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EXECUTIVE SUMMARY

INTRODUCTION

The four-year, nine million dollar New York Teen Initiative is a jointly funded investment of the UJA-Federation of New York and the Jim Joseph Foundation. With The Jewish Education Project serving as lead operator, the Initiative seeks to redesign and redefine the area's Jewish teen engagement through the creation of compelling summer experiences. The Initiative builds on UJA-Federation of New York's historic and current efforts to support programs that attract teenagers to Jewish life and experiences. The Initiative is part of a national effort — spearheaded by the Jim Joseph Foundation — in which 14 foundations and federations are working together as a “Funder Collaborative” to expand and deepen Jewish teen education and engagement in 10 communities across the United States.

Conceived as an effort that would set in motion a long-term sea change in Jewish teen programming, the NYTI includes three main components:

1. The creation for New York area Jewish teens of new Jewish summer experiences locally, in Israel, and in other locations around the globe;
2. A comprehensive marketing initiative designed to increase awareness of new and existing summer opportunities;
3. The launch of new and enhanced scholarship programs to help make new and existing summer experiences more affordable for teens' families.

Taken together, the goal of these efforts is “to greatly increase the number of teens who are participating in high-quality experiential and educational Jewish summer programs by stimulating the development of experiences that are responsive to teens' unique needs and interests, and by ensuring that such programs are known to and affordable for Jewish families.”¹

The Jewish Education Project is working with UJA-Federation of New York to advance these goals; it serves as an operator for key elements of the Initiative. At the center of The Jewish Education Project's work is the “Incubator.” In December 2014, eight programs were selected for inclusion in the first cohort of the Incubator, with the goal of launching in the summer of 2015. In January 2015, two further programs were also selected for the New Ideas Reserve. The Reserve provides a framework for supporting initiatives and pilots that, for a range of reasons, do not require full incubation. Seven Year 1 programs continued in Year 2. One program transitioned from the New Ideas Reserve to the Incubator; making eight programs in total.

DATA COLLECTION

Year 2 of the evaluation commenced in April 2016 and employed a similar design to that of the first year. The evaluation combined two waves of interviews with the program providers (pre- and post-summer) with multiple, in-person site visits to all of the operating programs. We conducted quantitative analysis of teen Jewish engagement and learning outcomes (using data from surveys fielded to participating teens both before and after the program). Finally, we analyzed qualitative data gathered in interviews and focus groups with both participating teens and their parents to validate

¹ United Jewish Appeal Federation of Jewish Philanthropies of NY INC (2014). Grant Proposal: Jewish Summer Experiences for Teens.

the findings of the quantitative phase and of in-person observations.

In Year 2 of the Initiative, the evaluation was focused on four sets of concerns and associated questions:

1. **Program Implementation.** How, during their second year of operation, have program providers learned from the experience of the Initiative's first year? What, if any, challenges remain?
2. **Expanded Reach to Teens.** How has the launch of The Jewish Education Project's FindYourSummer.org online portal contributed to the Initiative's reach into the New York Jewish teen population?
3. **Participant Outcomes.** What do participants in Incubator programs gain from their experience in terms of social-emotional growth and the development of Jewish attitudes and behaviors?
4. **Tracking Year 1 Participants.** Roughly six months after participating in Incubator programs, to what extent have participants remain engaged in Jewish life? To what extent have they maintained social connections with their peers?

The findings below are organized around these four areas.

MAIN FINDINGS

IMPLEMENTATION

Shared Trajectories

As in Year 1, the programs supported by the Initiative included a great variety of educational type, focus, and appeal. Despite these differences, the programs did nevertheless exhibit similar trajectories in terms of implementation.

Take-Two! More Confident and More Focused:

In content terms, most of the programs made no significant changes from what they had offered the previous year. Program leaders were pleased to be building on tried-and-tested and largely

successful program models. The two exceptions were JustAct which dramatically changed its program design so as to open up potential new markets, and PopUp which was substantially reconfigured having become a free-standing program in Year 2.

The Continuing Challenge of Recruitment:

Having created new models for the New York Jewish teen market, the programs continued to find it difficult to break into a marketplace where some of the most successful programs have been in business for generations, and where the most prominent program model is the overnight summer camp. In addition, because all but one of the Incubator programs was selling a one-time experience, they had to recruit their participants anew in Year 2, unlike most other mainstream summer programs.

Finding a Jewish Voice: If in Year 1 the programs had been concerned that they would turn off potential recruits by seeming too Jewish, in this second year, they were willing to be much more explicit about the Jewish dimensions of what they promised and even more so in terms of the content they provided. Given their diversity, the programs did not all conceive of their Jewish content in the same terms. Nevertheless, they did all share the same aspiration to demonstrate to teens that Judaism, and being Jewish, has potential to be relevant to their lives in a number of possible ways.

Stabilizing Program Finances: As start-up enterprises, the programs were shouldering significant per-participant costs in Year 2 that they aspire to reduce as they grow in size. None are yet charging participants full fee, and additionally most are still making use of scholarships to incentivize participation among families that might otherwise be hesitating about signing up for a largely untried program. Scholarships are only occasionally being used to address financial need.

The Contribution of the Incubator - From Scaffolding to Safety Net: If in Year 1 the Incubator provided the scaffolding that helped programs build themselves up from scratch, in this second year the Incubator served more as a safety net that gave programs the confidence to take risks. Incubator staff were available if needed to help programs confront special challenges.

Participants and their Pathways to the Program

Participant Profiles: In this second year, a total of 179 teens participated in the Incubator programs — almost double the numbers in Year 1. More than a third of the participants attended one of the three one-week sessions of Sababa Surf Camp. As in Year 1, a majority of participants (58%) were girls, although the fact that more than a third of participants were boys should be viewed as a success. Participants included a majority (55%) of teens with no day school education. Sixteen survey respondents (12%) had neither day school education nor supplementary education.

The Parent Channel: As in Year 1, participants were most likely to find out about the Incubator programs from their parents (37% of the teens indicated that they “heard about” the program from their parents) and friends (20%).

Late Decision-Makers: Most of the participating teens do not seem to have made a final decision about their summer plans until early spring. A majority of the respondents (69%) finalized their summer plans after February 2016. Over half of these reported that they only began thinking about the summer in the spring. A third reported that they could not make up their mind until this later time.

Still Stretching and Breathing: As in Year 1, the two primary motivations that brought teens to participate in the programs are enjoying themselves and learning something new. In the two programs with the most explicit leisure dimensions, a higher proportion of participants

reported choosing the program because their friends were involved. Teens, evidently, want to have fun with friends; but they’re willing to build their resumes with strangers.

EXPANDING REACH TO TEENS

The FindYourSummer.org website was created as the primary tool for marketing teen programs to a wide audience of teens and their parents. The site was launched in September 2015, and by the summer of 2016, it included information about and links to almost 400 Jewish summer programs.

A rough estimate, based on the number of “clicks” (visits to the site) recorded by Google Analytics, is that over the first year of its existence the site had reached at least 20,000 individual users (we cannot identify the precise number of individual visitors or say whether these are teens or adults). The great majority of its reach was in the greater NYC area, with 71% occurring in New York and 17% more in New Jersey.

The intensity of activity on the website ebbed and flowed over the year. Jewish Education Project social media ads in the fall and spring certainly played a role in driving traffic to the site, but this cannot be the only explanation for the spikes in activity. The intensity of activity seems also to be related to the coincidence of ad campaigns with those months of the year when teens (and their families) are most likely to be engaged in weighing their summer choices.

PARTICIPANT OUTCOMES

High Levels of Satisfaction: Consistent with the findings of Year 1, both teens and parents rated their programs highly, with a majority of teens (62%) and parents (79%) being very likely to recommend the programs to others.

Social and Emotional Growth

Findings Friends: When we interviewed educators and administrators from the incubator programs, they tended not to dwell on the extent to which participants made friends through the

programs. And yet, teens and their parents show that they very much valued the social dimensions of the experience. Three quarters of the teens (and their parents) said that participants gained new friends as well as meaningful connections with the program's staff. Following the summer, more of the teens said that most of their close friends are Jewish (27%, up from 14%).

Finding Oneself: 32% of participants indicated that as a result of their participation in the program, their sense of feeling good about themselves “greatly increased.” A kind of virtuous circle played out in many programs, appealing as they did to specific, almost self-selecting populations. The programs attracted a group of individuals who may have been quite diverse in their backgrounds, but who discovered how much they had in common once they came together. The teens felt good about how well and how quickly they bonded with “strangers.”

Jewish Growth

The Incubator programs this year were much more explicit in their weaving of Jewish content into their activities. This was positively received by the teens, 59% of whom indicated that they enjoyed the program's Jewish content “a lot” or “a great deal.”

Flicking a Jewish Switch: Our survey instrument included 22 items probing participants' attitudes to Jewish matters. The participants' responses to ten of these items was significantly more positive in the post-program survey than in the pre-program survey. Although some of these responses are surprising and are hard to directly attribute to a specific aspect of the programs, we hypothesize that these consistent increases may reflect generally greater comfort with being Jewish. Feeling overall more comfortable in their skins as Jews, the teens responded more positively to all of these individual items whatever their specific point of reference.

Expanding Jewish Horizons: Specific programs did broaden participants' Jewish horizons in distinctive ways, reflective of their particular program content. ARTEL participants came home with a different appreciation for the State of Israel and their own place within the Jewish people. DOROT participants derived insights from their interactions with seniors, gaining an appreciation for Jewish history and the Jewish people. PopUp participants learned about Jewish diversity from having to work with peers with different Jewish practices. Overall, young people had their eyes opened to new Jewish experiences, unfamiliar Jewish ideas, and the potential for those ideas to be meaningful in their lives.

Engaging in Community Service

One special feature of the growth participants exhibited by the end of the summer related to their appetite and perceived ability to engage in social change. 45% of post-program survey respondents felt that their ability “to do community service and/or volunteer” had greatly increased as a result of their time in the program. This sentiment is consistent with a number of specific additional probes of the same phenomenon, across the participants in all programs.

Intriguingly, with one exception, the greatest changes between pre-program and post-program surveys in relation to these items were seen among participants in the programs which had little explicit content related to social change. It is possible that these positive changes derived from the general improvement in self-esteem and perceived self-efficacy (the social-emotional state of participants) mentioned earlier. Teens may not have been coached in how to be effective volunteers but may they developed life skills that made them feel they could be more effective as volunteers.

TRACKING LAST YEAR'S PARTICIPANTS

In order to explore if, and to what extent, those who had participated in Incubator programs in Year 1 had been inspired to continue participating in Jewish programming, in May 2016 our team sent a brief, four-question survey by SMS and email to as many as possible of these 87 teens. We heard back from just under half of last year's participants (38 of 87 teens). We learned the following:

- 29/38 (76%) have kept in touch with friends in person
- 28/38 (74%) have participated in a Jewish program over the year
- 32/38 (84%) will do something Jewish over summer 2016

It is difficult to determine the significance of these data without sufficient background information about the respondents, and especially about the extent to which these behaviors constitute a change in patterns of engagement. Nevertheless, some of the responses to a final open-ended survey question point to the longer-lasting outcomes of these programs, and their consistency with the themes we have highlighted in our analysis of 2015 data.

- An ARTEL participant chose to highlight the social outcomes of the program
- A Sababa participant drew a connection to a spiritual facet of the experience
- Alumnae of InternNYC and DOROT point to the life-skills and work-skills they gained from these programs

These responses strongly validate what we identified as the distinctive features of the different programs that attracted teens to participate in the first place. They also emphasize how diverse the outcomes produced by programs are.

OBSERVATIONS AND RECOMMENDATIONS

Startups in a legacy market: The cohort of programs incubated by the New York Teen Initiative are proposing to create new models for Jewish teen engagement during the summer vacation period — and ideally for the months beyond. Even when the programs are housed at brand-name institutions or are led by well-known organizations, their challenge is to gain attention and traction for new offerings and experiences in the highly-congested general teen summer marketplace. They are competing in a space where the dominant players are either legacy programs that have been in operation for years, and often generations, or are programs that recruit returnee-participants year after year.

Under these circumstances, the modest increase in the number of high school students in the programs is encouraging. At the same time, it is evident that it will take a few years to achieve the kind of traction that programs seek, especially when the day-program model they're offering is itself a departure from the overnight norm for this age group. While the programs have become less directly dependent on the support of the Incubator from which they emerged, they will remain a fragile proposition without the ongoing support of Incubator staff and Initiative funders.

Finding their Jewish Voice: In their first year, program-leaders were anxious about being perceived as too Jewish, both in terms of their messaging and their program content. In this second year the programs very much found their Jewish voice. They did so in distinct and diverse fashion: by infusing social action work with Jewish texts, Jewish values, or Jewish role models; by developing modes of Jewish spirituality and religious meaning; or simply by broadening their participants' encounter with the global Jewish community. At the same time, the programs have developed a common Jewish ethos: they share the

same aspiration to demonstrate to teens that Judaism, and being Jewish, has potential to be relevant to their lives.

Jewish Growth and Personal Self-Discovery:

Survey data from participants suggest that the Jewish form and content of the programs is indeed associated with Jewish growth — in terms of the measures established by the Funder Collaborative’s Teen Jewish Learning and Engagement Scales (TJLES). The scope and extent of this growth is occasionally surprising, but speaks overall to a positive reassessment of things Jewish — what we called “flicking a switch” — among these young people.

Alongside different forms of Jewish growth, we have found widespread evidence of adolescents expressing a sense of authenticity, self-worth, and achievement in ways that gave them a great deal of satisfaction. These outcomes are likely related to an important premise of the New York Teen Initiative. By breaking the mold, and by offering something different, the Incubator programs provide teens with a chance to experience something that speaks deeply to their own personal interests, that enables them to find themselves, and enables them to find others. The programs enable teens to connect with, and form

friendships with, other Jewish teens who share their interests.

Achieving Sustainability: In the time between completing our collection of data and the writing of this report, we learned that AJSS, the parent organization of JAM, announced that it would be closing down its operations. This organization had been running teen service programs for more than 60 years, but in recent years has struggled to find a market. What has happened at AJSS provides an important reality check. JAM was a high-quality program. And yet the quality of the program has not guaranteed its sustainability. Without being able to sell this outstanding product more effectively, the organization has not been able to survive.

AJSS serves as an instructive case for the Incubator programs of the New York Teen Initiative. By the end of this second year, these programs have developed high value, well-led programs that are associated with positive personal and Jewish outcomes, and high levels of client satisfaction. But without more robust recruitment, programmatic quality will not guarantee programmatic survival. Resolving this recruitment challenge is truly the central task for the year to come.

BACKGROUND

THE NEW YORK TEEN INITIATIVE

The four-year, nine million dollar New York Teen Initiative is a jointly funded investment of the UJA-Federation of New York and the Jim Joseph Foundation. With The Jewish Education Project serving as lead operator, the Initiative seeks to redesign and redefine the area's Jewish teen engagement through the creation of compelling summer experiences. The Initiative builds on UJA-Federation of New York's historic and current efforts to support programs that attract teenagers to Jewish life and experiences. The Initiative is part of a national effort — spearheaded by the Jim Joseph Foundation — in which 14 foundations and federations are working together as a “Funder Collaborative” to expand and deepen Jewish teen education and engagement in 10 communities across the United States.

Conceived as an effort that would set in motion a long-term sea change in Jewish teen programming, the NYTI includes three main components:

1. The creation for New York area Jewish teens of new Jewish summer experiences locally, in Israel, and in other locations around the globe;
2. A comprehensive marketing initiative designed to increase awareness of new and existing summer opportunities;
3. The launch of new and enhanced scholarship programs to help make new and existing summer experiences more affordable for teens' families.

Taken together, the goal of these efforts is “to greatly increase the number of teens who are participating in high-quality experiential and educational Jewish summer programs by stimulating the development of experiences that are responsive to teens' unique needs and interests, and by ensuring that such programs are known to and affordable for Jewish families.”²

THE INCUBATOR

The Jewish Education Project is working with UJA-Federation of New York to advance these goals; it serves as an operator for key elements of the Initiative. At the center of The Jewish Education Project's work is the “Incubator.” As a framework for the design and launch of new summer programs for teens, the Incubator is intended to support new teen summer programs from the point of ideation (their creative conception), through the formation of partnerships to operate the programs, the development of business models to financially support them, the design of program components, and the launch of the programs themselves. Ultimately, the goal is to reach a point where the programs achieve sustainability and hoped-for educational excellence. This extended program-building process has been led by a team at The Jewish Education Project, including a full-time Initiative Director alongside an Associate, and a group of consultants each matched with a program to support specific development needs.

In December 2014, eight programs were selected for inclusion in the first cohort of the Incubator, with the goal of launching in the summer of 2015. These eight programs had been among 53 applicants to the Incubator. In January 2015, two further programs were also selected for the New Ideas Reserve. The Reserve provides a framework for supporting initiatives and pilots that, for a range of reasons, do not require full

² United Jewish Appeal Federation of Jewish Philanthropies of NY INC (2014). Grant Proposal: Jewish Summer Experiences for Teens.

incubation. Seven Year 1 programs continued in Year 2. One program transitioned from the New Ideas Reserve to the Incubator; making eight programs in total. [See Appendix A for information about the programs supported by the Incubator in Year 2.] In the spring of 2016, six new programs were selected to the second cohort of the Incubator with the goal of launching in the summer of 2017.

FOCI OF YEAR 2 EVALUATION

A team from Rosov Consulting has been engaged in an evaluation of the Initiative since its launch. During the Initiative's second year, the evaluation explored four broad concerns:

Assessing incubator program implementation.

How, during their second year of operation, have program providers learned from the experience of the Initiative's first year? What, if any, challenges remain?

Measuring expanded reach to teens.

How has the launch of The New York Teen Initiative's FindYourSummer.org online portal contributed to the Initiative's reach into the New York Jewish teen population?

Measuring participant outcomes.

What do participants in Incubator programs gain from their experience in terms of social-emotional growth and the development of Jewish attitudes and behaviors?

Tracking year 1 participants.

Roughly six months after participating in Incubator programs, to what extent have participants remain engaged in Jewish life? To what extent have they maintained social connections with their peers?

EVALUATION DESIGN

In its second year, the evaluation of the Initiative employed a similar design to that of the first year. The evaluation combined two waves of interviews with the program providers (pre- and post-summer) with multiple, in-person site visits to all seven programs. We conducted quantitative analysis of teen Jewish engagement and learning outcomes (using data from surveys fielded to participating teens both before and after the program). Finally, we analyzed qualitative data gathered in interviews and focus groups with both participating teens and their parents to validate the findings of the quantitative phase and of in-person observations. (Exhibit 1 provides a summary of the data sources employed.)

Exhibit 1: Evaluation Data Sources

		N	Response Rate
Teens	Pre-Program Surveys	121	68%
	Post-Program Surveys	96	54%
	Post-Program Focus Groups and Interviews	16	N/A
Parents	Post-Program Surveys	73	41% ³
	Post-Program Interviews	10	N/A
Programs	Pre-Program Interviews with Providers and Incubator Staff	17	N/A
	Post-Program Interviews with Providers and Incubator Staff	14	N/A
	Site Visits	12	N/A

One challenge the Rosov Consulting team encountered in evaluating the first year of the Initiative was securing a sufficient response rate from participating teens. This year, we employed several strategies to address this challenge. These boosted responses significantly even while falling short of our goal of securing responses from almost all participants:

- Early on (in January 2016), we made an explicit effort to establish a direct and open channel of communication with all program providers. We informed the program providers of our intended plans for collecting data, and we closely coordinated all our data collection activities with them. In several cases, the result was an individually-tailored design for each program’s unique needs.
- We worked with program providers to collect basic demographic information (participants’ age and gender) during the registration process, assuring a 100% response rate for these basic data points.
- We administered the post-program participant survey twice to as many of the participants as possible. A shorter version of the survey was administered on the last day of the program to assure maximum response rates. A longer version of the survey was then administered several weeks later, including some of the same questions as well as additional program-specific impact questions that we suspected could suffer most from what is known as a “halo effect” (overly positive ratings of the program’s impact on the last day of the program).⁴

³ Response rate is estimated based on number of teen participants. That is, we presume that each set of parents received the survey link at least once, and that one parent responded on behalf of the couple.

⁴ An after-the-fact analysis of responses by the teens who responded to post-program questions both on the last day of the program and a few weeks later revealed virtually no significant differences in their ratings.

MAIN FINDINGS

1 Program Implementation

The central concept behind the New York Teen Initiative is to incubate new program models that offer genuinely new summer experiences to Jewish teens in the New York area and that ultimately increase the number and diversity of teens participating in organized Jewish summer experiences. As in Year 1 of the Initiative, the programs supported by the Initiative included a great variety of program types, focus, and appeal: two were overnight programs; two were travel-based programs, one in Israel and one in the United States; four programs had a strong social action orientation; two programs involved challenging internship work; four had a strong skill development strand; and two promised participants fun experiences that took them out of their comfort zones. One program — a social justice oriented travel program in Costa Rica — did not recruit sufficient participants to run, in part due to the spread and scare of the Zika virus.

Exhibit 2: Incubator Program Features

	24/7	Travel	Social Action	Internships	Fun	Skill Training
ARTEL	✓	✓				
DOROT			✓	✓		✓
InternNYC				✓		✓
JAM Memphis	✓	✓	✓			
JustAct			✓		✓	✓
Pop-Up			✓			✓
Sababa					✓	✓

In this section, we describe what, if anything, changed in how the programs were implemented during this second summer, and what can be learned from their experiences.

TAKE-TWO! MORE CONFIDENT AND MORE FOCUSED

Planning a program for a second year was a decidedly less stressful experience for program providers than in their first year. Whereas in Year 1 they had fewer than six months to launch, in Year 2 all of the programs had a full year to market themselves and prepare their content offerings. They were also hoping to receive an additional recruitment boost from a new online tool, FindYourSummer.org, launched by The Jewish Education Project to promote program opportunities for teens (see more about this below).

In content terms, most of the programs made no significant changes from what they had offered the previous year. In pre-summer interviews, program leaders conveyed a strong sense that in this second year they were able to build on tried-and-tested and largely successful program models. As one program director explained, “I was thrilled we were able to build on our successes from last year, learn from it, and make programmatic changes and try things differently. Continue to build an even stronger experience.”

Programs anticipated making minor tweaks. Some of these related to staffing. ARTEL, for example, did not hire a Russian-speaking guide as their lead educator in Israel, having seen the previous year that this had limited the pool of able educators from which they could draw. InternNYC changed its home base from a shared workspace for social impact entrepreneurs in Manhattan to a local synagogue. JAM launched a new base for its activities in Colorado Springs. The program models, in all of these cases, remained the same.

There was just two exceptions to this pattern of modest change: Because JustAct had not recruited sufficient participants to run in Year 1, they made major changes to program content and the program model. Instead of conceiving a program that would appeal to experienced dramatists or performers, they tried to broaden their appeal by designing an experience that offered a chance to experiment with theater, and that at the same time blended theater, social justice and Judaism. They also offered program options of different lengths — not just a four-week option.

The other program to make major changes was PopUp for Change that transitioned from the New Ideas Reserve (in Year 1) to the Incubator (in Year 2). As described in the side-bar, in 2016 the program was based at a new venue in a new city, it adopted a new recruitment approach independent of an existing teen program, and it employed a new social impact vehicle.

Other than these outliers, it was in fact striking how few programmatic changes were made from the previous year.

THE CONTINUING CHALLENGE OF RECRUITMENT

Although programs found it much easier to plan content going into a second year of activity, most of them continued to find it difficult to fill their participant rosters. In a later section, we say more about the profile of those who participated in the programs. In this section —with a focus on program implementation we draw attention to a central implementation challenge, built in almost by definition to what the programs were attempting. Having created new program models for the New York Jewish teen market, they continued to find it difficult to “crack” that market. In Year 2, it was

POPUP FOR CHANGE employs design thinking in order to involve teens in creatively tackling issues of social justice. Previously, in the program’s pilot year, participants designed a food truck to address issues of local access to nutritious food. In its second year, the teens took upon themselves to transform a free dinner — offered to the residents of the Sirovic Senior Center, just a block away from the 14th Street Y, where the program was centered — into a vibrant “supper club.”

The first week of this two-week program focused on researching the context, interviewing local residents, and designing the experience top-to-bottom. Teams of teens worked to carefully design the food, the space, and the entertainment for the evening to create an engaging experience. The theme selected, based on input from the residents, was international food. Every night of the second week of the program a different “national” theme was used to transform the rather drab space of the dinner hall into an enticing experience.

It happened to be Italian night on the night we visited, so in addition to the routine pizza and salad dinner, the teens served gelato for desert. In preparation for the dinner, the teens decorated the otherwise bare room with tablecloths, streamers, and flowerpots with red and white roses on each table. They designed “menus” to give the room a restaurant feel, and offered the seniors “cocktails” (seltzer water in a plastic cup decorated with a slice of lemon) before the dinner started. Dean Martin’s “That’s Amore” was playing in the background. It is not surprising that the program significantly increased attendance at this daily dinner.

The teens gained both hard skills, from their planning and preparation, and more soft skills, from learning to empathize with those to whom they were catering. The program also includes explicit Jewish content. As one example, the program’s Jewish educator (an MA student at JTS’s Davidson School of Education) helped the teens compare different models of charity (Maimonides vs. 19th century Jewish socialists) in order to discuss alternative approaches to social change and social action. The participants took a tour of the Lower East Side to learn about the history of the neighborhood where the program operated. “The program does not exist in a vacuum,” explained the program’s director.

still difficult to catch the attention of potential participants about a way to spend the summer that was slightly out of the ordinary. This was one of the reasons why, for Initiative leadership, the goal in the first couple of years was to do the hard work of building the programs' credibility while filling their rosters as far as possible. Then, in later years – once programs have an established track record – they hope to go after wider and wider circles of teens.

THE CHALLENGE FOR “OUT OF THE BOX” PROGRAMS

It is surely no coincidence that the two programs which most rapidly filled their participant slots, DOROT and InternNYC, were offering the most readily recognizable and conventional program products: resume-enhancing teen internships. By contrast, surf camp, Jewish theater camp, or providing meals for the needy in a pop-up catering initiative are not easily identifiable teen summer offerings. Such programs take time to build traction — and certainly more than two seasons of activity. After all, they operate in a marketplace where some of the most successful programs have literally been in business for generations, and where the most prominent program model is the overnight summer camp. These new models were having to compete in a market where the biggest players are legacy programs (such as youth movement summer camps) and where the target audience is not easily reached through existing recruitment channels.

THE CHALLENGE FOR “ONE TIME ONLY” PROGRAMS

These challenges are exacerbated by another structural feature of the Incubator programs. With perhaps the exception of Sababa Surf Camp, these programs are not in the market for returnee-participants. They are selling a one-time experience. Unlike many other summer programs that benefit from a 50–70% returnee rate each year, the Incubator programs must recruit their cohorts anew. This makes their recruitment task exponentially harder.

It is instructive that, when reflecting on which facets of their experience in The Jewish Education Project's Incubator were most valuable to them, program leaders unanimously pointed to the recruitment workshops in which they participated. Recruitment was the program feature with which they needed most help, and it is where their own assumptions about what might work were disrupted most productively. If they had previously been intimidated about selling their programs by word of mouth, their recruitment training with Jay Frankel changed their thinking by 180 degrees. They saw now what their product was and how to sell it. In the words of one interviewee: “Jay helped us get to where we are today.”

FINDING A JEWISH VOICE

While the challenge of participant recruitment persisted from one year to the next for the structural reasons we describe, there was a marked change in one of the programs' most distinctive features. In this second year, the programs were willing to be much more explicit about the Jewish dimensions of what they promised and even more so in terms of the content they provided. If in Year 1 they had been concerned that they would turn off potential recruits by seeming too Jewish, in Year 2 they seemed to be altogether less sheepish about these dimensions of their programs. And, as we will show more fully below, while those Jewish dimensions didn't necessarily attract participants, they were seen by many of the teens who took part in the programs (and certainly by their parents) as a positive additional dimension of the experience that contributed to their appeal. Given their diversity, the programs did not all conceive of their Jewish content in the same terms. Nevertheless, there was a sense in which the programs shared a common Jewish ethos, stated succinctly by one program

director: The goal was “to help teens discover the extent to which Judaism is a framework ... to come away knowing that there **is** a Jewish approach.” In other words, none of the programs promoted a particular ideological or denominational vision of Judaism. But, they did all share the same aspiration to demonstrate to teens that Judaism, and being Jewish, has potential to be relevant to their lives in a number of possible ways.

This vision took different forms in each program:

- At **DOROT**, through study and engagement with Jewish text, through the use of Hebrew terms, and in explicit organizing Jewish concepts.
- At **JAM**, through *divrei Torah* at meals, *kavanot* at the start of the day in which to discuss Jewish values, Shabbat experiences, the study of Jewish texts, and a home base in a synagogue.
- At **InternNYC**, “the Jewish was in the air” at their synagogue base, in the examples selected by Jewish educators on the staff, and in their weekly *Oneg Shabbat* routines.
- At **PopUp**, Jewish values were deeply interwoven into many program dimensions; they were investigated within Jewish texts, all the while operating at a Jewish institution, the 14th Street Y.
- At **Sababa**, the day was structured around Jewish rituals and mantras, there was extensive spiritual exploration, and plenty of Hebrew was used.
- At **JustAct**, the Jewish wasn’t always explicit, intentionally, it was hard-wired into the program’s Jewish hermeneutical framework, as explained by their Jewish educator. The content was fueled by values of Jewish social justice.
- At **ARTEL**, the program introduced many participants to Jewish content and Jewish experiences, as well as a global Jewish community, for the first time in their lives, immersing them for two weeks in Israel.

Compared to the low-key fashion in which some of these programs broached Jewish content during their

JAM (JUDAISM. ACTION. MITZVOT.), a program of the American Jewish Society for Service, is unusual in many ways. First, the participants in this two-week social action program are atypical. Many have spent time earlier in the summer and in previous years participating in competitive summer courses at top universities, such as Yale, Oxford, and Penn. Before the start of the program, other participants had travelled abroad either with their families or on teen programs to Europe, Latin America, and Australia.

This is a privileged, even elite, group of teens, and yet they have chosen to enroll in a challenging program with few material comforts. They have elected to spend two weeks, unplugged from their smartphones, where they are required to sleep on mattresses on the dusty floor of a basement kindergarten in a Colorado Springs synagogue. These young people from all over the United States have committed to engage in demanding and often monotonous volunteer work in a local food bank and in a regional park where they’re helping in post-fire environmental reclamation. The work would be challenging for adults — let alone most teens. It calls for great responsibility and sustained hard work.

The teens are accompanied by four educators who work alongside them and who have designed the educational and Jewish scaffolding that envelops the program. While teens are responsible for leading much of their own activity and upkeep, the staff prime the program’s educational and Jewish pumps. During our site visit, we observed the educators facilitate an intense debrief about the previous day’s program, weaving extensive Jewish and socio-political content into the conversation. Over lunch at the food bank, we also saw how they succinctly introduced the teens to traditional Jewish frameworks for feeding the needy. Although the majority of participants had not previously participated in Jewish summertime programming, none seemed lost or disinterested when asked to engage with Jewish content. Knowing how the staff have graduated from being regular program participants themselves in past years, it will be interesting to see how many of this year’s participants take the same journey.

first year, these changes reflected a radical adjustment in expectations and aspirations. One year on, the programs found their Jewish voice, and talking with their educators both during site visits and after the end of the summer, they were fully comfortable with how their programs had evolved in this respect.

Parents had mixed views about this phenomenon. On the one hand, a parent at PopUp reported being taken aback by the extent of the program's Jewish content (though she was inaccurate in saying all PopUp participants were Jewish. One of the nine participants was in fact a non-Jew):

“(We) did not know at all that it had anything to do with Judaism. Had no idea... we were a little disappointed that only Jewish teens were attending. Felt it would be more diverse because of the fact it was volunteering and what they did is universal. It was much more religious, not intending maybe, the way that the Shabbat service was done and it seemed that it was much more religious than we expected. Although we're Jewish, we're not religious. It seems it was very extensive, which is ok, but I feel that doesn't leave room for children who are not Jewish.”

— PopUp parent

On the other hand, a parent at DOROT found the program's Jewishness a pleasant surprise:

“[My child] came out of the summer feeling so grounded Jewishly. She loved the study component - that resonated with her.”

— DOROT parent

STABILIZING PROGRAM FINANCES

IS FINANCIAL SUSTAINABILITY POSSIBLE?

From its inception, the Initiative was conceived as bringing new programs and/or organizational entities to the Jewish summer marketplace. Incubating startups in this way involves exceptional costs during the early years. A critical question with respect to the implementation of programs (and especially out of the box programs) is whether they ever have the potential to be fully or close-to-fully sustainable in financial terms; whether on the one hand they can achieve economies of scale and, on the other hand, whether their consumers would be willing or able to assume their full cost. To answer this question, it is helpful to look at program finances in relation to the programs' fixed costs and variable costs, defined as follows:

- **Fixed Costs** are costs that essentially remain the same even when the number of program participants rises, for example the program director's salary or the marketing budget.
- **Variable Costs** are costs that increase in direct proportion to the number of participants, for example airline tickets or food.

As seen in Exhibit 3, some programs' costs are predominantly fixed, for example DOROT and InternNYC where program staff constitute the heaviest cost item. Other programs' costs are predominantly variable, for example ARTEL where the bulk of costs are associated with travel to and accommodation in Israel. This means that as enrollment expands, programs like DOROT and InternNYC have potential to be increasingly financially sustainable, while that is not currently the case for ARTEL, especially while the “sticker price,” what parents are asked to pay, is significantly lower than the per-participant cost of the program.

And yet, as we have indicated, the costs associated with launching a program (such as building a website) are start-up costs, rather than ongoing. As can be seen, by the second year ARTEL cut its operating costs by

almost \$52,000, despite the fact that enrollment fell by only two participants. This suggests a substantial increase in the program’s financial efficiency. However, with an overall operating cost of \$8,000 per participant, ARTEL still remains the second most expensive program to run.

Exhibit 3: Fixed versus Variable Program Costs in Relation to “Sticker Price” (in Dollars)

Program	Total Cost	Fixed Cost	Variable Cost	Participants	Sticker Price	Total Cost per Teen	Variable Cost per Teen	Sticker Price - Variable Cost per teen
NYTI Y1								
ARTEL	203,917	66,759	137,158	21	3,300	9,710	6,531	-3,231
DOROT	36,456	34,561	1,895	18	0	2,025	105	-105
InternNYC	82,510	75,716	6,794	15	900	5,501	453	447
JAM	127,296	93,918	33,378	8	1,800	15,912	4,172	-2,372
Sababa	105,152	76,201	28,951	41	895	2,565	706	189
NYTI Y2								
ARTEL	152,323	53,752	98,570	19	3,880	8,017	5,188	-1,308
DOROT	67,076	64,724	2,352	20	0	3,354	118	-118
InternNYC	92,712	78,461	14,251	18	950	5,151	792	158
JAM	183,488	135,488	48,000	28	2,845	6,553	1,714	1,131
JustAct	84,408	70,078	14,330	15	3,000	5,627	955	2,045
PopUp	95,719	76,308	19,410	9	1,800	10,635	2,157	-357
Sababa	166,650	119,137	47,513	70	995	2,381	679	316
NYTI CHANGE from Y1 to Y2								
ARTEL	-51,594	-13,007	-38,588	-2	580	-1,693	-1,343	1,923
DOROT	30,620	30,163	457	2	0	1,328	12	-12
InternNYC	10,202	2,745	7,457	3	50	-350	339	-289
JAM	56,192	41,570	14,622	20	1,045	-9,359	-2,458	3,503
Sababa	61,498	42,936	18,562	29	100	-184	-27	127

Source: Programs Final Budget Report. The table shows both the Fixed Costs and Variable Costs at each of the Incubator programs during the past two years. These costs are compared with the price participants were charged for participation (the sticker price) before any scholarships were applied. The final column shows the extent to which the price charged covered the average additional cost generated by each additional participant.

The two programs that significantly increased their enrollment in the second year were JAM and Sababa. Sababa is both the most popular program and the least expensive to operate on a per-teen basis. The fact that JAM’s enrollment rose from 8 to 28 enabled it to cut its operating cost per teen to less than half its former level, although almost all of its participants came from outside the New York area. An interesting metric for assessing program sustainability is the cost and benefit of enrolling an additional participant. Comparing the revenue brought in by a teen paying full tuition to the additional cost of operating the program shows that the marginal benefit currently outweighs the marginal cost for InternNYC, JAM, JustAct, and Sababa. For the other programs, particularly ARTEL, tuition would not cover the additional cost that would be incurred. Offering an expensive product in a price-sensitive market, the challenge for ARTEL is both to diversify the philanthropic support it receives and increase the price that parents pay.

WHAT IS THE OPTIMAL SCHOLARSHIP STRATEGY?

ARTEL's dilemma brings into focus the question of how programs made use of scholarships funds, as part of their recruitment strategy. Two programs, ARTEL and PopUp, gave scholarships to all or almost all of their participants. In both cases, these contributions were conceived as addressing financial need. Program leaders assumed that, without this support, most families would not have been able to take part. Indeed, in both of these cases, the program's advertised price (the sticker price) was well short of the per-participant cost of the program even before scholarships were applied.

Among the other programs that charged a fee, the scholarship was used (at least in part) to incentivize participation among families that might otherwise be hesitating about signing up for a largely untried program. The financial inducement was seen as tipping the balance in enhancing a program's appeal. At InternNYC, staff viewed scholarships as a means to address financial need, and at the same time incentivized enrolment by providing participants with a financial stipend for their internship work (something they had not done the previous year, and that according to some opinions was a legal obligation for teen internships).

While all of the programs provided a lower average rate of subsidization than they had in the previous year, they all continued to be heavily reliant on financial support from the Initiative in order to implement their vision for teen engagement and learning. As seen, in Exhibit 3, for example, only one program charged a fee that covered more than 50% of the per-participant cost. At this time, Incubator staff is working with those programs that are continuing into a third year to develop business models that can propel them towards a more robust financial situation. As we have repeatedly alluded, making the transition to a stable footing is the great next step for all of these programs.

THE CONTRIBUTION OF THE INCUBATOR: FROM SCAFFOLDING TO SAFETY NET

In this second year of activity, the programs were less dependent on the support of Incubator staff at The Jewish Education Project. Having had a year to gel, program leaders also became much more of a cohort of peers who appreciated what they could learn from one another. In interviews before and after the summer, the program leaders conveyed that although workshops provided by the Incubator were less "one-size-fits-all" than the previous year, and were more closely aligned with their own needs, they still did not see these sessions as equally useful. As a consequence, the leaders were somewhat selective in their attendance. The session on recruitment was the one exception, as we have already indicated. Overall, programs most valued the Incubator's contribution for the personalized support and assistance they received from The Jewish Education Project staff, as and when they needed it. That support provided them with a resource they wouldn't otherwise have easily accessed. If in Year 1 the Incubator provided the scaffolding that helped programs build themselves up from scratch, in this second year the Incubator served more as a safety net that gave programs the confidence to take risks and was available, if needed, to come to their aid to confront special challenges. In many respects, this was a healthier relationship — less of dependence and more of coaching and mentoring, in which The Jewish Education Project staff provided ongoing and personalized guidance and advice, something that program leaders highly valued.

LEARNINGS

IT TAKES TIME TO BREAK THE MOLD

The programs incubated by the New York Teen Initiative are not conventional summer offerings. They certainly look quite different from overnight camps, the predominant educational form available to teens during the summer months. It will take them time to gain market profile and establish a track record, especially when they can't typically build up a core group of returnees. Each year they must break the mold anew.

These features pose special challenges to the programs' recruitment efforts and to their attempts to achieve something close to financial sustainability, two dimensions of the same problem. In the short term, these features make the Teen Initiative a fragile enterprise. Under these circumstances, there is a case for moderating expectations about how long it takes to transition from a startup modality to something more stable. It seems that two years is not yet enough time at least in these respects.

EMBRACING THE JEWISH

Whatever the nature of the recruitment challenges, the programs have demonstrated that it is possible to fill the new models they have created with explicit Jewish content. As we will see it does not appear as if their Jewish messaging exacerbated the recruitment challenges; although this messaging does not seem to have eased the challenge either. At the same time, as we will also see, it does seem that this Jewish content is associated with positive outcomes created by the programs.

At this time, the insight we convey is that even while reaching out to a diverse group of teens and developing programming to engage Jewish young adults with a great variety of prior Jewish experiences and commitments, the programs demonstrate that it is possible to conceive of the tasks of Jewish education in terms that are broad, inclusive, and meaningful. This is a key facet of what the programs achieved this past year in educational terms. It may be their most decisive achievement.

ARTEL is a teen Israel experience with two distinctive features. Alongside the conventional components of an Israel experience, such as a time at the Kotel, Yad Vashem, and the Dead Sea, the program also includes two workshop tracks (focused on photography and technology) in which participants must develop a project of their own, for completion after their return to the US. The second unusual feature is that the participants all come from the same New York borough. They are all members of Russian-speaking families connected directly or indirectly with the Jewish Community House of Bensonhurst. Coming on a program to Israel introduces them for the first time in their lives to the global community of Russian-speaking Jews.

When our team joined them in Tel Aviv on their last full day in the program, Israeli staff members told us of their surprise at how limited the participants' prior Jewish knowledge was. This created challenges, and yet may have also accounted for the group's receptiveness to new Jewish experiences, and their being moved at connecting to the larger Jewish story: being moved to tears at the kotel; connecting emotionally and intensely to a Holocaust survivor they met with at Yad Vashem; spending a Shabbat together; and being introduced to other members of their Russian-speaking community in Israel. It was as if group members were hungry to connect with something larger than themselves. The technology and photography may have been hooks to get them on the program, but these components seemed less important to the teens once they were in Israel.

Walking with them through the streets of Tel Aviv, through history and the sounds, smells, and heat of an exotic place, it is no wonder this experience is so powerful. This is a grand adventure that takes young people far away from home and at the same time to a place of close-in importance. It is both exotic and personal. They are out into the world, but they come home to a people they can claim as their own. Family, community, natural beauty, and urban drama. These are Jewish too in this place. And they are what strikes a chord.

2 Participants and their Pathways to the Programs

In this section, we look at who participated in the programs, how they found out about the programs, and why they participated.

FINDINGS

WHO PARTICIPATED IN THE INCUBATOR PROGRAMS?

Despite the challenges we described, in this second year a total of 179 teens participated in the Incubator programs (see Exhibit 4) — on the way to doubling participation the previous year. More than a third of the participants attended one of the three one-week sessions of Sababa Surf Camp. If the first year of the Incubator was marked by recruitment challenges, for at least some of the programs recruitment was more successful in 2016 than 2015.

Exhibit 4: Incubator Enrollment - 2015 and 2016

Program	2015	2016
JAM	8	28
ARTEL	21	19
DOROT	18	20
InternNYC	15	18
JustAct	--	15 ¹
PopUp	--	9
Sababa	38 ³	70 ²
Total	100	179

¹ JustAct: includes 7 participants 13 and below in 2016.

² Sababa: includes 28 participants in grades 6-8 in 2016.

³ This number includes 13 Sababa teens who participated in two sessions. This means that in total there were 87 non-duplicated participants in 2015 participants.

As in Year 1, a majority of participants (58%) were girls. Still, the fact that more than a third of participants were boys should be viewed as a success. As we noted last year, research shows that teenage girls are generally more likely to participate in extracurricular activities than boys, especially activities within faith-community related contexts.

In contrast to Year 1, the age range of participants this year seems to skew older, with about half of the participants being 15 and 16 years old. With the exclusion of pre-teen participants in Sababa and JustAct (who did not receive our surveys), there were no significant age differences between the individual programs.

Exhibit 5: Participants' Age – 2015 and 2016

Age	2015 (N=41)	2016 (N=127) ⁵
12-14	34%	14% ⁶
15-16	36%	49%
17-18	31%	37%

One of the Initiative's goals is to reach and serve Jewish teens from diverse backgrounds. In its second year, the Incubator program participants included a majority (55%) of teens with no day school education. Sixteen respondents (12%) had neither day school education nor supplementary education. Of these 16, 7 were ARTEL participants, 5 were DOROT participants, 2 were from InternNYC, and one each from JAM and PopUp. Fifteen percent of the participants came from families where some family members are not Jewish.

Exhibit 6: Select Demographics of Participants – 2016

Selected Demographics	2016 (N=139)	
Jewish Education	No Day School or Supplementary School	12%
	No Day School	55%
Jewish Education	Jewish Supplementary School only	43%
	Jewish Day School (4+ years)	32%
	Jewish Day School (1-3 years)	13%
Family Jewish	Fully	85%
	Partly (Interfaith)	15%

WHO TOLD PARTICIPANTS ABOUT THE PROGRAMS?

As in Year 1, participants were most likely to find out about the Incubator programs from their parents (37% of the teens indicated that they “heard about” the program from their parents) and friends (20%). Interestingly, only a very small percentage of teens (3%) heard about the programs directly from the new FindYourSummer.org website. However, it is possible that FindYourSummer.org did reach the parents who then conveyed the information to their teens. At the moment, we do not have data to corroborate this hypothesis.

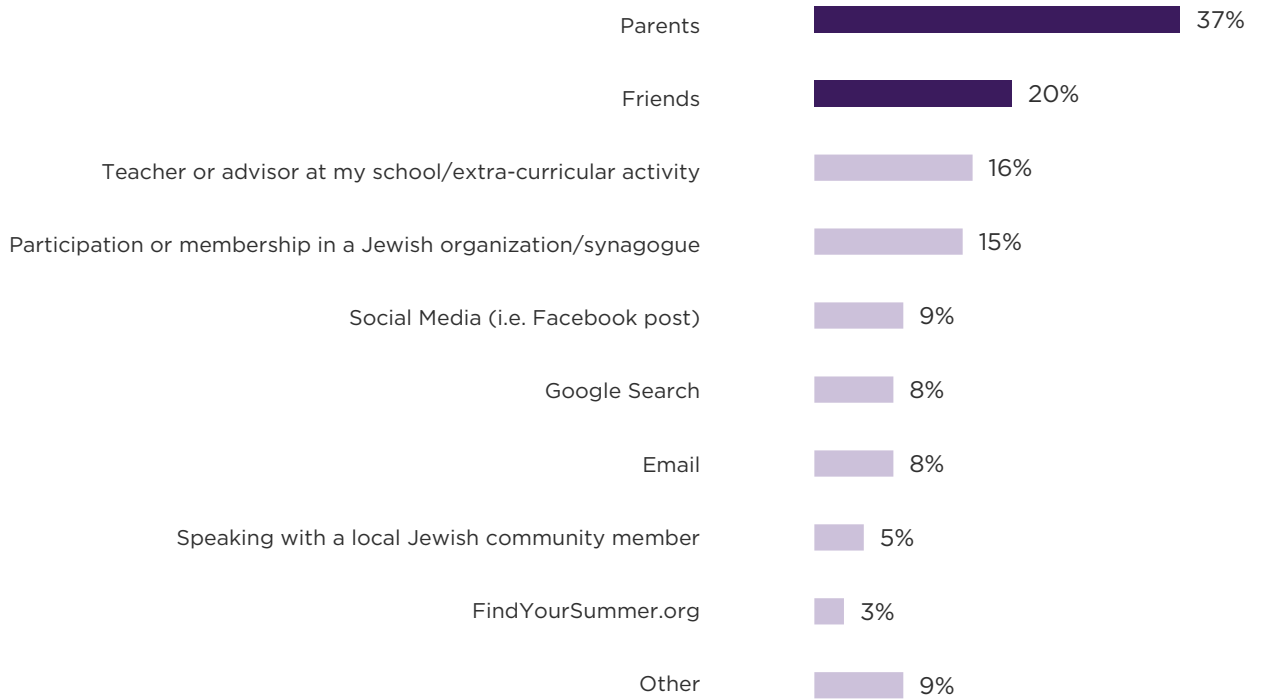
Of note, older teens (high school juniors and seniors) seem to take on more of an active role in finding and selecting the programs in which they participated. While parents were still most frequently cited by these older teens, they were much more likely, compared to younger teens, to say that they heard about a program through a Google search. While 4% of 9th and 10th graders selected Google Search as the source from which they have “heard about” their program, one in five (19%) older teens found out about their program through a Google search.

⁵ In some cases, the data provided by the programs was grade in high school, and not date of birth. In these cases, the participant's age was estimated.

⁶ These numbers exclude participants of the Sababa Surf Camp pre-teen session.

Exhibit 7: Who Told Teens about the Program?

N=118

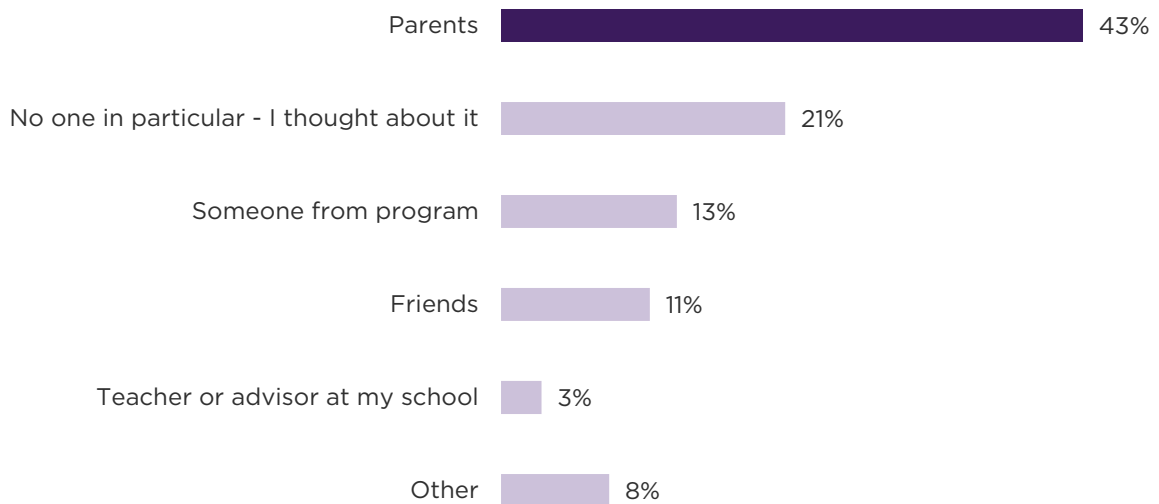


WHO INSPIRED TEENS TO TAKE PART?

The teens were asked who *motivated* them to participate in the program. Here, too, parents are the primary motivators (43% of teens were motivated by their parents), with one in five teens (21%) saying that they were self-motivated. Unquestionably, parents are the primary channel for recruitment to the programs.

Exhibit 8: Who Motivated Teens to Consider Taking Part?

N=131



Some texture for this finding is provided by participants' comments in response to an open-ended survey question: "How did your parent motivate you?"

"My parents told me about internships they'd had and excited me about what I could do."

— InternNYC participant

"[My parents] said it would be an amazing opportunity and also it would strengthen my independence."

— ARTEL participant

"When I was feeling nervous about it and wanted to change my mind about going, my mom told me that she thinks I would have fun there."

— PopUp participant

"My parents just asked me what I wanted to do this summer, because I didn't want to attend camp, and suggested I look at volunteer work. I went online and found DOROT."

— DOROT participant

Unquestionably, parents are the primary channel of recruitment to the programs, even for older teens. Parents help teens overcome anxieties about trying something new or they simply open their children's eyes to new possibilities. Growing the programs depends on making a pitch to this particular audience.

WHEN DID TEENS DECIDE TO TAKE PART?

While having a long runway for preparing and marketing the program was valuable from the providers' perspective, most of the participating teens do not seem to have made a final decision about their summer plans until early spring. A majority of the respondents (69%) finalized their summer plans after February 2016. Almost a third (29%) made their decision in late spring (May or June). We suspect that this relatively late decision date reflects the peculiar nature of these programs: most are not overnight programs and three of them offer one-week options. These are frameworks in which a young person can enroll after most of their summer plans are set.⁷ They may be of special appeal to late decision-makers for that reason.

Although URJ's **JUSTACT** offered participants program tracks of different length, the core program was a four-week theater workshop infused with a strong focus on social justice. Only four teens participated in the full program. It meant that these young people, all of whom came with prior drama experience, received unusually intense and personalized coaching from program leaders.

For part of their day, members of the core program joined together with younger participants from shorter programs with whom they shared a base in a corner of Brownstone Brooklyn, in a former church converted into an atmospheric theater space. For most of the time they were in their own program, working on a wide range of acting skills that brought to life their exploration of challenging societal problems: racism, rape, poverty, child abuse, slave trafficking, and more. These explorations were also enriched by trips into the city: to art galleries, neighborhoods, and museums that brought to life their dramatic exploration. With a small group, the program leaders had much more flexibility than they might otherwise have had: the group could sit around a table in a local café, or they could stop to talk with the homeless in the park. It meant also that each teen received highly personalized coaching.

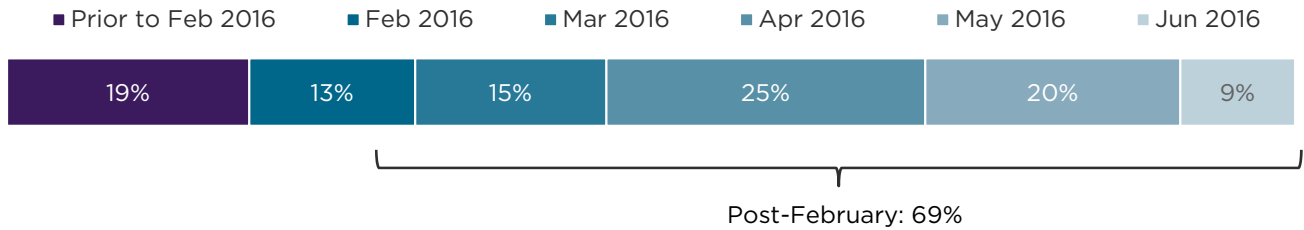
The program's Jewish dimensions were introduced subtly. One of the three coaches came with a strong background in Jewish education. In the course of a site visit he explained his approach: Jewish education was not about using Hebrew words but about making sure that young people acted with Jewish values, even when — and especially when — these were also universal values. He explained how the group's exploration of social problems followed the Talmudic hermeneutic of *pshat*, *remez*, *drash*, and *sod* — probing from the surface meaning of a problem through to its most obscure dimensions. From his perspective, their whole framework was Jewish even if the teens might not always be aware of it.

⁷ In fact, 25% of the teens indicated that this was why they only chose their program later in the spring; see Exhibit 11 below.

We suggest that while starting recruitment early is important, especially when it comes to financial planning, it seems that recruitment efforts should continue all spring long, and virtually through the first day of the program.

Exhibit 9: When Participants Finalized their Summer Plans

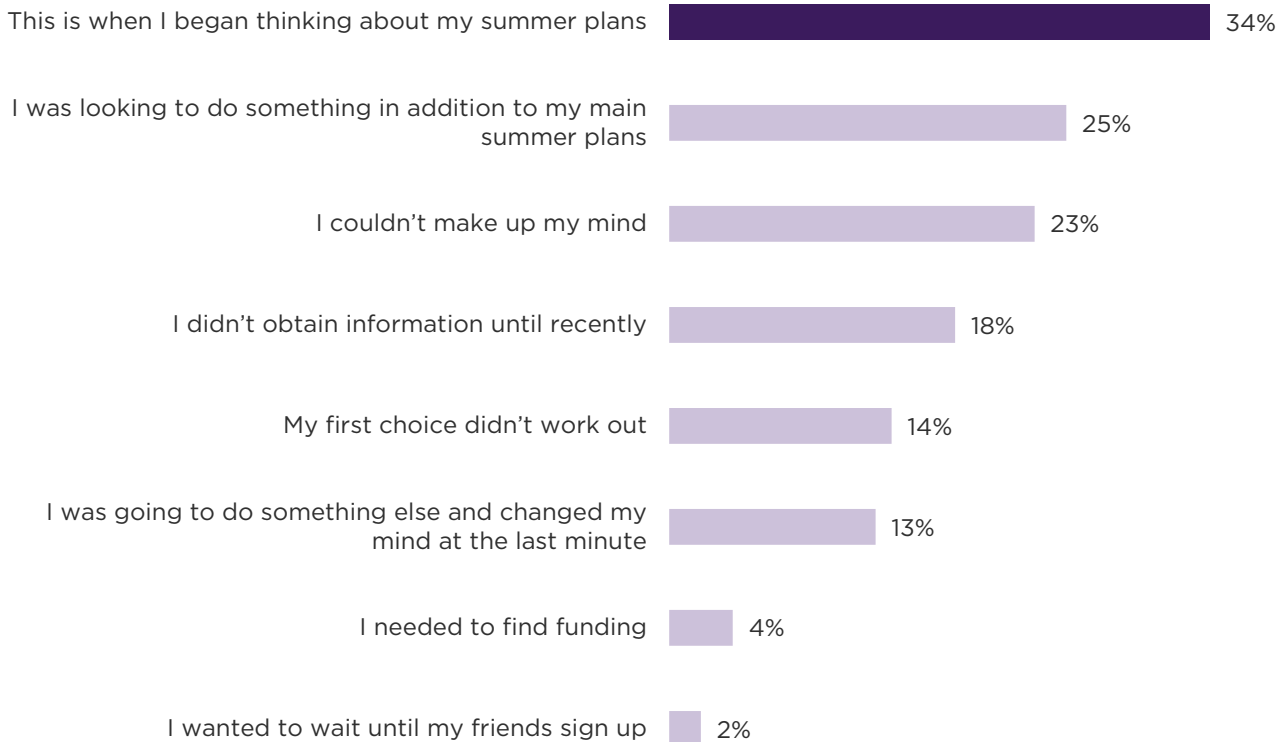
N=112



The teens who made their decision after February gave a variety of reasons for making their decision at that time. Just over half of them (57%) either only began thinking about their summers in the spring (34%) or could not make up their mind until this later time (23%). About a quarter (25%) selected the program once they had already determined their “main summer plans.”

Exhibit 10: Reasons for Choosing a Program after February

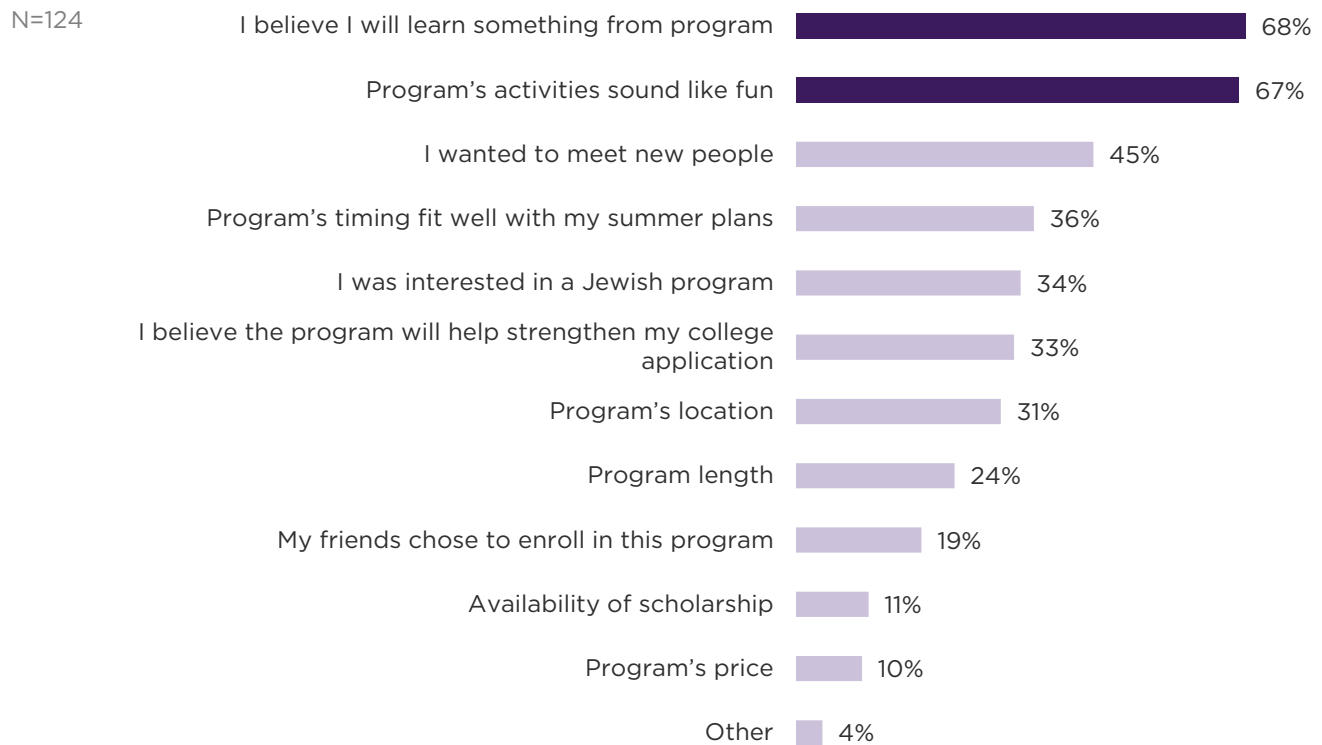
N=92



WHY DID TEENS DECIDE TO TAKE PART?

As in Year 1, the two primary motivations that bring teens to participate in the programs are enjoying themselves and learning something new. Overall, the teens in these programs do not only want to have fun. As we reported last year, they want both to stretch and to breathe. And, indeed, that is the special value proposition of the Incubator programs.

Exhibit 11: Teen Motivations



At the same time, different programs appeal to teens for different reasons. Unsurprisingly, internship participants were motivated by the opportunity to build their college resumes. Most of the participants in InternNYC (64%), PopUp (56%), and DOROT (53%) identified “strengthen[ing] my college application” as a reason for choosing the program. By contrast, Sababa and ARTEL participants stand out for selecting their programs because their friends also enrolled (37% of ARTEL participants and 44% of Sababa participants chose this response). These patterns surely reflect the fact that these two programs had the most explicit leisure dimension. Teens, evidently, want to have fun with friends; but they’re willing to build their resumes with complete strangers. Many ARTEL participants (42%) were also motivated by the program’s price (very few of the other programs’ participants chose that option). This response offers support for the provider’s assumption that they were catering to a market that is highly price-sensitive, although it is unknown how high a price this market would bear if tested..

Again, the range of consideration and the thinking that lie behind these survey responses was revealed during our interviews and focus groups with teens. In these contexts, the teens talked about what drew them to the programs.

“Two parts appealed to me. As a teen, I didn’t want to do an internship with people who weren’t my age. So other teens interning in the same field — people to reflect on the experience with. Instructors and mentors making sure it was the best possible internship, making sure I did my best possible work.

— InternNYC participant

“The idea of making practical change in the world, sounds kind of cheesy, but you talk about volunteering, PopUp for Change allows for your kind of volunteering.”

— PopUp participant

“I enjoy interacting with the elderly. The mission of the program appealed to me.”

— DOROT participant

3 Expanding Reach to Teens

In this section, we explore an additional dimension of the New York Teen Initiative that is critical to the goal of increasing awareness of new and existing summer opportunities: the launch of an online platform for communicating and promoting summer options for Jewish teens.

FIND YOUR SUMMER

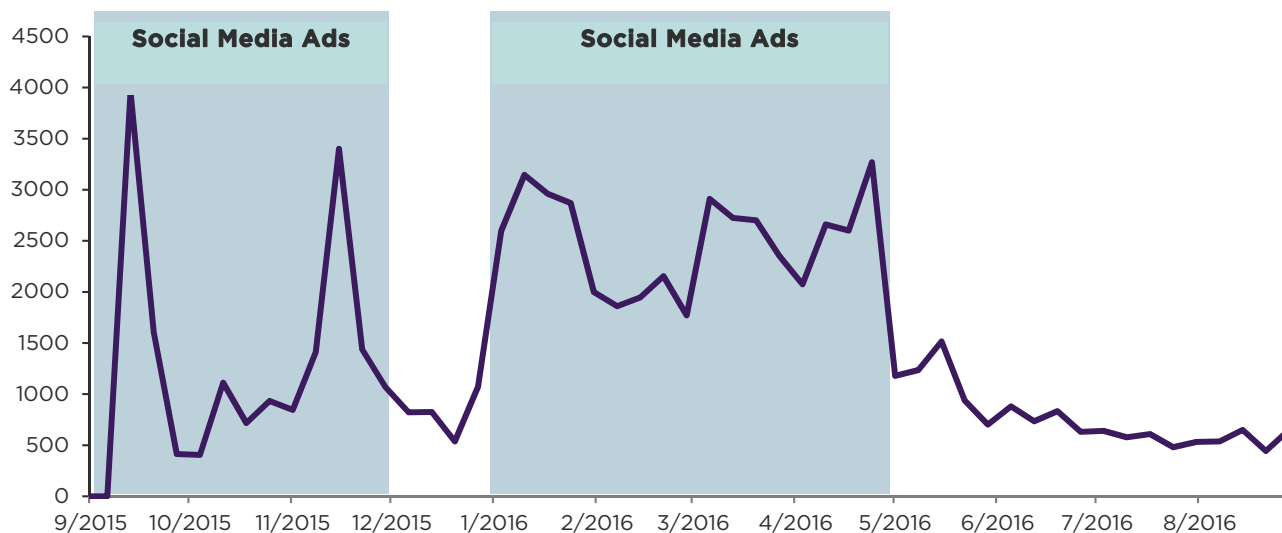
The FindYourSummer.org website was created as the primary tool for marketing teen programs to a wide audience of teens and their parents. The site was launched in September 2015, and by the summer of 2016, it included information about and links to almost 400 Jewish summer programs.

A rough estimate, based on the number of “clicks” (visits to the site) recorded by Google Analytics, is that over the first year of its existence the site had reached at least 20,000 individual users (we cannot identify the precise number of individual visitors or say whether these are teens or adults). The great majority of its reach was in the greater NYC area, with 71% occurring in New York and 17% more in New Jersey.

PEAKS AND VALLEYS: A RECRUITMENT RHYTHM

As can be seen in Exhibit 12, the intensity of activity on the website ebbed and flowed over the year. The Jewish Education Project social media ads (on Facebook and Instagram) in the fall and spring (shaded bars in the chart) certainly played a role in driving traffic to the site, but this cannot be the only explanation for the spikes in activity. The intensity of activity seems also to be related to the coincidence of ad campaigns with those months of the year when teens (and their families) are most likely to be engaged in weighing their summer choices. As we have seen above, most teens made the decision to attend a summer program after February.

Exhibit 12: Pageviews of the FindYourSummer.org Landing Page, September 2015 - August 2016

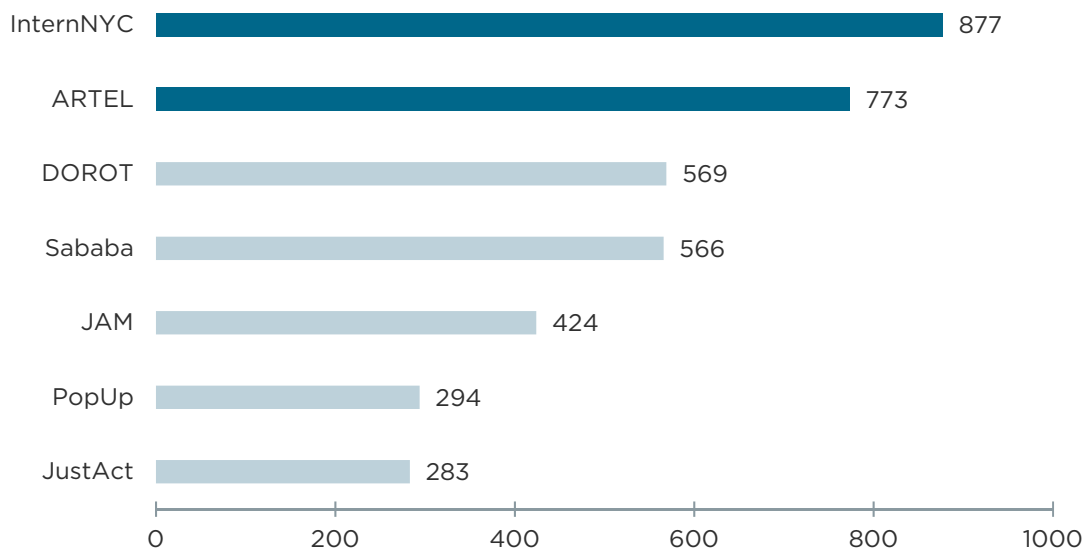


A PIPELINE TO PROGRAMS?

We do not have data that can help identify how many visitors went directly from FindYourSummer.org to the websites of specific programs. As we reported above, we know that a relatively small proportion of teens attributed learning about the program to visiting the site. We don't know, though, how many parents found out about specific programs from the site.

We do see that there were considerable differences in the frequency of visits to the programs in different sections of the site. As seen in Exhibit 14, the links to InternNYC and ARTEL saw many more “pageviews” (clicks) even while the overall ebb and flow of activity at these links over the course of the year was similar to that of other programs. It is tempting to speculate that greater activity of this kind was associated with these two links being featured higher on the FindYourSummer.org website. However, there may be other reasons too, associated, for example, with real-world advertising at both of these programs by their host institutions, in both cases New York area JCCs. Exhibit 13 shows just how much more frequent the pageviews of these two programs were.

Exhibit 13: Pageviews at Different Incubator Program Pages, September 2015 - August 2016



4 Participant Outcomes

In this section, we explore the outcomes produced for teens as a consequence of participating in the Incubator programs.

Data for this component of the evaluation come, first, from visits to each program to see for ourselves what outcomes we could observe. Then, once programs were finished we sent surveys to all of the participants and their parents in order to probe their satisfaction with the experience and, in the case of the teens, if and how their thinking about Jewish ideas and concerns had changed (compared to pre-program survey responses). Finally, during the months after the programs' conclusion, we conducted interviews and focus groups with teens and interviews with their parents.

This year, thanks to robust participant survey response rates, we can quantify with greater confidence the extent to which participants' attitudes were changed following their time in the programs. As we will see, these findings align well with what we learned from interviews and focus groups. These data paint a rich picture of program outcomes particularly in relation to the development of life/work skills, the participants' Jewish horizons, and the social dimensions of the programs. First, we highlight one further program "outcome": the high level of satisfaction with the programs expressed both by participants and their parents.

HIGH SATISFACTION WITH THE PROGRAMS

Consistent with the findings of Year 1, both teens and parents rated their programs highly, with a majority of teens (62%) and parents (79%) being very likely to recommend the programs to others.⁸ That parents rated the programs higher than their children also parallels what was found in the first year of the Initiative. It is consistent with a wide range of evaluation data where parents (perhaps because they are one degree removed) tend to be less critical than their own children, the actual participants in programs.

Exhibit 14: Net Promoter Scores (NPS)

	Detractors	Passives	Promoters	2016 NPS	2015 NPS
Teens	14%	24%	62%	48	53
Parents	6%	14%	79%	73	85

Open-ended survey responses indicate that when people were formally classified as "detractors" their dissatisfaction tended to be with a specific aspect of a program rather than the experience as a whole, as the following quotations indicate.

⁸ A Net Promoter Score (NPS) is a widely-used measure of user satisfaction based on the likelihood of "recommending the program to someone else," rated on a scale from 0 (not at all likely) to 10 (extremely likely). Respondents who select a rating of 0 through 6 are considered "detractors" and those who select a rating of 9 or 10 are considered "promoters" (a rating of 7 or 8 is considered neutral or "passive"). The NPS is then calculated by subtracting detractors from promoters. The resulting scale can range from -100 to 100. Traditionally, NPS scores over 30 are considered quite high.

“We would definitely recommend the surfing end of things but we were less enamored with the meditation/Jewish angle.”

— Sababa parent

“I didn’t love the actual program aspect of my experience but the interning was fantastic and the match was perfect between me and my internship site.”

— InternNYC participant

“If [my friends] are super into volunteering and serious programs then they would like it. If they want something more fun to do but still like volunteering, they’d probably rather volunteer another way.”

— PopUp participant

Those parents and teens whose survey responses identified them as “promoters” were fulsome in their praise for programs.

“I grew so much through this program and I found a new love for volunteering and I really do believe that I want to do something with community service when I get older whether it’s starting an organization or just continuing to stay involved.”

— DOROT participant

“I loved Sababa Surf Camp and felt that it really changed me so that I can be more happy and realize that Judaism can be found in all parts of my life. This was the first summer camp that I felt that I actually belonged and cannot wait to go back next year. I loved it!”

— Sababa participant

“My child won’t stop talking about how great it was! It was her first time in Israel and she absolutely adored the program, the staff, and Israel.”

— ARTEL parent

SABABA SURF CAMP is an opportunity for teens to do what it seems these days they often cannot: Have fun in the sun, with no worries at all. Offering the chance to “unplug” from the world, free of expectations, judgement, and structure, teens learn how to surf in what they call a “chill” environment. The start of the day includes group reflections and exchanges of what each person’s “sababa level” is on a scale from 1–10 (with 1 being the most sababa instead of 10 — intentionally). Mornings are devoted to engaging in Jewish meditation and prayer, as each teen chooses his/her own mantra from a list of Jewish thinkers and writes it in the sand. Impressively, the prayer services — which last nearly an hour — appear to have complete buy-in from the teens. Afternoons are dedicated to surf instruction, something with which most city teens have little experience. While nothing “Jewish” per se happens in the afternoons, this is clearly a time when friendships are born and memories are built.

Despite the fact that the program only meets for a week, we were struck the day we visited by the camaraderie among the teens, the intense bonds that seem to form in such a short time, and the depth of the relationships between the teens and staff (we are told that one staff member is known as the “mother” and the other the “crazy uncle.”) Notably, we do not see a single smartphone used by any teen during our visit.

While very much unlike any other Jewish summer camp, Sababa Surf Camp is similar in that it transports young people into new ways of being. There’s something deeper happening on this beach in New York than just the mastery of surfing. While unplugging from the distractions of the world, these teens are plugged into a meaningful and enriching Jewish experience.

WHAT TEENS GOT OUT OF THE EXPERIENCE

Following the program, participants were asked to rate, retrospectively, the effect that the program had on them in a variety of areas, including social-emotional wellbeing, Jewish growth, and the specific ability to engage in community service and volunteering. Below, we explore each of these themes in more detail. For the moment, it is evident from Exhibit 15 that overall the programs’ impact in all three of these domains was similarly robust. (The especially positive assessment of the programs’ contribution to one’s ability to volunteer or do community service likely reflects the fact that 36 — almost half — of the 76 respondents to this question came from DOROT, JustAct, PopUp, and JAM, programs with a strong social action strand.)

Exhibit 15: Teens' Retrospective Assessment of Program Outcomes

Please rate to what extent the following has changed, if at all, as a result of your participation in Program [% Responding "Greatly Increased" on a 5-point scale from "Greatly Decreased" to "Greatly Increased"]

Teens
(N=76)

Social Emotional Growth	
Feeling good about my social life	35%
Feeling good about myself	32%
Jewish Growth	
Feeling involved in Jewish Life	32%
Feeling connected to the Jewish people	30%
Feeling knowledgeable about Jewish Heritage	29%
Engaging in Community Service	
Feeling more able to do community service and/or volunteer	45%

While for analytical purposes it is helpful to tease apart these different strands, the following interview response from a parent conveys how, coming out of the lived experience of a program, these outcomes are not discrete from one another. Making friends, experiencing an intensive Jewish environment, and developing an appetite for doing good in the world are in fact all intertwined in the same experience.

“To use his words after he got off the plane – ‘I have to reevaluate my life.’ Teens can be easily influenced at this age and the concept of volunteering took hold. That and the Jewish culture. He wants to keep his relationship...and he lead a service at the camp, which he’d never done before. He became more curious about the religious side. He’s kept the relationships and still hangs out with the kids he met there, although of course it’s only been a few weeks since they got back.”

— JAM parent

SOCIAL AND EMOTIONAL GROWTH

FINDING FRIENDS

Interestingly, after the end of the summer, when we interviewed educators and administrators from the incubator programs, they tended not to dwell on the extent to which participants made friends through the programs. When asked to identify “the main things you see the participants as having taken from the experience,” they did not point to the formation of friendships or of new social networks among the participants. In the programs that did not run overnight and were only a week long (Sababa, PopUp, specific tracks in JustAct) this is not surprising. The program environment lacked the kind of intensity or immersion where teens were likely to make firm friends for life. In the longer programs, and especially those that were overnight (JAM and ARTEL), this outcome may have been so obvious or seemed insignificant relative to some more dramatic and even unique outcomes. Perhaps it didn’t merit comment for that reason.

Certainly, the survey and interview responses from teens and their parents show that they very much valued the social dimensions of the experience. Three quarters of the teens (and their parents) said that participants gained new friends as well as meaningful connections with the program’s staff.

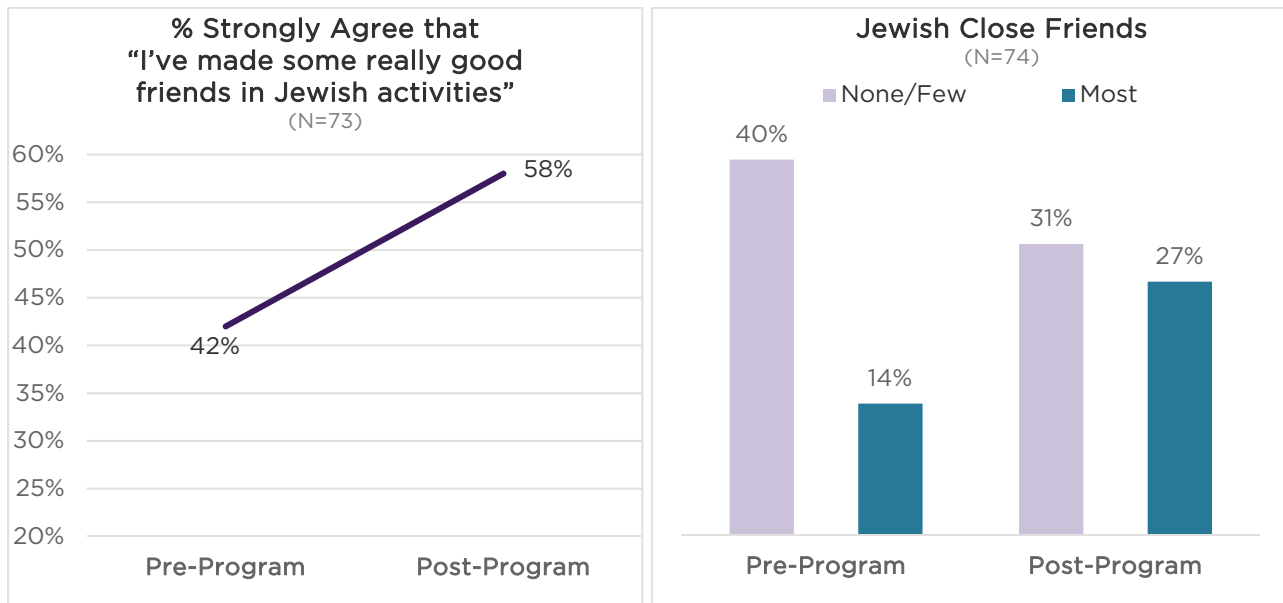
Exhibit 16: Teens Gain Social Connections

Regarding Program, to what extent did you/your child ...? [% Responding "A lot" or "A great deal"]	Teens (N=79)	Parents (N=73)
Connect to program staff	76%	76%
Have a fun experience	89%	84%
Make new friends	75%	71%

As seen in Exhibit 17, there is further evidence that participants made firm friendships through the programs in their significantly greater agreement with the statement “I’ve made some really good friends in Jewish activities” (58% agreement rate post-program, up from 42% pre-program). Following the summer, more of the teens said that most of their close friends are Jewish (27%, up from 14%), and less said that few or none of their close friends are Jewish (31%, down from 40%). While it might seem surprising that a young person’s friendship group could be restructured after a short, even two-week, summer program, for parents this wasn’t unimaginable. A JAM mother reported:

“She said it was the most incredible experience of her life. Made friends she’ll have for the rest of her life. I thought the actual work would be transformative – but the bonding, the other kids, that was more transformative for her. Not her first time doing service work, so not new for her. But the counselors, kids, social and emotional setting for her was transformative.”

Exhibit 17: Teens Make Jewish Friends



FINDING ONESELF

In social and emotional terms, making friends and feeling comfortable with them is closely related to feeling comfortable with oneself. One emotion feeds, and is reflected in, the other. As we saw above in Exhibit 15, 32% of participants indicated that as a result of their participation in the program, their sense of feeling good about themselves “greatly increased.” What this meant in practice was made explicit in interviews and focus groups.

In part, this emotion was related to learning skills — in the workplace, as a volunteer, learning how to surf (about which we'll say more below) — but it was also related to a social dimension: gaining confidence through building relationships with new people, both peers and adults. A participant from PopUp gave expression to this dynamic:

“First it was a little hard to connect with people because I’m not good with that, but we bonded and I felt comfortable with everyone there. I loved it.”

— PopUp participant

More elaborately, a JAM parent reflected at length on what getting comfortable socially meant for her daughter.

“She has regained a social confidence that she used to have and has lost through high school because she’s in a HS that’s not a great fit for her and has shaken her confidence socially. She can make friends everywhere she goes... Getting to be with a group of kids she feels accepted by, all Jewish – she came home and said I can make friends anywhere – and we said yes, you can. Turned total strangers into lifelong friends – really important for her self-esteem and confidence.”

— JAM parent

The theme of acceptance raised by this parent seems especially important. It indicates a kind of virtuous circle that played out in many of the programs, appealing as they did to specific, almost self-selecting populations. The programs attracted a group of individuals who in some cases may have been quite diverse in their backgrounds, but who discovered how much they had in common once they came together. The teens felt good about how well and how quickly they bonded with “strangers.” It affirmed their program choice and at the same time gave them a sense of authenticity. To get along with these new people, they didn’t have to pretend to be something else. As one Sababa participant put it:

“It was such a comfortable and safe environment that I felt I could be myself... most camps I go to it is hard to be yourself around new people.”

— Sababa participant

Participants of the **DOROT SUMMER INTERNSHIP** spent three and a half weeks of their summer working with, visiting, and supporting the neighborhood’s Jewish elderly. This internship is unusual not only for its subject matter — a topic that may seem unappealing to teens — but also for the high standards and level of rigor required of the interns. On the day we visited, we encountered the twenty teens as they congregated early in the morning, standing in the small entry hall to the 7th floor of the DOROT building. After a morning debrief from the counselors, they all took out their phones and started calling the seniors that they were to visit later that day. The teens were expected to make at least two attempts to call each senior, and to stop by the senior’s house if it was close by. After each visit, they were expected to complete a case report and were reminded by the program’s staff if they had failed to submit their reports. Accountability was a value that permeated throughout the program.

Jewish values were interwoven into the internship in various ways, both explicit and more subtle. On the day we visited, the two rabbinic interns leading the program engaged the teens in a weekly text study session (a working lunch) where they explored the Jewish value of *hiyyuv* — or being obligated and commanded. They debated how this value was linked to social responsibility and volunteerism.

On the same day, some of the teens conducted a University without Walls activity, where seniors called into a conference call number and the teens engaged them in text study and discussion. It was here that Jewish learning took place in implicit, but no less profound, ways. That day’s “University” session explored the history of American Jewish humor. The five participating seniors not only enjoyed the content prepared and delivered by the teens, but were also encouraged to share their own memories and impressions of the Jewish culture they grew up in. The seniors shared stories about the radio shows they had enjoyed as teens in the 1930s and 1940s, and about such themes as anti-Semitism and Jewish entertainers taking on less Jewish-sounding names. The teens, who came from a variety of Jewish observance and backgrounds, had their eyes opened to the lives and needs of a generation very different from theirs.

Another Sababa participant conveyed the same sentiment even more succinctly:

“That was the most myself I have ever been.”
— Sababa participant

JEWISH GROWTH

As we previously described, the Incubator programs this year were much more explicit in their weaving of Jewish content into their activities. Parents were more likely than their children to say that the teens enjoyed the *Jewish* content of the programs. Nevertheless, six in ten teens (59%) indicated that they enjoyed the programs’ Jewish content. Evidently, this more explicit Jewish content did not turn many off although there were exceptions.

Exhibit 18: Teens Grow Jewishly

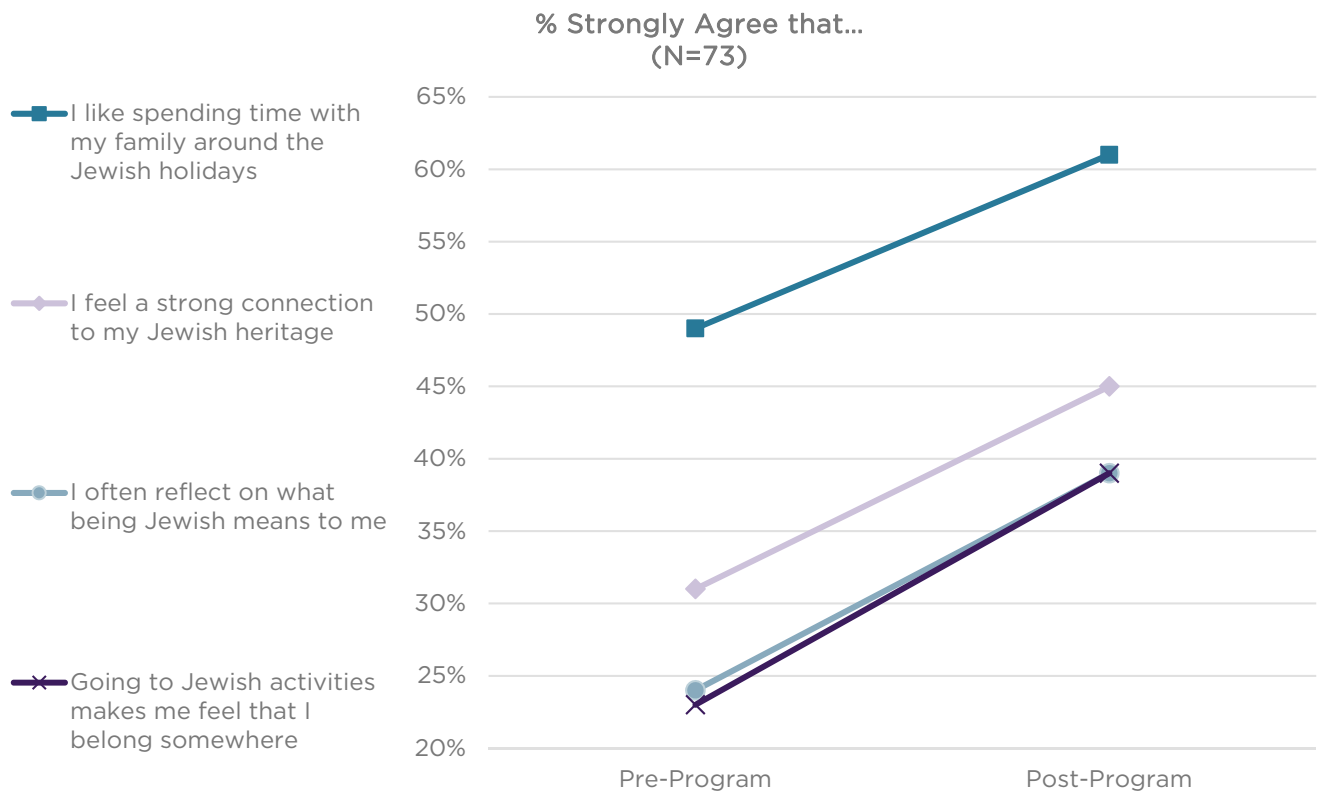
Regarding Program, to what extent did you/your child...? [% Responding “A lot” or “A great deal”]	Teens (N=79)	Parents (N=73)
Enjoy the program’s Jewish component	59%	75%
Learn something new about being Jewish or doing Jewish things	54%	58%

Not only did a majority of the teens enjoy the programs’ Jewish content, they also reported gaining new Jewish knowledge from their participation. We cannot say whether it was the greater emphasis on explicit Jewish content that that caused this growth; however, it is evident that participation in the Incubator programs brought about several positive *social and Jewish* outcomes for the teens, as we will elaborate.

FLICKING A JEWISH SWITCH

We observed an interesting phenomenon. Our survey instrument included a number of items probing participants’ attitudes to Jewish matters. As seen in Exhibit 19, the participants’ responses to these items were all significantly more positive in the post-program survey than in the pre-program survey. While it is conceivable that some program experiences directly impacted these outcomes — for example, feeling “a strong connection to my Jewish heritage” (39%, up from 24%), and gaining “a sense of belonging from Jewish participation” (39%, up from 23%) — it is unlikely that a specific program experience impacted the response “I like spending time with my parents around Jewish holidays” (up from 49% to 61%).

Exhibit 19: Jewish Attitudes: Comparing Pre-Program and Post-Program Responses



Pre- to post-program differences are significant at the $p < 0.05$ level.

We hypothesize that the consistent increases from pre-program to post-program may reflect generally greater comfort with being Jewish. Feeling overall more comfortable in their skins as Jews, the teens responded more positively to all of these individual items whatever their specific point of reference, even if some are a little surprising.

A Sababa interviewee gave expression to this change in mindset.

“I didn’t even realize that we were practicing Judaism... it was so calm and so open-minded. They were saying things in a way that I had never heard them before. I was more comfortable with myself and the way that I perceive religion.”

— Sababa participant

A participant in JAM who, it seems, came from a more engaged Jewish background expressed a similar sentiment.

“I’m pretty overwhelmed with Judaism in my life some times. But the Judaism that we experienced on AJSS wasn’t the typical type of Judaism, it wasn’t religious Judaism... but it affected me culturally I think. I like talking to people that view Judaism in a different way.”

— JAM participant

EXPANDING JEWISH HORIZONS

If this was the general feeling that participants came away with from the programs, at the same time specific programs did broaden participants' Jewish horizons in distinctive ways reflective of their particular program content. Most obviously, ARTEL participants came home with a different appreciation for the State of Israel and their own place within the Jewish people (along with other positive outcomes).

"It's a great program to learn about Jewish community and religion. It's a great place to connect to Jewish land and get more experience. And also have fun and find new friends."

— ARTEL participant

DOROT participants derived insights from their interactions with seniors, gaining an appreciation for Jewish history and the Jewish people.

"I learned more about the Jewish people, and about a time when the Jewish people were less secure, allowing me to understand the meaning and purpose of Israel."

— DOROT participant

PopUp participants learned about Jewish diversity from having to work with peers with different Jewish practices.

"I already knew there are so many different types of Jews but meeting them is a totally different thing. Also before Shabbat we planned what it would be like in terms of electronics and things like that because everyone had different levels of practices."

— PopUp participant

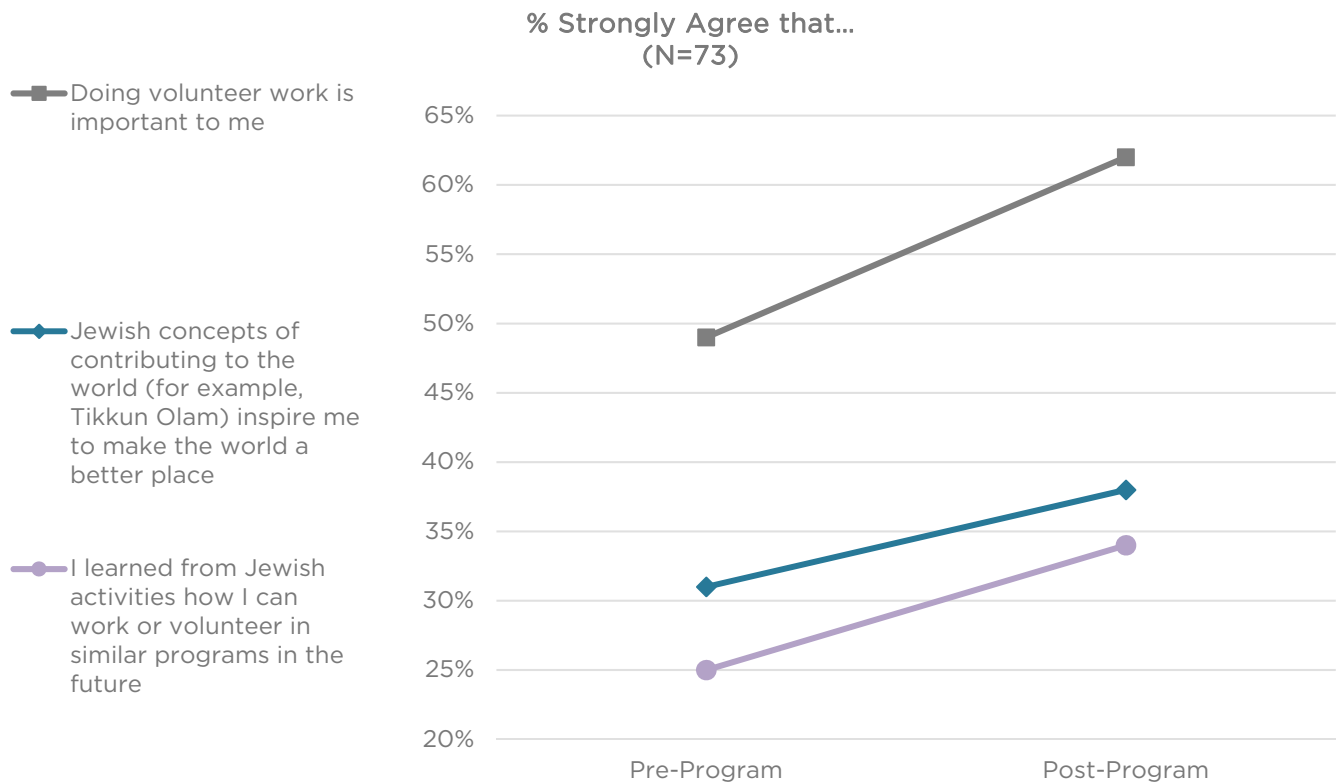
In our previous report, we referred to outcomes such as these as indicating an expansion of Jewish horizons among the participants. Even those who had already experienced an extensive Jewish education became aware through their time in the programs of Jewish expressions and ideas — ways of being Jewish — with which they were not previously familiar. This year too, and perhaps more consistently than before, we noted similar outcomes. Young people had their eyes opened to new Jewish experiences, unfamiliar Jewish ideas, and the potential for those ideas to be meaningful in their lives.

ENGAGING IN COMMUNITY SERVICE

LEARNING LIFE SKILLS, TAKING ON NEW RESPONSIBILITIES

One special feature of the growth participants exhibited by the end of the summer related to their appetite and perceived ability to engage in social change. We saw earlier (see Exhibit 15) that 45% of post-program survey respondents felt that their ability "to do community service and/or volunteer" had greatly increased as a result of their time in the program. As Exhibit 20 indicates, this sentiment is consistent with a number of specific additional probes of the same phenomenon, across the participants in all programs.

Exhibit 20: Activist Attitudes: Comparing Pre-Program and Post-Program Responses



Intriguingly, with one exception, the greatest changes between pre-program and post-program surveys in relation to these items were seen among participants in the programs which had little explicit content related to social change. In part, this is because those who participated in the social change programs already came with a heightened sense of mission and efficacy (see Exhibit 21 below). Their responses exhibited what might be called a ceiling effect. It is also possible that the positive changes among participants in other programs derived from the general improvement in self-esteem and perceived self-efficacy (the social-emotional state of participants) which we have already discussed. They may not have been coached in how to be effective volunteers but they developed life skills that made them feel they could be more effective as volunteers.

It is easy to see, for example, how the following sentiment expressed by an InternNYC participant could be translated into an appetite for social activism.

“Intern NYC definitely taught me a lot about how to be an advocate for yourself, how to make sure that you can be the best possible asset to the program you are a part of. To come out of your shell and to be proactive about what you are doing.”

— InternNYC participant

The parent of another participant in the same program made an explicit connection between the energy and good intentions her daughter was expressing and her time on the program.

“[Since she came back] she applied for and accepted into Ma’ayan, an all-girls social justice advocacy group – two year commitment. She’s also applying to a 12-week course for citizens community for children – how to be an activist for teens. She started looking at next summer and what her options [are]. She’s found a bunch of stuff – one is called JAM, Pop-up Change (14th St. Y), Brandeis social justice program for the summer, Sarah Lawrence. She’s so excited and I told her she has to hold onto that.”

— InternNYC participant

SPECIAL PROGRAMS - SPECIAL OUTCOMES

VOLUNTEER PROGRAM PARTICIPANTS: MORE KNOWLEDGEABLE AND MORE INSPIRED

Of course, one shouldn’t overlook that those who participated in social action oriented programs came away with specific skills, understandings, and attitudes from these experiences. The two figures in Exhibit 21 help clarify what specifically Incubator participants gained from their time in programs with an explicit volunteer orientation (JAM, DOROT, and PopUp) compared with the teens who participated in other Incubator programs.

The participants who came to these programs seem to have had a pre-existing commitment to doing good in the world as a Jewish value (Figure B), but relatively little knowledge of the Jewish frameworks within which they could enact these commitments (Figure A). By the end of their programs, their commitment to doing good was unchanged (having started quite high), but they indicated much more familiarity with options for doing good.

The **INTERNNYC** program offers teens a resume-building internship experience, complete with diverse placements, coaching, and networking opportunities. While little of the program’s content was explicitly Jewish, there was Jewish “in the air” throughout the day of our visit.

On the day we visited, the teens were sitting around in the usual meeting location — a small library tucked away at the back of a synagogue — sharing their impressions from their internship. They listened to a speaker (wearing a business suit and sporting a large black kippah) who shared the story of his early beginnings as an intern in the IT business. His story was interwoven with examples of how he used his Jewish background for the benefit of networking. He shared a story of walking into a small morning minyan at a large corporation he just joined, in order to get a leg-up with the “old guys.”

The program is not devoid of explicit Jewish content. Every Friday, the teens end their activities with an *Oneg Shabbat* ritual, where they each share “something Jewish” from their homes and lives. On the day we visited, one teen shared the recipe for a carrot soufflé her mom makes every Friday. Another shared a box of Oreo cookies, explaining that in his family “we always have something sweet on Friday” (“They’re technically dairy,” he takes care to say, and adds that “no one will judge you if you don’t eat them”). A third teen suggests that “we’re all Jewish, and Jews *kvetch*. So why don’t we go around and vent. About anything.” And they do, with great joy, vent about anything from late trains to the weather to annoying siblings.

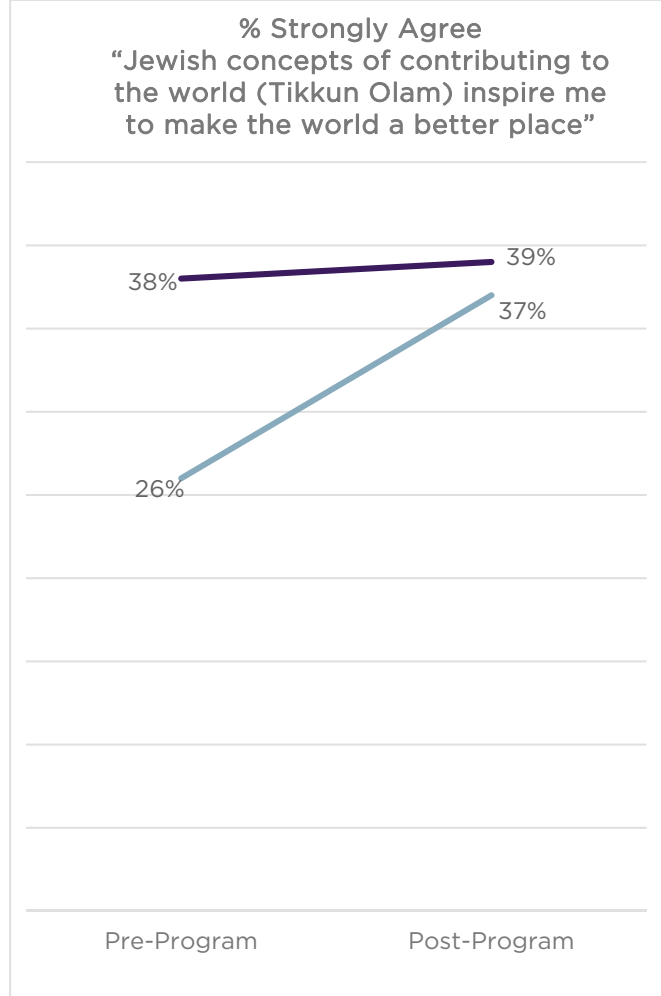
Throughout, it is clear that the teens are empowered by the program — empowered to explore who they are, and who they could be. As we speak to the teens, the consensus is that their focus, as they plan for the college years ahead of them, is less on a choice of a particular track or major and more on personal exploration. “What you do in college will have little to do with what you end up doing ten or twenty years later,” they all seem to agree.

Exhibit 21: Activist Attitudes: Comparing Volunteer Programs with other Incubator Programs

Figure A



Figure B



This isn't to say that the young people in these volunteer programs weren't also inspired by their experiences, and in particular by the staff with whom they interacted. From interviews with the teens and their parents, it is evident that their commitments and their sense of self-efficacy were intensified. It is rather a kind of anomaly that these expressions were not reflected in all of the survey data responses.

“I grew so much through this program and I found a new love for volunteering and I really do believe that I want to do something with community service when I get older whether it’s starting an organization or just continuing to stay involved.”

— JAM participant

“[This was the] first time he talked with people he doesn’t know and it opened for him a lot of boundaries in how he perceives people, how he categorizes people. He doesn’t go just by their looks. He also felt very empowered by the things he did there – the work, the independence he had, the fact that he was a leader in a team doing things.” —

— PopUp parent

ARTEL PARTICIPANTS GAIN KNOWLEDGE AND CONNECTIONS TO ISRAEL

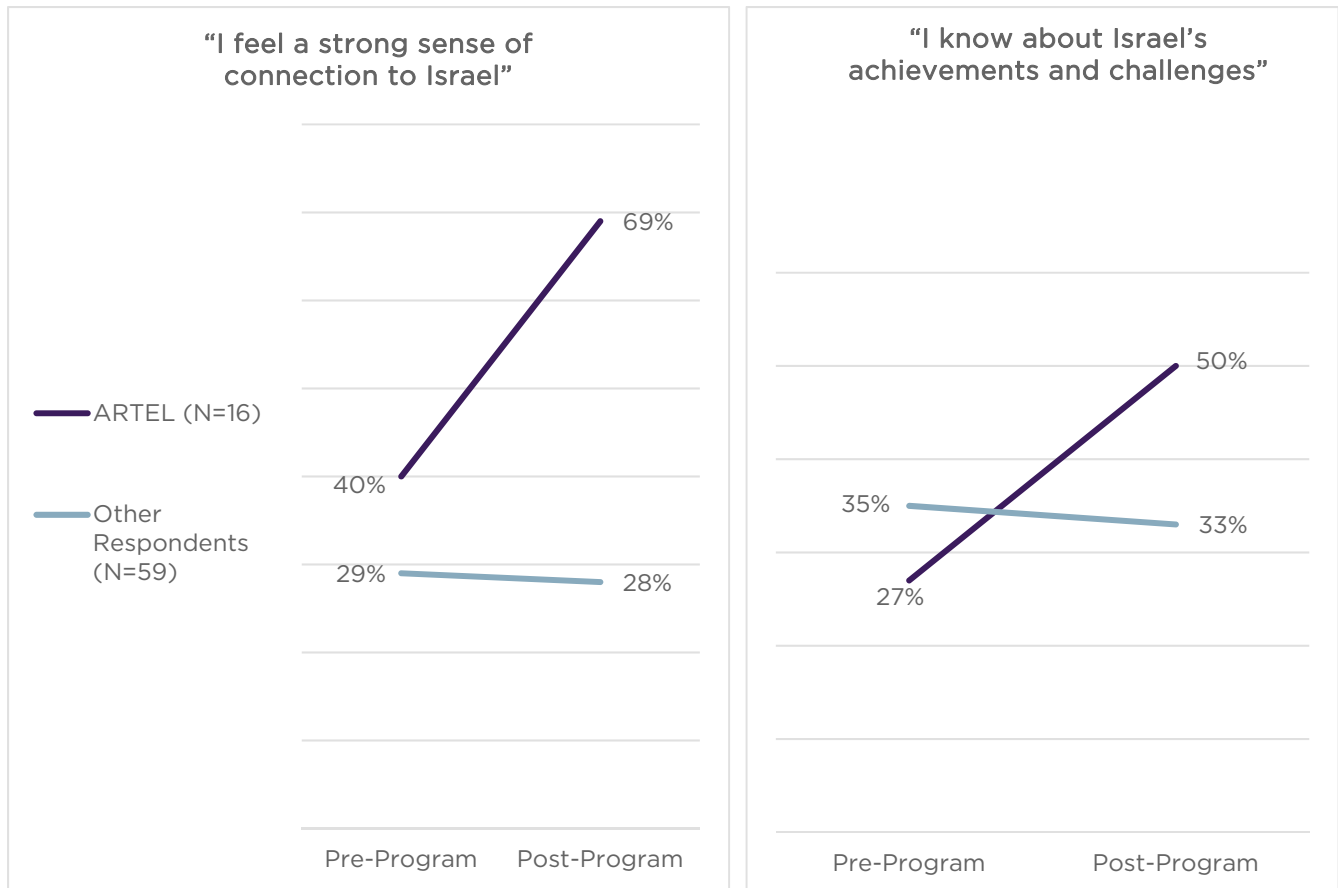
In the same way that we have been able to look at the unique impact of the volunteer programs on their participants compared with other Incubator programs, we have also been able to look more closely at the experience of those who participated in ARTEL, a program which in its design and goals is decidedly different from other Incubator programs.

In terms of their family backgrounds, the participants in ARTEL, all of whom came from South Brooklyn, stand out as having less prior experience of *formal* Jewish education (such as attending day and supplementary school) compared to the participants of other programs. They were also culturally homogenous, coming from Russian-speaking homes. And, in contrast to the other programs, many of the participants had known one another (even if they had not been friendly) before the start of the program.

When looking at program outcomes, it is noticeable that — compared to those in other programs — these teens gained more from their program in a variety of areas, including acquiring Jewish knowledge and developing a sense of involvement in Jewish life. Without a doubt, this is related to their relatively limited familiarity with such things before the program's start. They had more room to grow.

Not surprisingly, given their two-week immersive experience in Israel, ARTEL participants, more than participants in any other program, gained knowledge about Israel's achievements and challenges and a stronger connection to Israel. As seen in Exhibit 22, the level of connection to Israel among other incubator participants remained steady after the program (with just under 30% agreement with this statement). Following the ARTEL program, participants were significantly more likely to say that they feel a strong sense of connection to Israel (69%, up from 40%). Similarly, while about a third of other participants professed knowledge of Israel's achievements and challenges both before and after the summer, ARTEL participants grew significantly in this regard (50%, up from 27%).

Exhibit 22: Israel-Related Responses: Comparing ARTEL with other Incubator Programs



A flavor of just how intense an Israel experience this was is provided by a mother who touches on many of the special features of this program.

"My son said the highlights were the Kotel on Shabbat (my own experience was terrible). He got so emotional, he couldn't handle it. He'd had his bar mitzvah there, but this hit home for him. Meeting the survivor at Yad Vashem [that was also powerful]. The tour guides, these two weeks together, the bonding. Some of the kids we knew before, but they bonded again. [It had been a] special experience. The way the program was structured and planned. [I was] very impressed... There was no bickering, everyone listened... My son wants to work there now. Before I couldn't have begged him to. They got gifts, they still wear them, very special."

— ARTEL parent

TRACKING LAST YEAR'S PARTICIPANTS

Last year, when our team interviewed volunteer and professional leaders of the New York Teen Initiative about their goals for this effort, they expressed a hope that the experience would constitute a fork in the road for teens who participated in Incubator programs. They hoped that especially those teens who had previously participated in only a limited fashion in Jewish educational programs would have their eyes opened to the social and personal promise of such activity; that for these teens choosing to participate in Jewish programming would become normalized.

In order to explore if, and to what extent, there had been longer term impacts of this kind for participating teens, in May 2016 our team sent a brief, four-question survey by SMS and email to as many as possible of the 87 individual teens who had participated in 2015 Incubator programs. The questions covered the following themes:

- If, to what extent, and how had teens stayed in contact with people they had met the previous summer within the context of the program?
- If, and to what extent, teens had participated in in any programs or activities they would consider “Jewish” since the previous summer?
- In the coming summer, were teens planning to do anything they would consider “Jewish” in any way?
- In retrospect, what do teens feel their participation in the previous summer’s programs meant for them, and in what ways (if at all) did it shape what they had done over the past year?

We heard back from just under half of last year’s participants (38 of 87 teens). We learned the following:

- 29/38 (76%) have kept in touch with friends in person
- 28/38 (74%) have participated in a Jewish program over the year
- 32/38 (84%) will do something Jewish over summer 2016

It is difficult to determine the significance of these data without sufficient background information about the respondents, and especially about the extent to which these behaviors constitute a change in patterns of engagement. Nevertheless, some of the responses to a final open-ended survey question point to the longer-lasting outcomes of these program experiences, and their consistency with the themes we have highlighted in our analysis of 2015 data.

An ARTEL participant chose to highlight the social outcomes of the program:

“ARTEL has provided me with the opportunity to make friends, travel across the world, and learn about my cultural heritage. Over the past year I have kept in touch with those new friends and I created even stronger bonds with them.”

— ARTEL participant

A Sababa participant drew a connection to a spiritual facet of the experience:

“While participating in Sababa Surf Camp not only did I have a great time, but I learned I could not take some things for granted. Since then I have become more thankful for everything and everyone in my life.”

— Sababa participant

Alumnae of InternNYC and DOROT point to the life-skills and work-skills they gained from these programs:

“I loved InternNYC because it made me appreciate Judaism and lifted my confidence. This year I planned the Women in the Workforce conference with my friend at school with sixteen speakers and I was so comfortable speaking to adults and asking them questions. The program also helped me connect more with my grandpa who is very Jewish.”

— InternNYC participant

“I thought the program last year was excellent for it provided me with so much invaluable experience in many facets. I truly feel that because of my internship at DOROT last year not only am I capable of fitting into a workplace-like environment, but I feel I grew as a person as well. I think in DOROT’s inclusive environment I was able to hone my leadership skills and become more adept at communication with all sorts of people of all different backgrounds.”

— DOROT participant

These responses strongly validate what we identified as the distinctive features of the different programs that attracted teens to participate in the first place. They also emphasize how diverse the outcomes produced by programs are.

OBSERVATIONS AND RECOMMENDATIONS

STARTUPS IN A LEGACY MARKET

The cohort of programs incubated by the New York Teen Initiative are proposing to create new models for Jewish teen engagement during the summer vacation period — and ideally for the months beyond. Even when the programs are housed at brand-name institutions or are led by well-known organizations, their challenge is to gain attention and traction for new offerings and experiences in the highly-congested general teen summer marketplace. They are competing in a space where the dominant players are either legacy programs that have been in operation for years, and often generations, or are programs that recruit returnee-participants year after year. With the exception of the JAM program, which had not been a player in the New York market until its inclusion in the Initiative, the Incubator programs cannot depend on the recommendations of older siblings or of parents, uncles, and aunts. And even though they made a strong programmatic showing of themselves in their first year, they are not designed for returnee participants, with the exception of Sababa Surf Camp.

These commercial challenges are complicated by an educational or ideological factor: the programs are supported by an initiative that aspires, in the long-term, to recruit less-engaged Jewish teens, young people with limited prior involvement in Jewish teen-serving organizations or who – despite prior positive Jewish experiences - had not previously chosen to participate in a Jewish summer program. This mission makes the programs' recruitment challenge all the harder, since the goal is to reach out to young people not already present in organizations' contact lists.

Under these circumstances, the modest increase in the number of high school students in the programs is encouraging. At the same time, it is evident that it will take a few years to achieve the kind of traction that programs seek, especially when the day-program model they're offering is itself a departure from the overnight norm for this age group. It is to be hoped that the FindYourSummer.Org website, having now been in operation for more than a year, can mature as a widely-used pipeline to the programs for the teens and their families. For the moment, even while the programs have become less directly dependent on the support of the Incubator from which they emerged, they will remain a fragile proposition without the ongoing support of Incubator staff and Initiative funders.

FINDING THEIR JEWISH VOICE

If in their first year, program-leaders were anxious about being perceived as too Jewish, both in terms of their messaging and their program content, in this second year the programs very much found their Jewish voice. On the one hand, they did so in distinct and diverse fashion: by infusing social action work with Jewish texts, Jewish values, or Jewish role models; by developing modes of Jewish spirituality and religious meaning; or simply by broadening their participants' encounter with the global Jewish community. On the other hand, for all their diversity, the programs did develop a common Jewish ethos, one captured succinctly by a program director as helping “teens discover the extent to which Judaism is a framework ... [coming] away knowing that there **is** a Jewish approach.” As we stated above, none of the programs promoted a particular ideological or denominational vision of Judaism. But, they did all share the same aspiration to demonstrate to teens that Judaism, and being Jewish, has potential to be relevant to their lives.

This is no small matter. Even while reaching out to a diverse group of teens and while developing programming to engage Jewish young adults with a great variety of prior Jewish experiences and commitments, the programs demonstrate that it is possible to conceive of the tasks of Jewish education in terms that are broad, inclusive, and meaningful, and to publicize this fact. This is a key facet of what the programs achieved this past year in educational terms, and it has implications for the educational content of all of the communities participating in the Jewish Teen Education and Engagement Funder Collaborative.

PROGRAM OUTCOMES FOR TEENS: JEWISH GROWTH AND PERSONAL SELF-DISCOVERY

Thanks to a more robust rate of response to pre-program and post-program participant surveys than in Year 1, we now have quantitative data that help explore the ways in which teens' attitudes and thinking changed over the course of the summer. These data suggest that the Jewish form and content of the programs is indeed associated with Jewish growth — in terms of the measures established by the Funder Collaborative's Teen Jewish Learning and Engagement Scales (TJLES). Such positive outcomes exceed expectations in the context of what in some cases are relatively short programs or programs lacking 24/7 immersion. As we previously discussed, the scope and extent of this growth is occasionally surprising, for example, in relation to Jewish friendships and Jewish practices. Overall, these outcomes speak to a positive reassessment of things Jewish — what we called “flicking a switch” — among these young people. This finding, we suggest, should come as affirmation to program providers for their readiness to embrace a more proactive and explicit approach to Jewish education in this second year of activity.

These quantitative data are consistent with what we observed during the course of site visits to the programs and in interviews with the teens. Qualitative data revealed that most, although not all, participants and their parents found the Jewish dimensions of the programs to add value and meaning to what participants gained from these experiences in ways that were somewhat unexpected to all concerned.

Alongside different forms of Jewish growth, we have found widespread evidence of what one might call self-discovery; of adolescents expressing a sense of authenticity, self-worth, and achievement in ways that gave them a great deal of satisfaction. We suggest that these outcomes are in fact related to an important premise of the New York Teen Initiative. By breaking the mold, and by offering something different than typical summer programming, the Incubator programs provide teens with a chance to experience something that speaks deeply to their own personal interests, that enables them to find themselves, and — no less important — enables them to find others. The programs enable teens to connect with, and form friendships with, other Jewish teens who share their interests.

ACHIEVING SUSTAINABILITY

In the time between completing our collection of data and the writing of this report, we learned that AJSS, the parent organization of JAM, announced that it would be closing down its operations. This organization had been running teen service programs for more than 60 years, but in recent years has struggled to find a market following what appears to be a declining appetite among young people for service learning programs. By way of example, while the numbers in the JAM program were slightly up in 2016, the program struggled to recruit more than a handful of participants from UJA-Federation of New York's sizeable catchment area.

What has happened at AJSS provides an important reality check. We have seen in the data we gathered at JAM — from surveys, site visits, and interviews — that this was a high-quality program. Able young people who spent their summers in many exciting, even elite, frameworks chose to spend two weeks of their summer doing challenging volunteer work in the company of their peers, under the guidance of exceptionally skilled, Jewishly literate, inspiring Jewish educators. And yet the quality of the program has not guaranteed its sustainability. Without being able to sell this outstanding product more effectively, the organization has not been able to survive.

AJSS serves as an instructive case for the Incubator programs of the New York Teen Initiative. By the end of this second year, these programs have developed high value, well-led programs that are associated with positive personal and Jewish outcomes, and high levels of client satisfaction. But without more robust recruitment, programmatic quality will not guarantee programmatic survival. Resolving this recruitment challenge is truly the central task for the year to come.

APPENDICES

Appendix A: Year 2 Incubator Programs



DOROT's four-week Summer Teen Internship Program selects up to 18 high school students to help alleviate loneliness and social isolation for seniors through a variety of engaging volunteer tasks, onsite and online intergenerational programs. The program explores social justice and Jewish communal connections within the context of volunteering. Interns may also:

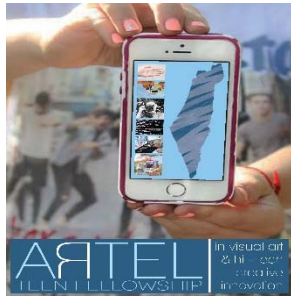
- Learn to make a short documentary film
- Lead weekly tele-conference or online discussion groups
- Run an intergenerational fieldtrip to a local museum
- Cook and share meals with homebound seniors



Sababa Surf Camp looks to capitalize on the setting of the beach, the exhilarating and spiritual nature of surfing, and the growing popularity of Jewish mindfulness activities to provide a week of 'No Worries,' physical challenge and profound Jewish content for Jewish teens. Teens are often over programmed and over stressed, and Sababa Surf Camp is a respite from that pressure. By stretching themselves through learning to surf, and deep, personal Jewish teachings, sessions will provide tools to help teens find balance during the school year.



JustAct is a local, non-residential summer program for Jewish teens in New York City who are passionate about theater. The program meets Monday through Thursday for four weeks, and includes evening performances, with three daily meetings at the Irondale Ensemble Project in Fort Greene, Brooklyn. One day a week the program design includes participant travel throughout New York City.



In the **ARTEL** program, teens travel throughout Israel for two weeks, exploring Israel's contributions to studio arts and hi-tech. Upon returning home, with assistance and guidance from mentors, teens work throughout the year to create visual art and/or hi-tech community projects highlighting their abilities and self-expression of Jewish identity. This program is designed to engage teens from Russian-speaking families.



JAM (Judaism. Action. Mitzvot.) is a 14-day service-learning, skill-building intensive program that seeks to engage NY-area teens from across the spectrum of Jewish knowledge, practice, and observance. This project launched in Memphis, TN and provided an opportunity to link service with Jewish values and give participants the tools to effect change. JAM exposed teens to a community that differs significantly from NY and introduced them to Southern Jewish hospitality.



PopUp for Change, a program of the 14th Street Y, brings teens together to transform urban spaces into vibrant PopUp food trucks, supper clubs and fashion boutiques that tackle issues of social justice. Engaging with design thinking and Jewish values of social justice, our teens explore, listen, and respond to the needs of the community to make real change in the world.



InternNYC is a selective, structured, supportive summer internship program for a community of NYC teen leaders that invites an exploration of individual passions, talents, and interests all through a Jewish lens. This five-week program offers a cohort of teens the opportunity for on-site work in a field of interest, full group activities and learning, and mentoring from inspiring Jewish role models and professional leaders. To incorporate greater purpose and meaning, InternNYC is deeply rooted in Jewish values.

Appendix B: Data Sources

DATA SOURCES

IMPLEMENTATION DATA

Interviews with program providers: We interviewed at least two providers from each program before and after the program. We asked the providers to describe any change from the previous year in terms of how the program was implemented, what challenges were encountered, and what strategies were employed.

Analysis of the FindYourSummer.org online portal: Using the Google Analytics tool, we analyzed traffic to the new FindYourSummer.org online portal in order to assess the reach of the Initiative and the timing of the activity on the website.

Financial Analysis: We analyzed program finances to assess the extent to which the programs are becoming, or could potentially become financially sustainable.

Surveys: We fielded a pre-program survey to the participating teens in order to learn about the timing and mechanism of their decision to participate in the Incubator programs.

OUTCOMES DATA

Surveys: We fielded pre-program and post-program surveys to the Incubator programs participants in order to explore if and how their ideas and attitudes changed. We also fielded a survey to the participants' parents in order to learn the parents' view of the impact the program has had on their children. (See Appendix E for a copy of the teen surveys, and Appendix F a for copy of the parent surveys.) Finally, we conducted a brief (four-question) survey of alumni from the Summer 2015 programs in order to track any long-term impact the programs have had on them.

Site Visits: As reported above, we visited each of the Incubator programs at least once, in order to get a first-hand view of the ways the teens and program providers interact and to gain insight into the un-quantifiable “texture” of the program experience.

Interviews/Focus Groups: We conducted focus groups or interviews with the participating teens and interviews with one or two parents from each of the programs (See Appendix G for the relevant protocols.) The goal of these interviews and focus groups was to probe deeper into the specific forms of impact that programs have had.

Appendix C: Interview Protocols

PROGRAM PROVIDER INTERVIEW

Pre-Program

Name of Program: _____

Name of Interviewee: _____

Position: _____

Pre-Program Interview Goals

To understand what lessons were learned, and what changes implemented since last year with regard to:

- a. Intended audience (type of participants)
- b. Recruitment strategy
- c. Programmatic/curricular content
- d. Program's logistics (e.g. staffing, location/setting, implementation)

OVERALL PROGRAMMATIC CHANGES:

1. I know we have spoken last year, but some things (perhaps many things) may have changed since then. Could you start by describing the program *as it is now*, as if I am someone who has never heard about it?
2. Now, could you tell me what, in anything, has changed about the program since last year? Have there been any major lessons learned?

Probe: In terms of...

- Goals
- Content
- Location
- Participants (Probe on group size)#
- Staffing/logistical changes [e.g. new director? Staff moved to more/less full-time positions?]

RECRUITMENT

3. Now I'd like to shift focus towards the recruitment process this year How did recruitment go? What worked well/didn't work as well? What, if anything, was different from last year?

Possible probes:

- How have most participants come to your program?
- What are the top two or three recruitment strategies that you have found to be most effective in getting teens to participate in your programs?
- How have you reached out to teens/families in new ways?
- How did/didn't you use social media for recruitment?
- When did you start recruiting [i.e. did you start earlier this year?]
- Have you made any effort to re-position your program in a different way? What was the thinking behind these changes?
- Have you made any effort to reach out to other/different groups of teens (e.g. different geographic areas, "find" teens in different locations/venues) What was the thinking behind these changes?
 - i. [If not mentioned, probe specifically: How helpful or not was support/training from the Jewish Education Project?]
 - ii. How helpful was the online portal (FindYourSummer.org) in your recruitment process?

Additional probes for recruitment challenges, if not yet mentioned:

- Difficulty getting the word out
- Lack of teen interest (e.g., mismatch between teen interest and program)
- Lack of parent interest
- Program cost
- Other?

4. To what extent have you successfully enrolled the kinds of participants you aimed for originally – in terms of their demographic & Jewish characteristics? [If not yet mentioned: did you target the same population(s) as last year, or did you try to reach out to different populations? How so/why?]
5. What (if any) feedback did you get from families who considered your program but ultimately chose something else?
6. What other programs are your target teens considering/enrolling in?
7. What is your opinion about the kinds of Jewish activities and programs that exist for teens in the New York area?
 - a. How, if at all, could these be improved?
 - b. Do you feel there are sufficient quantity and quality of opportunities for teens?
8. Last year, there was a substantial drop-off between the number of program applicants and the number of actual program registrants. Did this happen with your program this year? If yes, why do you think it happened?
9. What would you do differently next time to change/improve program recruitment?
 - [If not mentioned above] To improve recruitment, what kinds of support would be helpful from the sponsoring institution? The Jewish Education Project?

CHANGES TO PROGRAM CONTENT (IF NOT YET COVERED)

I'd like now to ask you a few questions about the content side of your program, and what the teens will be experiencing.

10. What, if anything, has changed from last year in terms of program content – in terms of what teens will be experiencing and doing? (Probe: Location, program length, etc.)
11. What do you think teens are hoping to get by participating in your program this year? [If not yet mentioned, what was changed from last year? Why?]
12. What do you think **parents** are most excited about when it comes to this program? What do you think makes this program appealing to **parents**? How is this the same/different from the teen's perspective?
13. What was your experience this year, in terms of setting up the program with your sponsoring institution?

14. What are some of the impediments you have experienced in terms of getting the program up and running this year, apart from any recruitment-related challenges?

i. Probe: Late start, Red tape/bureaucratic procedures, Other?

COACHING/SUPPORT

15. What coaching/support from the Teen Initiative did you find most helpful this year (e.g. to improve recruitment or program implementation)? Can you provide an example of helpful support you received?

16. Is there any kind of support that could be helpful to you but has not been provided (e.g. by the Jewish Education Project) this year?

GENERAL REFLECTION

We are almost done. I would like to take a few minutes now to reflect more generally on the New York Teen Initiative.

17. How, if at all, has your participation in the New York Teen Initiative contributed to your growth as a youth professional?
- Were there any specific skills, competencies, or sensibilities that you (and your team) have developed as a result of running this program?
 - How helpful was the experience of being part of a “cohort” of incubator programs? Do you feel like you have gained anything from the other incubator programs? If not, is this something that you would like to see [e.g. more intentional community-of-practice building, sharing of information/techniques/troubleshooting challenges]
 - What resources could better support your professional growth?

Finally, is there anything else you'd like to tell us regarding your experience with the program and initiative thus far?

Post-Program

RECRUITMENT

1. After having run the program this summer, to what extent did you feel that you successfully enrolled the kinds of participants you aimed for originally – in terms of their demographic & Jewish characteristics?
2. After having run the program this summer, do you have any additional thoughts about what you would do differently next time to improve program recruitment? What kinds of support do you need from the sponsoring institution? from the “incubator”?

PROGRAM DEVELOPMENT

3. How about the programming/curricular component of your program: To what extent were you where you wanted to be with that component?
4. What do you see as having been the program’s major achievements?
5. What are the main things you see the participants as having taken from the experience?
6. Is there anything you will do differently next time to improve program planning?
7. Going forward, what kinds of support would you need from the sponsoring institution? from the incubator, if it is available?

REFLECTING ON THE SUMMER

8. What have been the main “takeaways” from this past summer? In terms of...
 - a. Things that were very successful?
 - b. Things you wish would have been different?
 - c. Challenges?
 - d. Lessons learned?
9. What are some things you will need help with understanding or developing going forward?

LOOKING FORWARD

10. What are your plans for future summers, with financial and program support from the Incubator due to be reduced for those programs in the first cohort of the Teen Initiative?
11. What suggestions do you have for the Teen Initiative in relation to the new cohort of programs that are starting next summer?

Appendix D: Teen Surveys

Pre-Program

You are receiving this survey because you are a teenager in the New York area who has signed up for or thought about signing up for a Jewish summer program. UJA-Federation of New York has asked us to send you this short survey.

This survey is optional. If at any point you do not want to continue, you may close the survey. Your answers are entirely anonymous.

Thank you!

If you have any questions, feel free to write to Eitan Cooper at ecooper@rosouconsulting.com.

=====

Before beginning the survey, we ask that you provide us with your initials and birthday. This will help us match your responses to this survey with any future surveys you might take:

<i>Initials</i>	<i>Birthdate</i>	<i>Grade</i>
<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/> [drop down menu of grades from 5 th to 12 th]

First, we want to learn how you decided to choose what to do during the summer.

1. Last summer, did you participate in a program, internship or summer camp?

- a. Yes
- b. No

1a. [if Q1=a] Was it a program or summer camp that was sponsored by a Jewish organization and/or that had Jewish content?

- a. Yes (please specify the name of the program)
- b. No
- c. I don't remember

- 2. A. Which of the following summer activities or programs, if any, have you seriously considered for summer 2016? (check all that apply)**
- a. Summer internship at a Jewish organization
 - b. Summer internship at a secular/non Jewish organization or business
 - c. Summer job at a non Jewish organization
 - d. Summer job at Jewish organizations (such as camp counselor)
 - e. Attending summer camp (please specify which one)
 - f. Traveling to Israel on a program (please specify which one)
 - g. Travel based program to somewhere other than Israel (please specify which one)
 - h. Family trip/vacation
 - i. Just hanging out with friends
 - j. Other _____
 - k. None [*MUTUALLY EXCLUSIVE*]

2B. Are you participating in any of the following programs this summer?

- a. InternNYC
- b. Artel Teen Fellowship
- c. AJSS: JAM
- d. Sababa Surf Camp
- e. URJ Just Act NYC
- f. Popup for Change
- g. Dorot Summer Tenn Internship Program
- h. None of the above

Q. 3-5 For non participants:

3. Are you enrolled in a summer program, internship or camp for the summer of 2016?

- a. Yes
- b. No
- c. I enrolled but the program was canceled

4. [if Q3=a] Is it a Jewish program or summer camp that was sponsored by a Jewish organization and/or that had Jewish content?

- a. Yes (please specify the name of the program)
- b. No
- c. I don't know

5. How did you hear about the program in which you are participating this summer?

- a. From social media (i.e. Facebook post)
- b. From an email I received
- c. Findyoursummer.org
- d. From a Google search
- e. From speaking with a local Jewish community member
- f. From participation or membership in a Jewish organization/synagogue [*name*_____]
- g. From a teacher or advisor at my school/extra-curricular activity

- h. From my friends
- i. From my parents
- j. Other _____

Q. 6 only for participants (mentions program name)

6. *[if Q3=a]* **How did you hear about [program name] (check all that apply)**
- a. From social media (i.e. Facebook post)
 - b. From an email I received
 - c. From a Google search
 - d. Findyoursummer.org
 - e. From speaking with a local Jewish community member
 - f. From participation or membership in a Jewish organization/synagogue
[name_____]
 - g. From a teacher or advisor at my school/extra-curricular activity
 - h. From my friends
 - i. From my parents
 - j. Other _____

7. When did you make your final decision about your summer plans?

- a. Prior to February, 2016
- b. February, 2016
- c. March, 2016
- d. April, 2016
- e. May, 2016
- f. June/Just recently
- g. I still haven't decided
- h. I don't remember

8. *[if Q7 does not = a or b]* **Which of the following reasons best describe why you made your summer plan during or after February, 2016?**

- a. This is when I began thinking about my summer plans
- b. My first choice didn't work out
- c. I couldn't make up my mind
- d. I didn't obtain information until recently
- e. I was going to do something else and changed my mind at the last minute
- f. I needed to find funding
- g. I wanted to wait until my friends sign up
- h. I was looking to do something in addition to my main summer plans
- i. Other _____

9. Have you seriously considered any other summer program, internship or summer camp for summer 2016?

- a. Yes (please specify the name of the program, internship or summer camp)
- b. No

**10. Which of the following best describe your reason for choosing your summer program?
(Check all that apply)**

- a. Program's price
- b. Program's timing fit well with my summer plans
- c. Program length
- d. Program's location
- e. Program's activities sound like fun
- f. I believe I will learn something from program
- g. Availability of scholarship
- h. I wanted to meet new people
- i. My friends chose to enroll in this program
- j. I believe the program will help strengthen my college application
- k. I was interested in a Jewish program
- l. Other (Specify:_____)

11. Of all the reasons you mentioned above, which ONE reason BEST captures why you chose program name? *[Drop-down menu of the options they chose for Q10]*

Q. 12-13 For non-participants

12. [if Q4=b or Q3=b] Which of the following best describe your reason for choosing not to participate in a [if Q4=b, Jewish] summer program]? (Check all that apply)

- a. Program's price
- b. Program's timing fit well with my summer plans
- c. Program length
- d. Program's location
- e. Program's activities sound like fun
- f. I believe I will learn something from program
- g. Availability of scholarship
- h. I wanted to meet new people
- i. My friends chose to enroll in this program
- j. I believe the program will help strengthen my college application
- k. I was interested in a Jewish program
- l. Other (Specify:_____)

13. *[if Q2=b or Q3=b]* **Of all the reasons you mentioned above, which ONE reason BEST captures why you chose not to participate in a [Q3=b, Jewish] summer program?** *[Drop-down menu of the options they chose for Q14.]*

14. Of the people listed below, who motivated you the most to consider participating in a summer program?

- a. My parents
- b. [DISPLAY ONLY IF PARTICIPATING IN INCUBATOR PROGRAM] Someone from [program name]
- c. My friends
- d. My teachers
- e. An advisor at school
- f. Other _____
- g. No one in particular - I thought about it

14a. [If select option a]:

How did your parents encourage you to participate in a summer program?

The following items ask about a number of things in your life, including your interests, your experience with Jewish activities and community service, and your friends, family, and community. Please rate how accurately each statement describes you.*

**The word "activities" refers to everything that you may do as part of a program, club, youth group, or public event*

15. To what extent do you agree or disagree with the following items: [randomized]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel a strong connection to my Jewish heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My participation in Jewish activities has helped me develop skills that I can use in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in Jewish activities makes me feel good about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned from Jewish activities how I can work or volunteer in similar programs in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish programs and events are among my most favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my family around the Jewish holidays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my parents questions about Jewish life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've made some really good friends in Jewish activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very close to the Jewish People worldwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a special responsibility to take care of Jews in need around the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The things that I've learned about Jewish life make me want to learn much more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to Jewish activities makes me feel that I belong somewhere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Participating in Jewish activities has helped me become a more caring person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to make Shabbat feel different than the rest of the week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong sense of connection to Israel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about Israel's achievements and challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see community service and volunteering as part of my Jewish life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing volunteer work is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish concepts of contributing to the world (for example, Tikkun Olam) inspire me to make the world a better place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in God or a universal spirit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often reflect on what being Jewish means to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had close supportive conversations with counselors or other staff whom I met at Jewish activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about your Jewish background. In each of the multiple-choice questions please pick just one answer.

16. **How many total years have you participated in each of the following?**
(For seasonal activities, such as summer camp, please count each season as one year.)
[Drop down menu: Never, One year or less, 2,3,4,5,6, 7 or more years; Required]

An overnight camp that had Shabbat services and/or a Jewish education program
A Jewish Day School
A supplementary Jewish school, such as a Hebrew or Sunday school
A Jewish Youth Group or Teen Organization

17. **Have you had a Bar or Bat Mitzvah ceremony?** [Required]
- Yes
 - Not yet, but I plan to have one
 - No, and I don't plan to have one

18. **Which of the following best describes your family?**
- We are all Jewish
 - Some of us are Jewish, some of us are not
 - We are not Jewish
 - Not sure

19. **Which of the following best describes you?**
- I'm not Jewish
 - I'm Jewish
 - I'm Jewish culturally, but not religiously
 - Sometimes I think of myself as Jewish, sometimes not
 - I'm Jewish and something else (What "else"? Please explain: _____)
 - It's complicated (Please explain: _____)

20. [If Q19≠a] How important is being Jewish in your life?

- a. Not at all important
- b. Not so important
- c. Somewhat important
- d. Very important

21. Is anyone in your household(s) currently a member of a synagogue, congregation, minyan, or havurah?

- a. Yes
- b. No
- c. Not Sure

22. On average, how frequently have you participated in Jewish activities* in the last 12 months?

- a. I haven't participated in any Jewish activities in the last year
- b. Once or twice a year
- c. Once every few months
- d. Once a month
- e. Once a week

**The word "activities" refers to everything that you may do as part of a program, club, youth group, or public event.*

Please indicate how often or regularly, if at all, you participate in each of the following practices:

	<input type="radio"/> Never	<input type="radio"/> Rarely	<input type="radio"/> Sometimes	<input type="radio"/> Usually	<input type="radio"/> Always
Attend a Seder during Passover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do anything special to observe or celebrate the Sabbath (such as Shabbat dinners with family or friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend services during the High Holidays (Rosh Hashana and Yom Kippur)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. How many of your closest friends are Jewish?

- a. None of them
- b. A few of them
- c. Half of them
- d. Most of them
- e. All or almost all of them

24. In the last 12 months, have you done any volunteer activities through or for an organization?

- a. No
- b. Yes, **with Jewish organizations**
- c. Yes, **with non-Jewish organizations**
- d. Yes, both with Jewish and **with non-Jewish organizations**

25. Have you ever visited Israel?

- a. Never
- b. Once
- c. Twice
- d. 3 times
- e. 4 times
- f. 5 or more times

26. What is your zip code? _____

27. How old are you? _____

With which gender do you identify? _____

Post-Program

You are receiving this survey because you are a teenager who participated in a Jewish summer program funded by UJA-Federation of New York. By responding to this survey and sharing your thoughts and suggestions, you will be helping UJA improve its teen summer programs.

The questions should take about 10 minutes to complete. Your answers are entirely anonymous.

As a token of our appreciation, should you complete this survey you will be sent a \$20 Amazon gift card in the next two weeks!

Thank you!

If you have any questions, feel free to write to Eitan Cooper at ecooper@rosouconsulting.com.

Before you begin the survey, please provide us with your initials and your birthdate. This information will allow us to compare your responses to your parents' without revealing your identity. What is your date of birth?

Initials	Birthdate	Grade
<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	[drop down menu of grades from 5 th to 12 th]

First, we want to learn about your experiences this summer.

1. Which program did you attend this summer?
(program list)
2. Which of the following best describes you?
 - g. I'm not Jewish
 - h. I'm Jewish
 - i. I'm Jewish culturally, but not religiously
 - j. Sometimes I think of myself as Jewish, sometimes not
 - k. I'm Jewish and something else (What "else"? Please explain: _____)
 - l. It's complicated (Please explain: _____)

3. Regarding [insert program] to what extent did you...?

	Not at all	A little bit	Somewhat	A lot	A great deal
Have a fun experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get inspired to learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn something new about being Jewish or doing Jewish things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect to program staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy the program's Jewish content/component	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following items ask about a number of things in your life, including your interests, your experience with Jewish activities* and community service, and your friends, family, and community. Please rate how accurately each statement describes you.

*The word “activities” refers to everything that you may do as part of a program, club, youth group, or public event.

4. To what extent do you agree or disagree with the following items: [randomized]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel a strong connection to my Jewish heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My participation in Jewish activities has helped me develop skills that I can use in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in Jewish activities makes me feel good about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned from Jewish activities how I can work or volunteer in similar programs in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish programs and events are among my most favorite activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like spending time with my family around the Jewish holidays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my parents questions about Jewish life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've made some really good friends in Jewish activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel very close to the Jewish People worldwide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a special responsibility to take care of Jews in need around the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The things that I've learned about Jewish life make me want to learn much more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Going to Jewish activities makes me feel that I belong somewhere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Participating in Jewish activities has helped me become a more caring person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to make Shabbat feel different than the rest of the week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong sense of connection to Israel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about Israel's achievements and challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see community service and volunteering as part of my Jewish life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing volunteer work is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish concepts of contributing to the world (for example, Tikkun Olam) inspire me to make the world a better place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in God or a universal spirit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often reflect on what being Jewish means to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had close supportive conversations with counselors or other staff whom I met at Jewish activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rate to what extent the following has changed, if at all, as a result of your participation in [program name/Jewish activities]:

	Have greatly decreased	Have somewhat decreased	Stayed the same	Have somewhat Increased	Have greatly increased
Feeling good about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling good about my social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling connected to the Jewish people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling more able to do community service and/or volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling knowledgeable about Jewish Heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling involved in Jewish Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How likely are you to recommend this program to a friend?(0 = Not likely at all; 10 = Extremely likely)
(scale, 1-10)

7. Please explain your rating.
8. How interested are you in participating in the same program (or similar type of program) next summer?
- Not at all interested
 - Not very interested
 - Somewhat interested
 - Very interested
9. [If Q8=a. or b.] Why are you not interested in participating in a similar program? (check all that apply)
- I would rather explore other summer programs
 - I want to look for a summer job or internship
 - I would rather go on vacation
 - I just want to hang out with friends
 - It is too expensive
 - I did not like the program
 - Other (specify) _____
10. Which of the following activities do you intend to be involved in this year? (Check all that apply)
- Internship at a non-Jewish organization
 - Internship at a Jewish organization
 - Volunteering for a non-Jewish organization
 - Volunteering for a Jewish organization
 - Jewish Youth group (NFTY, BBYO, USY, NCSY, etc.)
 - Teen program at a synagogue
 - Jewish student association/club at my high school
 - Non Jewish extracurricular activities at my high school
 - Other _____
 - None of these

The next questions are about your Jewish background. In each of the multiple-choice questions please pick just one answer.

11. **How many total years have you participated in each of the following?**
 (For seasonal activities, such as summer camp, please count each season as one year.)
[Drop down menu: Never, One year or less, 2,3,4,5,6, 7 or more years; Required]

An overnight camp that had Shabbat services and/or a Jewish education program
A Jewish Day School
A supplementary Jewish school, such as a Hebrew or Sunday school
A Jewish Youth Group or Teen Organization

12. **Have you had a Bar or Bat Mitzvah ceremony?** *[Required]*

- a. Yes
- b. Not yet, but I plan to have one
- c. No, and I don't plan to have one

13. **Which of the following best describes your family?**

- a. We are all Jewish
- b. Some of us are Jewish, some of us are not
- c. We are not Jewish
- d. Not sure

14. *[If Q13≠a]* **How important is being Jewish in your life?**

- a. Not at all important
- b. Not so important
- c. Somewhat important
- d. Very important

15. **Is anyone in your household(s) currently a member of a synagogue, congregation, minyan, or havurah?**

- a. Yes
- b. No
- c. Not Sure

16. **On average, how frequently have you participated in Jewish activities* in the last 12 months?**

- a. I haven't participated in any Jewish activities in the last year
- b. Once or twice a year
- c. Once every few months
- d. Once a month
- e. Once a week

**The word “activities” refers to everything that you may do as part of a program, club, youth group, or public event.*

17. Please indicate how often or regularly, if at all, you participate in each of the following practices:

	Never	Rarely	Sometimes	Usually	Always
Attend a Seder during Passover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do anything special to observe or celebrate the Sabbath (such as Shabbat dinners with family or friends)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend services during the High Holidays (Rosh Hashana and Yom Kippur)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How many of your closest friends are Jewish?

- a. None of them
- b. A few of them
- c. Half of them
- d. Most of them
- e. All or almost all of them

19. In the last 12 months, have you done any volunteer activities through or for an organization?

- a. No
- b. Yes, **with Jewish organizations**
- c. Yes, **with non-Jewish organizations**
- d. Yes, both with Jewish and **with non-Jewish organizations**

20. Have you ever visited Israel?

- a. Never
- b. Once
- c. Twice
- d. 3 times
- e. 4 times
- f. 5 or more times

21. What is your zip code? _____

22. How old are you? _____

23. With which gender do you identify? _____

Appendix E: Parent Survey

Dear Parent

You are receiving this survey because your teenage child participated in a 2016 teen summer program funded by UJA-Federation of New York. By responding to this survey and sharing your thoughts and suggestions, you will be helping UJA improve its teen summer programs. The survey should take no longer than 10 minutes to complete.

If you complete this survey, you will be entered into a raffle to win one of four \$50 Amazon gift cards! Thanks so much for participating.

1. Which program did your teenage child attend this summer?

- a. Sababa Surf Camp
- b. DOROT Teen Internship
- c. Intern NYC
- d. AJSS: JAM
- e. ARTEL Teen Fellowship
- f. JTII – Panama Trip
- g. URJ Just Act NYC
- h. Popup for Change
- i. Other (please specify)

2. Which of the following best describes your household?

- We are all Jewish
- Some of us are Jewish, some of us are not
- We are not Jewish

3. In terms of Jewish identity or denomination, which of the following best describes your household?

- Orthodox
- Conservative
- Reform
- Reconstructionist
- Just Jewish – no particular denomination
- Culturally Jewish
- Jewish and another religion – please describe: _____
- Other – please describe: _____

4. **Regarding** *[insert program name from Q1]*, to what extent did your child.....?

	Not at all	A little bit	Somewhat	A lot	A great deal
a. have a fun experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. learn something new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. learn something new about being/ doing Jewish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. make new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. connect to program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. enjoy the program's Jewish component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **Based on your child's experience, how likely are you to recommend this program to another family?**

Not at all likely										Extremely Likely
0	1	2	3	4	5	6	7	8	9	10

6. **Please explain your response:** _____

7. **Did your child receive a scholarship to participate in the program?**

- a. Yes
- b. No

8. **Considering the experience this program provided, would you say it offered a good value for the price?**

- a. Yes
- b. No
- c. Maybe

9. **Compared to the other options you considered for your teen this summer, would you say this program was:**

- a. About as expensive
- b. More expensive
- c. Less expensive
- d. We did not consider other programs

10. On average, how frequently has your teen participated in Jewish activities* in the last 12 months?

- Once a week
- Once a month
- Once every few months
- Once or twice a year
- My teen hasn't participated in any Jewish activities in the last 12 months

**The word "activities" refers to everything that your teen may do as part of a program, club, youth group, or public event.*

11. How many total years has your teen participated in each of the following?

(For seasonal activities, such as summer camp, please count each season as one year)

[Drop down menu: Never, One year or less, 2,3,4,5,6, 7 or more years]

An overnight camp that had Shabbat services and/or a Jewish education program
A Jewish Day School
A supplementary Jewish school, such as a Hebrew or Sunday school
A Jewish Youth Group or Teen Organization

12. What was the main type of Jewish education received by your child prior to high-school?

- Attended a congregation school, religious school, or Hebrew school
- Attended a Jewish day school/yeshiva
- Did not receive any formal Jewish education
- Received regular tutoring at home
- Other (please specify): _____

13. Is your teen currently attending:

- Public school
- Jewish day school
- Private school (not Jewish)
- Home school

14. Did your teen have a Bar or Bat Mitzvah ceremony?

- Yes, my teen had a Bar or Bat Mitzvah ceremony
- No, but my teen plans to have a Bar or Bat Mitzvah ceremony
- No, and my teen doesn't plan to have a Bar or Bat Mitzvah ceremony

15. How many times has your teen visited Israel between grades 6 and 12?

- Never
- Once
- Twice
- 3 times
- 4 times
- 5 or more times

In this section we ask questions about what is and isn't important to you, or of concern, regarding your teen's involvement in Jewish life

16. To what extent are you concerned about your teen...

	Not at all	Very little	To a moderate extent	A lot	A great deal
a. Participating in Jewish extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Having a lot of Jewish friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Figuring out what being Jewish means to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Having a Jewish religious practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Dropping out of Jewish life post high-school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Dating someone Jewish?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How important is it to you that your teen...

	Not at all	A little important	Moderately	Very important	Extremely
a. ...feels a strong sense of connection to Israel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...feels connected to the Jewish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...feels part of a Jewish community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...feels that Jewish programs and events are among his/her most	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ...actively seeks to grow his/her Jewish social network?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ...has a strong Jewish identity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ...participates in activities that have explicit Jewish content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following set of questions focus on your assessment of your teen's experience in Jewish activities

18. How satisfied are you with your teen's experience in Jewish activities over the last 12 months?

- Very dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied

Please explain your response: _____

19. In your opinion, to what extent has your teen grown Jewishly as a result of his/her participation in Jewish activities?

- Not at all
- A little bit
- Somewhat
- A lot
- A great deal

19a. [IF Q19 ≠ 'NOT AT ALL'] Please describe how your teen has grown Jewishly? _____

—

20. Do you have any other comments that you would like to share about your teen's overall experience in the Jewish activities in which your teen participates?

The next set of questions ask you to reflect on Jewish teen programming in your community.

21. How does your family usually find out about local Jewish programs, activities, and events for teens? (Choose all that apply)

- A friend
- Facebook, Twitter, Instagram or other social media
- Web search (Google, Bing, or other search engines)
- Dedicated website (Which website? _____)
- An adult leader of a Jewish organization
- Other (please describe): _____
- My teen brought it to my attention

22. Compared to a year ago, would you say that...

Yes No

a. you know more about Jewish activities available to teens in your community	<input type="checkbox"/>	<input type="checkbox"/>
b. you are a stronger advocate for your teen's involvement in Jewish activities in your	<input type="checkbox"/>	<input type="checkbox"/>
c. you are a stronger advocate overall for teens' engagement in Jewish activities	<input type="checkbox"/>	<input type="checkbox"/>

23. Over the last 12 months, to what extent have you noticed changes in...

- on the scale represents 'worse,' 'less,' 'lower,' 'fewer,' etc.;
- = represents 'about the same';
- + represents 'higher,' 'more,' 'better,' etc.

	-	=	+	Not sure
a. The quality of local Jewish activities for teens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The range of local Jewish activities for teens?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The number of people who advocate for local Jewish activities for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The availability of information for participating in Jewish activities in your community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Availability of financial supports/scholarships for Jewish activities in your community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. How satisfied are you with the Jewish activities available to Jewish teens in the community?

- Very unsatisfied
- Somewhat unsatisfied
- Neutral
- Somewhat satisfied
- Very satisfied

Finally, we want to know a little more about your household and your background. (Rest assured that all responses are anonymous and will be kept confidential)

25. Has anyone in your household ever held a leadership role in a synagogue (or the like) or other Jewish communal organizations? (e.g., raised money, served on a board, etc.)

- Yes
- No

26. How often do you participate in Jewish community wide events (e.g., Israel parade, Jewish film festival, etc.)

- Never
- A few times a year
- About once a month
- About once a week

27. How often does your family go to a synagogue, minyan, or chavurah?

- Never
- A few times a year
- About once a month
- About once a week

28. How often does your family celebrate Shabbat together?

- Never
- A few times a year
- About once a month
- About once a week

29. Have you (or any of your teen's other parents) ever attended any of the following? (Check all that apply)

- An overnight camp that had Shabbat services and/or a Jewish education program
- A Jewish Day School
- A supplementary Jewish school, like Hebrew or Sunday school
- A Jewish youth group
- College campus Jewish organization
- I haven't attended any of these (mutually exclusive)

30. What language(s) does your family regularly speak at home or on the phone? (Check all that apply)

- English
- Hebrew
- Russian
- Farsi
- Other (please specify): _____

31. Where were you born?

- United States
- Canada
- Israel
- Russia/FSU
- Other (please specify): _____

32. In what year were you born? [drop down menu of years]

33. **With which gender do you identify?** *[open-ended]*

34. **To help us better understand the financial situation of the families interested in teen programs, which best describes your household's income before taxes?**

(Note: Responses to this survey are kept completely confidential)

- Less than \$50,000 a year
- \$50,000 – \$100,000 a year
- \$100,000 – \$200,000 a year
- Over \$200,000 a year
- I prefer not to answer

35. **To what extent is cost an issue in your family's decision to support your teen to participate in Jewish activities?**

- Not at all
- A little
- Somewhat
- Very much

36. If you wish to be entered into a raffle to win one of four \$50 Amazon gift cards, please enter your email address below: _____

37. Are you willing to participate in a 30 minute interview about your thoughts on teen summer programs?

- Yes
- No

If you are willing to participate in a discussion about teen summer programs, please enter your email address below. Your personal information will remain completely confidential and will not be distributed to anyone. Email: _____

Appendix F:

Post-Program Parent and Teen Interview Protocols

PARENT INTERVIEW PROTOCOL

Thank you for taking the time to participate in this conversation. Our discussion today will allow us to gain a deeper understanding of your teen's experience in [SUMMER PROGRAM] this past summer, and your own decisions about choosing the program. I would like to assure you that what we will discuss today is confidential, under no circumstance will we associate your name, or that of your child with what you share today. The conversation should last about half an hour.

Do you have any questions before we begin?

Decision Making

1. How did you, or your teen, first find out about [PROGRAM]? What, in particular, stood out to you about the program when you first heard about it?
2. How would you describe the process of deciding to enroll your teen in this program? Who was involved in making the decision – You? Your teen? Others? How did you ultimately reach your final decision? What factors were you/your teen considering? (length, price, content, friends, etc.)
 - a. **Additional probes:** Were there other programs that you were considering for this summer? If so, which ones? What stood out to you about [PROGRAM] compared to these others?
 - b. **Did you your child know anyone else participating in the program ahead of its start?**
3. **[If not covered in answer to Q2]** What aspects of [PROGRAM] did you find particularly appealing? What would you say were the most important factors that made you, or your teen, decide on enrolling?
4. To what extent, if at all, did the Jewish content of [PROGRAM] play a role in choosing the program?
 - a. What, if anything, did your teen say about the Jewish content, and what did they think of it?
 - b. **[If Jewish content played a role in their decision]** What aspects of the Jewish content appealed to you in particular? Were there certain Jewish activities that were especially interesting?

Impact

5. Over all, how did/do **you** feel about your teen's experience with [PROGRAM]? (Probe: satisfied, disappointed, excited, surprised, etc.)
6. How did **your teen** feel about [PROGRAM]? Did you both feel the same? Different? How so?
 - a. When you enrolled your teen in the program, what are the things that you were hoping to get out of it? To what extent do you feel that those expectations were met?
 - b. Was there anything that your teen got out of the program that you *didn't* expect going in? What about the program surprised you, if anything?
 - c. What were some things you were hoping your teen would get out of it that they didn't? Where were some challenges you encountered? Surprises you encountered?
7. Over all, what impact would you say the program this summer had on your teen? In what ways have you seen this? (Probe: skills, friends, questions asked, behaviors, etc.)
 - a. Has your teen talked about the program to you or others? What does he/she say about it?
 - b. What impact did this program have Jewishly on your teen? (For example, do you feel like you teen learned something that you would describe as "Jewish"? Did the program encourage your teen to participate in any other Jewish activities, or to learn more about "Jewish things"?)
8. Thinking about the cost of this summer program, would you say that you got your money's worth? Why, or why not?
 - a. **[If answer to Q8 is yes]** You might be aware that [PROGRAM] was highly subsidized this past summer. In future years, it's possible that they would need to charge more money in order to be sustainable. Would you still enroll your teen in the program if it were more expensive – if it cost, for example, 10% more? What about 20%? 30%?

Looking Forward

9. Looking forward toward the next year, does your teen have any plans to be involved in Jewish activities, or in the Jewish community? What are they? To what extent, if at all, did [PROGRAM] play any part in influencing these activities?
 - a. Probe whether these activities/88involvement are *new*, or things that the teen have been doing already anyway.
10. What are your teen's plans for next summer? Are you, or they, considering [PROGRAM] or a program with a similar content again? Are you (or they) considering another *Jewish* program?
11. Is there anything else you would like to share about your teen's experience at [PROGRAM] this summer that we did not yet discuss?

Thank you so much for taking the time for this conversation. We and [PROGRAM] really appreciate it. Have a great day/weekend.

TEEN FOCUS GROUP GUIDE

1. Introduction to find out who's present:

- i. Name,
- ii. where they go to school
- iii. where they live
- iv. how old they are.

2. **How and why they chose the program.**

- i. How did they find out about the program?
- ii. Why did they decide to sign up?
- iii. What other options were they considering?
 - a. (Were they looking at other Jewish programs?)
 - b. Why did they go for this?
 - c. Why were they hesitant to sign up? (if appropriate)
- iv. What role did their parent play in finding out about/signing up for program?
- v. When did they sign up? Did they know anyone else doing it?
 - a. (How important is knowing other people/NOT knowing other people when choosing what programs to do?)
- vi. If the program wasn't available what would they have done instead?
 - a. Would it have been a Jewish program?
- vii. How else did they spend their time this summer?
 - a. How have they spent their summers in the past?

3. **Social media use**

- i. Do you have a Facebook account and, if so, how often do you use Facebook?
- ii. Do you have a Twitter account and, if so, how often do you use Twitter?
- iii. Did you learn about last summer's programs on social media?
- iv. Do you use Instagram/Snapchat? If so, how often do you post to Instagram/Snapchat?

4. **Impressions of the program**

- i. How would/did they describe the program to their best friend?
- ii. What did they particularly like about the program?
 - a. Highlights? Why?
 - b. What is the one thing (or more than one thing) they still think about from the program?

- iii. Were there any aspects of the program that they liked less;
 - a. that frustrated them?
 - b. that seemed a waste of time?
- iv. Are there any particular changes to the program that they'd recommend for next time?
- v. What were their biggest takeaways from the program?
Was there anything about the program that made it a Jewish experience for them?
- vi. Did they get anything from the program that they would call particularly Jewish?
Are they going to recommend the program to other people? What would they recommend? (If not, why not?)
- vii. In what way did the program change them/their thinking/behavior?

5. **Looking forward**

- i. What are the kinds of extracurricular stuff they are involved in during this year?
- ii. Why these particular things?
- iii. Are they going to be involved in any Jewish programs/activities?
- iv. Has their experience this summer had an impact on their plans?
- v. Do they have any thoughts about what they'll do next summer? What are they considering?

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