

Onward Israel

Report on Summer 2012 North American Cohorts



Submitted to The Jewish Agency for Israel
December 20, 2012

I. ABOUT ONWARD ISRAEL

Onward Israel is designed to provide a second Israel experience for Jewish young adults from North America and other global Jewish communities in mid-length, resume-building programs that include internships, service-learning, and academic courses.

The program is an innovative partnership between The Jewish Agency for Israel, private foundations and local Jewish communities. The program is based on the premise that bringing young Jews back to Israel in the context of immersive experiences with modern Israeli society and culture result in substantive understanding of Israel and a connection to Israeli peers, as well as cultivation of activism and a strengthening of Jewish identity among program participants.

During its summer pilot in 2012, Onward Israel engaged 214 participants from 8 global communities: Toronto, Boston, Metro West, Germany, Pittsburgh-Cleveland, Moscow, France, and Yeshiva University. While each community was able to customize the program offered to its participants (in terms of location, duration, and type of placements, study, and service), all programs included Jewish identity content days and *Shabbatonim* guided by The Jewish Agency for Israel (via Makom), and pre-post programming (to varying degrees) at the local community level.

Onward Israel aims to provide value to both the participants, through resume building experiences in areas where Israel has a competitive edge in the global market (75% of the programming), and to local communities, by catalyzing a group of highly motivated young adults that might seek opportunities to enhance their engagement in local Jewish communal life.

II. Study Goals and Research Questions

In spring 2012, Rosov Consulting was commissioned by The Jewish Agency for Israel to undertake a formative evaluation of the pilot Onward Israel 2012 program. This formative evaluation, which is still underway and continues through Fall 2013, focuses on:

- Documenting and assessing operational models and structures of the programs
- Evaluating the implementation of the programs
- Ascertaining the participant outcomes that manifest as a result of the programs.

Evaluative activities include interviews with key program stakeholders and an array of participant surveys exploring both their experiences inside of the program as well as perceived impact.

These three broad areas are further explored through a set of six primary research questions.

1. Who are the participants?
2. What motivates them to participate?
3. What is their experience inside of the program?
4. What are initial and short term outcomes of the program?
5. What are various stakeholders' experiences of the operational structures, what are their initial thoughts regarding efficacies?
6. How do the different parties involved understand and express the goals of the program?

III. Participant Satisfaction Survey (PSS)

The survey instrument was developed with input from The Jewish Agency for Israel, as well as from interviews with a small sample of program participants. It explored participant backgrounds, prior Jewish Education and Israel experience, their motivations for participation, experiences of the various program elements, as well as some early outcomes.¹

The participant satisfaction survey was administered at the conclusion of each Onward program, by Jewish Agency staff, in pen and paper format. The Jewish Agency compiled the data, and Rosov Consulting conducted the analysis and reporting. For an example of one of the survey instruments, please refer to Appendix 1.

In September 2012, The Jewish Agency for Israel convened a large stakeholder meeting in New York to discuss the pilot of Onward Israel. At this meeting, Rosov Consulting presented the results of the PSS and facilitated broad conversation around the use of the findings.

Survey Response Rate

From a potential pool of 139 North American participants, 122 Onward Israel program participants completed the survey instrument. The overall response rate was 87.7%. Table 1 shows response rates by individual programs.

Table 1: Response Rate by Program

Program Type	Program	Number of Participants	Number of Respondents	Response Rate by Program
Service-Learning	CJP Boston: Haifa Service Learning	18	17	94.4%
	Yeshiva University	36	29	80.5%
Fellowship	Metro-West/Central New Jersey: Negev Fellowship	13	13	100%
Internship	Cleveland/Pittsburgh Live Learn and Play and Tel Aviv	25	24	96%
	Toronto: Bat Yam Internship	20	15	75%
	CJP-Boston: Jerusalem Internship	27	24	88.8%
Total		139	122	87.7%

Data Analysis

Quantitative data were analyzed utilizing descriptive statistics. Qualitative (open-ended responses) were coded for relevant themes. Data are examined for all respondents as well as disaggregated between those who participated in the Yeshiva University service-learning program, and by program type where relevant.

¹ It is important to note that the data reported were collected during the early phases of program. Behavioral, attitudinal, and knowledge-related outcomes will be further explored through six and twelve month follow-up surveys.

SUMMARY OF FINDINGS

- Participants in the North American programs of 2012 Pilot Onward Israel year were, overall, a highly engaged group, some with significant prior Israel experience.
- Their primary motivations beyond program affordability, was to return to Israel. Career building motivations were also important but clearly secondary.
- Respondents' overall satisfaction with the program was high, though many expressed a lack of clarity regarding program goals and expectations. This lack of clarity may stem from the variety of articulations of the goal of the program from project staff, community partners and funders.
- Respondents were particularly surprised, and relatively dissatisfied, by the amount of programming they were required to attend.
- Overall the balance of time on the program seemed too program heavy; participants would have preferred more free time.
- Community partner and program providers' experience of the innovative partnership model varied. Universally, they felt positive about their relationship with Ilan Wagner. Almost all key informants felt the timeframe for the pilot was too tight. Pre and post programming was challenging. The "high touch" and customizability of the Onward Israel program might raise questions of scalability.
- Early outcomes suggest a positive shift in respondents' attitudes and intentions. This is was particularly true with regards to participants' relationship with Israelis. These outcomes will be more closely evaluated in the course of the larger formative evaluation, currently underway.

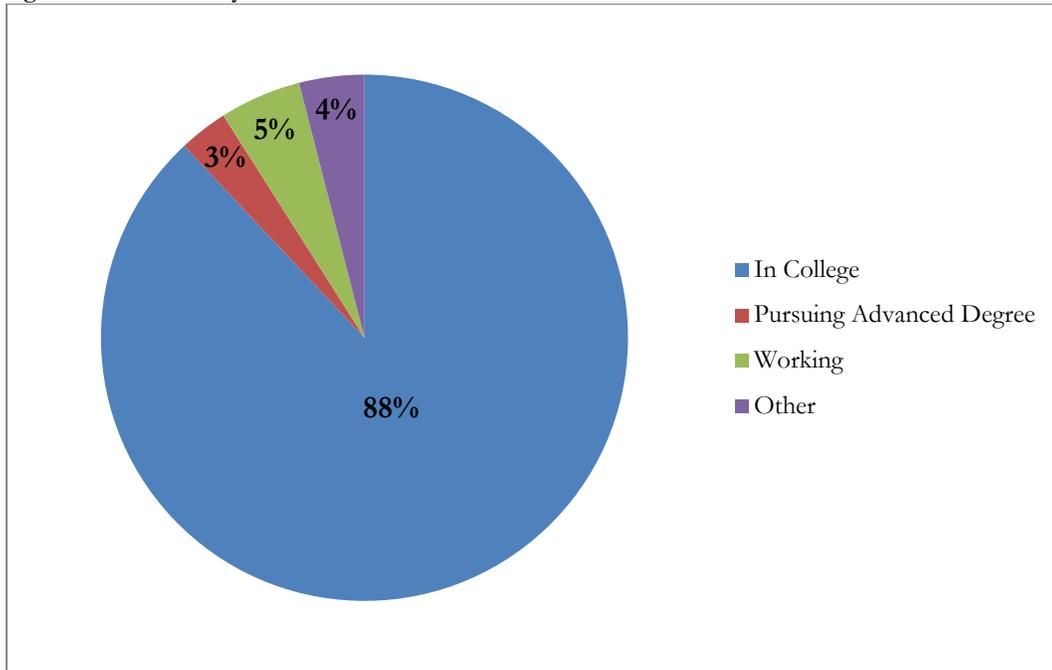
IV. WHO WERE THE SUMMER 2012 PARTICIPANTS?

To develop a portrait of the participants, the survey explored demographics, educational background, as well as prior Jewish engagement and Israel experience. In our key informant interviews there were differing opinions expressed regarding the ideal participant. Most seemed to consider an unengaged/under-engaged individual as the ideal participant. Some placed more emphasis on birthright alumni as the target audience, others looked for participants "who would most benefit and be reengaged in Jewish life."

Gender and Age

Fifty-five percent of respondents identified as female and 45% male. Eighty-eight percent reported that they were in college. Of those in college, 15% were freshmen, 26% sophomores, 24% juniors, and 20% seniors. Respondents ranged in age from 18 – 26 with 58% reporting that they were between 20 and 22.

Figure 1: Breakdown by Education and Work Status



With regard to Jewish denominational affiliation, the largest percentage of respondents (28%) identified as Orthodox. Of those who identified as Orthodox, 93% participated in Yeshiva University’s program and 7% participated in other programs. Twenty-two percent identified as Reform, 21% as Conservative. Just over one-quarter (26%) identified as either “Just Jewish” (16%) or as “Something Else” (10%).

Table 2: Respondent Jewish Denominational Affiliation

Denominational Affiliation	Percentage of Respondents
Orthodox	28%
Reform	22%
Conservative	21%
Just Jewish	16%
Something Else	10%
Reconstructionist	3%
Total	100%

Prior Jewish Engagement and Experiences

Respondents came to their respective programs with high levels of Jewish engagement. The survey instrument included 8 items that focused specifically on assessing respondents prior Jewish experiences. Half of all respondents reported that they had participated in 5 or more of these items. Six percent of all respondents reported no prior participation in any of the items included. Most notably, 68% reported attending an overnight camp with Shabbat service and/or a Jewish education program, 57% attended a Jewish day school, 55% reported participating in a Jewish youth group, and 68% a campus Jewish activity through Hillel or Chabad. It is important to note that when YU respondents, who overwhelmingly affiliate as Orthodox, were excluded, these overall percentages did not markedly shift. For a full breakdown of prior Jewish experiences, please refer to figures 2 and 3.

Figure 2: Prior Jewish Experiences: All Respondents and All Respondents Minus YU Respondents

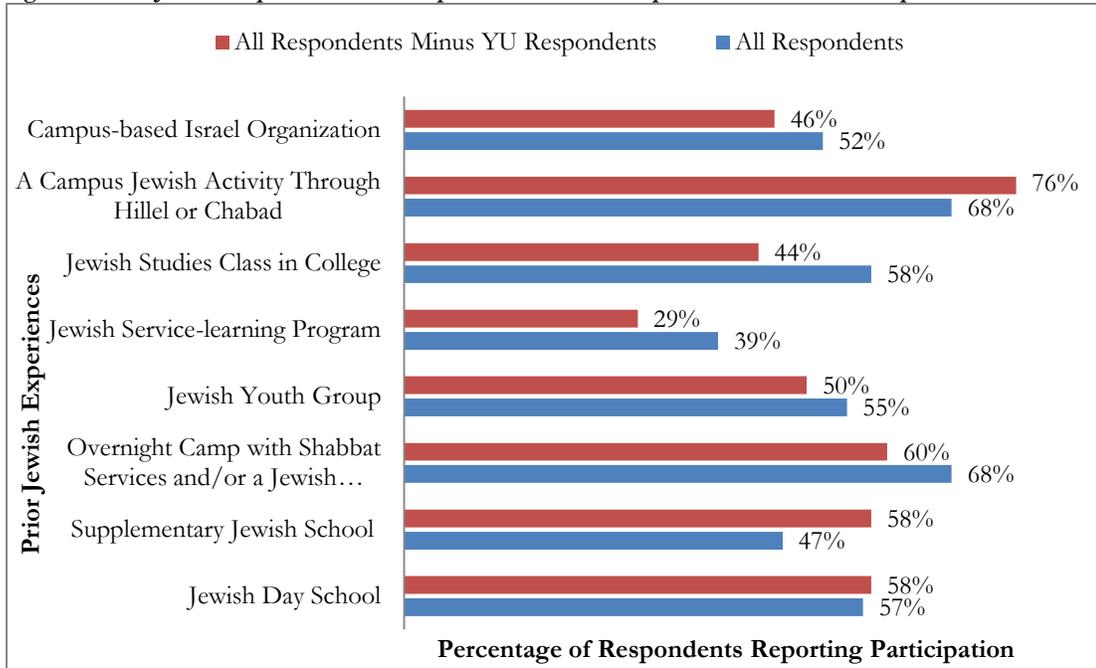
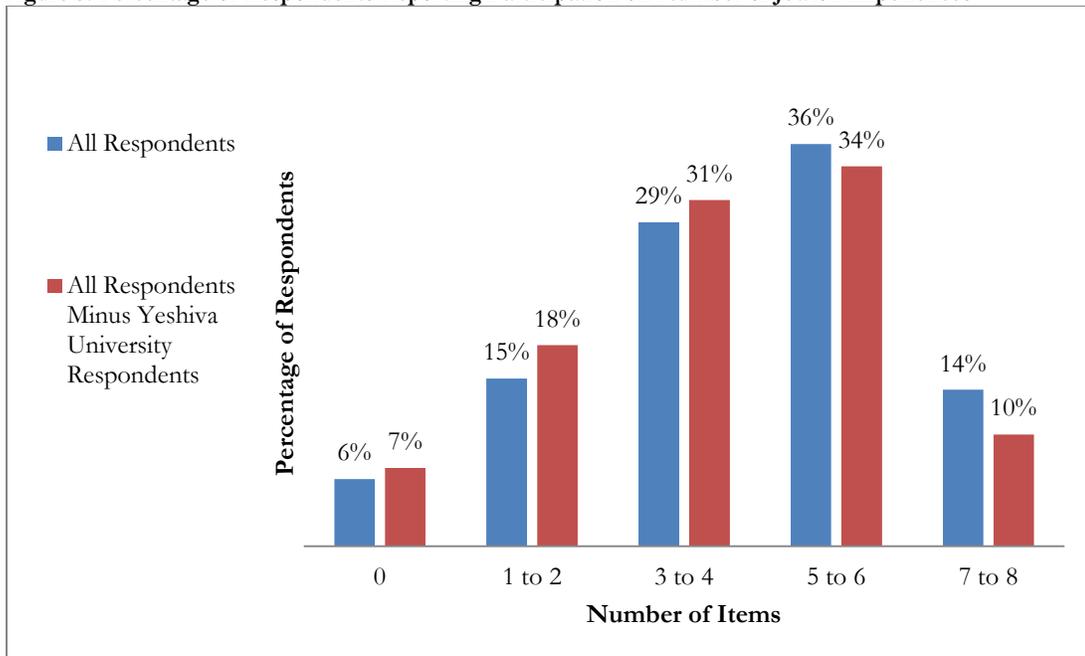


Figure 3: Percentage of Respondents Reporting Participation on Number of Jewish Experiences



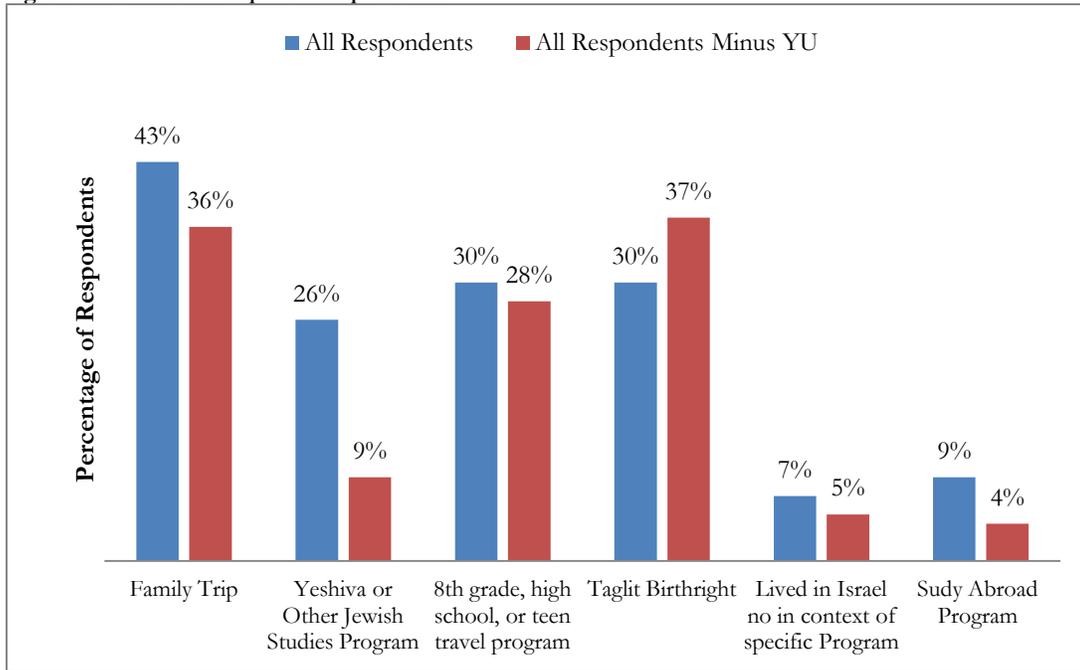
Prior Israel Trips and Experiences

Though Onward Israel aims to be a crucial second Israel trip, for nearly two-thirds of all respondents (62%), participation in their respective Onward Israel programs was at least their third trip to Israel. , Even when Yeshiva University respondents were removed from the analysis, still just over one half (54%) of participants reported that this was at least their third or more Israel experience.

The most common types of visits included coming to Israel as part of a family trip (43%), participating in an 8th grade, high school, or teen travel program (30%), participating in the Taglit-Birthright program (30%) or studying in a Yeshiva or other Jewish Studies program (26%).

For 18 of the 37 respondents (30%) who traveled to Israel as part of the Taglit-Birthright trip, participation in the Onward Israel program was their second Israel experience. Anecdotally we heard reported that some participated in Onward Israel immediately after a Birthright trip.

Figure 4: Prior Israel Trips and Experiences²



Prior Amount of Time in Israel

Twenty-nine percent of respondents had spent less than one month in Israel prior to their Onward Israel experiences. Twenty-two percent spent between 1 and 3 months, 22% more than 3 months, but less than a year and 27% spent more than a year in the country. Of those who had spent more than a year in the country, 60% participated in the YU program.

V. MOTIVATIONS TO PARTICIPATE IN ONWARD ISRAEL PROGRAMS

“I was graduating, had no job, wasn’t sure what I wanted to apply for. A short term internship was appealing, try something new, and bolster my resume. Figure out what I wanted to do. I love Israel and traveling is a great thrill. It was so well subsidized and funded.”

– Participant

Beyond the affordability of the program, which was a major factor in respondents’ decision to participate (90% report it as either “very much” or “somewhat” a motivation), two broad kinds of motivations appear to have drawn respondents to participate in their respective programs. These motivations are neither discrete nor mutually exclusive. Rather they complement one another in how respondents are drawn to specific programs. These motivations include (i) **the desire to travel to Israel** and (ii) **the desire to build their careers and resumes**.

² Note that these numbers may be duplicative as respondents may have participated in more than 1 of these options. (E.g. respondents may have been on a family trip AND traveled to Israel on the Taglit-Birthright trip).

Desire to Travel to Israel

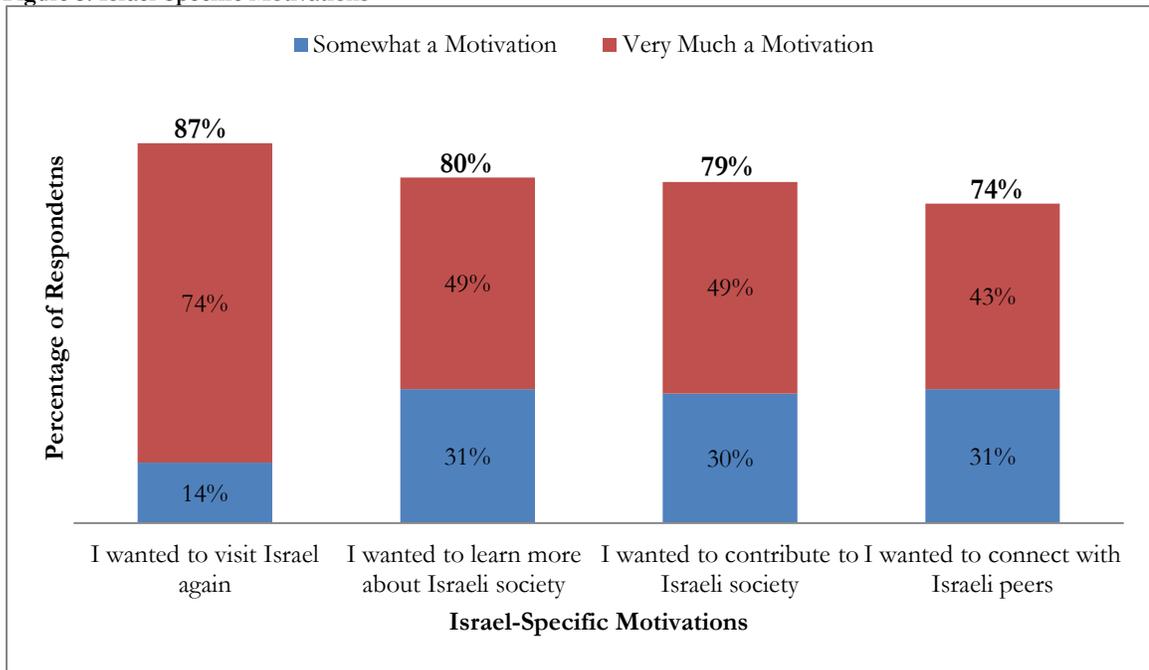
“It was really nice to be experiencing Israel independently as an adult with my friends on my own, go our self and create an awesome weekend, meet Israelis, feel part of the culture and the country. In programming you feel like you’re walking through a museum, to have independent time (is important). We had a great time.”

– Participant

When respondents were directly asked what their primary motivations were when applying to their programs, 71% reported that their primary interest was coming to Israel and that participating in a resume-building/service-learning program was secondary.

As Figure 5 demonstrates, the items that assessed Israel related motivations all ranked very strongly. These include the desire to visit Israel again, to learn about as well as contribute to Israeli society, and to connect with Israeli peers.

Figure 5: Israel-Specific Motivations

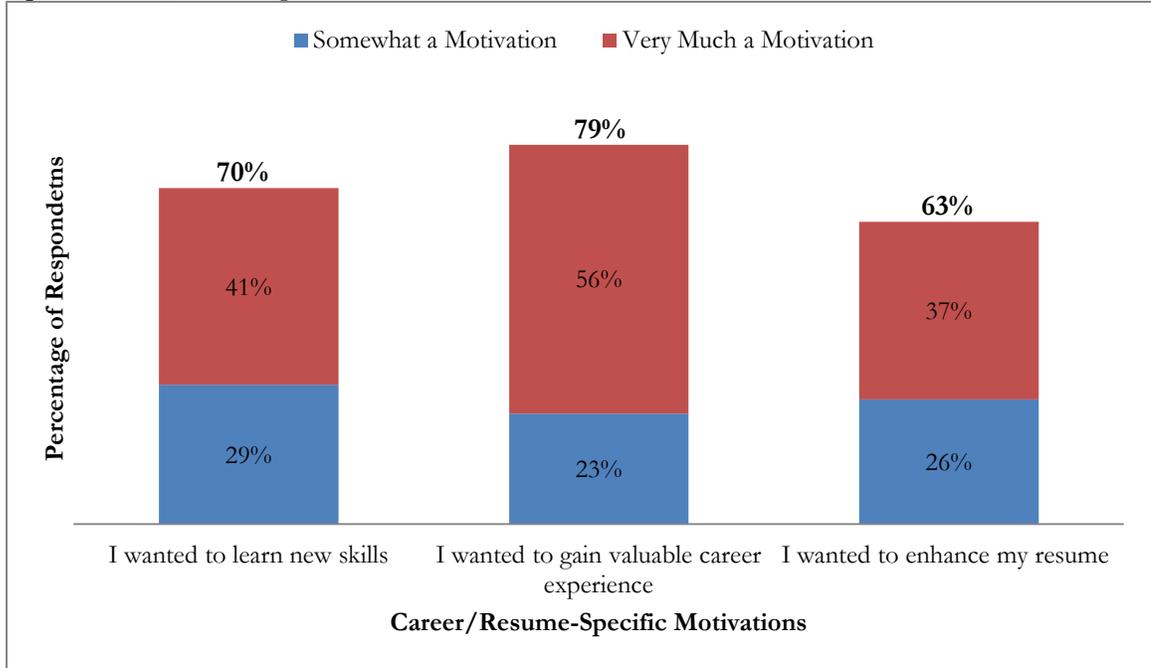


Desire to Build Career and Resume

The career or resume building aspect of Onward Israel was also a strong motivation, though clearly secondary to returning to Israel. As Figure 6 demonstrates, learning new skills, gaining valuable work experience and enhancing one’s resume all resonated quite strongly with survey respondents.

Interestingly, though one might expect for career experience motivations to become stronger as participants neared college graduation, our analysis revealed that this motivation does not actually increase as graduation draws nearer.

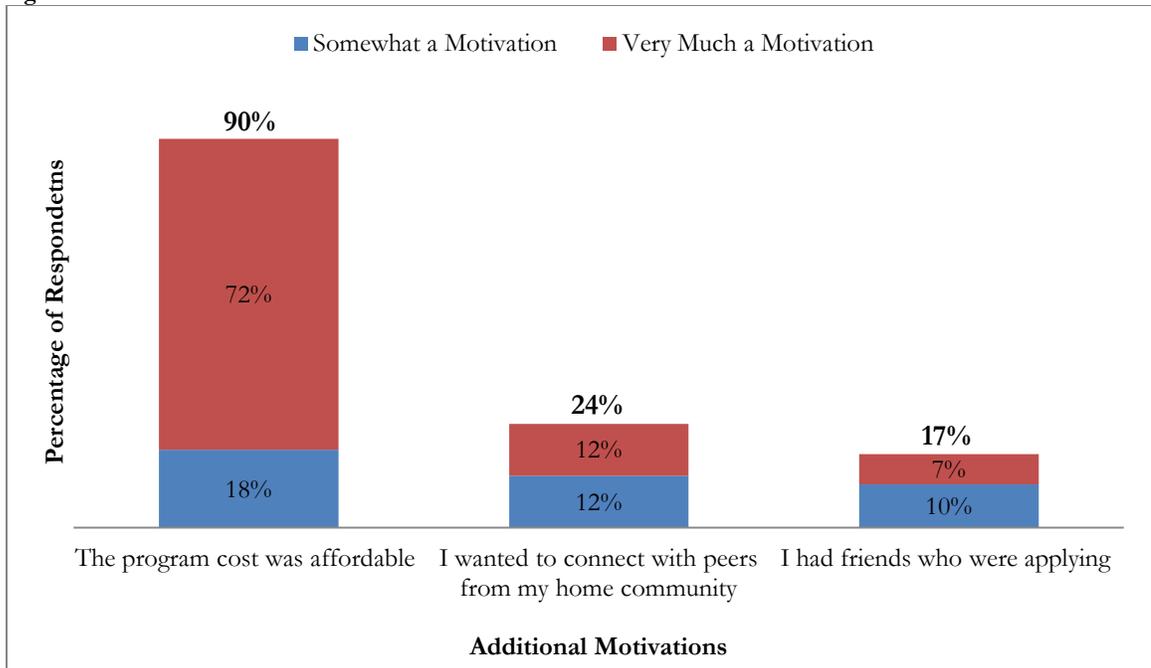
Figure 6: Career/Resume-Specific Motivations



Additional Motivations

Ninety percent of respondents reported that program affordability was either “very much” (72%) or “somewhat” a motivation when deciding to participate in their respective programs. Just under one quarter of respondents reported that wanting to connect with peers from their home communities was either “very much” (12%) or “somewhat” (12%) a motivation. Only 17% reported that having friends who were also applying was either “very much” (7%) or “somewhat” (10%) a motivation when deciding to apply.

Figure 7: Additional Motivations



VI. OVERALL PARTICIPANT SATISFACTION

“I think there was a discrepancy between what the trip was advertised as and the motivation students had for signing up, and then what it was. People were excited about the internship and joining the Israeli workforce, the programming aspect came as a total surprise to people. It’s not necessarily that people don’t want to learn about Israel, they weren’t expecting it to be that kind of program. The quality of the (formal educational) program was lacking. Quality over quantity would be more impactful.”

– Participant

“There were a lot of classroom learning sessions, sitting in the classroom 5-7 hours. Maybe the topics were interesting, but most of us had been in school all year and didn’t want to be in the classroom for extended periods, we didn’t enjoy those days...People started to loathe those sessions. You just really didn’t want to go... We could have done that in (our home community). Why didn’t we have a day in (home community) to do those discussions? We were wasting days in Israel in a classroom in a city in Israel.”

– Participant

Responses to open-ended items surfaced a general lack of clarity regarding program expectations and goals. Participants seemed surprised by how much programming was involved. Most participants were not aware of their local community’s involvement in their Israel experience. When asked about this specifically, half responded that they were not at all aware. Twenty-three percent reported that they were either “very aware” (14%) or “aware” (9%). Just under half of all participant respondents (47%) participated in their pre-trip programming in their home communities. Of those who had, 65% reported that this programming was either “somewhat” (42%) or “not at all” (23%) helpful.

This lack of clarity regarding program expectations and goals may stem from key informants’ diverse articulations of program goals.

While all key informants agreed that Onward is a mid-length trip to Israel for Young adults and that it is about increasing Jewish engagement among young Jews via a mid-length, resume building experience in Israel, the articulations of these goals differed among those interviewed. Even when there was agreement about these goals, which goal was more important varied among key informants.

Getting Back to Israel

“From (Our community’s) perspective (the goal of Onward is) to do two things...: we wanted to build a cadre of young people as going back multiple times and (we wanted) the people (already in Israel) for the first time ... to spend additional time in Israel, adding on to that experience.”

– Community Partner

Communal Responsibility and Activism

“Through this we also want to connect people with and motivate them to be more involved in local communal life.”

– The Jewish Agency for Israel

Strengthened Jewish Identity

“The goal of Onward is to find young adults and strengthen their connection to Judaism and their love of Israel.”

– Community Partner

Resume Building

“There was a sense that the resume building experience had to be high quality otherwise young adults would not choose the Onward program. They should return able to authentically market their experience as one in which they could really build their resume. That it was worth the investment over other options.”

– Community Partner

“To me the resume building is a recruitment tool for future cohorts. We want people to come back feeling it was a valuable resume building activity and will tell others that’s the case.”

– Community Partner

“On our trip there were a bunch of people not interested in the social aspect of Israel, they were indifferent. How do you program for people looking for resume enhancing experience? We want (Onward) to be more than just that.”

– Community Partner

Despite these differing perspectives regarding program expectations overall participant satisfaction with the program was high. Eighty nine percent of all participant respondents were either “very” (58%) or “somewhat” (31%) likely to recommend the Onward Israel program. When asked if the program had met their expectations, 78% reported either “to a great extent” (40%) or “to a moderate extent” (38%).

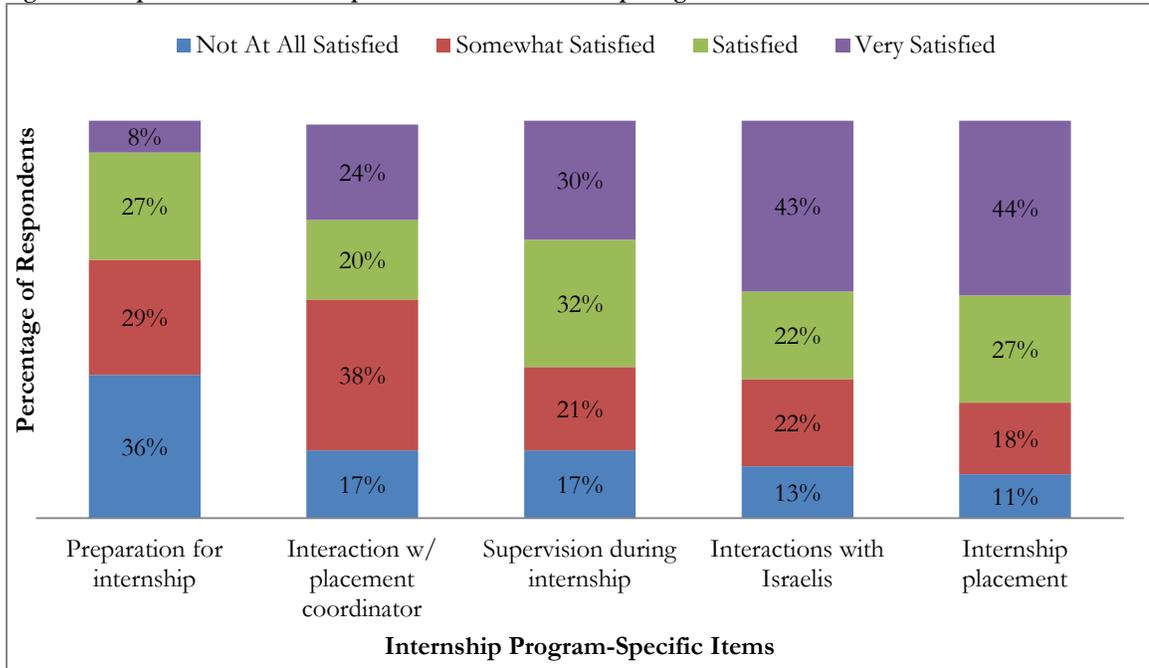
In the following sub-sections we report on participant satisfaction within specific program types (e.g. Internship, Service-learning, and Fellowship), the Makom content days, Shabbaton programming, and overall program logistics.

Internship Programs

Just over one half (52%) of all participant respondents participated in internship programs. These programs included the Cleveland/Pittsburgh Live, Learn and Play, Tel Aviv, Toronto: Bat Yam Internship, and CJP-Boston: Jerusalem Internship. Respondents were most satisfied with their placements and interactions with Israelis. They were least satisfied with their preparation for their work.

As Figure 8, below, demonstrates, with regard to their internship placements, 70% of respondents reported that they were either “very satisfied” (43%) or “satisfied” (27%). Just under one half (45%) reported that they were either “very satisfied” (24%) or “satisfied” (21%) with their interactions with their internship placement coordinators. Just under two-thirds (62%) reported that they were either “very satisfied” (30%) or “satisfied” (32%) with the supervision that they received during their internships. Sixty-five percent of respondents reported that they were either “very satisfied” (43%) or “satisfied” (22%) with the interactions they had with Israelis at their internship placements.

Figure 8: Respondents who Participated in Onward Internship Programs



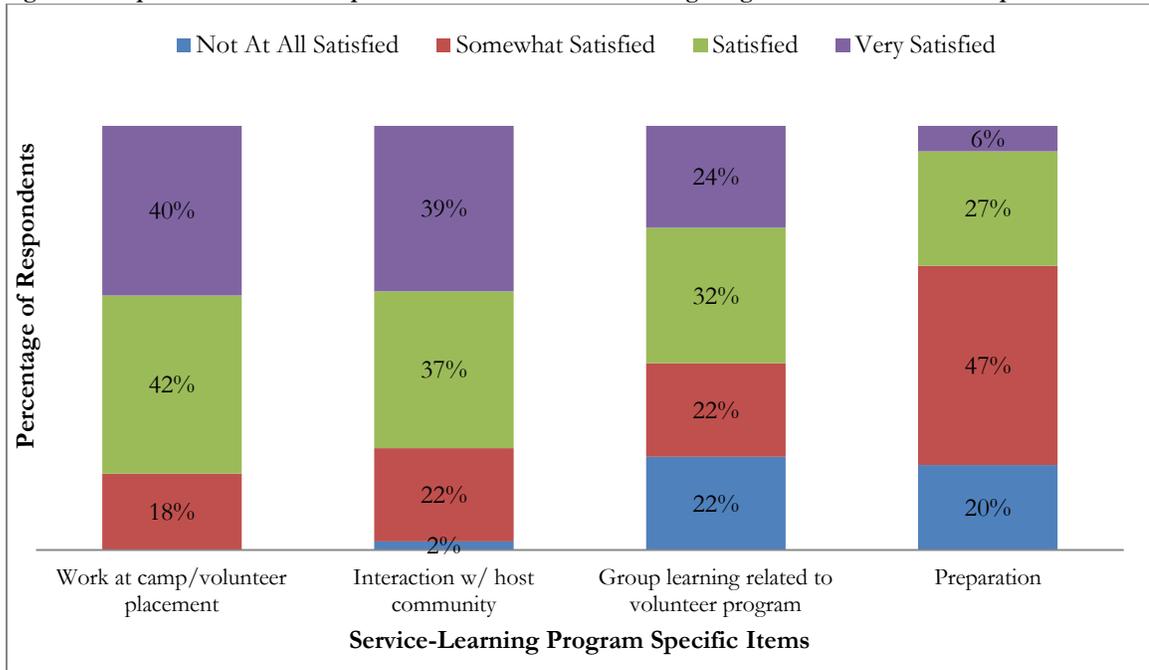
When asked about the balance between time allocated for resume-building and time for Jewish learning, though, 53% reported that there was too much structured educational programming and too little time allocated for resume-building. Forty-four percent felt that the balance was just right.

Service-Learning Programs

Thirty-eight percent of all participant respondents participated in service-learning programs. Service-learning programs include CJP Boston: Haifa Service-Learning and Yeshiva University’s Counterpoint Israel Program. Similar to the group who participated in internship-focused programs, participant satisfaction with their interactions with Israelis and their experience of their volunteer work ranked higher than did their satisfaction with their preparation for the program or their group learning experiences (See Figure 9).

Eighty-two percent of respondents reported that they were either “very satisfied” (40%) or “satisfied” (42%) with their volunteer placement or work, and 75% reported being either “very satisfied” (39%) or “satisfied” (37%). Yet, only one-third of respondents were either “very satisfied” (6%) or “satisfied” (27%) with their preparation for their placement. One-fifth reported that they were “not at all” satisfied with their preparation. Fifty-six percent of respondents reported that they were either “very satisfied” (24%) or “satisfied” (32%) with the group learning that took place during their programs.

Figure 9: Respondents who Participated in Onward Service-Learning Programs: Breakdown of Responses

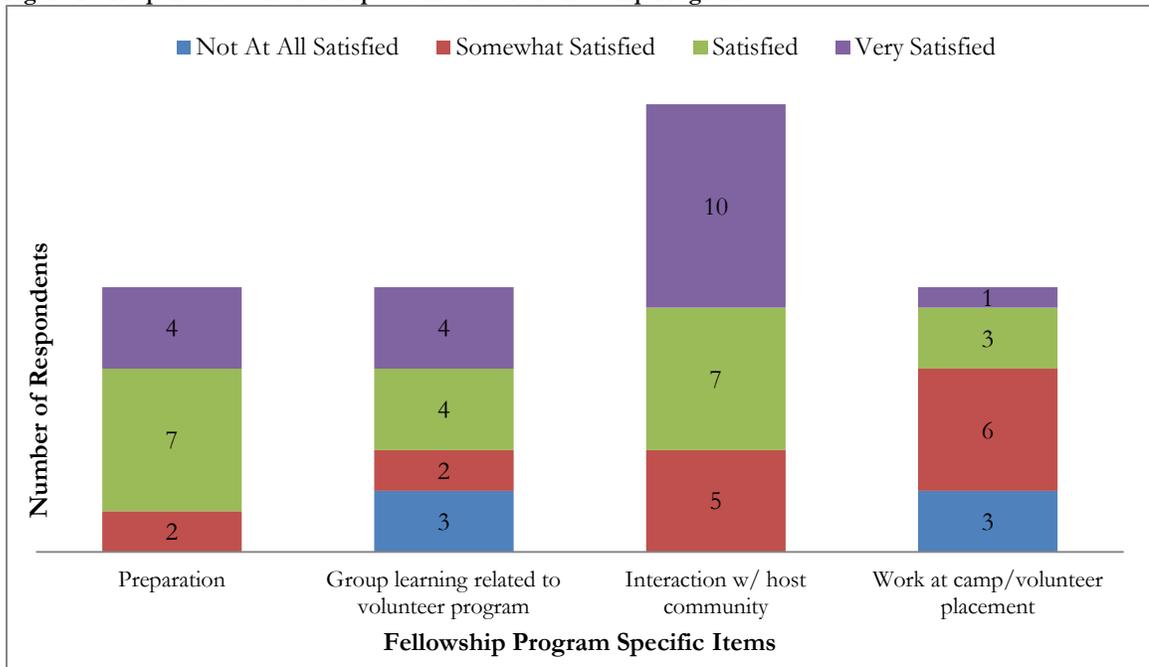


Fellowship Program

The single fellowship program, Metro-West/Central New Jersey: Negev Fellowship included 13 respondents total (11% of the overall pool of participant respondents).

Though 85% of respondents reported being either “very satisfied” (31%) or “satisfied” (54%) with the quality of speakers and presenters, just under one-third (31%) reported being either “very satisfied” (8%) or “satisfied” (23%) with the quality of volunteer opportunities. Just under one-quarter (23%) reported being “not at all” satisfied. Sixty-two percent reported being either “very satisfied” (31%) or “satisfied” (31%) with their individual shadowing experiences. Still, with regard to the overall quality of education programs, 62% reported being “very satisfied” (8%) or “satisfied” (54%).

Figure 10: Respondents who Participated in Onward Fellowship Program



Programmatic Elements

In order to understand the effect of specific programmatic elements, respondents were asked to rate the extent to which they believed specific programmatic components contributed to them meeting the goals that the program had for them. The highest-rated elements included program staff/*madrichim*, communal living with a cohort and the level of group cohesion and bonding. The lowest-rated elements included *mifgash* (meeting) with Israeli peers, education sessions about contemporary Jewish society, and learning and reflection sessions facilitated by peers and/or group leaders.

Table 3: Programmatic Elements: Percentage of Respondents Reporting High Levels of Contribution

Programmatic Element	High Positive Contribution
Program staff/ <i>madrichim</i>	65%
Communal living with my cohort	63%
The level of group cohesion/bonding	50%
General Interactions with Israelis and Israeli society (outside of the program)	48%
Jewish practice and celebration	21%
Mifgash (meeting) with Israeli peers	17%
Education Sessions about contemporary Jewish society	16%
Learning and reflection sessions facilitated by peers and/or group leaders	12%

Overall Balance of Time

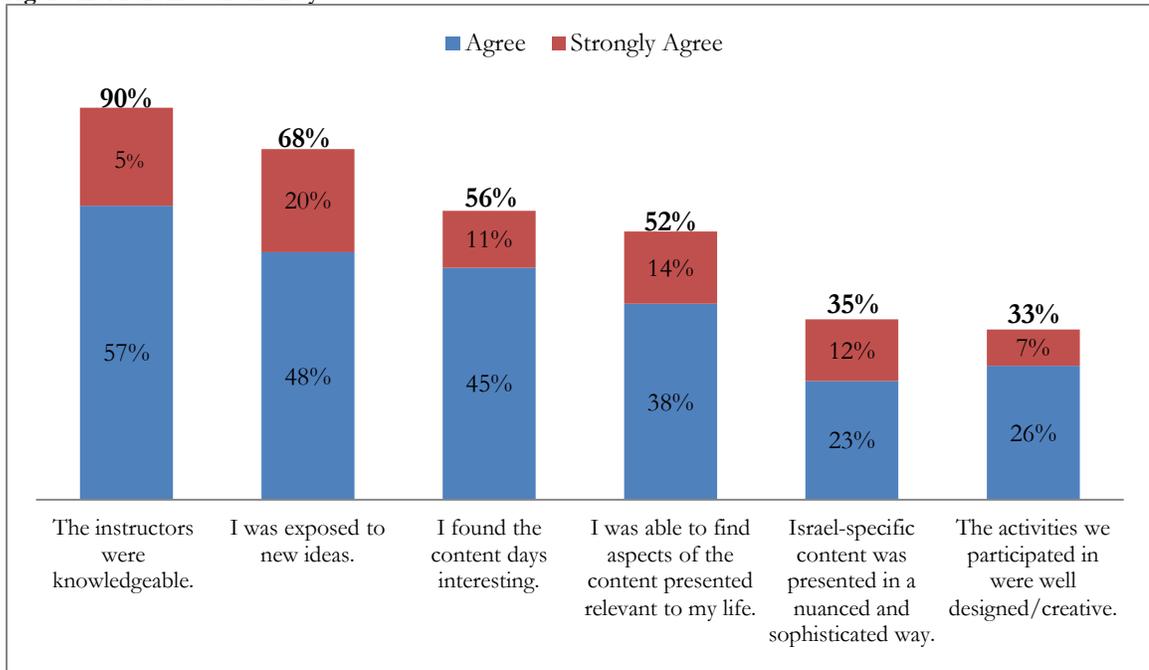
When respondents were asked about the balance of program time, 79% reported that there was too much program time and not enough free time. Nineteen percent felt that the balance between program and free time was just right.

Makom Content Days

Overall the survey data regarding the Makom content days and Shabbaton were fairly positive, but many open-ended responses, and anecdotal remarks from key informant and participant interviews, indicated a frustration with being in a classroom at all. This aspect of the program seemed particularly unexpected for participants.

Seventy-five percent felt that their instructors were knowledgeable, 68% felt that they were exposed to new ideas, and 56% felt that the content days were interesting. Only one-third thought that the activities were presented in a well design and creative way and just over one-third (35%) thought that the Israel-specific content was presented in a nuanced and sophisticated way.

Figure 11: Makom Content Days



Community Partners and Program providers also expressed some dissatisfaction with the implementation of the content days, as one community partner put it:

"Initially we thought that there would be content days with different activities, indoor and outdoor, site visit, interactive. The potential was good. In reality those content days became full days of people sitting in classroom having discussion, sometimes the discussion was not in the right level or well tuned, it wasn't the right discussion for the right participants. Those days were, how can I say it nicely? Disaster. It just didn't work. In the evaluation the participants didn't like it."

- Community Partner

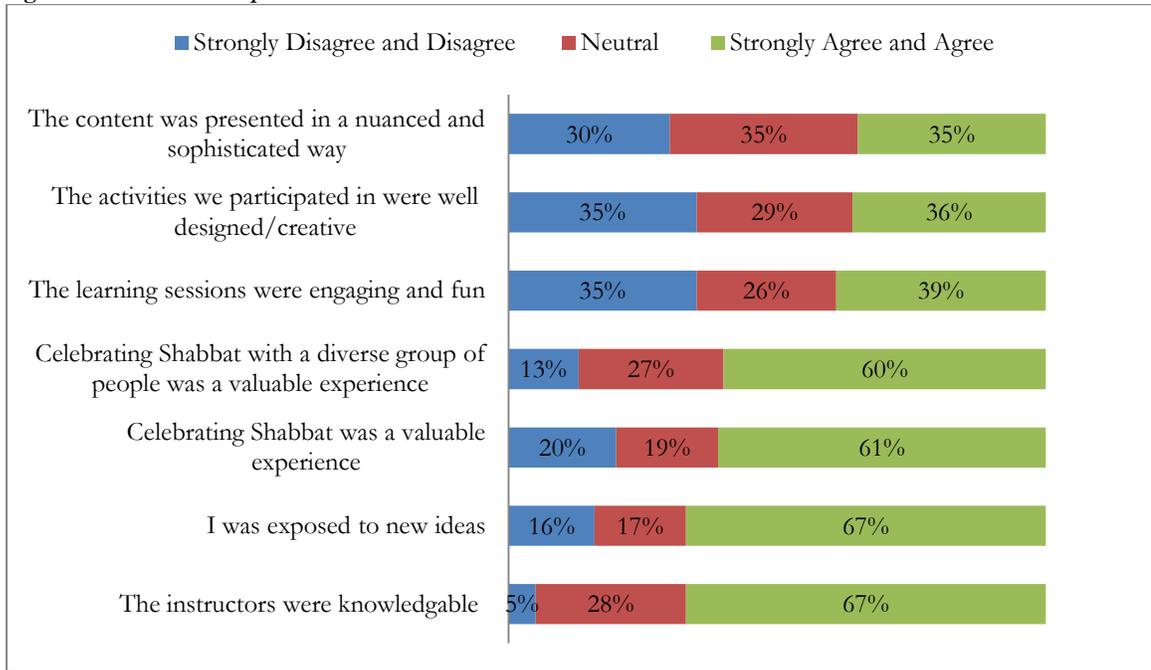
Shabbaton

Onward Israel program participants celebrated Shabbat with other Onward Israel groups. The Shabbaton received fairly positive feedback on the survey. Key informant interviews indicated that the first Shabbaton received more negative feedback. This led to changes for the second Shabbaton which received more positive reviews.

Overall, Respondents appreciated having a Shabbat experience with a diverse group of people. They were exposed to new ideas and recognized the presenters as knowledgeable. Still, as noted above,

there was some dissatisfaction with the more frontal educational models employed. This may be a matter of managing expectations.

Figure 12: Shabbaton Experience



Overall Logistics

Twenty-eight percent of respondents thought that their accommodations or lodging were “excellent.” Forty-four percent thought it was “good” and 22% thought it was “fair.”

Twenty-three percent of respondents thought that the food was “excellent.” Forty-four thought it was “good,” and 23% that it was “fair.”

KEY INFORMANT PERSPECTIVES ON PROGRAM IMPLEMENTATION

Community partners had excellent perceptions of Jewish Agency staff, and Ilan Wagner in particular.

"This is exactly the way we like the Jewish Agency to work."

– Community Partner

Still, the partnership model, and the role of the Jewish Agency remained unclear to many.

"Who's the client and who's the manager?"

– Community Partner

"Understanding of roles (was a problem)...They're trying to do good partnership work, but the roles need to be clearer and simplified. If JAFI is the manager, make it simple."

– Community Partner

Program Providers and community partners described challenge working with one another and a lack of clarity on the relationship between them and the role of the Jewish Agency. The short time line for the pilot year added to these challenges.

"The concept has been nice, but can we trust the Jewish Agency to actually pull this off? Can they do it?"

– Community Partner

"Onward, it's great program, but it's a program that should fall in the MASA system, its that same way of engaging. It's just another MASA program. I think the fact that it's managed separately from MASA is a waste of resources and money and doesn't allow Onward to utilize its full potential."

– Community Partner

Pre-programming seemed to vary from community to community; Some thought the Jewish Agency would be responsible for providing content. Since many communities have students away for college during the school year, post programming might become challenging.

VII. PRELIMINARY OUTCOMES

As noted above, given that this survey was administered on the last days of the program, the findings here regarding outcomes reflect only participants' first impressions, attitudinal shifts and intentions immediately post-program. These items gesture toward outcomes that will be more thoroughly explored in the six and twelve-month outcomes surveys that a part of the broader formative evaluation. At that time it will be possible to explore behavioral shifts.

Career Path

"I gained experience that's valuable for my field. That's the biggest hard skill that comes to mind. Networking was big there. I have some contacts there now. I'm talking with the CEO to work remotely for them."

– Participant

There were two items in the survey instrument that asked respondents about their attitudes relevant to their career path. When asked if they felt that they had gained skills that will be useful in their career path, 65% of respondents reported that they either "strongly agree" (23%) or "agree" (43%). When asked if they believed that they have experiences that will be useful in building their resume, 63% reported that they either "strongly agree" (24%) or "agree" (39%).

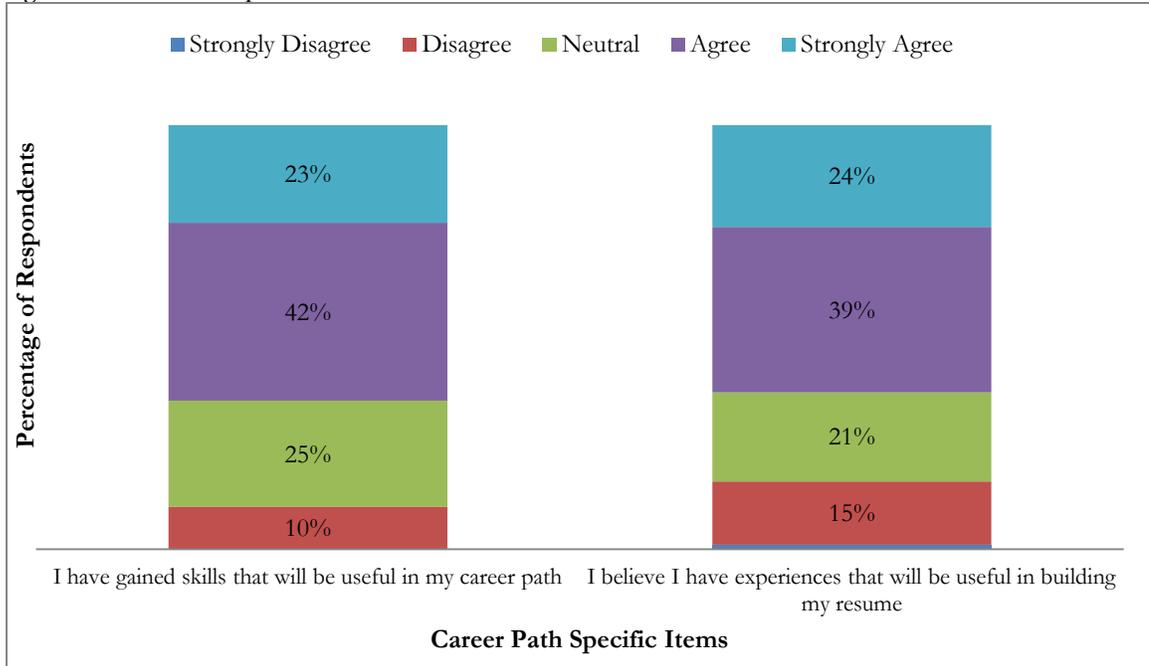
“It’s not a field I’m going to go into; they (Onward) said it was a marketing internship. I didn’t have regrets, but it wasn’t really marketing. I learned a lot... I don’t know if I’ll use these skills again.” and another that “The internship was the highlight...Great experience doing substantive work, got along with boss and co-workers, they were mentors.”

– Participant

“What I ended up doing I enjoyed but it was not what I expected. I got less out of it than I expected”

– Participant

Figure 13: Career Path Specific Items



Jewish Identity

There were two items in the survey instrument that focused on assessing outcomes relevant to respondents’ in their intentions to become more involved in Jewish life at home as well as assessing outcomes relevant to their connection to their feelings of connection to their Jewish culture, heritage and history.

When asked if they felt that they wanted to be involved in Jewish life on campus or in their community based on their experiences in the Onward Israel program, 58% reported that they either "strongly agree" (19%) or that they "agree" (39%). When asked if they felt that their experiences influenced their thinking about their personal connection to their Jewish culture, heritage and history, 75% of respondents reported either "to a great extent" (34%) or "to a moderate extent" (21%).

"I'd like to have Shabbat dinner at Hillel occasionally. I haven't done that before. I was looking through my course booklet the other day. I didn't even know we had a Judaic studies department, I may take a class."

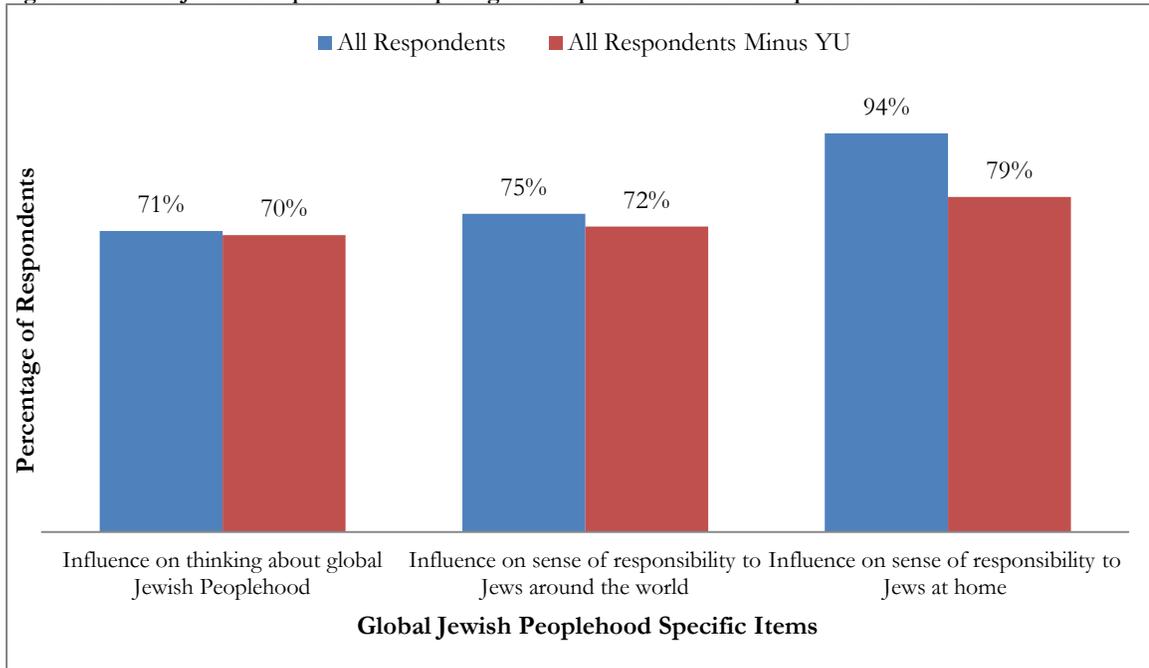
– Participant

Global Jewish Peoplehood

Three items were included in the survey instrument that assessed outcomes relevant to respondents’ thinking about Global Jewish peoplehood and their sense of responsibility toward Jews around the world, and their community at home.

When asked if they felt a greater sense of responsibility to other Jews around the world, 75% of respondents reported either "to a great extent" (33%) or "to a moderate extent" (42%). Seventy-one percent reported that their thinking about global Jewish peoplehood has been influenced either "to a great extent" (29%) or "to a moderate extent" (42%). Ninety-four percent reported that their sense of responsibility to their community at home was influenced either "to a great extent" (32%) or "to a moderate extent" (62%).

Figure 14: Global Jewish Peoplehood: Comparing All Respondents and All Respondents Minus YU



"Jewish perspectives are more varied besides those of North American and Israel, and many Jewish communities throughout the world also struggle to find Jewish identity."

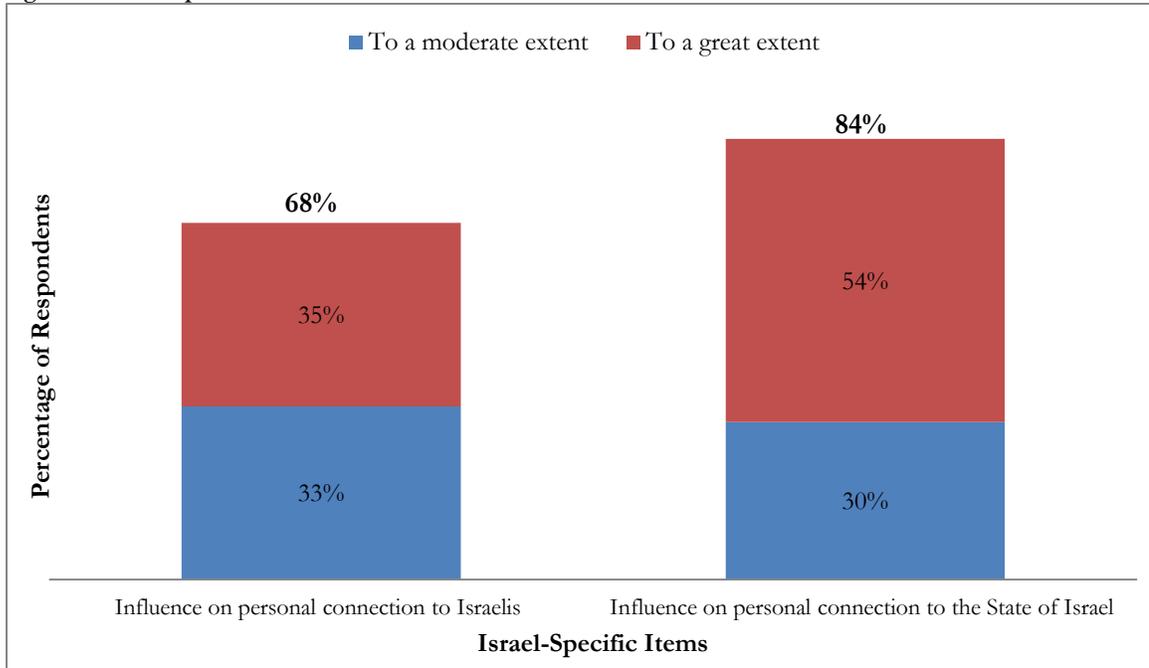
– Participant

Relationship with Israel and Israelis

Israel related outcomes included personal connection to the State of Israel and Israelis, as well as greater understanding of the complexity of Israeli society.

Eighty-four percent of respondents reported that their personal connection to the state of Israel was influenced either "to a great extent" (54%) or "to a moderate extent" (30%). Sixty-eight percent of participant respondents reported that their personal connection to Israelis was influenced either "to a great extent" (35%) or "to a moderate extent" (33%). Eighty-three percent reported that they either "strongly agree" (34%) or "agree" (49%) when asked if they had a greater understanding of the complexity of Israeli society.

Figure 15: Israel-Specific Items



When considering outcomes in all four domains, early outcomes related to participants' relationship to Israel and peoplehood were relatively more positive than outcomes related to Jewish identity and career. Still, in all cases the majority of participants indicated a positive shift in these areas.

VIII. CHANGES TO ONWARD ISRAEL 2013

The formative evaluation of the pilot year of the 2012 Onward Israel served as the starting-point for a wider discussion among the local partners of the Onward Israel network, together with the Shapira Foundation and the Jewish Agency, on changes for the 2013 cohorts of the program.

1. Eligibility requirements (both for participants and for local partners) have been more clearly articulated and made more precise. These are now reflected in an Onward Israel policy document and in a revised business plan. Onward Israel is now clearly identified and built as a program for Birthright Israel alumni and alumni of short term teen programs (therefore ineligible for Birthright Israel.)
2. The time-table for publicity, marketing and recruitment has been revised to allow local partners to begin much earlier. This change is expected to lead to more applicants, more careful screening and more coordinated expectations. It will also allow more substantive pre-programming.
3. The content model of the initiative has been revised to allow for more free time for participants, more interactive and "out of the classroom" sessions, and the focusing of central content into a three day Shabbaton, rather than as an additional element in the programs themselves.
4. Program curriculum will include more structured sessions on returning to the campus and to the community, including Israel advocacy resources.
5. The internship programs have been lengthened to an eight week minimum to enhance the internship experience.

APPENDIX 1

ONWARD ISRAEL – BOSTON/HAIFA POST PROGRAM PARTICIPANT SURVEY

MOTIVATIONS FOR PARTICIPATION

1. Please indicate the Onward Israel program in which you participated.

- CJP Boston: Haifa Service Learning
- Yeshiva University: Counterpoint
- Metro-West/Central New Jersey: Negev Fellowship
- Cleveland/Pittsburgh: Live Learn and Play in Tel Aviv
- Toronto: Bat Yam Internship program
- CJP-Boston: Jerusalem Internship

2. At the time you applied to the program, you were

- a high school graduate attending college in the fall
 - a high school graduate on a “gap year” before college
 - a college freshman (1st year)
 - a college sophomore (2nd year)
 - college junior (3rd year)
 - a college senior (4th year)
 - a college student (5th year or beyond)
 - studying for a Master’s degree (e.g. MA, MBA, MSW, MS)
 - studying for a Doctoral degree (e.g. PhD, EdD)
 - studying for a professional degree (e.g. MD, JD)
 - working full- or near full-time (primarily career-focused, e.g. a non-student)
 - unemployed or working part-time (primarily career-focused, e.g. a non-student)
 - Other (please describe)
-

3. If you were in school when you applied to the program, what was your major or academic focus, if any?

4. When you think about your motivations for applying to this program, how *important* were each of the following in your decision to apply?

Not at All A Little Somewhat Very Much

I wanted to have genuine contact with people from different backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program cost was affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wasn't sure when else I would have the opportunity to travel abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to enhance my resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to learn more about Israeli society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to learn or practice a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to learn new skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had friends who were applying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted exposure to a different side of Israel than what is normally portrayed in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to connect with peers from my home community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to do something Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to visit Israel again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to connect with Israeli peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to contribute to Israeli society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I wanted to gain valuable career experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to extend an already planned visit to Israel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. When considering your motivations to participate in the program, which of the following two statements more accurately reflects your feelings at the time? [Choose one]

- My primary interest was coming to Israel; participating in a resume building/service learning program was secondary
- My primary interest was participating in a resume building/service learning; coming to Israel was secondary

6. How *important* were each of the following in your decision to apply to the program?

	Not at All	A Little	Somewhat	Very Much
I wanted to be part of something larger than myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider working to make the world a better place to be a Jewish act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that working to make the world a better place is a religious obligation for Jews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to act as an ambassador for the Jewish community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to make a difference in people's lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that working toward social justice is a Jewish value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe it is a Jewish value to help those in need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to work on issues about which I care deeply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROGRAM CONTENT

The following questions ask you to reflect on your experiences in your Onward Israel program.

7. [Boston-Haifa] Please indicate the level of your satisfaction with the following elements of your service learning experience:

	Not at all satisfied	Somewhat satisfied	Satisfied	Very satisfied
Your preparation for your volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your interaction with host community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your individual volunteer placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your group volunteer activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group learning related to your volunteer program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions ask about the Onward Israel educational programs run by the Jewish Agency for Israel and the Shabbat weekend experience

8. When you think about the Onward Israel content days you spent with the Jewish Agency/Makom staff, please indicate the extent to which you agree/disagree with the following statements:

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
I found the content interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructors were knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructors were engaging and personable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities we participated in were well designed/creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Israel-specific content was presented in a nuanced and sophisticated way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was exposed to new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to find aspects of the content presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

relevant to my life

9. When you think about the Onward Israel weekend experience with other program participants from other communities, please indicate the extent to which you agree/disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
Bringing the various groups together was a worthwhile experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Celebrating Shabbat together was a valuable experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Celebrating Shabbat with a diverse group of people was a valuable experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning sessions were engaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructors were knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities we participated in were well designed/creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was presented in a nuanced and sophisticated way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was exposed to new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to find aspects of the content presented relevant to my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to maintain my personal religious practice within the overall program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please rate the following program elements based on their contribution (negative, none, or positive) to meeting the goals of the program:

	Negative contribution	No contribution	Minimal positive contribution	Moderate positive contribution	High positive contribution	N/A – Not a component of the program
Your program staff/ <i>madrichim</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communal living with my cohort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of group cohesion/ bonding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General interactions with Israeli society and Israelis (outside the program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and reflection sessions facilitated by peers and/or group leader(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational sessions about contemporary Israeli society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish practice and celebration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Mifgash</i> (Meeting) with Israeli peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature of the Service Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Volunteering
and/or
performing
service
alongside local
community
members

11. When you think about your overall experience in the program, which of the following statements best describes your own opinion regarding the balance of program time to free time? [Choose one]

- There was too much program time, not enough free time.
- There was too much free time, not enough program time.
- The balance between free time and program time was just right.

12. When you think about your overall experience in the program, which of the following statements best describes your own opinion about the balance between the resume building aspect of the program and the Jewish learning aspect of the program? [Choose one]

- Too much structured educational programming, too little resume building
- Too little educational programming, too much resume building
- The balance between the resume building and the educational programming was just right

OVERALL REFLECTIONS

13. Please indicate the extent to which your experience in the program has begun to influence your thinking about or perspectives on the following

	Not at all	To a small extent	To a moderate extent	To a great extent
Global Jewish peoplehood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal connection to the state of Israel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal connection to Israelis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sense of responsibility toward the Jewish community at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My sense of responsibility to the Jews around the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal connection to my Jewish culture, heritage and history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My commitment to Social Justice	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

14. Based on your experience in this program to what extent would you agree/disagree with the following statement

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
I have a greater understanding of the complexity of Israeli society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gained skills that will be useful in my career path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that experiences I had will be useful in building my resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to be more involved in Jewish life on my campus/or in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How likely would you be to encourage your friends to participate in this program?

- Not at all likely
- Unlikely
- Somewhat likely
- Very likely

16. If you had to make the case for why it is critical to bring young North American Jews to Israel, to engage in internship, service, or fellowship what would you say? And if you don't think that there is any special reason why this should happen, help us to understand why not. In other words, what, if any, is the unique value-add of doing resume building in Israel, as opposed to doing it somewhere else?

PRE-TRIP PROGRAMMING

17. Before your trip began, how aware were you of your local Federation’s support of and involvement in this Onward Israel program?

- Not at all aware
- Somewhat aware
- Aware
- Very aware
- N/A

18. Prior to this trip were you aware that your community has a “twin”/ “partner” community in Israel?

[Y/N]

19. Considering your overall experience in the Onward Israel program, how important was it for your learning about Israeli society that you were in your home community’s “twin”/ “partner” city?

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

20. Did you participate in any pre-trip program in your home community?

[Y/N]

21. [If Y to Q. 22] To what extent was this pre-program helpful in orienting you to the Israel experience you had this summer?

- Not at all helpful
- Somewhat helpful
- Neutral
- Helpful
- Very helpful

LOGISTICS

22. Please rate your level of satisfaction with the following elements of the program overall.

	Very Poor	Poor	Fair	Good	Excellent
Food	<input type="radio"/>				
Accommodations/Lodging	<input type="radio"/>				
Travel	<input type="radio"/>				

Tour guides	<input type="radio"/>				
Tours	<input type="radio"/>				

23. Please offer any comments about the logistical aspects of the trip

PROGRAM EXPECTATIONS

24. What were your expectations coming into this trip? _____

25. To what degree were these expectations met?

- Not at all
- To a small extent
- To a moderate extent
- To a great extent

26. If there's a specific highlight from your experience or story that you'd like to share, please include it here. _____

27. What was most surprising about the experience? _____

28. What is something you'll be taking away from this experience? _____

ABOUT YOU

29. Please tell us your age: _____

30. Gender- I identify as:

- Female

- Male
- Other (please specify) _____

31. Which of the following best describes your Jewish denominational identity?

- Not applicable, I'm not Jewish
- Conservative
- Orthodox
- Reform
- Reconstructionist
- Renewal
- Just Jewish
- Something else (please specify): _____

32. Growing up, did you attend, work at or participate in any of the following:

	No	Yes
An overnight camp that had Shabbat services and/or a Jewish education program	<input type="checkbox"/>	<input type="checkbox"/>
A Jewish Day School	<input type="checkbox"/>	<input type="checkbox"/>
A supplementary Jewish school, like Hebrew or Sunday school	<input type="checkbox"/>	<input type="checkbox"/>
A Jewish youth group	<input type="checkbox"/>	<input type="checkbox"/>
A Jewish service-learning program	<input type="checkbox"/>	<input type="checkbox"/>
A Jewish studies class in college	<input type="checkbox"/>	<input type="checkbox"/>
A campus Jewish activity through Hillel/Chabad	<input type="checkbox"/>	<input type="checkbox"/>
Campus based Israel organization	<input type="checkbox"/>	<input type="checkbox"/>

33. If you answered YES in the previous question, how many total years did you participate (i.e. work or attend)? (For seasonal activities, such as summer camp, please count each season as one year).

	1-3	4-6	7 or more	N/A
An overnight camp that had Shabbat services and/or a Jewish education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Jewish Day School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A supplementary Jewish school, like Hebrew or Sunday school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Jewish youth group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Jewish service-learning program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Jewish studies class in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A campus Jewish activity through Hillel/ Chabad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus-based Israel organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Prior to the program, had you participated in any of the following in Israel, North America, or somewhere else? (Check as many as apply)

	No	Yes	Check the box if the program was under Jewish auspices
A 1-2 week immersive volunteer or internship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

program			
A 2+ week to 12 week immersive volunteer or internship program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A 12+ week or longer immersive volunteer or internship program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. If you participated in any type of program described above, regardless of whether under Jewish auspices, what was the name of the program, and where did you volunteer/serve/intern (i.e. in North America, Israel, or Other)?

36. Prior to the program, had you been to Israel before?

- Yes
- No

37. [If yes to 38] Please check all that apply (regarding your pre-program visits to Israel):

- I went on a family trip or trips
- I participated in an 8th grade/high school/ teen travel program
- I lived in Israel on my own, not in the context of a specific program
- I went on Taglit-Birthright Israel
- I studied in a yeshiva or other Jewish studies program
- I participated in a MASA program
- I did a study abroad program
- Other

38. [If yes to 38] Prior to the program, how much time, in total, had you spent in Israel?

- None, I'd never been there before
- Less than a month
- 1 to 3 months

- More than 3 months, less than a year
- More than a year

39. Where were your parents born?

- Israel
- North America
- Other [please list]: _____

CONCLUSION

40. Please share any suggestions you have for improving this program in the future.

You've reached the end of this survey! Thank you!