentionally addresses the different stages of adolescent development in its pedagogical approach.

Some programs include *mifgash* as a pedagogical approach: encounters with Jewish peers from around the country and from Israel. Such encounters are a key component of the ROI Community and JCC Maccabi Games and ArtsFest, which bring together diverse groups of Jews from various geographic locations. The action and reflection-based pedagogical approach of service-learning is employed by programs such as Hand Up Teen Leadership Program & Girls Give Back and Mobilize.org.

Among the Jewish organizations included in the scan, it is important to recognize that they have different goals as well as different theories about how those goals can be achieved, and consequently different strategies for achieving them. Therefore, the intensity of the Jewish learning component varies across these organizations.

The community has no universal set of Jewish program outcomes, which presents a persistent challenge when comparing pedagogic strategies and perceived programmatic successes across organizations.

Programs that reach the broadest audiences seem to have a more limited ability to offer depth of, or control over, specific educational content and method. Some programs in the scan, such as Moishe House and Young Life, work around this challenge by recruiting and providing centralized training and support for educators. Conversely, programs with more specific pedagogical frameworks tend to be more limited in scope, either to a specific group, subject area or geography. The Jewish Lens provides an example of a program that offers a specialized curriculum that couples photography with Jewish texts designed to facilitate students' exploration of Jewish values, identity, tradition and peoplehood. It has proven to be adaptable to a variety of Jewish educational contexts, including congregational schools, day schools, camps and youth groups, and is flexible in terms of pedagogical delivery.

4 Young Staff Scholars and practitioners widely acknowledge the fundamental importance of a talented staff to successfully engage teens. In his review of research about effective approaches to engaging teens, Michael Whitehead-Bust notes an emphasis "on the importance of sustained participation and high-caliber staffing in developing successful models of youth programming."[22] The significance of opportunities for teens to build substantive relationships with adults also echoes through the literature. Through their active investment in both the content of a program and its participants, young staff members can be effective engagers and mentors.

As such, it is important to employ staff members with whom teens can relate. For their deep understanding of the population they serve, post-college young adults, often in their early to mid-20s, can be ideal in this capacity. Yet hiring, training and retaining young adults is challenging, in part due to their transient life stage, limited professional experience and the typically low wages in youth-serving positions. Some organizations have addressed this challenge by purposefully transforming high turnover from a perpetual liability into an opportunity. Acknowledging the need for young adult staff, along with the reality of young adults' lives, is key. For example, DoSomething has developed employment and professional development tracks that account for employees' differing intended time commitments. Young adult staff members who express interest in a longer tenure are supported differently than staff members who commit to employment for two years.

Some programs also utilize internship and employment opportunities as pathways for participants' continued involvement. For example, at The Food Project, once youth complete both the Summer

Youth Program (SYP) and the Academic Year Program (AYP), they are eligible to apply for two- to four-year internships. As paid interns, they present workshops about food justice and healthy eating at local organizations and schools and at the AYP and SYP. They also contribute to The Food Project's social media presence.

It is also important to recognize that programs also have success hiring slightly older, more experienced professionals (in their late 20s or 30s) at a slightly higher cost than young adults fresh out of college. Examples include Jewish Student Connection and the North Shore Teen Initiative; The Curriculum Initiative has also documented this as a successful practice.[23] The result is employing young educators with some additional skills and experience, who can still relate to teens but are more mature. These professionals can also relate to adults, which is especially important if they are training volunteers or interacting with parents, community partners and donors. They are typically at a point in their work lives where if it's a good fit, they may be inclined to stay at the job for three or more years.

5 Utilizing Adult Volunteers to Expand the Reach of Staff

The largest programs in the scan (in terms of the total number of participants), tend to utilize the talents of committed volunteers to increase their capacity to reach and serve teens. These programs often include a structured volunteer training and supervision program. For many programs, large numbers of volunteers are integral to program operations that otherwise, with a relatively small number of full-time staff members, would have much more limited capacity.

While involving volunteers can be time consuming and costly, the benefits are numerous. Volunteers can be key to a program's scalability, which is dependent on the financial viability and sustainability of infrastructure. BBYO, while not included in this scan, is an important example in the Jewish world of a teen organization that has achieved broad reach through the mobilization of adult volunteers who advise over 600 BBYO chapters worldwide.

Engaging volunteers from within a local community can have other important effects beyond reach and finances—it can strengthen the overall fabric of communal life and foster additional organizational connections. In "Bridging the Gap from Bar Mitzvah

to Birthright," Adam Gaynor notes the importance of involving trusted and respected adults to broaden communal support for teen engagement efforts.[24] Additionally, the involvement of volunteers broadens teens' opportunities to forge positive connections with adults. Volunteers can also act as role models and positively demonstrate the importance of lifelong community involvement for teens. Offering the opportunity for alumni to volunteer provides another avenue for their continued organizational investment.

Volunteers are critical to the Young Life model, for example. Young Life is currently aiming to reach two million youth within the next seven years. It intends to do so by utilizing up to 40,000 volunteers. The organization is currently transitioning staff members' roles from working directly with teens to focusing on recruiting, training and supporting the ever-growing cadre of volunteers to engage in direct service with Young Life youth. YMCA Youth & Government is also reliant on volunteers to run the program. The California state office has institutionalized a volunteer training structure, which provides single-day volunteer advisor trainings throughout the year and has incentivized volunteer advisors to ensure that they are well-prepared to fulfill their commitments. Many YMCA Youth & Government volunteers are also program alumni.

6 Founding and Funding The programs included in the scan employ a variety of funding strategies. Support is from the government, philanthropy (individuals, private foundations and corporate philanthropy), earned-income revenue and, of course, combinations of the above. Some also receive in-kind support. **Regardless of the funding model, almost all program representatives interviewed for this research said they are focused on ongoing financial sustainability.**

While the impetus for a program's establishment does not appear to be key to its success (there is no consistency among how or when the programs included in the scan were founded), *how* a program was founded can have direct consequences on its financial stability. The extent and type of financial support dictate how much of staff members' work must be dedicated to fundraising efforts. For programs with few staff members that rely exclusively on grants, hours spent on fundraising can decrease time devoted to organizational development. Programs that are primarily supported by one philanthropic institution, as opposed to those that rely on multiple types of support, face a different challenge: reliance on a single or primary donor creates vulnerability through complete dependence.

Though employing a fee-for-service component seems promising, we did not see widespread evidence of programs that were successfully employing viable business models that include substantial revenue-generating income streams. The National Indian Youth Leadership Project, which had relied heavily on government grants to support its work in the past, is now actively focusing on fee-for-service and pro bono replication services as a means of not only expanding the program's reach but also securing additional financial support as government grants decrease. Another program that relies heavily on a fee-for-service model is The Jewish Lens. The Jewish Lens offers a curriculum, educator training and ongoing support to educators in a variety of educational settings. They have devised a community-wide approach in which centralized agencies are securing local funding to enable cohorts of local schools and organizations to utilize The Jewish Lens' program.

An important long-term sustainability strategy utilized among the organizations that have a local community presence is to solicit local donors to support the locally-based efforts. Jewish Student Connection, the North Shore Teen Initiative, Moishe House and YMCA Youth & Government all recognize that it is essential to have early, local buy-in. This begins with devoting time and resources to cultivating local volunteer leadership and potential donors who will become champions of the work because they believe in the mission or are connected to the program's beneficiaries. For national organizations with a local presence, therefore, fundraising needs to happen on two fronts: local funders who support local operations and national funders who support national operations.

7 Partnerships **Organizational partnerships are ubiquitous among the programs included in the scan. No single program operates alone, and programs utilize a number of different partnership models.** The North Shore Teen Initiative (NSTI) is perhaps the clearest example of partnership, in that it serves as the connective tissue between existing youth organizations and synagogues, thereby producing broader social opportunities for teens across 23 communities than would have otherwise occurred. In addition, NSTI partners with national organizations to provide teens with opportunities well beyond those regional boundaries, such as JCC Maccabi Games and ArtsFest, Habitat for Humanity, Jewish summer camps and Israel trips.

Some programs provide an organizational platform and rely on a partnering program to provide specific content knowledge. DoSomething, for example, couples its expertise in attracting teens with partners' content expertise about causes to create unique and powerful opportunities for youth activism. Jewish Student Connection (JSC) brings local partners into club meetings to provide content about issues that students have identified as areas of interest. In doing so, JSC exposes teens to the work of these partners and introduces teens to potential opportunities for involvement.

Other programs provide content and rely on organizational partners to provide an audience. The Jewish Teen Funders Network (JTFN), for example, has helped to launch 51 teen foundations and 37 individual teen giving programs across the United States that are housed in Federations, community foundations, Jewish community centers and educational institutions. Most recently, JTFN awarded grants to 20 summer camps to help develop teen philanthropy programs in camp settings. JTFN works with Jewish professionals and lay leaders in these organizations to develop Jewish youth philanthropy programs by providing professional development and offering curricular and programmatic resources. The YMCA's after-school programs and relationships with school districts enable YMCA Youth & Government to recruit directly in classrooms. Still other organizations train and supervise teens to contribute to multiple communal organizations, or rely on partners to support recruitment, secure event space or co-sponsor events. Partnerships work well when roles are clearly defined and not duplicative.

8 Social Media and Technology Teens are fervent users of social media and technology for communicating with family, friends and others. A 2011 study from the Pew Internet & American Life Project reports that 95% of all teens ages 12–17 are now online.[25] Of online teens, 80% use social network sites (e.g., Facebook, MySpace, Twitter) and 93% of those have an account on Facebook. The same study reports that 77% of teens have a cell phone, typically getting their first cell phone at age 12 or 13. In addition, the study documents that texting has become a dominant daily mode of communication between teens.

As the frequency and volume of social media use among teens continues to rapidly increase, we observe a range of uses of social media and technology across the programs. For some, they are core to the operational and programmatic fabric. To illustrate, TED videos, which provide content and resources and facilitate participant connection, are the central component of any TEDxYouth program, both programmatically and operationally. The TEDxYouth YouTube channel is also one of the many TED channels that serve as a platform to share TEDx events from around the world. Building on the popularity of texting among teens, DoSomething has a text-message–based platform to reach and communicate with teens in almost all of its programs.

For other programs, though, the use of social media and technology is ancillary. For those that operate primarily offline, social media is often used as a recruitment and marketing tool. For example, the ROI Community uses Facebook, Twitter, Flickr, YouTube and a blog to maintain regular contact with its 844 community members and their extended networks. Programs small in scale and/or that rely on face-to-face relationships tend to use social media less. Other programs are also working to integrate technology more fully into the programmatic design through blogs and social networking opportunities, such as the relatively new Unitarian Universalist Association's blog, Blue Boat. Finally, while most programs see value in using social media to achieve a specific purpose, many recognize that it is a means to an end, not an end in and of itself.

9 Branding **Strong branding, which is a hallmark of a number of programs in the scan, is used to achieve various ends. A brand can be utilized as a method of maintaining standards, employed as a marketing tool and relied upon to evoke name recognition.** In the case of TEDxYouth, strict licensing regulations that dictate how the brand can be used ensure consistency across events, thus upholding program quality. The DoSomething brand is used extensively as a part of the organization's marketing strategy to increase interest in their partners' causes. For programs like YMCA Youth & Government and JCC Maccabi Games and ArtsFest, the national and international brands convey a sense that participants are part of something larger than themselves and create a feeling of connection with a broader movement. For any program, developing a strong, clear brand adds credibility to its work.

10 Structure **The programs in the scan represent a diversity of sizes and structures: stand-alone organizations, regionally-based organizations, and national and international organizations with regional and/or local affiliates.** Programs embedded within larger organizations have access to broader resources and supports, both financial and in-kind, which may result in economies of scale as well as increased opportunities for sharing best practices. In many cases the national umbrella organization offers local operations marketing, fundraising and content support. Local YMCA Youth & Government chapters, for example, receive marketing materials (e.g., brochures, flyers) and content support (e.g., tool-kits, templates for bills) from the state office. Additionally, the state office leads an annual fundraising campaign that provides conference scholarships and also logistics and operations supports for events. In the case of Mobilize.org, a move from national to customized regional hubs has resulted in flexible implementation that more tightly aligns with the needs of a particular region. Finally, the North Shore Teen Initiative is an example of a structure put in place to strengthen the work across a large region that lacks the centralized support that can often be found in a major metropolitan area with a large Jewish population.

Implications for Strategy Development As we consider the implications of this work, it is important to revisit the purpose and context for this research. The Jim Joseph Foundation and other Advisors to this work are interested in increasing Jewish teen education and engagement efforts through a community-based approach that can be supported by both local and national funders. In exploring teen education and engagement efforts, the key criteria for this scan are all issues of importance. The intention is to reach growing numbers of Jewish teens, focused particularly on those who are not regularly participating in Jewish life at present, with promising approaches of relevant, meaningful Jewish education and engagement—and to do so in a way that is financially sustainable. While there are some givens of what works and what elements should be considered, there are also many additional variables across contexts and types of programs.

Among the variability seen across the programs in this scan is *how* the learning, growth and identity development can happen. Rather than being prescriptive, we believe it is useful to consider this diversity of approaches, including the following:

- **From whom do teens learn?** Their peers; college-age or adult role models.
- **What do they do and explore?** Ritual practice (e.g., Shabbat, holidays), culture (e.g., movies, music, literature, cuisine), different backgrounds (e.g., different Jewish religious backgrounds, non-Jewish backgrounds), values in action (e.g., volunteering, social action, philanthropy), creative expression (e.g., art, theater, photography, writing, video production, performance), discussion of relevant topics within a particular (e.g., Jewish) context.
- **How do they do it?** Facilitated discussions led by adults and/or peers; one-on-one, small group as well as large group activities; experiential education (e.g., group games, role playing, field trips, simulations); engaging with the broader world (e.g., service, sharing creative expressions).

As the Jim Joseph Foundation and other Advisors now contemplate how to invite communities to develop approaches that help teens explore what being Jewish means to them, we suggest that any community response should consider the following nine issues.

1 "Location, Location, Location" A common refrain of teens when asked why they "drop out" or don't participate in Jewish activities is, "I'm too busy; I don't have the time." Yet, through our research, we have seen that **meeting teens where they go every day, both physically and virtually, helps maximize**

participation. Whether at their school, on a playing field, in a studio or online, teens not only need easy access to reach the program, but the program also needs to reach into and be in the spaces where teens already are. Then, after teens are involved in spaces that are familiar to them, under the right circumstances they may choose to go out of their way to be Jewishly involved, which is required for certain kinds of powerful, proven immersive Jewish learning experiences (i.e., retreats, conventions, camp, service-learning, Israel trips).

2 "People, People, People" **Relationships are central to participants' positive educational experiences, be it with peers, alumni, staff members or volunteers.** The facilitation of participants' sense of connection with one another, with individuals slightly older or younger and/or with adult staff or volunteers overseeing the learning experience should be a central component of any Jewish education and engagement effort.

Existing teen program providers need to recognize what opportunities they are providing for teens to build relationships at multiple levels and how this can contribute to long-term participant outcomes, This may require reframing existing offerings to emphasize the development of these relationships.

When designing new Jewish education programs, a critical question to ask is how to design experiences around enabling teens to build meaningful relationships that will help them advance on their Jewish journeys. This emphasis on relationships built, rather than numbers of programs or attendees, may lead to entirely different methodologies for supporting Jewish teens to learn and grow Jewishly.

In addition, the Jewish community has an opportunity to carefully consider how to attract, train, support and retain teen leaders, staff, volunteers, parents and other adults who interact with teens to ensure that the cadre on the "front line" is adept at building relationships with Jewish teens and guiding their Jewish growth.

3 Multiple Portals of Entry **An apparent component of successful program scaling is offering multiple portals for entry and flexible engagement structures once inside the system.** Avoid the one-size-fits-all trap and consider porous boundaries to facilitate entry. In terms of content, this can mean providing subject matter that speaks to the diverse interests of the target audience, such as the range of causes offered by DoSomething. It can also mean offering tiered levels of engagement that can shift over time, including opportunities to take on various leadership roles over the course of a program or the possibility of simply showing up and participating at any point. Short, one-time activities, or even a few mouse clicks, can be important entry points for curious teens who require a low barrier to entry. More intense programs—multi-day retreats, year-long commitments—can both deepen engagement for those more interested and committed and serve as an internal leadership track. Opportunities for participation at local, regional, national and international levels are another way to provide multiple entry points.

This "menu" of opportunities for teens can be achieved within a single organization that is capable of offering a wide range of opportunities under one brand, such as Young Life and BBYO have done. It can also be achieved at a community-wide level when the range of independent teen-serving organizations decide to

work together with the collective goal of advancing the Jewish journeys of all teens within the community. This requires a courageous effort on the part of individual organizations to set aside their own agendas and to devote serious time and effort to coordinate with their organizational peers.

4 Skin in the Game **Some teens thrive upon opportunities to have a stake in the work, not be passive recipients, which can increase the likelihood and relevance of their involvement.** This is particularly true if peer-to-peer engagement is part of the strategy; teens are less likely to engage others without feeling personally empowered. This can range from young people driving the vision and design of the work, such as providing leadership or serving in governance roles, or teens participating in developing content, leading events or activities, being responsible for giving or receiving grants, or simply providing participants with choice in what they do.

The challenge here is that (adult) program providers need to take the leap of faith to trust that teens can and will step up to the plate to take on real responsibility if it is offered to them. If teens are treated like adults, they will act like adults. The role of the adults who work with those teens is to earn their trust and then be adept at providing teens with the right support, guidance and encouragement so they can succeed in their empowered roles. This is a skill that can be taught; it requires humility and trust.

5 Accepting Teens As They Are **More than anything, teens want to be accepted for who they are.** This is not just about accepting teens for who and where they are on their *Jewish* journeys. Teens do not want to compartmentalize their multifaceted interests or identities, so professionals and volunteers who work with Jewish teens must start from the place of accepting teens where they are on their *life* journey. Yet, the teen years arguably represent the most intense period of developmental growth and change in the shortest period of time. Where and who teens "are" as they enter into the bar/bat mitzvah year is likely to be far from who and where they will be by the time they enter high school. As such, it is essential to provide developmentally appropriate programs for teens of different ages. Since teens are strongly influenced by peers who are immediately older and younger, opportunities to interact across ages are also important.

6 Quality Amidst Growth **We have seen that core content combined with appropriate training and oversight can facilitate quality control over a large scale.** One of the concerns frequently raised with broadening reach is that, by definition, it lessens depth and/or overall ability to control for quality. While there is some truth to this, the programs in this scan show that there are concrete ways to address broad-scale quality control. First, it is important to have defined core content that clarifies the essential elements of the model. This does not mean that the program is completely prescriptive, but essential elements are defined, while also leaving space for building relevant learning experiences around topics that emerge from the interests of participants.

There also need to be systems and structures to ensure that this content is delivered as envisioned. This can come in the form of licensing standards or agreements in using the core content. Volunteer recruitment and training are also critical, since volunteers are the lifeblood of many programs with broad reach. Programs need a plan not only for volunteer recruitment and training but also for ongoing support and management to ensure they utilize the core content within the parameters envisioned, even when great flexibility is core to the model. In addition, hiring talented, creative, adaptive educators and offering consistent training to ensure all of those educators are focused on a shared set of desired learning outcomes (not necessarily defined content) is key. Community-based education and engagement approaches, therefore, need to address not only what the core content is, but also what steps will be taken to effectively disseminate the content based on the chosen channels.

7 The Business of Doing Business **Any effort that is going to be fiscally sustainable over the long term, regardless of cost per capita, needs a viable business model that articulates how it will develop the financial resources to enable it to do the work over the long term.** Philanthropy can be one, but should not be the only, revenue source and efforts

relying primarily on a single funder have proven particularly difficult to maintain. While there are limits to securing public funding for Jewish-focused efforts, fee-for-service or earned income, such as charging for procuring core content and implementation support, should be considered as possible revenue streams. Strategic partnerships also have the potential to either produce revenue or, on the flip side, reduce costs. Understanding what combination of revenue is anticipated, how secure these sources are, and whether the funding mix is anticipated to shift over time will help to determine if any effort is viable and sustainable.

Communities making investments in new initiatives need to recognize that it takes time and start-up capital to build a new program to a place where it has the proven track record and organizational capacity to generate enough revenue through fundraising and other sources to survive without outside support. It generally takes at least five to seven years of annual core operating support to seed a new initiative. It is therefore important to consider whether a new initiative can be housed within an organization that can provide existing infrastructure.

8 Build for Scale from Day One Any new effort must also effectively address the issue of scale. **Scale is important for expanding reach and potential outcomes.** Effective scaling also, by definition, ensures a reasonable cost per capita. Some high-quality programs included in this scan simply are not scalable due to the high cost per capita, and they must consider what cost is realistic, given their programmatic model. The meaning of scale for a particular program—in a particular community—and how it will be achieved, are important issues for consideration.

When considering how to build a program that can scale beyond an individual community, it is important to consider from the outset how the model can be designed to be adaptable in other communities with different contexts and existing infrastructure. It helps to work with a national partner and to run early experiments in multiple locations.

9 Know Your Goals and Consider Your Metrics Many of the programs we reviewed in depth have, over the past several years, increasingly been called upon and/or have chosen to engage in the serious work of articulating specific, measurable, attainable, result-oriented and time-bound ("SMART") goals and milestones. **We firmly believe that the articulation of such goals and accompanying metrics, coupled by a culture of accountability around them, leads to better programming and, ultimately, to stronger outcomes and impact.** This work is not easy and often requires the assistance of an outside expert who can facilitate it. This work is even more challenging when adding the complexity of the "shifting sands" of the developmental continuum in the teen sphere.

Concluding Thoughts: Drawing upon the learnings from the program models included in this scan, we believe that there are new opportunities that can be explored specifically in the Jewish teen education and engagement space. Given this report's focus on community-based approaches specifically, it will be critical to apply the lessons and implications from this research to the unique contexts of individual communities—thinking about their composition, needs, individual and collective interests, existing infrastructures, etc. Armed with the information generated by this research and with a comprehensive knowledge of those communities, we believe that national and local funders will be well positioned to partner with community-based stakeholders to consider new approaches to working in the teen sphere, with the ultimate goal of forwarding and deepening Jewish teens' journeys.

Endnotes

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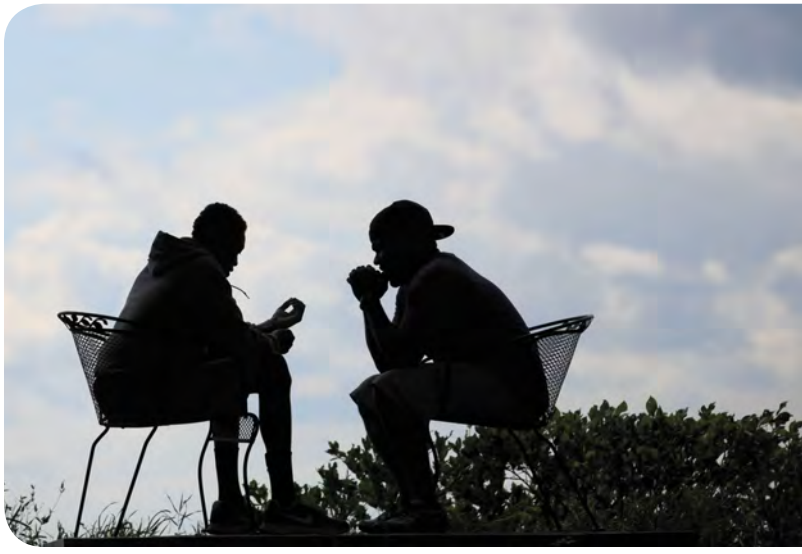

Acknowledgements

The Jim Joseph Foundation is grateful to all those who contributed to this work in numerous ways.

The research teams from BTW *informing change* and Rosov Consulting, LLC: Ellen Irie (BTW), Dr. Wendy Rosov (Rosov), Naomi Orensten (BTW), Dr. Tobin Belzer (Rosov), Evan Gattozzi (BTW), Gagandeep Kaur (BTW) and Brittany Waxman (Rosov).

The advisors who served as representatives of the Research Advisory Group during key stages of this project: Dr. David Bryfman, Lisa Eisen, Brian Jaffee, Jay Kaiman, Dr. Jeffrey Kress, Lisa Farber Miller, Dr. Joseph Reimer, David Rittberg, Kimberly Miller Rubenfeld, Charlene Seidle, Ricky Shechtel, Devorah Silverman and Adam Simon.

Our teen advisors and focus group participants: Ben Diamond, Asher Kinyon, Zoe Kress, Sylvee Legee, Lucas Lendenbaum and Alison Luton.

The professional staffs at: Beged Kefet Hebrew Language School, Chicago Freedom School, Diller Teen Fellows, DoSomething.org, Gay-Straight Alliance Network, Hand Up Teen Leadership Program & Girls Give Back, JCC Maccabi Games and ArtsFest, Jewish Student Connection, Jewish Teen Funders Network, Mobilize.org, Moishe House, Moving Traditions, National Indian Youth Leadership Project, North Shore Teen Initiative, ROI Community, TEDxYouth, The Food Project, The Jewish Lens, The Office of Youth and Young Adult Ministries, Unitarian Universalist Association, YMCA Youth & Government and Young Life.

Special thanks also to Sara Shapiro-Plevan for her help recruiting teen advisors, Dr. Ari Kelman and Matt Grossman for their guidance, and Jason Edelstein and Jana Anderson for final editing and design work.

Jim Joseph Foundation Directors: Phyllis Cook, Dvora Joseph Davey, Susan Folkman, Al Levitt, Jack Slomovic (z"l), and Jerry Somers.

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APPENDIX

The program summaries in this appendix provide additional detail about each of the twenty-one programs that were included in the accompanying research report: *Effective Strategies for Educating and Engaging Jewish Teens*. This report was commissioned by the Jim Joseph Foundation; research was conducted by BTW *informing change* and Rosov Consulting, LLC.

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Beged Kefet Hebrew Language School

AT A GLANCE

Brief Description:

Beged Kefet is an afterschool program that offers Hebrew language instruction to native Hebrew and native English speakers in grades K-12. The program places an emphasis on including families in the learning process and aims to strengthen students' identity and connection to their Jewish and Israeli culture. Teachers emphasize Hebrew language skills including reading, writing, speaking and comprehension, as well as topics that characterize Israeli culture like Jewish holidays, stories and music. Beged Kefet also offers Hebrew for high school students, allowing them to receive accreditation/approval for a foreign language from their school and prepare them for the SAT II. An advanced Hebrew literature program has also been developed.

Target Audience:

Native Hebrew speakers in grades K-8 (the first non-native Hebrew speaking classes for this age group will be opened in 2013); High school teens who are Hebrew speakers at home and non-native Hebrew speakers who wish to study Hebrew as a foreign language

Service Area:

San Francisco Bay Area

Annual Participants:

15 students in 2008-2009; 100 students in 2011-2012; 165 students in 2012-2013

Staffing:

One 0.75-time coordinator

Board:

There is no board. Instead there is a local, volunteer Education Advisory Committee, comprised of educators, community members and parent representatives from the school.

Annual Budget:

Not currently available

Cost per Capita:

From $105-145 per month depending on the program and affiliation ($1,050-$1,305 annually per participant)

Funding Sources:

Fee for service, JCC in-kind support

Year Founded:

2008

Founding History:

Not currently available

Evaluation:

Parent and student surveys administered internally

Web Site:

www.paloaltojcc.org/icc/bkhs-about/

Key Programs & Activities

- Hebrew language acquisition is taught through reading, verbal comprehension, writing and conversation. Courses include opportunities for peer-to-peer interaction, experiential education and small group learning, as well as educator-led instruction. Elementary and middle school classes are conducted according to the Israeli school curriculum.
- Kindergarten through eighth grade classes meet for 1.5 hours per week. High school classes meet for three hours per week and also include participation in Israeli cultural events like Yom Hazikaron and Yom Ha'atzmaut as well as other events and lectures offered by the program.
- Beged Kefet offers families of elementary-grade children activities around holidays and special events. High school students take on leadership roles in planning cultural Israeli events.

What is Noteworthy?

A Bridge between Often Segregated Communities Beged Kefet was created in part to form a bridge to connect Israeli and American Jews. Students include native Hebrew speakers, along with native English speakers who are studying Hebrew as a foreign language. By bringing students and families from both populations together for holiday celebrations and community service opportunities, the school aims to foster Israelis' engagement with Jewish communal life and strengthen connections between the Israeli community and the American Jewish community. The program is housed at the Oshman Family JCC in Palo Alto and has a satellite site in the Sunnyvale/Cupertino Area. Non-native Hebrew speakers are recruited from Gideon Hausner Jewish Day School, while Israeli students typically learn about the program through word of mouth.

Language Acquisition to Foster Increased Understanding about Israel Through Hebrew language study, the program aims to create an environment of learning in an Israeli atmosphere while strengthening students' connection to and knowledge of the State of Israel. Hebrew courses of all levels incorporate content about Israeli geography, history and literature to increase students' understanding of Israeli culture through Hebrew language study. Courses also incorporate education about the Bible and Jewish holidays, and Israeli authors are brought in as guest speakers. High school level courses were designed to provide students with a strong base of knowledge and familiarity with Israeli texts and Hebrew literature.

Jewish Education for General Education Credit The multi-year program was designed to fulfill California schools' credit requirements for Hebrew as a foreign language. The program is accredited through a partnership with Kehillah Jewish High School.

Diller Teen Fellows

AT A GLANCE

Brief Description:

This international leadership fellowship is a training ground for Jewish North American and Israeli teens that is designed to help them develop the skills, knowledge and commitments to meaningfully assume leadership roles in the Jewish community. Throughout the 15-month Fellowship, Diller Teens from 16 partner communities participate in educational workshops, weekend retreats, and create and implement social service projects.

Target Audience:

High school juniors with various levels of engagement with Jewish communal life

Service Area:

San Francisco, Los Angeles, Pittsburgh, Boston, Baltimore, Montreal, Metrowest New Jersey, Toronto, and eight Israeli partner communities

Annual Participants:

320

Staffing:

3.5 FTEs for international program in North America; 2.5 FTEs for international program in Israel; additional staffing in each participating partnership community

Board:

The local and national Boards include active volunteers, community leaders, previous participants, lay leaders, parents of participants and family members of the Helen Diller Family Foundation

Annual Budget:

$4,059,000

Cost per Capita:

$11,788

Funding Sources:

Helen Diller Family Foundation, local sponsoring federations, participant fees

Year Founded:

1997 in San Francisco, expanding to communities nation-wide in 2006

Founding History:

This program was started by the Helen Diller Family Foundation based on the desire to invest in teens in order to create future leaders of the Jewish community.

Evaluation:

JESNA's Berman Center for Research and Evaluation conducted a formative evaluation of the program in 1997. Research Success Technologies is currently evaluating the impact and efficacy of the program.

Web Site:

www.jewishfed.org/diller

Key Programs & Activities

- The Fellowship functions in partnerships with local Federations in the eight North American locations. Local communities develop and implement the recruitment process based on nationally recommended best practices and successes in other communities
- Cohorts of 20 exceptional high school juniors (and sophomores in some communities) are selected through a competitive process in each participating community to participate in this Fellowship, designed to inspire and empower participants to be active, effective leaders who have strong Jewish identities, a sense of belonging to their communities, the Jewish people and Israel, and a responsibility to the betterment of the world.
- Fellows participate in local, national, and international gatherings where they take part in experiential education based on the core values of excellence, pluralism, responsibility, partnership and peoplehood. The educational component focuses on four program pillars: Jewish identity, leadership, tikkun olam, and relationship building between Israeli and North American Jews.
- The Fellowship offers locally-based Sunday seminars that take place every two to four weeks, and three to four Shabbatonim through which participants explore the four program pillars and create and implement individual or small-group community service projects
- In the spring, the eight Israeli cohorts travel to North America to visit their partner communities. The 10-day North American Seminar includes: a joint weekend retreat, opportunities to experience and learn about North American Jewish life, local service projects and home hospitality by the Diller Teen Fellow families.
- All Diller Teen Fellows attend a 3-week Seminar in Israel during the course of their program. The Seminar includes: travel in Israel, a 5-day Diller International Teen Leadership Congress (a meeting of Diller participants from all communities), and a week of community service and home hospitality by the families of Israeli Diller Teen Fellows.
- An alumni program is currently in development.

What is Noteworthy?

Pluralism in Action Grounded in the core values of peoplehood and pluralism, Diller Teen Fellows brings Jewish teens from North America and Israel together to engage in ongoing and deep relationship building. Participants compose a diverse group of young men and women from different Jewish denominations, ethnic heritages and cultures, and geographic backgrounds.

A Focus on Experiential Education The Diller Teen Fellows' experiential education was designed to help teens develop skills, knowledge and sense of commitment that will equip them to assume leadership roles in the Jewish community. The program is focused on strengthening Fellows' understanding of the Fellowship's four pillars.

Professional Development for Program Coordinators Local program coordinators receive professional development from the national staff through which they learn the methodologies of the Fellowship and are supported in developing programming that meets their community's particular needs. The structure of the training reproduces the organization's broader model of partnership and community building by engaging coordinators in peer-to-peer learning and providing a platform to share best practices.

JCC Maccabi Games and Artsfest

AT A GLANCE

Brief Description:

The JCC Macccabi Games and ArtsFests are annual six-day events held in August that bring together large numbers of Jewish teenage athletes and artists for competition and performance.

Target Audience:

Jewish athletes and artists (ages 13-16)

Service Area:

Events are held throughout North America

Annual Participants:

3,000–5,000 teen participants

Staffing:

4 FTEs

Board:

Currently the Board is a continental (United States and Canada) governing body made up of lay leaders, staff from JCCs around the country and representation from partner organizations. Board members oversee operations but are not required to contribute financial support. A new Board structure is in the process of being created.

Annual Budget:

$1,000,000 for the national organization. Additionally, each individual host community has its own budget that varies from $300,000-$2,000,000.

Cost per Capita:

National level: $220; Host community level: $785

Funding Sources:

Funding comes primarily from program fees (JCCA charges $475 for each participant and staff attending. Each individual JCC adds participant fees for travel, overhead, etc. As a result, costs to participants range from $800-$2,000) and is supplemented through spectator fees, sponsorships, fundraising and outside scholarship sources.

Year Founded:

JCC Maccabi Games USA was founded in 1982; ArtsFest was founded in 2006

Founding History:

The Maccabi Movement began in 1895 when the first all-Jewish sports club was formed in Constantinople. The Maccabiah Games was initially founded in 1948 to promote fitness and athletics among Jewish youth in the United States and in Israel, and to support the development of Israel as a nation through physical education and sports. The first North American JCC Maccabi Games were held in 1982. In these thirty years, there have been an estimated 130,000 participants, 100,000 spectators and 75,000 volunteers.

Key Programs & Activities

- The JCC Maccabi Games are an Olympic-style sporting competition held for six days each summer in selected communities throughout North America. The event includes daily athletic competitions in 15 individual and team sports including: baseball, basketball, softball, swimming, table tennis, soccer, volleyball, tennis and bowling.
- ArtsFest is an annual six-day event that occurs in conjunction with the Maccabi Games. The event includes opening and closing ceremonies, workshops, performances, exhibits, community service, and social activities. Teens form delegations that spend the week participating in ArtsFest workshops focused on their chosen specialty area, which includes: acting/improv, culinary arts, creative writing, dance, jazz ensemble, musical theater, rock music, vocal music, and visual arts. Each specialty area is led by an artist-in-residence. On the last evening of ArtsFest, each delegation presents a final performance or exhibition.
- During non-competition time at the JCC Maccabi Games, teens can participate in JCC Cares and Hang Time. JCC Cares is a local community service project, such as visiting sick children in a local hospital or working with Habitat for Humanity. Hang Time is a space for informal activities with Israeli and Jewish themes such as trivia, Israeli group games and Israeli dance. Hang Time is staffed by Maccabi World Union shlichim and volunteers from the host communities.
- Hosting the JCC Maccabi Games and ArtsFest is an event that truly galvanizes a local Jewish community; the JCC leadership must fundraise at least $300,000, secure hundreds of volunteers and host families, and partner with local Jewish organizations to enable participants to have a positive, immersive and fun Jewish experience.

What is noteworthy?

Attracts Large Numbers Engaging teens through arts and sports provides low barrier access to teens who range from actively affiliated to those who are less engaged in Jewish organizational life. In 2011, 46% of participants (roughly 2,000 teens) did not attend Hebrew or day school. The program is open to any Jewish teens within the catchment area of participating JCCs. In addition to the teen participants, the Games and ArtsFest utilize 5,000 volunteers and draw 20,000 spectators. Participant recruitment occurs locally. To support these efforts, JCCs are provided with templates and marketing materials such as promotional videos. This program benefits from the established infrastructure of the JCC system.

Creates a Jewish Context Much care is taken to weave Jewis values and symbols throughout the JCC Maccabi Games and ArtsFest. Athletes are urged to compete according to the Jewish value of compassion/mercy; Israeli emissaries engage teens in experiential education during the games focused on Israeli and Jewish themes; all the food provided is kosher; the opening ceremonies include a memorial to the Munich 11 Israeli athletes who were killed at the 1972 Olympics, and the closing arts performances express a different Jewish motif each year.

Creates a Sense of Jewish Peoplehood Each year, 90 JCCs participate in the program along with delegations from Canada, Mexico and Israel. A sense of community is created as teens from around the world engage with other Jews who share their extracurricular interests and passions. To add depth to their sense of Jewish Peoplehood, teens stay with host families, creating more personal

JCC Maccabi Games and Artsfest *continued*

Evaluation:

Since 2008, JCC Maccabi has fielded internal surveys to all teen participants, parents, and host community staff. Response rates on surveys hover in the 15% range (up to 25% for staff)

Web Site:

www.jccmaccabigames.org/

connections with Jews from other places. Program staff note that the most powerful aspect of the games for teens is the experience of finding themselves among thousands of Jewish teens from across North America, Mexico, Canada and Israel.

Educational Support The JCC Association works with the host communities to create, review and evaluate the Jewish educational components that take place during the JCC Maccabi Games and ArtsFest. Jewish educators and Israeli shlichim from the JCC Association provide the individual JCCs with a variety of educational materials to add Jewish content to these events.

The Jewish Lens

AT A GLANCE

Brief Description:

The Jewish Lens (TJL) provides experiential educational programming that facilitates students' exploration of Jewish values, identity, tradition and peoplehood using a methodology that couples photography with Jewish texts. TJL trains educators to implement the curriculum in varied settings including congregational schools, day schools, camps, and youth groups. By engaging students in the art of photography, TJL aims to enable students to find personal relevance in Jewish values while expressing their own views, opinions, and creativity.

Target Audience:

Jewish students in grades 5-12

Service Area:

225 Jewish schools and organizations across the United States and 40-50 in Israel

Annual Participants:

1,300-1,800

Staffing:

2.5 FTE (3 staff members)

Board:

The Board of Directors includes 10 members including the 2 co-founders. This group provides strategic planning and fiscal oversight for the organization. The founder of the organization plays a very active role, including the provision of overall artistic direction, new photographs, and teaching.

Annual Budget:

$207,617

Cost per Capita:

Approximately $143*

Funding Sources:

Curriculum and program sales ($1,000 for the full curriculum, $500 for the camp curriculum); workshops (half-day through multi-day ranging in price depending on the length of program); community-wide initiatives (local Federations, foundations and/or individual donors); and grants

Year Founded:

2005

Founding History:

TJL was founded by Zion Ozeri, an Israeli photographer who realized that his photographs of diverse Jewish communities had educational merit. He hired a curriculum writer to help construct lessons that were piloted in six New York area schools. Based on the pilot, it became clear that the TJL methodology had potential to play a role in helping revitalize Jewish education.

Key Programs & Activities

- Through the modality of photography, TJL teaches participants to analyze visual content with Jewish values (such as global Jewish communities, ritual and Israel.). Images are also interpreted using traditional, rabbinic and contemporary texts. Participants also take their own photographs and create their own texts, culminating in an exhibition.
- TJL's curriculum is divided into three units. The first section engages students in the "Language of Photography", the skills to analyze imagery and to take their own photographs. The second section guides students through an in-depth exploration of Jewish images and traditional texts, connecting them to Jewish values and traditions. The final section asks students to create their own visual statements of what being Jewish means to them, helping them to integrate their photographs with traditional texts and personalized midrash (commentary). The program builds toward an in-person or online student photography exhibition, bringing together students, teachers, parents and the community to share the students' work. The number of hours needed to implement TJL's curriculum is flexible: the curriculum is typically facilitated for 45-60 minutes over 10-12 sessions. At a minimum, the program can be facilitated in 12 hours over 8 sessions, and can also be used more extensively, encompassing more than 30 contact hours.
- To enable a cohort of local schools and organizations to utilize the TJL program, centralized agencies are engaged to secure local funding to create a community-wide initiative. For the community-wide edition of TJL's main curriculum, the program is implemented throughout the academic year and revolves around a unifying theme. The year culminates with a photography exhibition of the students' work. Such initiatives have taken place in Milwaukee, Chicago, Minneapolis/St. Paul, St. Louis, Miami and Israel. TJL operates partnership programs between communities in the United States and in Israel using the curriculum as a programmatic bridge. Teachers plan and implement similar themes in their classrooms, while students exchange photographs, personal commentary and personal letters throughout the year.
- Any school or camp that purchases the curriculum receives curricular training as well as methodological training, i.e., how to use photography as part of their teaching, which is not a skill set that many teachers have. Curricular and methodological trainings are conducted by the education director and/or the program's founder.

What is Noteworthy?

Creativity as an Educational Tool to Explore Jewish Identity TJL uses photography, a medium that has become easily accessible to youth and commonly shared between youth via cell phone cameras and online social networking, as a springboard for deepening Jewish values. The curriculum combines text study, content analysis of photos, and personal reflection to deepen participants' connection to global Jewish communities, Jewish rituals, Jewish values, and Israel.

Adapts to Numerous, Varied Settings In the past three years, more than 1,000 new participants (including educators and students) used TJL annually, and more than 500 participants continue to use the program annually. Thus far, 225 schools and organizations in the United States and 40-50 schools in Israel have implemented the TJL program, including congregational schools, day schools,

The Jewish Lens *continued*

Evaluation:

A 2007 evaluation by the Berman Center for Research and Evaluation focused on the efficacy of the curriculum and teacher training. TJL is currently conducting pre- and post-program surveys of participants, and surveys educators at the end of the initial training.

Web Site:

www.jewishlens.com/

camps and youth groups. The curriculum can be used in different durations and frequencies, making it adaptable to various educational settings. In day schools, the program is being used to enhance a variety of existing courses on topics such as prayer, the holocaust, the local community, Jews in America, the environment and history of modern Zionism. Some schools have constituted TJL as a distinct course that is being offered as an elective. With a fee-for-service model, TJL offers a curriculum, educator training and ongoing support to educators in a wide variety of educational settings that may adapt the program to their particular needs.

Operates through Existing Avenues TJL curriculum is taught in existing day schools and Jewish organizations. Rather than recruit participants, TJL offers a robust curriculum that buttresses the educational offerings of existing agencies and offers staff trainings in how to implement the program. Organizational partnerships enable TJL to focus on curriculum development and deployment, rather than participant recruitment and program logistics.

Utilizes Social Media Through student photography contests on Facebook, TJL has cultivated a fan base and engaged both current and new students. Over 200 photos and commentary were submitted in the contests and over 3,500 "Likes" of the entries were generated in each of two contests.

Creatively Leveraging Organizational Partnerships In a pilot project with the NYU Hillel Bronfman Center, TJL provided pedagogical tools and educational content to enhance service-learning trips to Israel and Hungary. In yet another instance, TJL has provided content and structure for use in bar/bat mitzvah preparation in the congregational setting.

** After the research for this report was finalized in December 2012, The Jewish Lens announced that it is entering into a partnership with The Center for Educational Technology (CET) in Israel. This partnership will enable the creation of a new online, holistic and interactive platform for The Jewish Lens, with versions in both English and Hebrew. Online delivery will make TJL's curricula more easily accessible to teachers and students alike, as well as more cost effective for schools and communities.*

Jewish Student Connection

AT A GLANCE

Brief Description:

Jewish Student Connection (JSC), which recently changed its name from Jewish Student Union, is an educational experience for Jewish teens in public schools in the United States. JSC's student-run clubs meet at non-instructional times before, during or after school and provide an opportunity for teens to connect and build a community, learn about Jewish history and Israel, and gain access to the Jewish community outside their high school.

Target Audience:

Teens—Jewish and non-Jewish—in public high schools (grades 9-12)

Service Area:

Chicago area, South Florida, Denver and Westchester County/Connecticut

Annual Participants:

2,407 (2011-12 academic year)

Staffing:

Approximately 4 FTE national staff; 9.5 FTE local advisors throughout the four regions

Board:

JSC has a national Board of Directors and is developing Advisory Boards in each region

Annual Budget:

$1.3 million (FY 2012-2013)

Cost per Capita:

Approximately $12,000 per year, per club; or $390 per student, on average

Funding Sources:

Foundations (68%); individuals (32%); fee for service (<1%)

Year Founded:

2002

Founding History:

The Jewish Student Union was started as an independent 501(c)(3) that relied on a strong partnership with the Orthodox Union's (OU) youth group, NCSY, to reach non-affiliated teens in high schools. As the program expanded, it grew to function independently of the OU, with the new name of Jewish Student Connection.

Evaluation:

A two-year evaluation of JSC in four regions was commissioned by the Jim Joseph Foundation, the Rose Community Foundation and an anonymous funder. The work was conducted by BTW informing change and a final report was completed in August of 2012. Key findings are shared below.

Web Site:

www.myjsc.org

Key Programs & Activities

- Student-run clubs are the primary JSC program. Generally, clubs meet weekly or bi-weekly for an hour during lunch or before or after school with the support of an adult club advisor (a paid JSC staff member). Club activities focus on Jewish culture, Israel education and Jewish-related current events, and include holiday celebrations, games (e.g., "Jewpardy"), discussions or debates about current events or guest speakers from Israel or other organizations.
- Clubs are augmented with occasional participation in community activities or events sponsored by other Jewish organizations. Clubs encourage teens to travel to Israel, especially in the summer.
- JSC offers some opportunities and resources for alumni, such as having a Facebook presence, providing Jewish resources and mentoring students as they choose a college and prepare for the college transition.
- Club advisors are trained Jewish educators who are dedicated to building one-on-one relationships with their club members through various methods, such as getting coffee together, inviting teens over for Shabbat and attending teens' school events. The relationships serve as a means of providing teens with a Jewish role model and helping teens move along their Jewish journeys.

What is Noteworthy?

Embedded Inclusivity JSC welcomes all high school teens—Jewish and non-Jewish—to club meetings, and most clubs regularly have participants who are not Jewish. Teen participants and JSC organizational leaders believe that having non-Jewish club members strengthens the content of and participation in club meetings.

Collaborative Partnerships Developing partnerships is a necessity for JSC. The organization's goal of connecting interested teens to existing Jewish activities and Jewish life drives JSC to embrace and develop local and national partnerships. The JSC advisor is expected to build relationships with other Jewish programs for teens, attend their events and invite partner organizations' staff to JSC club meetings. Similarly, the JSC advisor is expected to actively refer and connect teens to these Jewish events and organizations in the community. Club meetings provide teens with a casual, safe environment to be introduced to these organizations (e.g., BBYO and other youth groups, Jewish camps, Israel trips), which impressively represent the spectrum of religiosity, political/social identity and denominational affiliation (including non-affiliated organizations). Local organizations and synagogue leaders recognize JSC as a valuable partner that expands the reach of the Jewish community to teens who otherwise would not connect with the community or religious groups.

Influencing Teens & Reaching Jewish Youth Who Aren't Otherwise Doing Jewish Things JSC aims to connect Jewish teens with low levels of involvement in the Jewish community to the greater Jewish community. This is reflected both in the locations and schools where clubs are present and in the participant demographic. While this demographic is often among many Jewish organizations' target populations, few overtly prioritize this hard-to-reach population, and outreach is not always successful. Additionally, regular participation in JSC clubs provides these teens (and teens who are already engaged) with an ongoing, Jewish learning experience and a Jewish community. Evaluation indicates that 75% of participants attend meetings regularly and that these high levels of participation

Jewish Student Connection *continued*

are related to measureable growth outcomes for the teens (e.g., understanding of Judaism and Jewish life, knowledge about and comfort discussing Israel, participation in Jewish activities).

Student-Initiated Program JSC is student-led and reaches teens in public schools, making JSC unique in its position—few organizations develop Jewish-focused clubs in public schools. By law, clubs in public schools must be student-initiated and student-run. Therefore, a teen leader is responsible for initiating a club and recruiting students to participate. Each club's programming is based on the interests of its students, so the focus and depth of the educational content varies from club to club.

Organizational Transformation In its first decade, JSC has experienced much growth and transformation. JSC has shifted from a strong dependence on and partnership with a denominationally-based organization (OU) to becoming entirely independent and non-denominational—a hallmark move. Clubs initially relied on volunteer Jewish professionals for support, and this has shifted to employing full-time professionals who work at the regional level, provide programming and coordinate local fundraising. JSC's staffed club model first operated in the Chicago area, and based on the success experienced there, professionally staffed clubs now operate in three other regions. The national office and staff provide centralized training, data tracking tools and supervision for local directors. Staff success with fundraising at the regional level has shown to have the potential to sustain the regions, along with additional non-monetary support from the national office.

Jewish Teen Funders Network

AT A GLANCE

Brief Description:

Jewish Teen Funders Network (JTFN) is the central hub and support organization for the field of Jewish teen philanthropy. Teen philanthropy groups, in turn, are organized under the aegis of Federations, camps, and synagogues. These groups teach participants leadership skills and explore philanthropy through the lens of Jewish values by means of the teens overseeing a true granting process.

Target Audience:

Jewish teens (grades 8-12)

Service Area:

North America

Annual Participants:

2,000 teens

Staffing:

JTFN is a program of the Jewish Funders Network (JFN). JTFN has a full-time director and a full-time program associate. Individual teen foundations are staffed by a part-time professional or a percentage of an existing full-time staff member's time.

Board:

JTFN is governed by a steering committee of three individuals who are professionals at the network's supporting foundations.

Annual Budget:

Varies significantly from program to program. The national operating budget for the JTFN national office is approximately $300,000.

Cost per Capita:

There is no set cost-per-capita, since each community sets up its own teen foundation differently.

Funding Sources:

JTFN is currently supported by: The Max M. and Marjorie S. Fisher Foundation, the Maimonides Fund and the William E. & Maude S. Pritchard Charitable Trust, and Shechtel Philanthropies; Individual donors and family foundations in each local community, as well as support from the host organization or local federation; Several programs have recently set out to raise endowment funds. The Estelle Friedman Gervis Foundation helped to start JTFN, but is no longer a funder.

Year Founded:

2007

Key Programs & Activities

- Jewish teen foundations typically hold 6-10 meetings per year during which participants explore the workings of philanthropy by establishing an actual grant making process from start to finish. Teens oversee a request for proposals process, evaluate applications, and engage in consensus-based decision-making. Many programs include one to two site visits, during which teens go out into their communities to learn about the nonprofit organizations they are considering to receive funding. In order to ensure an effective group process, JTFN recommends that each teen foundation cap the number of participants at 25 teens. Some teen foundations run multiple cohorts in order to accommodate greater numbers of teens.
- Teen participants gain leadership skills while learning about philanthropy, volunteer work, and grantmaking from a Jewish perspective, through the exploration of texts and traditions.
- JTFN has created two resource guides for its local programs: "Best Practices in Jewish Youth Philanthropy," and "Build Your Program." They also run a leadership conference every two years to facilitate staff members' professional development. JTFN recently produced a "Tzedakah Allocations Process Guide" in partnership with American Jewish World Service, and has another resource, "How to Create a Jewish Teen Foundation" forthcoming.
- Some programs have created roles for alumni, such as peer mentors or trainers. Others offer alumni-specific programming.

What is Noteworthy?

A National Hub Providing Local Support JTFN works with Jewish professionals and lay leaders to develop Jewish youth philanthropy programs around the United States by providing professional development and offering curricular and programmatic resources on Jewish values and philanthropy.

Operates Through Various Venues and Across Denominations JTFN has helped to launch 51 teen foundations and 37 individual teen giving programs across the United States. Participants are diverse in terms of their denominational affiliation and attend both public and private schools. Teen foundations are housed in Federations, community foundations, Jewish community centers and educational institutions. Most recently, JTFN awarded grants to 20 summer camps of different denominations across North America to help develop teen philanthropy programs in camp settings. Working with the Union of Reform Judaism, JTFN has also piloted a program that aims to launch teen philanthropy programs in Reform congregations. JTFN has awarded grants to four pilot programs to help create new teen foundations over the past five years. Additionally, 10 foundations will launch in Long Island synagogues in the fall of 2012. As such, JTFN leverages existing organizational structures rather than creating new ones.

Adaptable in Size Budgets vary significantly from program to program. For example, the Bay Area Jewish Community Teen Foundations is a group of four foundations with a regional director and several part-time staff. The program includes an annual multi-day retreat. In contrast, 20 new teen foundations will launch at summer camps with a budget of $1,500 each, which includes $1,000 for grant-making, and just $500 for operational expenses and staff.

Jewish Teen Funders Network *continued*

Founding History:

JFN first brought together professional and lay leaders in 2001 to determine how to best support the growing field of Jewish youth philanthropy programs. In April 2006, JFN collaborated with other organizations and foundations to sponsor a Jewish Youth Philanthropy Conference for teens. Following that conference, donors initiated the JTFN as a project of JFN.

Evaluation:

In 2009, an independent evaluator was hired to conduct a field-wide survey, focusing on basic demographic information about program participants as well as the programs themselves (the findings of which are unpublished). The Rose Community Foundation conducted a longitudinal study of its Jewish teen philanthropy program and JTFN publishes an annual "Where Did the Money Go" report based on survey data about affiliated programs. In 2012 JTFN commissioned Rosov Consulting to conduct a formative evaluation of the pilot of its Camp Philanthropy Program.

Web Site:

www.jtfn.org/

Provides Engaged Teens with an Additional Avenue for Involvement Most teen participants are also engaged in organized Jewish life in other ways as well; many are involved in youth groups, summer camps and other Jewish initiatives. The prospect of giving away "real money" provides a level of interest and seriousness that attracts teens looking to make "decisions that matter."

Moishe House

AT A GLANCE

Brief Description:

Moishe House aims to provide young adults with meaningful Jewish experiences outside of typical Jewish organizational settings. The international program supports and sponsors young Jewish leaders to create vibrant home-based centers of Jewish life for their peers in 14 countries.

Target Audience:

Jewish young adults (ages 22-30)

Service Area:

53 Moishe houses in 14 countries

Annual Participants:

Approximately 30,000 unique annual participants

Staffing:

16 FTEs, 3 part-time staff

Board:

The Board comprises 11 individuals of various ages and from diverse geographic locations. Board members also vary in terms of areas of expertise and Jewish backgrounds. The Board will be expanded to 17 by the end of 2012.

Annual Budget:

$3.2 million

Cost per Capita:

$90 per unique participant

Funding Sources:

Individuals, Federations and foundations, along with local and national Jewish organizations, support houses.

Year Founded:

2006 (Became an independent entity in 2008)

Founding History:

Moishe House was the brainchild of David Cygielman. At 24 years old, Cygielman founded Moishe House to fill the lacuna of programming for Jewish young adults who have graduated from college but have not yet settled down.

Evaluation:

A two-year evaluation commissioned by the Jim Joseph Foundation and conducted by TCC Group was completed in August of 2011.

Web Site:

www.moishehouse.org

Key Programs & Activities

- Each Moishe House is run by three to five Jewish young adult residents who implement an average of 6.5 programs per month. The residents plan and host a diverse range of low-barrier religious, cultural and social events in their homes, including Shabbat dinners, holiday celebrations, and social justice/service oriented programs.
- Residents partner with local and national organizations to maximize the quality and quantity of programs available to Jewish young adults. Nearly one-third of programs are implemented in partnership with a local or national Jewish organization such as JCCs, synagogues, and Federations as well as Repair the World and BirthrightNext.
- Residents are selected through an extensive process designed to ensure the individuals living in the houses have dynamic personalities, broad peer networks and leadership capabilities. The diverse resident population represents a wide spectrum of Jewish knowledge and observance, and varying professional backgrounds and interests.

What is Noteworthy?

More is More Moishe House is based on the understanding that strong and meaningful Jewish life and community cannot be built with large time gaps between program opportunities. To this end, each Moishe House hosts at least five programs per month.

Attracting the Less Engaged Moishe House created an arena for Jewish engagement for individuals who typically do not associate with Jewish institutions; Moishe House programs do not take place in Jewish institutional settings. Though Moishe Houses attracts a diverse population of Jewish young adults, many have relatively limited previous involvement in Jewish life. While 63% of participants come from "strong Jewish backgrounds," the remaining 37% represent participants with weaker Jewish backgrounds who are discovering or rediscovering a connection to Jewish life through their involvement with Moishe House. They come to Moishe House because their friends invite them. Recruitment of residents is largely achieved through word-of-mouth and peer-to-peer engagement. Many residents have been identified through the staff members' and other residents' personal networks.

Promoting Increased Jewish Communal Awareness Moishe House aims to act as a conduit, propelling Jewish young adults toward Jewish communal involvement. According to a comprehensive evaluation of Moishe house conducted between 2010 and 2011, the percentage of Moishe House participants who report that they are aware of local opportunities for young Jewish adults increased from 44% prior to participating in Moishe House to 83%.

Jewish & Secular Media Attention The organization has attracted significant media attention including coverage from The New York Times, The Washington Post, The Economist, The Huffington Post, PBS, JTA, and the Jerusalem Post.

Rapid Growth In less than four years, the operating budget of Moishe House increased more than two-fold, from $940,000 in FY 2008 to $2.3 million in FY 2011. Due to high demand from young adults and their communities, nine new houses opened in a single year. Local houses are now supported by local funders who see the opportunity to open a Moishe House in their community. Moishe

Moishe House *continued*

House provides the selection process and training; the local community provides the resources. Capacity building grants have enabled the organization to add critical staff positions in order to support the organizational growth.

Focus on Educational Content In recent years, Moishe House has secured targeted funding to support Jewish educational initiatives in the houses. The education team now includes Directors of Jewish Education, Repair the World Programming (service-learning), and Immersive Learning, in addition to several regional advisors and national staff who have formal Jewish educational training. These professionals work to enhance residents' knowledge and assist with content rich programming. Moishe House's eight learning retreats held around the United States in 2012 were designed to give residents the skills needed to facilitate Jewish rituals in their own homes. Moishe House provides loose guidelines on program content, but then through its micro-grants, provides incentives for residents to host specific kinds of events (holiday celebrations, shabbat dinners, Jewish learning) that it wants to see taking place more frequently. Relatively small incentives have led residents to opt into planning more educationally rich programs.

Leveraging Staff By supporting and training residents to plan and lead programs, Moishe House produces large number of programs with a relatively small number of program staff. Moishe House's proprietary, online event tracking and reimbursement system enables them to monitor activity and process reimbursement requests for hundreds of events per month with minimal back-end staff.

Moving Traditions

AT A GLANCE

Brief Description:

Through two programs, Rosh Hodesh: It's a Girl Thing! and Shevet Achim: The Brotherhood, Moving Traditions brings together small groups of teens for monthly meetings led by trained adult facilitators, which are designed to help teens connect Jewish wisdom and ritual to their own lives while engendering their sense of belonging to the Jewish community.

Target Audience:

Rosh Hodesh: It's A Girl Thing!: girls in grades 6-12; Shevet Achim: The Brotherhood: boys in grades 8-10

Service Area:

Congregations, day schools, JCC's, camps and other Jewish organizations around the United States

Annual Participants:

Rosh Hodesh: It's A Girl Thing!: 3,300; Shevet Achim: The Brotherhood: 650

Staffing:

8 FTEs, 4 part-time regional consultants and 6 training consultants

Board:

The National Board consists of 11 professional volunteers, community leaders, rabbis and professors. Board members take an active role in guiding the organization as strategic thinkers, donors and connectors to the program partners and sources of funding.

Annual Budget:

Rosh Hodesh: It's A Girl Thing!: $528,400; Shevet Achim: The Brotherhood: $422,800

Cost per Capita:

Rosh Hodesh: It's A Girl Thing!: Approximately $140 per participant per year; Shevt Achim: The Brotherhood: $550 per participant per year (which has just completed its pilot phase).*

**These are the costs per capita for Moving Traditions. For partners, the costs per capita for each program are about $260 in year one (including the cost of sending the leader to be trained) and $250 in years two+ including supplies and paying the group leader.*

Funding Sources:

Partner program fees, Board support, individual donations, foundation grants, and in-kind contributions.

Year Founded:

Rosh Hodesh: It's A Girl Thing! was piloted from 2000-2002 and launched nationally in 2002. Shevet Achim: The Brotherhood was piloted from 2009-2011 and launched nationally in 2011.

Key Programs & Activities

- Rosh Hodesh: It's A Girl Thing! and Shevet Achim: The Brotherhood are groups of 8-12 teen girls and boys (respectively) that meet during the school year in monthly gatherings with a trained adult facilitator (with the exception of camp groups, which tend to use the curricular resources daily or weekly during the summer). Groups also gather for social events throughout the year. A majority of the groups meet for two years or more. Some of the Rosh Hodesh: It's a Girl Thing! groups start in middle school and meet throughout the high school years. Groups focus on connecting Jewish values to key issues for middle and high school students including: peer pressure, academic anxiety, tensions between friends, body image, sexuality, power, money and status among other themes.
- Group leaders are professional Jewish educators, clergy and members of other professions who contribute to their Jewish communities. All group leaders take part in a two-and-a-half–day training conference. Each summer, there is a national training to develop a new cadre of group leaders from synagogues, JCCs, and other institutions. Rabbis and professional Jewish educators, as well as lawyers, social workers, physicians, and artists come from across the spectrum of Jewish denominations to train to be facilitators.
- Regional consultants help select group leaders, cultivate and retain organizational partnerships, lead facilitator training sessions and provide on-going coaching to group leaders.

What is Noteworthy?

Relationship Building Over Time Key to the program is the experience of meeting with the same group of people over the course of a long period of time: the majority of teens commit to participate for a minimum of two years. This enables participants to develop a deeply connected "micro-community" in which they solidify their relationships with each other and develop a sense of responsibility toward the group. The result of successful groups is that the teens feel connected to a Jewish community of their own.

An Affective Experience Group facilitators create an experience for teens that is partly educational, partly social, and partly therapeutic. They cultivate close bonds with the group and develop a sense of the emotional and spiritual growth of each teen.

A Strong Participant Pipeline This program is fed by the multitude of organizations that engage youth prior to their departure from Jewish life (which typically occurs in large numbers following teens' bar/bat mitzvah). The primary feeders to this program are the congregations and individuals that engage teens in bar and bat mitzvah preparation. More recently, independent minyanim, grassroots Jewish communal organizations, private tutors, and alternative modes of Jewish education (such as Jewish wilderness experiences) have emerged as rich sources for recruitment.

Moving Traditions *continued*

Founding History:

Over the past three decades, Jewish feminists have revived Rosh Hodesh observance, (a monthly celebration of the ancient New Moon holiday that was traditionally considered to be a holiday for women). Designed in the style of women's monthly Rosh Hodesh groups, Rosh Hodesh: It's a Girl Thing! was created to engage Jewish girls based on the recognition of the large numbers of girls who drop out of Jewish life after bat mitzvah. With the success of that program, Shevet Achim was similarly created to "reverse the exodus of boys from Jewish life after bar mitzvah."

Evaluation:

Both formative and summative, external and internal evaluations of Rosh Hodesh: It's A Girl Thing! have been conducted. The Center for Study of Boys and Girls Lives and the Graduate School of Education at the University of Pennsylvania conducted an evaluation of Shevet Achim. Both programs also conduct participant evaluations after each program.

Web Site:

www.movingtraditions.org

Making Judaism Relevant The coming of age experiences of teen girls and boys are at the center of groups' educational activities. The programs employ a pedagogic model that powerfully engages teens—through the arts, games, debate and other activities—to connect their concerns as middle and high school students with Jewish wisdom and ritual. By addressing formative life experiences through a Jewish lens, the program aims to strengthen participants' Jewish identity and moral character.

Various Approaches to Learning The educational content is structured to engage three modes of learning: sensory (including food, Jewish ritual, physical interaction and the arts), cognitive (text study, discussion) and emotive (storytelling and active listening.) The sessions are structured so that all three of these modes are deployed in a way that fits the energy of the group.

North Shore Teen Initiative

AT A GLANCE

Brief Description:

North Shore Teen Initiative (NSTI) is a community-wide initiative designed to expand opportunities for Jewish engagement by providing teens from 23 cities and towns in Massachusetts with a variety of avenues for social networking, community service, and experiential Jewish learning. By fostering local institutional collaborations, providing innovative experiential programming, and creating connections with national programs, NSTI aims to provide programming that is rooted in Jewish learning and which leads to teens' behaviors and action that have been informed by Jewish values.

Target Audience:

Jewish students (grades 8-12) in the catchment area of the North Shore

Service Area:

The North Shore region of Massachusetts

Annual Participants:

As of 2012, approximately 250-300 teens participate annually. In total, approximately 550 teens have participated since 2009.

Staffing:

2 FTEs

Board:

The Board of Directors is involved in development, policy and day-to-day operation to some extent. Lay participation is seen as critical to the initiative's success.

Annual Budget:

$400,000

Cost per Capita:

$262 (2011-2012 per teen "program touchpoint")

Funding Sources:

Fee for service, individual support, local and national foundation support, and national program fees.

Year Founded:

2008

Founding History:

A group of lay leaders and Jewish professionals submitted a grant proposal on behalf of 23 communities of the North Shore to the Jim Joseph Foundation. They received support for a three year pilot program. The Jim Joseph Foundation continues to fund NSTI at decreasing levels as they fundraise from local donors and foundations.

Evaluation:

Summation Research Group, Inc. is currently in the process of conducting an evaluation of NSTI.

Web Site:

www.nsteeninitiative.org

Key Programs & Activities

- NSTI creates, supports and promotes Jewish teen experiences and builds institutional programmatic partnerships, bringing together existing youth organizations to produce broader engagement and learning opportunities for teens. Almost every synagogue and agency in the area works in partnership with NSTI, including day schools, the JCC of the North Shore, an assisted living facility, the Jewish Federation of the North Shore and the Lappin Foundation (a local private foundation).
- In its first six months, NSTI offered six different community-wide programs, in which nearly 125 teens participated. According to evaluation work conducted by Summation Research, NSTI grew to 26 programs and "touch points" with 800 teens in its first full program year. Nearly 1,016 "touch points" with teens were reported in NSTI's second full program year (2010-2011), 1162 in the third year (2011-2012).
- NSTI collaborates with synagogues, youth groups and JCCs to initiate teen programs and activities (most of which incorporate educational content or context) including community service, leadership training, arts, experiences related to Shabbat and holidays, discussions, and fun social activities.

What is Noteworthy?

Connecting Jewish Teens Across Communities Prior to the launch of the initiative, most North Shore Jewish teens had limited connection with their peers outside their immediate towns, and within Jewish institutions and the broader Jewish community. This program was designed to connect communities of Jewish teens in the area and, by raising teens' awareness of existing activities and new opportunities, engage them in meaningful Jewish experiences. No previous membership at a synagogue, religious school education or other affiliation is required for teens to participate. In terms of expanding opportunities beyond the local community, NSTI provides subsidies for teens to participate in immersive experiences including Maccabi Games and Artsfest, L'Taken (Jewish Social Justice Seminars), a regional leadership retreat weekend, and Habitat for Humanity.

Variety of Educational Modes According to an initial evaluation of the program, NSTI is seen as having "raised the bar" on the overall quality of teen programming for the community, both by generating new Jewish teen activities and supporting other Jewish teen-serving organizations to enhance their activities for Jewish teens. Nearly 75% of NSTI programs include some educational content. This takes place across a vast array of community service and social action opportunities. For example, experiential learning is offered through community service opportunities, which include 10–15 minutes of framing and explanation regarding how the activity relates to the Torah and Jewish values. A leadership summit includes a week of learning, and other programs are linked to Shabbat and Jewish holidays. In another example, Torah Hub for Teens (The Hub), offered in partnership with Prozdor of Hebrew College, provides a topically oriented discussion series for teens over the course of a year.

Forging New Partnerships NSTI forges new relationships and partnerships between other organizations, such as synagogues and teen-serving organizations and programs, in addition to its own internal collaboration. Those partnerships are extending beyond the world of youth work. NSTI is also a unique example of how Jewish teen engagement and education can be consolidated to serve a large region that does not benefit from the kind of central support that can be found in a major metropolitan area with a large Jewish population.

ROI Community

AT A GLANCE

Brief Description:

The ROI Community is an investment in the ingenuity and creativity of a select cadre of young Jewish innovators and leaders. Through skill building, grant-making, networking and collaboration, ROI seeks to incubate the potential of its members, through a 5-day annual summit, other face-to-face gatherings and online events, which focus on professional development, social networking and social entrepreneurship.

Target Audience:

Jewish innovators and leaders, ages 20-40, from around the world.

Service Area:

Over 40 countries

Annual Participants:

840 current ROI members, with an intake of approximately 120 new members annually

Staffing:

6 FTEs

Board:

ROI Community is governed through 2 legal entities—a US-based 501(c)(3) and an Israeli Amuta. Lynn Schusterman and Sandy Cardin serve on the Board of both entities, together with other friends and stakeholders. The Board receives weekly updates from staff about developments and happenings.

Annual Budget:

$1,700,000

Cost per Capita:

$4,000 to onboard a new ROI member; $1,800 per member per year to maintain the ROI network

Funding Sources:

Fully funded by The Charles and Lynn Schusterman Family Foundation

Year Founded:

2006

Founding History:

The Charles and Lynn Schusterman Family Foundation founded ROI five years after Taglit-Birthright as a means of further investing in the goal of strengthening Jewish identity and peoplehood among young adults. ROI began as an annual summit, which has now expanded into an active year-round community where Jewish innovators (young adults who are creating diverse opportunities for Jewish involvement that is of interest to their peers) collaborate and receive strategic support and advice.

Key Programs & Activities

- The annual program offerings include a global summit, various other face-to-face gatherings, and numerous local programs throughout the year.
- Gatherings offer a wide range of professional development workshops. Peer-led skills sessions include such topics as: strategies for social change, inclusion, fundraising, marketing and conflict resolution. During Master Classes, ROIers have direct access to an array of experts from among the Jewish community's top leaders.
- ROI employs a variety of facilitation modalities to engender participants' connections and collaborations, including: Open Space, World Cafes, Speed Networking, You-Pitch-It, and Lightning Round Case Studies. Additionally, training workshops are offered to members in Israel and to members around the world using live-streaming technology.
- In 2011, ROI launched a micro-granting program to which all community members can apply.
- ROI's programs, activities and events incorporate several Jewish educational frameworks, aimed to help the organization "spread the joy of Jewish life." Some activities are content driven, like text study sessions at ROI Summits. Others are ritual based, such as the ROI sponsored Tu Bishvat Seder that was organized by members. Still others are focused on engagement using Jewish arts and culture.

What is Noteworthy?

Connecting Based on Common Interests ROI engages young adults who are creating diverse opportunities for Jewish involvement that are of interest to their peers. The community includes innovators, activists and leaders from around the world: from independent entrepreneurs to those who work for large, Jewish, established organizations. ROI connects these dynamic, creative Jews who share common interests and provides them with tools and support needed to turn their ideas into innovative work that will add richness to Jewish life in a multitude of ways. The ROI community includes members with a diverse representation of age, gender, geographic location, extent of Jewish communal involvement and areas of expertise. Approximately 50% of ROI members are Birthright alumni and staff.

Peer-Driven Expansion The most significant feeders to ROI are the ROI members who recruit others from their networks to apply for participation in the ROI Summit. In 2011, existing members recruited approximately 70% of new members. ROI is currently widening its reach through its members by piloting the ROI Connector Program. A group of 14 ROI members (the "Connectors") participated in an intensive training course to prepare them to organize and run regional ROI gatherings in their home countries/regions.

Online Presence ROI has over 1,400 fans on Facebook and over 2,800 followers on Twitter, which include both ROI community members and others. Since 2011, many ROI events and gatherings have been streamed live online.

ROI Community *continued*

Evaluation:

In 2011 ROI engaged Rosov Consulting to evaluate its grant-making program. The Shmulyian Consulting and Research Group has evaluated every annual summit, regional gathering and major program. Concurrent with the launch of its new micro-grant program in 2011, ROI commissioned a longitudinal study to explore the need, impact and effectiveness of that initiative. Additionally, Dr. Yuval Kalish, professor at the Leon Recanati Graduate School of Business Administration at Tel Aviv University, conducted an initial evaluation of the ROI Social Network and was engaged to expand this research.

Web Site:

www.roicommunity.org

Supporting Members In its first year, 100 micro-grants of $1,000 each were awarded. Since then, the program has expanded and now offers eight categories of micro-grants that support a wide scope of opportunities, including grants for Jewish learning, social and new media projects, event sponsorship, and conference participation. ROI has begun to form partnerships with philanthropic partners in order to create funding pipelines for its members. For example, the Natan Fund will soon launch a dedicated grant fund for ROI Entrepreneurs.

Chicago Freedom School

AT A GLANCE

Brief Description:

The Chicago Freedom School (CFS) is a small youth leadership development organization working to support social change movements led by youth with support from adult allies. At CFS, young people study past social movements, deepen their understanding of current social problems, as well as plan and execute social change initiatives in areas such as fair schools and healthy communities.

Target Audience:

Teen activists entering grades 9-12 (ages 14-17) from marginalized groups with diverse identities in the Chicago area

Service Area:

Primarily the city limits of Chicago; some programs serve the greater metropolitan region

Annual Participants:

20 youth in Freedom Fellowship (described below) in 2011; 800 youth workshop participants

Staffing:

3 FTEs

Board:

The CFS Board is a working board of individuals with varying backgrounds in social justice fields. The Youth Leadership Board (YLB) is made up of youth, ages 14-19, who act as the CFS youth decision-making arm of the organization. The YLB guides the direction of CFS' youth programs, receives training and participates in the staff hiring process.

Annual Budget:

Approximately $300,000

Cost per Capita:

Approximately $365 for Freedom Fellows and workshops, combined

Funding Sources:

Foundation grants (73%); individual donors and events (13%); earned income/interest (14%) (2009)

Year Founded:

2007

Founding History:

CFS was founded by a group of individuals after a feasibility study showed promise for an organization whose purpose would be to support young Chicago activists who otherwise had no way to come together, crossing lines of neighborhood segregation and a competitive nonprofit landscape. It is built on the legacy of the Civil Rights-era Freedom Schools which addressed racial inequalities in the educational system in the South.

Key Programs & Activities

- Freedom Fellowship – CFS's flagship program is a paid, six-month fellowship that occurs during the academic year for 20-25 youth activists (ages 14-17). The fellowship kicks off with a full-time, four-week summer leadership institute focusing on identity development and the connections between identity and oppression. Throughout the school year, fellows participate in weekly meetings and periodic overnight retreats and develop action plans for social projects. For example, Fellows established a peer jury in one school after learning about the school-to-prison pipeline and the impact of zero tolerance in schools and in their communities.
- Adult Trainings – CFS offers a range of workshops to adults that vary in content (e.g., adultism, anti-racism, incorporating young people into leadership roles, restorative and transformative justice), location (on site at CFS or other regional/local locations) and length (from single-day programs to 3- or 5-day trainings). In the four-day training "Rev Up: Professional Development for Supporting Youth Activism," staff train professionals working in the field of youth leadership development and social justice (e.g., youth workers and social providers in local communities, organizations and schools) to better support youth activism.
- CFS offers 1–3-hour issue-based workshops each year to approximately 800 young adults in the areas of history, civil rights, media arts, holistic health, performance arts and sports. Some workshops are offered on site at CFS and others at retreat centers outside of Chicago.
- CFS hosts events for the general public, such as workshops or film screenings, which examine the history of social movements and current issues in an historical context.

What is Noteworthy?

Building Youth Leadership over Time Using the metaphor of a driver's education course, the CFS youth leadership model begins with "classroom theory," or discussions about basic social movement knowledge and frameworks. Before getting "behind the wheel," adults model leadership and provide trainings. Next, the youth "get to drive," but first with the adult in the passenger seat. Only with time do the youth "drive alone in the car." For example, CFS staff work with youth to learn how to facilitate community town hall meetings. This begins with basic facilitation training and a simulated meeting (i.e., practice with adults the youth know). By the time CFS youth facilitate a public meeting with people they don't know, they have honed their skills throughout their year-long participation in the Fellowship or two-year commitment to the Youth Leadership Board.

Youth Voice in Decision-Making The CFS Youth Leadership Board (YLB), the youth decision-making body of the organization, is made up entirely of Freedom Fellowship alumni under the age of 18. The purpose of the group is to inform, shape and evaluate youth programs at CFS. The YLB meets weekly at CFS from September – May. YLB members are responsible for all aspects of their meetings including facilitation, creating agendas, taking minutes, and follow-up. YLB Members assist in the Freedom Fellows recruitment process, participate in interviews of new staff, serve as CFS representatives at events and in the media, and participate in professional development opportunities. CFS staff approach youth with trust and high expectations. As a result, the youth also take their roles seriously, which helps them to become strong leaders in the organization.

Chicago Freedom School *continued*

Evaluation:

External evaluations conducted by The Center for Urban Research and Learning, a collaborative research center at Loyola University, have significantly shaped the development of the Freedom Fellowship program. Another impact study on youth resiliency, conducted by the University of Illinois, Chicago continues to help CFS make its case to donors.

Web Site:

www.chicagofreedomschool.org

Adult Training to Support Youth In its early years, CFS noticed a trend: adult allies struggled with how to best support youth and many did not know where to find resources. Responding to this need, CFS began offering professional development training programs for adults who support youth organizing and activism in their organizations, schools, houses of worship and neighborhoods. The trainings have since become key CFS organizational efforts, increasingly focused on helping adults in other organizations advance young people on a leadership pipeline. More recently, CFS adult trainings have expanded to include themed workshops and national convenings (e.g., Rev Up: Professional Development for Supporting Youth Activism; Understanding Adultism and Creating Partnerships with Youth; Anti-Racism Training for White Allies; Being a Trans Ally: A Training for Organizers, Youth Workers, Teachers and Social Service Providers). The trainings, originally designed to serve members within the organization, now reach external audiences and generate 10% of CFS' revenue.

Active Board CFS relies heavily on active, committed Board members to plan fundraisers, make connections with new funders, coordinate activities for young people and network the organization to other stakeholders. Board members have been particularly powerful advocates on behalf of the program and have facilitated important connections between CFS and academic centers interested in supporting the CFS model. Active Board members significantly increase organizational capacity, resulting in lower administrative costs.

DoSomething.org

AT A GLANCE

Brief Description:

DoSomething.org (DoSomething) is a web-based youth-driven platform that promotes youth leadership, community activism, service and citizenship by s upporting teens and young adults to get involved with issue-based causes they care about. Currently the causes addressed include animals, bullying and violence, disasters, discrimination, education, environment, homelessness and poverty, human rights, physical and mental health, and sex and relationships. To help youth build support for their causes, DoSomething provides resources such as national campaigns, club starter kits, one-on-one support, grants and information on various issues.

Target Audience:

Teens (ages 14-19) and young adults (ages 20-25)

Service Area:

National program with a few nascent international efforts, including Israel

Annual Participants:

1,229,579

Staffing:

40 FTEs

Board:

National, with an advisory board. Teens do not serve on the Board, but they do participate on a Youth Advisory Council.

Annual Budget:

Approximately $2.78 million

Cost per Capita:

$2.26

Funding Sources:

Corporate sponsorships (most designated to particular campaigns) (96%); the remainder comes from fundraising events, program service revenue, sponsorships and investment income

Year Founded:

1993

Founding History:

Actor Andrew Shue and Michael Sanchez co-founded DoSomething, claiming that "DoSomething was born out of the idea that life isn't really worthwhile unless you're involved." Their vision was to build an educational infrastructure that would not only teach young people to be leaders, but also make it cool and fun.

Key Programs & Activities

- "Cause of the Month" Campaigns are national efforts that occur during the academic year, have an impact and don't require "cash, cars or adults." There were 700,000 participants in the 2010 monthly cause campaigns. Examples of recent campaigns include Green Your School Challenge: Tackle green projects at your school to increase recycling, save energy, and promote green agriculture; Prom for All: Clean out your closet and donate your gently used dresses to girls in need; and Thumbwars.org: Use the power of your thumbs to stop texting and driving.
- Youth-led groups of four or more young people create and post volunteer projects and adopt at least two DoSomething campaigns per year. They often receive support from DoSomething to make their projects happen. There are more than 60,000 members in over 375 youth-led groups across the country.
- Boot Camps are day-long summer sessions for social entrepreneurs to learn tools and skills to sustain their projects, including basic marketing skills, volunteer management, etc. Delivered through a series of workshops, these in-person events are also live-streamed.
- Through micro-grantmaking, DoSomething gives a $500 seed grant every week directly to teens for community action projects. This makes DoSomething the largest grantmaker to teens and young adults under the age of 24. Annually, the DoSomething Award rewards youth "do-ers" (25 and under) with community grants. One Grand Prize Winner receives $100,000, and five finalists receive $10,000.
- DoSomething also publishes resources supporting service and activism, such as the manual, "Do Something! A Handbook for Activists," and other tool-kits and guides.

What is Noteworthy?

Scale & Reach With over 1.2 million annual participants, DoSomething has a very wide reach. By knowing how and where to reach teens and encouraging them to self-organize, DoSomething engages many teens at a low cost. DoSomething leverages the Internet and technology and has as few barriers to entry for participants as possible (e.g., minimal application forms). Communication with teens occurs in spaces where teens already are—Facebook, Google+, Twitter, YouTube, texting and other mobile technology. For example, DoSomething is the third largest charity on Twitter, and some campaigns include Facebook games (e.g., eMission which aims to address issues relating to the carbon imprint). Perhaps most telling, almost all programs have a text-based platform—members text "3833" to get a text with local volunteer programs by zip code, as well as weekly updates. Why texts instead of apps? Because most teens' phones are on family plans, which don't include smart phones (at least through 2012); DoSomething is already planning their strategy to reach teens at a point in time when family cell plans include smart phones.

Teen Experts DoSomething utilizes focus groups and teen marketing experts to keep the organization abreast of today's trends. A Youth Advisory Council, DoSomething's "teen police," reviews programmatic direction and decisions of the organization, primarily via e-mail and text. For example, DoSomething understands that campaigns resonate differently with different people; staff design and brand content to be as evenly dispersed across the population as

DoSomething.org *continued*

Evaluation:

DoSomething tracks a number of indicators to measure performance, including the number of participants reached and cost per participant. DoSomething is currently conducting a national survey as well as an outside audit; data collection ended in early 2012 and results are forthcoming.

Website:

www.dosomething.org

possible. By nature of this focused target age group, DoSomething deliberately does not have an alumni program, but some active members volunteer with DoSomething or their partner organizations after they age out of the target audience.

Mutually Beneficial Co-Branded Partnerships DoSomething knows what they don't know—the content of the issues they address—which is why they work so closely with partners and use co-branding. This leverages DoSomething's expertise in teens with partners who provide all of the expertise on the content of each cause. Each cause and campaign includes a range of resources for teens to learn more about the particular issue, and it is up to the teens themselves to determine how deep to go into learning about the issues. Partnerships are marketed online (e.g., co-branding, logos) and locally where, for example, teens drop off donations of jeans at Aéropostale or food at Feeding America.

Employment Tracks Designed Specifically for Young Adults While all staff benefit from intense training, access to professional development and opportunities to share learning externally, staff are on one of two tracks. The first is a track for staff members who plan to be at the organization for roughly two years, who work hard and who are supported when they transition out of DoSomething; the second is a leadership-oriented "partner" track for staff who are interested in staying on for two or more years. DoSomething also has a competitive summer internship program with approximately 20 interns annually.

The Food Project

AT A GLANCE

Brief Description:

The Food Project works to create a community of youth and adults to build a sustainable food system, provide healthy food and education for residents of the Boston area, and create employment and leadership opportunities for youth.

Target Audience:

Youth (ages 14-17), young adults (ages 18-27), and the larger community

Service Area:

Greater Boston area

Annual Participants:

100 teens (as of 2010, 993 total youth participants); 40 young adults

Staffing:

31 FTEs (across all Food Project programs)

Board:

Three youth members always sit on the Board

Annual Budget:

$3,994,557 (2010-2011, organizational); Summer Youth Program (SYP): $480,000; Academic Year Program (AYP): $217,000; Internships: $429,000

Cost per Capita:

SYP: Approximately $4,850; AYP: Approximately $6,000; Internships: Approximately $3,550

Funding Sources:

Individuals and family foundations (31%); Private foundations (21%); Contributions and other income to Real Food Challenge (15%); Government contracts (13%); Food sales revenue (10%); Corporations (5%); Other (5%)

Year Founded:

1991

Founding History:

The Food Project was founded by Ward Cheney, a Massachusetts resident and farmer who saw the need to provide meaningful work opportunities for youth that would also connect them to their community with 9,000 acres of open land. Cheney intended for the organization's structure to be a national model that could positively impact youth in both rural and suburban areas.

Evaluation:

External evaluators conducted a study with program alumni in 2008. An additional alumni study is upcoming in winter 2012-2013.

Web Site:

www.thefoodproject.org

Key Programs & Activities

- The Summer Youth Program (SYP) is a six-and-a-half week program in which nearly 100 youth ages 14-17 from across the Boston area come together to cultivate urban and suburban farmland and learn about food justice. While earning a biweekly stipend, the youth sell produce at local farmer's markets, run the organization's Community Supported Agriculture (CSA) and volunteer at a local hunger relief program.
- The Academic Year Program (AYP) is a paid weekend and afterschool program for youth who have completed the SYP. On the job, participants build raised-bed gardens for low-income families, lead volunteers on urban and suburban farmland, recruit participants for the SYP, speak at public events and help fundraise. AYP participants develop programming and workshops that they present throughout the community and to SYP participants.
- The Internship Program employs youth ages 15–20 for two to four years. All interns must have completed the SYP and AYP. Interns present workshops about food justice and healthy eating to local organizations, schools, AYP and SYP participants. Interns earn wages on three different levels. They also contribute to The Food Project's social media presence and are eligible to sit on the Board.
- The Alumni Consultant Program includes alumni from the SYP, AYP and Internship Program. Alumni are often employed to supplement labor in the field, at farmer's markets and the CSA.
- The Food Project also provides service-learning and volunteer opportunities for individuals and groups, some of which require a donation to cover staffing costs. Several community programs, including a CSA, farmer's markets and the Build-a-Garden program (in which youth participants build raised beds in target communities who can then grow their own food) are also integrated into the organization's core programming.

What is Noteworthy?

Leadership & Workforce Development The Food Project emphasizes both leadership development of select youth and the development of workforce skills in all participating youth. Alumni report they learn on the job and gain transferable leadership and workplace skills. Participants earn wages, and can be docked pay for misdemeanors. Potential SYP participants must go through a rigorous application and interview process, equipping them with skills and an experience they will benefit from later in their careers. While all youth programs are competitive (there is a 5:1 ratio of SYP applicants to available positions), participants have the opportunity to grow within the organization, from the SYP to the AYP and on to internship positions.

Youth Voice in Decision-Making At any given time, there are three youth participants on the Food Project's Board. The youth Board members are generally part of the internship program and commit to two years of service. Each is paired with a mentor on the Board who helps facilitate learning about Board procedures and documentation. Youth are also included in large organizational decisions that directly affect them, for example, the recent hiring of a new youth director and executive director. AYP participants are also largely responsible for conducting the SYP application process—they vet applications, conduct group interviews and participate in the final admissions decision-making along with Food Project staff.

The Food Project *continued*

Community Focus The relationship between the youth programs and the greater community is symbiotic—the organization and community depend on the youth for a range of activities, including labor to cultivate the land, staffing at the CSAs and farmer's markets, and service to the community through the Build-a-Garden raised-bed building program and educational workshops. In turn, the youth depend on the organization's farm structures and the community to learn and develop their own hard and soft skills.

Emphasizing Diversity The Food Project emphasizes diversity amongst its youth participants, including demographic background and level of leadership skills. Staff build youth teams intentionally to provide diversity in small groups, clustering youth with people they do not know and from different communities. Alumni report embracing values of diversity and understanding. Currently, the Food Project works with youth in the Boston area from 34 different local communities. Through the programs' integration, all participants (from the SYP to the internship program) have the opportunity (and are encouraged) to engage with and learn from other participants and staff members of various ages and in various stages of life.

Publicly Available Curriculum All youth programs at the Food Project use a fixed (and public) curriculum designed by a founding partner, enabling all youth participants to have a shared knowledge base. Youth have the opportunity to grow the curriculum and contribute creatively within the AYP and Internship Program through building and presenting workshops based on content of their choice.

Gay-Straight Alliance Network

AT A GLANCE

Brief Description:

The Gay-Straight Alliance Network (GSA Network) is a California-based youth leadership organization that acts as an umbrella support to California's individual school-based GSA clubs. GSA clubs empower youth activists to fight homophobia and transphobia in schools. The student-initiated, student-run clubs meet in public or private high schools and middle schools before or after school, during lunch or free periods. Students educate one another and the broader school community about sexual orientation and gender identity. They organize speakers, activities (e.g., Pride Week, LGBTQ awareness events), and offer a series of educational workshops (e.g., peer education workshops and staff development trainings).

Target Audience:

Youth ages 12-18

Service Area:

California; in addition, 35 GSA networks now exist in states across the United States

Annual Participants:

Approximately 1,250

Staffing:

15 FTEs

Board:

GSA Network's Board is a partnership between youth and adults, involving student leaders from GSA clubs

Annual Budget:

$1.6 million

Cost per Capita:

Approximately $1,280

Funding Sources:

Grants/gifts from individuals, foundations and corporate donors (94%); program revenue, primarily fee-for-service activities (4%); in-kind support and other revenue (2%)

Year Founded:

1998

Founding History:

GSA Network began by supporting 40 GSA clubs in the San Francisco Bay Area and quickly expanded in a few years to become a statewide organization. By 2005, it was providing national programs and supporting GSA networks in other states through convening the National Association of GSA Networks.

Evaluation:

None

Web Site:

www.gsanetwork.org

Note: The information presented in this summary pertains primarily to GSA Network based in California, not the GSA networks that are now operating in other states.

Key Programs & Activities

- The GSA Advocacy & Youth Leadership Academy (GAYLA) is a three-day academy for California middle school and high school students to learn how to make schools safer for LGBTQ students.
- The Statewide Advocacy Council is a year-long program for middle and high school students that builds skills to be activists. Students participate in issue-based work groups (e.g., curriculum, administrative advocacy and legislative), help plan and attend GAYLA and guide GSA Network's Advocacy Program.
- The Queer Youth Advocacy Day is a "student-led day of action in California's State Capitol" to make California's schools safer for LGBTQ students and their straight allies. Youth activists meet with representatives from their districts to educate and inform them about issues faced by LGBTQ youth.
- Activist Camps are three-day intensive summer camps focused on developing "intensive community-building, skill-building, political education and leadership training" within an anti-oppression and social justice context. Participants also learn skills such as coalition building, strategic organizing and fundraising.
- An annual conference is organized in each region by youth to "educate, empower and unite LGBTQ youth, straight allies and GSA advisors." At the conference, GSA Network trains youth leaders to deliver workshops.
- GSA Network works with youth leaders to deliver leadership trainings and summits throughout the academic year to current and potential GSA club members. GSA Network provides a range of online resources (e.g., web-based tools, resource libraries, regional Facebook groups, news page) to help students start and operate clubs.

What is Noteworthy?

Programming Driven by Youth Needs, through Youth Leaders GSA clubs include programming built around what youth want and need, based on feedback from youth leaders. Additionally, youth are involved in the leadership of the organization. Youth can serve on the Board of Directors, regional Youth Councils or the Statewide Advocacy Council to provide input to improve GSA Network curriculum and activities.

Peer-to-Peer Networking & Recruitment GSA Network supports a "train the trainer" leadership program that trains teens to support their peers in starting a GSA club or running a campaign at their school. At the beginning of each year, GSA Network sends a mass mailing to GSA clubs to inform students about upcoming events, followed by additional recruitment at the youth-led leadership summit workshops. Participants of various GSA Network's programs are actively encouraged to recruit others to join events.

Regional Programming GSA Network's regional programming allows staff to become familiar with their region and focus on the region-specific needs of their youth. Three regions in California have their own office and a program staff member who is responsible for regional programming (e.g., summer camp, annual conference, leadership summit workshops.). Each region also tracks its own program data (e.g., the number of students who attend conferences or summer camps, the number of GSA clubs).

Gay-Straight Alliance Network *continued*

Government Funding GSA Network taps government funding to develop customized programming for LGBTQ youth, which allows the organization to expand the type of programming it offers. For example, GSA Network received funding to create a program on race and economic justice issues to determine how they impact high school push-out and dropout rates of LGBTQ youth.

National Association of GSA Networks Currently, individual GSA networks in 31 states (including formal GSA Networks or less formal networks of GSAs throughout a state) are part of the National Association of GSA Networks, which provides technical assistance, workshops, resources and space to share best practices. The California GSA Network provides staffing and funding for the national association, resulting in a national model supported by one state office that has an impact on teens and organizations, nationwide.

Hand Up Teen Leadership Program & Girls Give Back

AT A GLANCE

Brief Description:

Under the auspices of Jewish Family Service (JFS) Youth Leadership Programs, Hand Up Teen Leadership Program (HU) and Girls Give Back (GGB) offer high school students opportunities to learn about social change while making an impact on their communities. Teen participants in HU receive leadership development training and support the Hand Up Youth Food Pantry, which distributes supplemental food to more than 9,000 people at nine distribution sites across San Diego County. GGB engages Jewish girls in leadership and teambuilding activities, and gives them the opportunity to design and participate in hands-on service-learning and advocacy projects.

Target Audience:

HU: A gender-balanced group of Jewish and non-Jewish teens in grades 9-12; GGB: Jewish girls in grades 9-12

Service Area:

San Diego County

Annual Participants:

HU: 40; GGB: 39

Staffing:

HU: 1 FTE, 1 part-time staff member, 1 part-time intern, and 1 part-time staff member of the food pantry; GGB: 1 FTE, 1 part-time staff member, 1 part-time intern

Board:

A lay led Board from JFS oversees the programs

Annual Budget:

HU: $90,000; GGB: $62,000

Cost per Capita:

HU: Approximately $2,250*; GGB: Approximately $1,476

**This per capita cost skews high, as the budget covers expenses for the school-based HU Clubs, which engage hundreds of teens, in addition to other HU-led youth leadership programming in the community.*

Funding Sources:

A grant from the Jewish Women's Foundation of San Diego currently funds GGB, along with program fees of $300 per participant. HU receives its most significant funding from The Leichtag Foundation; it also receives funding from individual donors, through fundraising events, and has a $300 program fee. Financial assistance is available for all participants.

Year Founded:

HU: 2008; GGB: 2011

Key Programs & Activities

- Teens in HU and GGB go through an intensive teen leadership retreat (weekend retreat for returning HU leaders, two days for new HU leaders, and one day for GGB) and participate in peer mentoring. Throughout the year, members of each group participate in monthly student-run meetings. Between meetings, teens plan and implement service projects ranging from direct service to advocacy.
- HU participants run Hand Up Clubs at public and private high schools throughout San Diego. These clubs provide students with opportunities to participate in service activities focused on alleviating hunger. In the last fiscal year, HU teens coordinated over 40 community food drives, collected more than 10,000 lbs of donated food, raised over $10,000 and regularly provided food to low-income military families, homeless people, older adults, pregnant and parenting teens, and low-income families at nine locations across 40 miles of San Diego County.
- Participants in GGB select one of five GGB partnering nonprofit organizations to provide direct service throughout the school year. The teens work directly with clients once per month and are involved in ongoing events with their organization. Using the leadership skills gleaned at GGB, the teens work together to plan a project or event to support the clients, issue or cause they are involved with. This year, GGB teens will work with a women's recovery home (Shakti Rising), youth with disabilities (Friendship Circle), refugee clients (IRC), and on issues of environmental protection and conservation (Surf riders).
- GGB offers summer programming around topical, teen selected issues. In 2012, GGB offered two intensive week-long summer programs on using the arts to create social change and social entrepreneurship. These two programs engaged 20 teens in over 500 combined hours of leadership, empowerment and service learning activities.
- The JFS Youth Leadership Programs also partnered with Junior Achievement to engage GGB and HU participants in a project to increase financial literacy among youth. Based on the success of this program, JFS has rolled out a new financial literacy and social entrepreneurship program for youth, called Making Money, Making Change.

What is Noteworthy?

Adaptable Program Model The HU program model has been successfully adapted to serve a number of varied situations. For GGB, the model was adapted to serve Jewish girls. JFS' Youth Leadership Programs was contracted by Planned Parenthood of Pacific Southwest to develop a youth leadership academy utilizing the same leadership model to engage their interns. The organization was also contracted by San Diego High School to develop and implement Hand Up Afterschool Leadership Program, an abbreviated (eight-week) version of the HU teen leadership program.

Run by Teen Leaders Teens are given real opportunities to lead. They manage adult volunteers, meet with legislators, run conference call meetings, and participate in decision-making about the future projects. The 40 selectively chosen Hand Up members of the Advisory Committee and the Executive Committee are responsible for running the program under the supervision of the Project Su-

Hand Up Teen Leadership Program & Girls Give Back *continued*

Founding History:

HU was the brainchild of an active JFS Board member who wanted to engage teens. GGB was created in response to an RFP from the Jewish Women's Foundation that offered to fund programs for young women's empowerment.

Evaluation:

Pre- and post- participant surveys are administered internally. Participants' demographic information and participation in service is also tracked internally.

HU Web Site:

www.jfssd.org/site/PageServer?pagename=programs_food_assistance_food_pantry

GGB Web Site:

www.jfssd.org/site/PageServer?pagename=programs_teen_leadership_ggb

pervisor. (Teens enter the program as Advisory Committee members, and move on to become Executive Committee members once they have participated in the program for one year). Executive Committee members act as peer mentors, overseeing the Advisory Committee members. Members of the Advisory Committee facilitate event planning, manage food drives, oversee pantry and distribution managers, and manage youth and adult volunteers. Participants also write grants, do advocacy work, and organize fundraising events. Ninety-eight percent of the HU Advisory Committee participants continue in the program and serve on the Executive Committee.

Forging Broad Communal Networks HU and GGB have numerous organizational partnerships and have established networks across Jewish and non-Jewish communities. Through HU, teens from high schools across the county work with St. Paul's Cathedral, Chabad, Alef Center, Julian Pathways, College Avenue Older Adult Center, Foodmobile, Foothills High School, Turk Family Center, JFS North County Coastal office, and JFS North County Inland office. GGB partners with Planned Parenthood, and both groups currently work with Junior Achievement.

National & Programmatic Recognition HU participants were recently awarded the President's Gold Volunteer Service Award. They also received a grant for the organization from Sodexo. Fifteen participants traveled to Sacramento to lobby during Hunger Action Day, where they won the California Hunger Action Coalition's Hunger Fighter Award. Additionally, participants benefit from internal service-based awards including: HU's Emerging Leader, Senior Service, and Excellence in Leadership awards.

Mobilize.org

AT A GLANCE

Brief Description:

Mobilize.org provides Millenials with the relationships, resources and skills necessary to create and implement solutions that address community problems. Mobilize.org is a process-based organization, steered by Millennial-led decisions, that empowers Millennials to view themselves as change makers and problem solvers within their various communities.

Target Audience:

Millennials (youth and young adults born between the years 1976 and 1996, currently ages 16-36)

Service Area:

Nationwide, with regional hubs and a more active presence on the coasts

Annual Participants:

Over 23,000 members

Staffing:

7 FTEs

Board:

The eight-person Mobilize.org Board currently includes a Millennial member who is a recent Summit Awardee.

Annual Budget:

Approximately $1,000,000

Cost per Capita:

Average: $40 per member; Summits: Approximately $1,000-1,500 per summit participant, depending on attendance and location

Funding Sources:

Primarily foundations, and some individual donors. Mobilize.org is currently exploring funding from corporate foundations. Earned income (for speaking events, workshops and consulting) is less than 5% of the budget.

Year Founded:

2002

Founding History:

Mobilize.org grew out of a student-led effort against tuition increases at UC Berkeley.

Evaluation:

Mobilize.org uses a variety of tools to track, measure and evaluate their work, and has developed strong systems around tracking participant and program-related data (e.g., age, gender, ethnicity, education level).

Web Site:

www.mobilize.org

Key Programs & Activities

- Three-day summits are Mobilize.org's flagship activities. They bring together 150-500 Millennial participants to discuss and work to create solutions to the issues they face in their communities (e.g., unemployment, Millennial veterans, the environment and education). Since 2007, Mobilize.org has hosted 11 summits with 1,750 in-person participants and 22,000 online participants via interactive webcasts.
- Summit Awards. Mobilize.org invests in projects that stem from summit learnings and focus areas. Using interactive keypad voting technology, summit participants become philanthropists; at each summit, participants award more than $25,000 to the ideas they think are the most likely to succeed. More than 56 Millennial-led projects have been funded since 2007, totaling over $200,000 in investments.
- The Mobilizer Academy is a 12-month virtual and in-person leadership-development and skill-building curriculum that equips winners from Mobilize.org summits with skills and resources to become civic entrepreneurs. Mobilizer Academy Fellows train with civic leaders, civic organizations and community institutions; are matched with a mentor; and develop a project plan and budget to launch their effort.
- The national Millennial Meetup Series, hosted by Millennial Mobilize.org members, sparks community-based conversations through which Millennials discuss issues they face in their communities and consider solutions to address them. Meetups often take place on community college campuses. Most include 50 in-person participants, and many are webcast live.
- Mobilize.org offers tools and resources to cultivate Millennial leadership, such as The Mobilizer's Guidebook, and issue- and skill-based workshops. The expert bank is a new volunteer program in which Mobilize.org alumni provide current Mobilize.org members with skill-based guidance and instruction. Staff speak regularly at events and trainings relating to Millennials, and the organization will be expanding this work with the launch of a Speakers Bureau.

What is Noteworthy?

Millennial-Led & Millennial-Drive Mobilize.org is entirely Millennial-led and Millennial-driven—this has been critical to their success. This approach is a deliberate practice undergirded by the belief that young people are best positioned to address the problems they face. All staff are under the age of 25, almost all projects have advisory councils composed of young adults, and Millennials serve on the Board.

Customized, Regional Programming Mobilize.org moved from a national model to a regional hub model, now convening and investing at local and regional levels and supported by "Community Mobilizers" or Mobilize.org staff who serve on the ground. Since this transition, Mobilize.org has seen increased retention rates, a clearer community impact and a more focused approach. With the principles of Millennial leadership and regional customization, regional meetups have become increasingly flexible; they address different issues and take different approaches to format, structure and length. Mobilize.org provides resources for meetups that align with their current issue areas, but meetups can cover a broader range of topics.

Mobilize.org *continued*

Partnerships Partner networks are one of the organization's biggest values: they provide legitimacy, resources and recruitment support. Mobilize.org works with a set of local, regional and national partners. National partners generally bring content expertise (e.g., The Institute for Civic Engagement and Democracy, the Public Dialogue Consortium, Youth Build). Mobilize.org builds regional/local partnerships with community colleges, community organizations, and other public and private sector organizations which support local activities (e.g., event planning, execution and follow-up). Most participants are recruited through local and regional partnerships. Most importantly, leveraging local partnerships enables Mobilize.org to expand to new cities and prevents incurring local-level infrastructure costs.

Career Evolution Given the reality of turnover in the field of youth development, Mobilize.org does not view turnover negatively, but as career evolution. The average retention time at Mobilize.org is approximately two to three years, which they see as a success. Staff receive a leadership development budget and participate in quarterly off-site staff development activities. Mobilize.org generally leverages its network to support the next steps of former employees.

National Indian Youth Leadership Project

AT A GLANCE

Brief Description:

Guided by traditional American Indian values and practices, the National Indian Youth Leadership Project (NIYLP) uses adventure-based learning to foster youth leaders to be culturally sensitive, lead healthy lifestyles and contribute to a more positive world through service to family, community and nature. All programs emphasize team building, problem solving, communication and cooperation, and many are gender-specific.

Target Audience:

Middle school youth (grades 6-8)

Service Area:

Sites in 25 US states, 11 sites in Canada, 1 site in Hungary

Annual Participants:

600-700 youth across the United States, Canada and Europe

Staffing:

15 FTEs, in addition to paid and unpaid interns who are alumni of the program

Board:

NIYLP's Board includes members from various Native and non-Native backgrounds who bring specific areas of experience and expertise

Annual Budget:

$1.5 million (2011)

Cost per Capita:

Approximately $2,500

Funding Sources:

Almost 95% from federal and state government grants and foundation support; balance of support from program service revenue

Year Founded:

1989

Founding History:

NIYLP was founded by the visionary leader, McClellan Hall (of Cherokee ancestry), who is still the driving force behind the organization.

Evaluation:

Ongoing evaluation and over 20 years of data collected through a quasi-experimental design indicate an effective program model leading to positive youth outcomes.

Web Site:

www.niylp.org

Key Programs & Activities

- NIYLP's flagship program, Project Venture, provides 150–200 hours of programming over the course of one year in eight schools in New Mexico. The project includes problem solving and skill-building activities in the classroom, outdoor adventure-based experiential activities (e.g., hiking, backpacking, rafting, ropes courses, rock climbing, orienteering, indigenous survival skills), and community-oriented service-learning to prevent substance use and promote healthy living.
- NIYLP has adapted elements of Project Venture into multiple additional program models outside the classroom. Walking in Beauty, exclusively for Native girls, supports the transition from adolescence to young adulthood and womanhood by developing resiliency, inner strength and life skills through experiential education and community service. The Tacheeh Project has similar programming for Native adolescent boys transitioning into manhood, with an emphasis on Navajo culture. Elev8 empowers Native youth and their communities through year-round experiential and adventure education, multi-disciplinary collaboration and improving teachers' skills and confidence on providing science instruction.
- NIYLP is currently developing the Therapeutic Adventure for Native American Youth (TANAY) program, which is in process to be recognized as an evidence-based program, built on experimental design and data-proven outcomes. TANAY serves higher risk Native youth, who are in substance abuse treatment programs, juvenile detention, diversion programs, alternative school or who are out of school. TANAY utilizes outdoor adventure, a culturally appropriate mental health support system, equine therapy and an intensive staff development approach for the adults who work with the youth to promote youth development.

What is Noteworthy?

Grounded in Traditional Values NIYLP incorporates traditional American Indian values into its curriculum to help young people navigate through transitional times in their lives and meet the cultural needs of tribal communities. Through adventure-based experiential programming, youth participate in activities that connect to cultural rituals (e.g., coming of age rituals) and examine the environment through a traditional perspective, (e.g., learning the historical and cultural significance of local rock formations or plants while hiking or orienteering), at the same time building individual resiliency. Community service is used to transmit language, culture, history and cross-generational interactions, thereby reclaiming community service as a traditional Native value and dissociating it from being a punishment, as many Native youth have come to experienced it.

Fee-for-Service & Pro Bono Replication Services To date, NIYLPs' programming has been adapted and replicated in nearly 40 sites in the United States, Canada and Europe (including in non-Native communities). NIYLP provides a robust service for communities interested in replicating Project Venture, including on-site, off-site and phone orientation sessions to determine a community's readiness and capacity (e.g., staffing, relationship with schools). The key staff members of the replication team are required to attend a two-day, basic on-site training in New Mexico and to purchase the "Project Venture Replication Guide." Sometimes NIYLP provides off-site training. During the first year, the

National Indian Youth Leadership Project *continued*

replication team is required to work with NIYLP on a quarterly basis to implement and evaluate the program in their community. In the following years, this commitment to engaging NIYLP in implementation and evaluation decreases to every six months. NIYLP deliberately only works in communities where it has been invited to replicate the program. This is NIYLP's way of ensuring that the community is invested in the replication process and will appropriate sufficient staffing and resources to implement Project Venture.

Partnerships with Local Schools NIYLP works in partnership with local schools to reach Native and other student populations. While not all of the NIYLP curricula can be easily integrated into the classroom or school environment, NIYLP actively strives to build and maintain school relationships; school-based partnerships are crucial for NIYLP to recruit students for afterschool outdoor activities, weekend overnight trips and summer camps. NIYLP writes its own grants to get funding to implement Project Venture in the classroom so that schools do not have to make a financial contribution.

Broadened Funding Pools While NIYLP views Project Venture as a youth development and leadership program, it highlights the substance abuse prevention aspects of the program to secure government funding. Between 2008 and 2009, NIYLP's revenue declined by 75% due to shifts in funders' priorities as well as the economic downtown, which caused the founder to rethink the organization's development strategy. NIYLP is now increasing its development efforts by reaching out to new partners such as tribal casinos, as well as reaching out to existing funders to maintain their support.

Evaluation Evaluation has always been an NIYLP priority. An externally conducted, quasi-experimental design evaluation assesses Project Venture's impact on participants' resilience, delay in experimentation with substances and overall development. With over 20 years of outcome data demonstrating impact, Project Venture is the first Native American Model program to be recognized as an effective program model for preventing substance abuse and related problems by The Substance Abuse and Mental Health Services Administration (SAMHSA) and The National Registry of Evidence-based Programs and Practices, a division of SAMHSA.

AT A GLANCE

Brief Description:

The Unitarian Universalist Association's (UUA's) Office of Youth and Young Adult Ministries (YYAM) focuses on empowering Unitarian Universalist (UU) youth and young adults, connecting them to "live fully into their faith."

Target Audience:

Self-identified UU youth in high school and young adults (ages 18-35) in congregational, young adult programming and campus-based groups

Service Area:

Across the United States

Annual Participants:

Approximately 8,000 registered congregational UU teen members; additional young adult participants

Staffing:

4.5 FTEs; 10 regional staff; several hundred adult volunteers who work directly with youth

Board:

The national UUA Board of Trustees includes at-large members and representatives from each region and also includes a Youth Observer who holds the full responsibilities of the other Board members, excluding voting.

Annual Budget:

Almost $505,000

Cost per Capita:

Approximately $65

Funding Sources:

UUA's general funds; youth and young adult specific endowment; national and regional events; individual donors

Year Founded:

1961

Founding History:

The modern organization of youth programs of the UU movement was established eight years before the Unitarian and Universalists movements merged.

Evaluation:

None

Web Site:

www.uua.org/youth; www.uua.org/youngadults

The Office of Youth and Young Adult Ministries, Unitarian Universalist Association

Key Program Elements

- Youth Caucus at General Assembly is the largest gathering of UU youth each year. General Assembly is the annual business meeting for the UUA, and includes workshops, worship services and social action witness events that involve both youth and adult participants. Youth Caucus is supported by YYAM; its programs are planned and facilitated by youth leaders from around the country. In 2012, approximately 300 youth attended General Assembly (total attendance by all ages was 3,500).
- YYAM supports regional events for youth, including leadership schools, youth conferences and social justice events, in collaboration with regional field staff that take the lead in organizing these events (approximately 40 per year). YYAM also develops programmatic resources and curricula for one-time and ongoing educational programs that address issues ranging from faith, to classism and sexuality.
- YYAM is in regular contact with over 100 UU campus ministry groups at colleges across the country. YYAM promotes a model of campus ministry anchored by nearby congregations, and offers individual coaching, start-up kits and monthly webinars for on campus leaders and adults in congregations who work with them. For seniors graduating from high school and moving away from home, the YYAM Bridge Connections program forwards their contact information to a church in their new area and encourages that congregation to reach out to these young adults.
- The Luminary Leaders program recognizes individual youth leaders in UU congregations and communities, connects them with one another through in-person gatherings and online communication, and links them with opportunities for leadership at all levels of the UUA.
- The Anchor Congregation program recognizes congregations that have strong local UUA young adult programs and showcases them as models to learn from. To be recognized in this way, a congregation needs to demonstrate three key competencies: 1) it provides institutionalized support for young adults and campus ministries; 2) it has a balanced program with worship, social and social justice components; and 3) it outreaches to other congregations and campus ministries.
- YYAM offers mini-grants up to three times per year to fund local, youth- and young adult-led innovative, accountable and sustainable programs related to faith and service. Grants are made to youth who have paired with an adult on a particular initiative to encourage multigenerational interaction. Grants are also made to youth attending trainings and conferences.
- YYAM uses a blog, called Blue Boat, Facebook, Twitter, monthly e-newsletter and Connect UU (an online database of UU campus ministry and young adult groups and events around the country) to network with and reach constituents.

The Office of Youth and Young Adult Ministries, Unitarian Universalist Association *continued*

What is Noteworthy?

Organizational Affiliation Maximizes Impact YYAM was established to increase the UUA's multigenerational and multicultural programming, to build youth leadership through a congregation-based ministry, and to give more national structure to youth and young adult programming. YYAM develops resources and educational materials and relies on regional staff, local ministers, youth advisors (i.e., adult volunteers) and congregations to deliver programming. YYAM collaborates with the national UUA to connect youth and young adults to external programs. It is transitioning from its historic role as producer of resources and educational materials to that of a connector and networker. YYAM additionally benefits from being embedded in the national office of UUA; it receives the majority of its revenue from UUA's general funds or endowments and thus does not need to engage in independent fundraising.

Identity Exploration Youth programming is guided by UU values, but youth are actively encouraged to explore their identity. Just as the UU beliefs focus on inclusion, openness, shared values and community, the various youth programs follow suit and encourage youth to find their own truth. Programming uses the UU religious framework, and there is an intentional effort to align all youth programming with UU beliefs and values. Programs become increasingly open and flexible as youth mature and are ready to explore their identity more deeply in a non-binding, non-dogmatic forum.

Connecting with Youth via Multiple Avenues YYAM uses an assortment of venues to connect with youth and continues to explore new ways to more effectively reach them. Currently, YYAM uses e-mail, conference calls, online portals and social media (Facebook and Twitter) to form direct connections with youth. The recent launch of the blog, Blue Boat, provides another platform for youth and young adults to connect with each other, and share stories and resources. Recruitment is generally limited to word-of-mouth and relies heavily on youth reaching out to their friends for marketing.

Programming at Critical Junctures UUA has observed over time that congregations without youth programming correlate with decreasing family participation when children enter high school. Although they are still challenged by young adult retention, YYAM has developed multiple initiatives to encourage congregations to offer more meaningful youth programs and to prevent drop-off. For example, YYAM offers the "Coming of Age" program, a ceremony which marks the transition from high school to college and the Bridge Connection program, which connects teens entering college to a local congregation.

TEDx Youth

AT A GLANCE

Brief Description:

In the spirit of TED's mission, "ideas worth spreading," TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. These events are branded TEDx, where x = an independently organized TED event convened on a community-by-community basis (sometimes by volunteers). TEDx events include screenings of TED Talks videos or a combination of live presenters and TED Talks videos. While independently planned and operated, all events are planned in accordance with strict licensing rules from TEDx staff to ensure a consistent experience. The goal is to spark deep discussion and connection in a small group. TEDx Youth and TEDxKids bring together educators, youth organizations and young people for live presentations, activities and storytelling that encourage learning about and experiencing the world in new and different ways.

Target Audience:

Adults and middle and high school-aged youth. TEDxYouth is aimed at youth ages 6-18; TEDxTeens is aimed at ages 13-18; TEDxKids is aimed at ages 6-12

Service Area:

International

Annual Participants:

Annual information is not available. To date there have been 350 TEDxYouth events with an average estimated attendance of 50-100 per event (17,500-35,000 total youth).

Staffing:

Approximately 3-4 FTEs

Board:

TED is owned by the private, nonprofit foundation, The Sapling Foundation

Annual Budget:

Not available*

Cost per Capita:

Not available*

Funding Sources:

Foundations, primarily The Sapling Foundation, a private nonprofit foundation established in 1996 by Chris Anderson. Profits made by the TED conferences are directed toward other TED initiatives, such as TEDx. The foundation welcomes contributions from those who share its philanthropic goals.

Key Programs & Activities

- TEDxYouthDay is a series of independently organized TEDx events worldwide that are scheduled around Universal Children's Day at the end of November. In 2011, nearly 100 TEDxYouthDay events took place in 42 countries, with a total of 17,000 attendees; approximately half of these events were streamed live from a dedicated TEDxYouthDay live stream channel.
- The TEDxYouth YouTube Channel is one of many TED channels (e.g., TED Talks, TED-ED, TED Fellows) that serves as a platform to share TEDx events from around the world. Event organizers are always required to upload their talks.
- Independent TEDxYouth and TEDxKids events are held at other times during the year.

What is Noteworthy?

Strong Brand TEDxYouth is fully integrated into the overall TEDx brand and organizational structure. TEDxYouth is not a separate line item or department from other TEDx operations such that there are no dedicated TEDxYouth staff. All staff are hired to work for TEDx, and responsibilities include some work with the TEDxYouth operations. All TEDx rules and guidelines apply to TEDxYouth. Currently, the TEDxYouth planners use the same manual as all other TEDx event planners, though there is an ongoing internal conversation about whether the resources available for TEDxYouth planners (e.g., manuals, best practices) should be different from other TEDx events. TEDxYouth benefits from being embedded within the larger nonprofit, TED, which is internationally recognized and respected. This is a critical part of what makes TEDxYouth successful: it benefits from the experience, knowledge and resources from the both TED and TEDx. Additionally, the reputation and recognition of TED helps raise the profile of the more nascent work of TEDxYouth.

Creativity within a Structure While the content and design of each independently organized TEDx event is unique, standards preserve the integrity of the TEDx brand and program quality across the range of TEDx programs. As a result, all TEDx events have several features in common: format (a suite of short, carefully prepared talks, demonstrations and performances on a wide range of subjects); fee (events are free and open to almost anybody interested); and the inclusion of at least two pre-recorded TED Talks videos from the TED Talks video series. There is also strict event licensing rules. They range from broad issues (e.g., naming events, branding, messaging, Web sites, photos, social media, sponsors and PR) to very specific issues (e.g., the full TEDxYouthDay event name must be used at all times, event swag cannot be modified in any way, no talk may be longer than 18 minutes). Additionally, all events must provide bias-free programming that must not include commercial, religious or political agendas.

Open Sourced Organizing Materials TED Talks and all other TED subcomponents leverage existing technology to ensure that the ideas discussed are not only "ideas worth spreading," but that they in fact can be spread. Thus, they are available to the world for free. By capitalizing on live streaming technology and the availability of YouTube Channels, the TEDx format is a relevant medium for engaging and inspiring youth, and highlighting voices across diverse communities. Additionally, the web-based platform is an important and accessible tool for TED planning teams to access resources including best practices and Organizers

TEDx Youth *continued*

Year Founded:

TEDxYouth began operations in 2009

Founding History:

TED originated as a platform to share ideas about technology, entertainment and design.

Evaluation:

None

TEDx Web Site:

www.ted.com/tedx

TEDx Youth Day Web Site:

www.tedxyouthday.ted.com

Manual. The TEDx Organizers Manual provides extensive resources for every event, from the initial planning to post-implementation stages. The manual provides best practices for event promotion, sponsor support, greening the event, and includes a checklist for preparing live speakers, called the "The TED Commandments."

Events Planned by Youth The most successful TEDx Youth events are planned with and by youth, not for them. Adult champions (who are part of a volunteer force) are often key to planning and building support for local TEDxYouth events. However, the most successful events involve authentic youth planning and leadership. TEDx staff caution event planners who are organizing a TEDx Youth event without youth leadership, noting that the unfortunate result is often that the structure and overall tone of the event feels forced.

YMCA Youth & Government

AT A GLANCE

Brief Description:

YMCA Youth & Government (Y&G) is a national, academic-year program of the YMCA that engages high school students in state-organized, model government programs. Through introducing students to a real-life simulation of state government and providing them with an opportunity to explore and practice serving in a model government process, Y&G promotes value-based leadership and educates teens on civic engagement for a stronger democracy.

Target Audience:

Primarily high school students; some middle school students

Service Area:

National program across 37 US states, operated locally with support from state offices

Annual Participants:

25,000 students nationally; nearly 3,000 middle school and high school students in California

Staffing:

5 state-level staff in California; 1 local staff member (Albany, CA); nearly 3,000 adult volunteers nationally

Board:

Local YMCA Boards govern Y&G programs

Annual Budget:

California: Approximately $1.5 million; Local (Albany, CA): Approximately $90,000-100,000

Cost per Capita:

$1,200-$1,500 at the local level

Funding Sources:

Participant fees cover most local program costs, with the remainder coming from the local YMCA's unrestricted budget. Local programs are eligible for limited funds from the state's annual support campaign. The state Y&G receives most of its revenue from program services (approximately 75%), but also receives individual, foundation and corporate grants (20%) and other special event fundraising revenue.

Year Founded:

1936

Founding History:

The YMCA founded Y&G as a way to increase youth civic engagement

Key Programs & Activities

- Y&G looks slightly different across states and regions. In the core Y&G program, groups of high school students serve in a model government process at the local, state, national, and/or international levels throughout the school year. Through this mock process, youth discuss and debate issues that affect citizens of their state, propose legislation, and discuss and vote on bills their fellow delegates write at the state, House and Senate levels. The program culminates with teens serving as delegates at their state conference, writing and debating bills on the floor of the legislature, selecting governmental positions and running for various elected offices. Some states have expanded Y&G and offer student delegates the opportunity to serve as members of the Executive Branch, Judicial Branch, Press Corps, Media, and Lobbyist firms. While most assemblies are held over a weekend, some states have extended the program and offer a longer three- to five-day State Assembly. Finally, some states have adapted Y&G for middle school students.
- Some states offer Model United Nations (Model UN) to middle–school-aged youth (grades 6-8). Youth in the Model UN play the role of ambassadors to the United Nations. Participants join a local delegation and together choose a country they wish to represent and research that country's position on various international issues (e.g., peace-keeping responsibilities, financial markets, disease and poverty).
- Some states offer a six-month YMCA Model Legislature & Court program for high school students. In their local YMCA delegations, participants role-play various positions within the California State Legislature and State Court Systems, create bills that they submit to the Model Legislature, research and practice court cases, and attend three annual Model Legislature & Court conferences.

What is Noteworthy?

Multiple Benefits Y&G provides an important mix of learning and development opportunities for participating youth. Grounded in building an understanding of how civic structures are organized and operate, Y&G provides participants with a hands-on opportunity to learn about these systems while simultaneously developing leadership skills and competencies, and also promoting ongoing civic engagement.

Organizational Affiliation Maximizes Impact By virtue of being housed in a YMCA, Y&G programs often have access to local community resources and alliances, both financial and in-kind. Perhaps most importantly, local YMCA fundraising supports the local Y&G program: program expenses that are not covered by participant fees are generally covered by unrestricted support from the YMCA. The local YMCA also supports Y&G through their Marketing and Communications platform, such as producing flyers and promoting Y&G in communiqués. However, one challenge related to this embedded relationship for Y&G is branding: the program is not always clearly understood by teens to be a YMCA program. Finally, the YMCA's after-school programs and relationships with school districts are natural forums for recruitment and enable Y&G to recruit directly in classrooms. The program runs on significant support from the community, including support from the city through borrowed space.

YMCA Youth & Government *continued*

Evaluation:

None

Central Bay Web Site:

www.ymca-cba.org/albany/albany-teen/programs/albany-youth-and-government

California Web Site:

www.calymca.org

National Web Site:

www.ymcayg.org/ymcayg.html

Note:

Information about Y&G was collected from the national office, the Sacramento-based California office (which supports local California Y&G programs) and through an interview with a local-level Y&G coordinator.

Volunteer Force Many YMCAs depend on committed and trained volunteer advisors to support the programs or to run the Y&G program. To support this, the state office has institutionalized a volunteer training structure, offers single-day volunteer advisor trainings throughout the year and incentivizes volunteer advisors. Many volunteers are Y&G alumni.

State Offices Support Local Operations Local Y&G programs receive planning, logistics and content support from the state office (e.g., tool-kits and templates for bills and running officers). The state office creates efficiencies for local programs and operates like a service vendor, specifically providing content and logistical support to three annual state conferences. The state leads an annual fundraising campaign and VIP day, which raise funds and goodwill to support state-level costs and provide conference scholarships. The state office also tracks participants over time and across communities. The state office sometimes connects local programs with each other based on opportunities for cost-sharing (e.g., sharing a bus to a conference) and for shared learning, though this does not seem to be formally structured. The perceived value of these services varies somewhat by site.

Young Life

AT A GLANCE

Brief Description:

Young Life runs Christian religious clubs in local communities, introduces youth to Christian teachings and connects with youth in schools (primarily middle and high schools). Young Life emphasizes building relationships with youth through in-school and out-of-school meetings and activities.

Target Audience:

Middle school, high school and college students (ages 12-25)

Service Area:

National and international

Annual Participants:

1.2 million youth and young adults

Staffing:

2,100 FTEs; Approximately 39,245 US volunteers

Board:

The Board of Trustees supervises Young Life's president and guides the organization's direction

Annual Budget:

$260,000,000

Cost per Capita:

Approximately $200

Funding Sources:

Individual donations (77%);
Program service revenue and other sources (23%)

Year Founded:

1941

Founding History:

A sole youth leader and seminary student began Young Life as a unique, weekly club for high school students in Gainseville, Texas, which then grew into a state-wide and then national organization.

Evaluation:

Significant and robust tracking of outputs (e.g., number of participants)

Web Site:

www.younglife.org/us

Key Programs & Activities

- Weekly club meetings, which include Bible study, discussion and social activities, are Young Life's primary teen program.
- Weekly "Campaigners" meetings supplement club meetings and provide teens an opportunity to learn more about their faith through study, community service, leadership opportunities and participating in a local congregation
- Young Life owns 32 camps, as well as 5 international affiliates, many of which operate during the summer and hold weekend camps during the academic year.
- Young Life runs short-term international missions and student exchange programs.
- The WyldLife program engages middle school students and the Young Life College program targets college campuses.
- Young Life also has population- and geographic- specific programs. The YoungLives ministry focuses on pregnant teens and young mothers; Young Life Capernaum serves young people with disabilities; the Small Town/ Rural Initiative reaches communities of fewer than 25,000 people; and the Multi-Cultural/Urban Regional ministry focuses on urban areas with high at-risk populations.

What is Noteworthy?

Non-Denominational Young Life is neither affiliated with nor promotes a particular Christian denomination. Staff and volunteers affiliate with a range of denominations—Protestant and Catholic. The organization's "Statement of Faith" emphasizes the Old and New Testament and focuses on introducing teens everywhere to Jesus Christ. Based on these values, Young Life is thus able to engage a wide range of Christian teens. Groups collaborate with local congregations, rather than build formal partnerships within a particular denomination. Religious education is transferred through bible study and small group engagement.

Relationships between Youth & Adults The philosophy of building and maintaining ongoing relationships permeates all of Young Life's programming and is considered by the organization's leadership to be a key to success. Relationships begin within programs, but their strength lies in continued growth and maintenance between programs. This is a principle of both the volunteer/ youth relationship and relationships across the different age groups. For example, Young Life high school students support the WyldLife middle school ministry by attending events and camps, becoming counselors for middle school camping programs and serving as "buddies" to the members of Young Life Capernaum. High school juniors, seniors and college students staff Young Life camps as counselors, cooks and general grounds staff.

Where They Are, As They Are Young Life emphasizes the importance meeting young people where they are. On a practical level, this translates into going to places and events where young people go, such as school sporting events, plays and malls, to demonstrate their genuine interest in young people's lives. On a conceptual level, it means emphasizing the importance of accepting young people for whoever they are, whatever choices they have made in their lives, and whatever their current beliefs may be.

Young Life *continued*

"Leaders of Leaders" Model Young Life's seven-year goal is to reach 2,000,000 youth, and it will need more than its current 39,245 volunteers to get there. Young Life is now undergoing a significant shift in the roles of staff and volunteers to meet this benchmark. The organization is moving away from a model in which staff work directly with teens and is transitioning to a "leaders of leaders" model. In this model, staff are almost entirely focused on recruiting, training and supporting an ever-growing cadre of volunteers to do direct engagement work with Young Life youth (e.g., leading weekly club meetings, attending campaigns). Staff will now be more involved in fundraising and other management functions. Young Life already has a formal volunteer application and training process that addresses issues such as faith, expectations and conduct, including a background check, but it is actively working to ensure that volunteers are well supported as the organization becomes increasingly reliant on them. In this structure, staff do not always work with youth participants; however, Young Life and its staff recognize that this shift in roles and responsibilities is necessary for continued organizational growth.

Brand Recognition The national Young Life office invests heavily in developing the Young Life brand and has one logo for all programs across geographic locations. Young Life aims to maintain a healthy balance between established, branded curricula and resources that incorporate local creativity. While the basic structure and content of club meetings does not vary across clubs, youth can influence some club activities (e.g., songs, games, skits). There is occasional confusion around branding when local clubs develop their own materials (e.g., YouTube videos) that are not consistent with branding policies.

Staff Professional Development Young Life invests heavily in formal staff training and professional development. All new staff begin with basic seminary training and have the option to pursue additional training to receive seminary certification. Additional trainings and resources are offered at the regional level, in person and online. There is a heavy emphasis on "staff-to-staff" resourcing, which encourages staff to be resources for each other. Additionally, staff are required to work at a camp for one month each year, which provides them with an opportunity to meet and learn from other staff and build relationships.