

CROSS-COMMUNITY EVALUATION FINDINGS 2018

for the Jewish Teen Education and
Engagement Funder Collaborative



AUGUST 2019



INTRODUCTION

We are pleased to share major aggregate findings from data gathered in nine of the ten communities in the Jewish Teen Education and Engagement Funder Collaborative. Local evaluators conducted interviews, surveys, focus groups, and other information gathering with teens and the parents of those teens participating in community programming, youth professionals working with those teens, and other community-based stakeholders focused on elevating the field of Jewish teen education and engagement in their local communities. The result is the third [report of the Cross-Community Evaluation team](#) of the Funder Collaborative—which includes the most communities and the largest amount of data aggregated to date. Taken together, the Funder Collaborative and the related evaluation and measurement efforts are an unprecedented, unparalleled endeavor that, arguably, paves the way for broader communal and funder engagement and field building in the teen space.

This Funder Collaborative is unique in the Jewish philanthropic space—with national and community-based funders working in partnership; members meeting on average twice each year for over five years; and work documented in case studies. Each local community works toward the same six measures of success (see page 3) and together as a collective utilizes a common set of instruments to assess progress toward those success measures, which it developed through pooled funding.

This CCE team report, like those before it, is a snapshot of the Funder Collaborative at this moment. The initiatives in each community, and the grants that support them, are designed as multi-year efforts and are in different stages of their evolutions. Growing a sustainable movement—replete with systemic change and cultural shifts—takes time; initial changes can be challenging to capture, but we have tools that are yielding important insights.

While the Funder Collaborative communities are, on the whole, still struggling to expand the pool of teens participating in community-sponsored programs (representing two of their measures of success, focusing on increasing the numbers of teens and the types of teens involved), they are seeing marked improvements in parental knowledge about, attitudes toward, and satisfaction with the range and quality of programming available for their teens. Among the most important findings, and consistent with those in the recently released [GenZ Now](#) report, is that the more programs that teens attend that have some sort of “Jewish stuff” in them, the higher their outcomes are across both universal and Jewish “themes.”

This CCE report is filled with those and other key findings that offer important insights and implications for anyone involved in Jewish teen education and engagement today. We hope you find it informative and useful, and we look forward to sharing future learnings with you!

SHARED MEASURES OF SUCCESS

Early in its work, the Funder Collaborative developed a set of Shared Measures of Success, a common practice used to help steward the formation of effective collaborations:

1

NUMBERS OF ENGAGED TEENS



Dramatically increase the number of teens in targeted geographic areas engaged in Jewish learning during their high school years.

2

DIVERSITY OF ENGAGED TEENS



Involve Jewish teens who come from diverse Jewish backgrounds.

3

TEEN LEARNING AND GROWTH AS JEWS



Provide Jewish teens with experiences that will contribute to their Jewish learning and growth during their high school years.

4

SUSTAINABLE MODELS



Build models for Jewish teen education and engagement that are sustainable.

5

TEEN EDUCATION AND ENGAGEMENT A PRIORITY FOR LEADERS AND PARENTS



Establish Jewish teen education and engagement as a priority for local Jewish community leaders and parents.

6

SUPPORTING YOUTH PROFESSIONALS



Ensure youth professionals feel well-prepared with appropriate skills and knowledge, and feel valued as professionals.

DATA SOURCES

TEENS

Data compiled from 8 communities: Quantitative only in San Francisco, Chicago, Cincinnati, and San Diego; Quantitative and Qualitative in New York, Boston, Los Angeles, and Baltimore.



YOUTH PROFESSIONALS

Data collected from 7 communities. Quantitative and Qualitative in San Diego, Boston, Chicago, Cincinnati, Baltimore, and Atlanta. Qualitative only in New York.



PARENTS

Data collected from 5 communities. Quantitative only in Baltimore, Chicago, and Cincinnati. Qualitative only in Boston and New York.



COMMUNITY STAKEHOLDERS



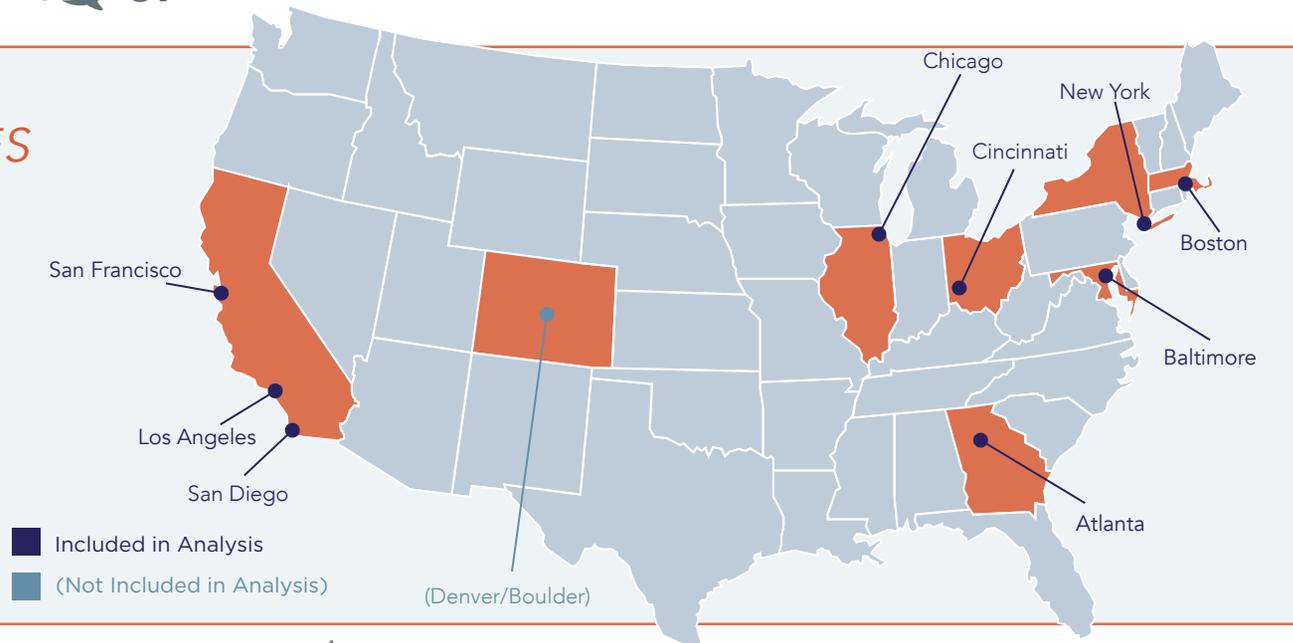
ACROSS 9 COMMUNITIES

2563

Quantitative Data Total (Surveys)

147

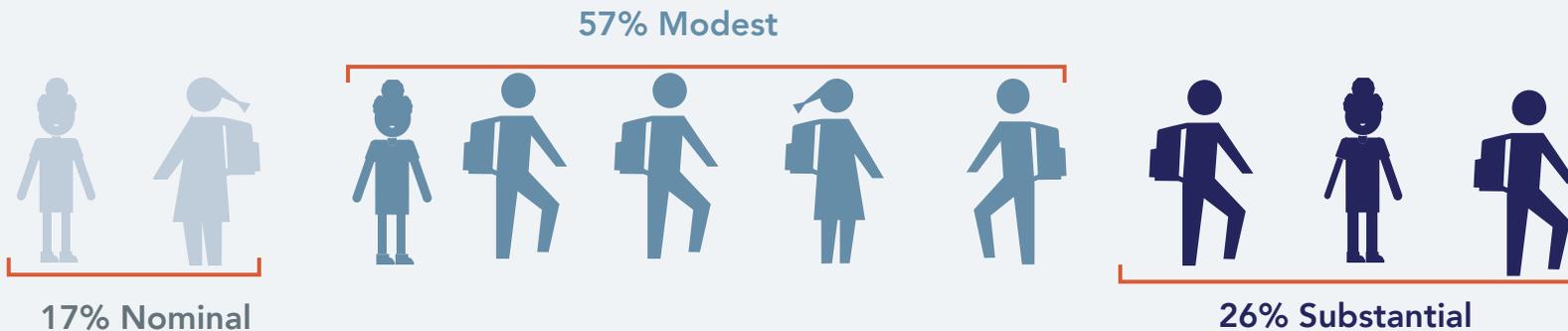
Qualitative Data Total
(Interviews & Focus Groups)



THE TEENS THAT INITIATIVES ARE REACHING

Across communities and year after year, initiatives are reaching the same types of teens similarly distributed across their Jewish education and experience pre-high school, current engagement in most recent 12 months, and family composition (“All of us are Jewish” vs. “Some of us are Jewish and some of us are not”).

Distribution of Teens by Jewish Education and Experiences Pre-High School (n=1,971)



However, compared to past years, the initiatives seem to be drawing from teens who had not participated in youth groups prior to high school.

Teens Who Never Attended Youth Groups (n=1,286)

2017-2018 24%

Jewish Education and Engagement in Most Recent 12 Months (n=1,805)



2016-2017 8%

Notably, initiatives continue to reach mostly “all-Jewish” families. According to Pew (2013) 58% of adults responded that they are in an interfaith relationship. Among the Funder Collaborative communities, estimates of interfaith families range from 15%-65%. During this past year, 24% of teens participating in community-based initiative programming report that their families are comprised of some who are Jewish and some who are not.



HOW ARE INITIATIVES MAKING A DIFFERENCE?

Finding 1

Stronger outcomes in the universal areas

In 2016, The Jewish Education Project developed a set of 14 outcomes for Jewish teen education and engagement efforts that have now become the lens through which the Funder Collaborative communities (and others working in the teen space) orient their work (see Appendix for the GenNow Outcomes). These outcomes cluster into four areas: two relating to universal themes (“Social Action” and “Self and Relations”) and two relating to Jewish themes (“Jewish Peoplehood” and “Jewish Life”).

Consistently, mean scores for the universal outcome areas continue to top the list of outcomes for Jewish teen education and engagement efforts, especially developing strong relationships with families, mentors, and role models and feeling inspired to make a positive difference in the world.

Exhibit 1: Outcome Areas



All differences are not statistically significant.

In interviews, teens expressed that the programs they attended strengthen their identity and contribute to a feeling that they are part of a community.

“ I gained not being afraid doing something that is truly noble ... genuinely right ... I am definitely not the same person that I was before going to [my program]. My senior year in high school was a good year for me in terms of accomplishment, allowing [me] to do the right thing and becoming more successful in high school.

—Teen

“ It definitely makes you feel more a part of your community and more accepted, with whatever issues you're going through, because you know that there are other teens going through the same things. ... over time you meet other people going through other similar situations and you realize you're really not alone, especially not in your own little community

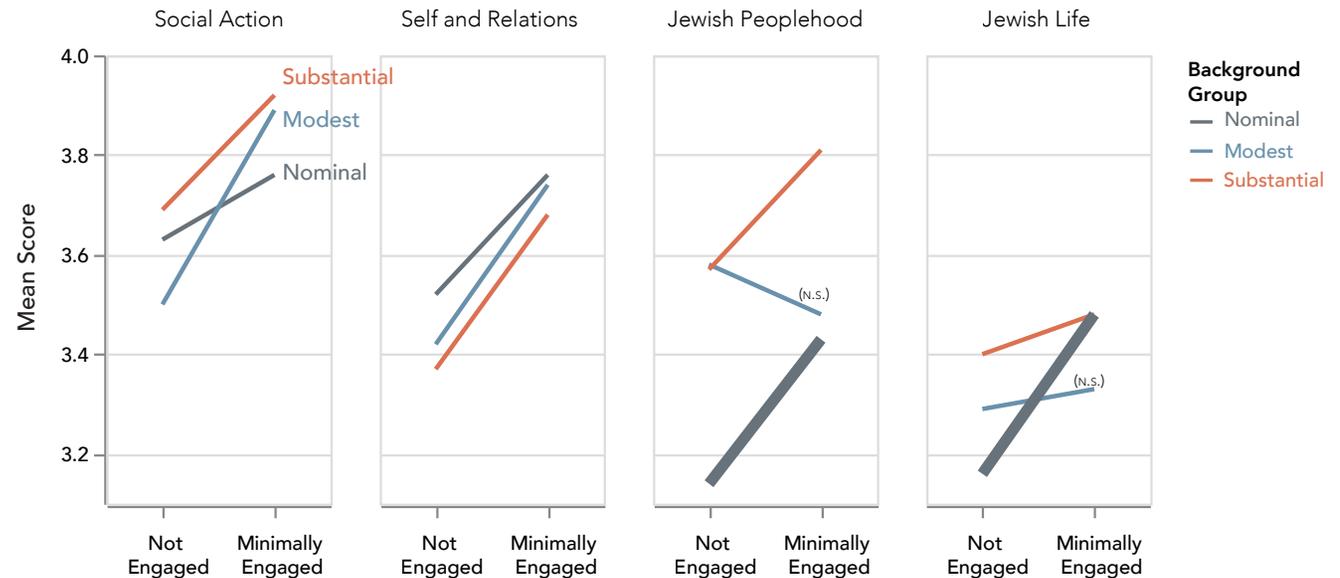
—Teen

Finding 2

Even minimal engagement makes a positive difference, especially for those with limited Jewish education, engagement, and family backgrounds

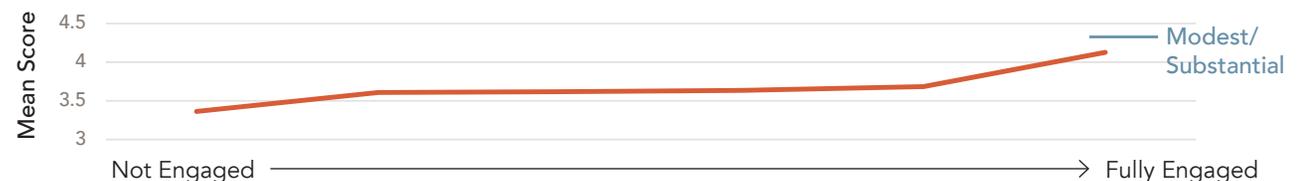
Interestingly, across all background groups, minimally engaged teens have significantly higher outcomes in the universal areas (“Social Action” and “Self and Relations”) than those who are not engaged at all. Thus, even the most minimal engagement in initiative offerings seems to be a “foot in the door” to get teens to be more engaged, which, in turn, might lead to even higher universal outcomes. In the Jewish outcome areas (“Jewish Peoplehood” and “Jewish Life”), the “foot in the door” phenomenon is more pronounced for those who come from nominal backgrounds.

Exhibit 2: Initial Engagement by Background across Outcome Areas (n=1,805)



As might be expected, for teens who come from nominal backgrounds it takes high levels of engagement to produce outcomes (across all areas) on par with those from modest and substantial backgrounds.

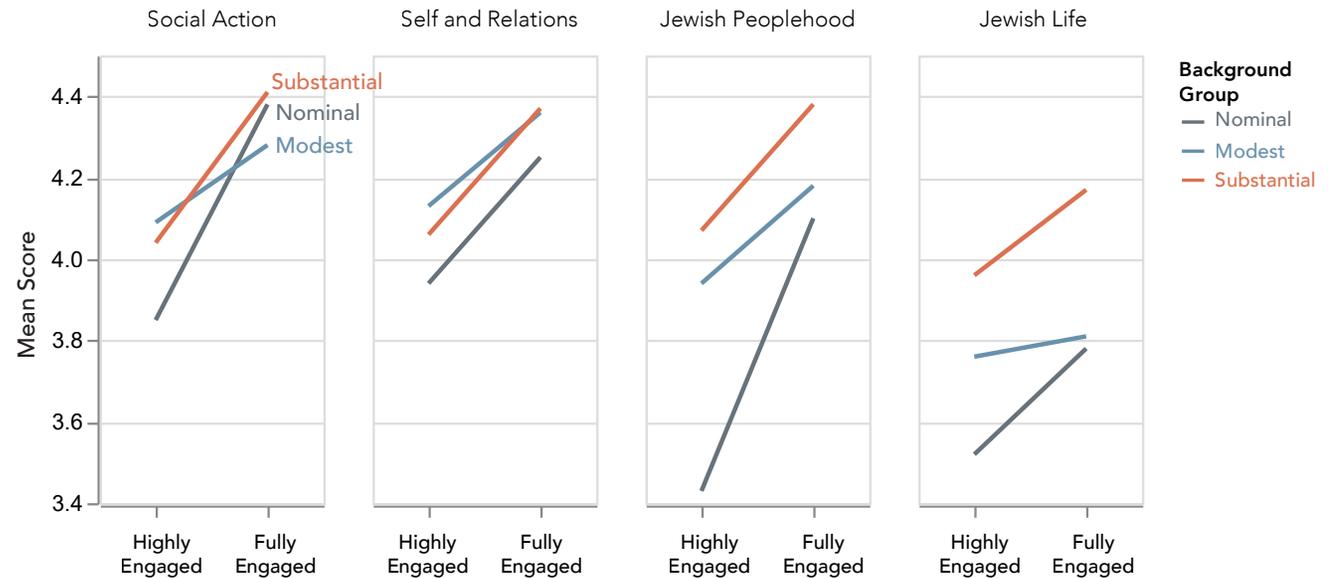
Exhibit 3: Average Score across All Outcome Areas for Teens with Nominal Backgrounds (n=1,805)



Finding 2 (continued)

In all outcome areas, we also see a significant increase in mean scores when comparing the fully engaged to the highly engaged. The “bump” is generally the biggest for those teens who come from nominal backgrounds. These teens who are fully engaged reach almost the same level of outcomes as fully engaged teens from modest backgrounds (in the Jewish outcome areas) and as fully engaged teens from substantial backgrounds (in the universal areas).

Exhibit 4: Maximal Engagement by Background across Outcome Areas (n=1,971)





**JEWISH "STUFF" IN TEEN
ACTIVITIES MATTERS**

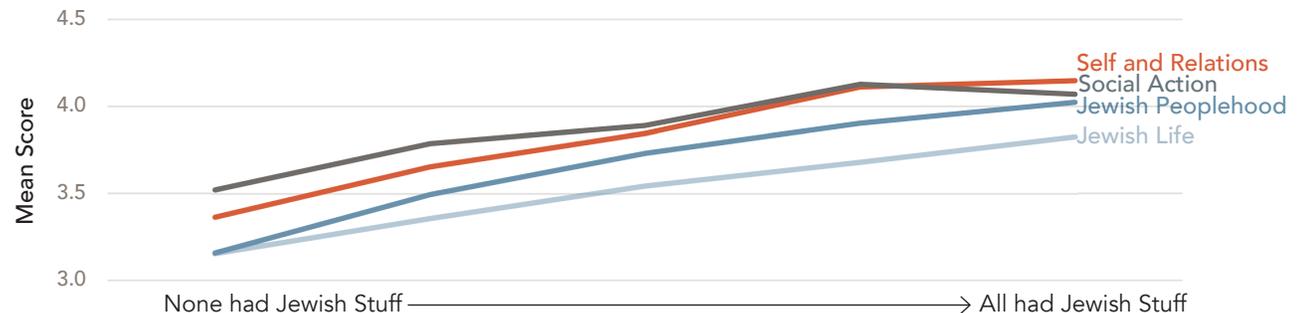
Finding 3

Participation in more programs with Jewish “stuff” is positively associated with stronger results across all outcome areas

Evaluators working with the Funder Collaborative communities utilize a set of common items when surveying teens. One of those items asks: “Thinking about all the Jewish activities you have participated in during the last 12 months, how many included Jewish “stuff?” The item includes the following explanation of Jewish stuff: “By Jewish stuff we mean anything related to discussing topics such as Israel, celebrating Jewish holidays, Jewish history, Jewish culture, Jewish learning, Jewish values, etc.” The majority of teens (69%) participating in community-wide initiatives estimated that many to all of the programs they attended contain Jewish “stuff.”

As seen in Exhibit 5, Jewish “stuff” in initiative activities is a strong predictor for all four outcome areas. The more teens are engaged in programs that have Jewish “stuff,” the higher the outcomes. This is consistent with recent findings published in *GenZ Now: Understanding and Connecting with Jewish Teens Today* (Levites and Sayfan, 2019).

Exhibit 5: Relationship between Attending Programs with Jewish “Stuff” and Outcome Areas (n=1,663)



Moreover, regardless of the number and frequency of activities teens attend, if the vast majority have no Jewish “stuff,” we see very little to no improvement in all outcome areas.

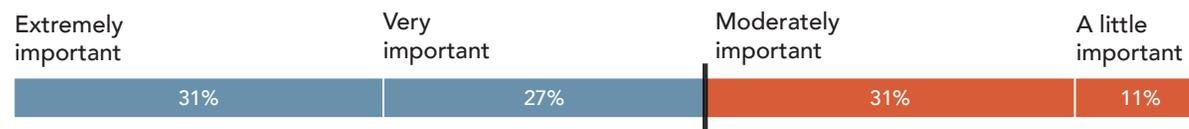
On a related point, about half of youth professionals engaged in these community initiatives report feeling extremely well prepared to incorporate Jewish content into their work (47%), and even greater numbers (68%) feel very/extremely knowledgeable about providing Jewish content in an appealing way.

Finding 4

Parents are split on the overall importance of Jewish “stuff” in activities in which their teens participate

About half (42%) of parents of teens participating in these community initiatives say that Jewish content is of little or moderate importance in the activities their teens attend. For the others (58%), it is very/extremely important. The data reveal that parents who, themselves, had more substantial Jewish education, engagement, and family experiences growing up, are the ones who most value the importance of Jewish content in teen activities. Conversely, parents who had less substantial backgrounds value its importance significantly less.

Exhibit 6: Importance for Parents of Jewish Content in Teen Activities (n=229)



However, relative to a whole series of Jewish aspects of teen programming, parents rate Jewish content among the least important. Of note, from last year to this year there appears to be a positive change in this regard: parents in 2017-2018 rated “Jewish content” as more important to them (31% chose “extremely important”) compared to the year prior (20% chose “extremely important”).

Taking all of this into consideration, we wonder: might there be an opportunity for communities to help parents come to understand the importance of Jewish “stuff” in teen programming? This type of parent education could be done in a peer model, utilizing those parents who already value the importance of Jewish stuff in teen programming. As well, or alternatively, this work could fall to the youth professionals in these communities.



**YOUTH PROFESSIONALS ARE
NETWORKED AND CONNECTED**

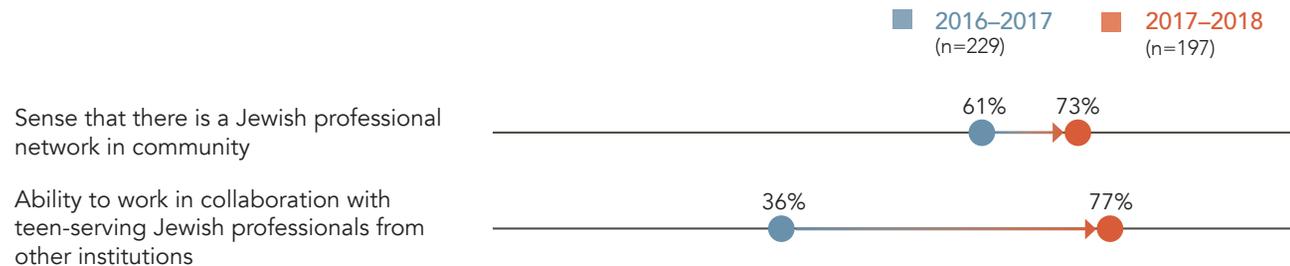
Finding 5

Professional Development appears to be a lever for changing attitudes about the network of youth professionals as well as behaviors related to collaboration

More youth professionals in the 2017–18 program year report an increase in working with other youth professionals in their community to plan events or activities for teens (52% vs. 41%). As well, more youth professionals report an increase in collaboration among organizations in the most recent 12 month period (54% vs. 45%).

Interestingly, more of those who participated in professional development opportunities during the 2017–18 program year attribute the increase in collaboration to their participation in these opportunities, compared to the year prior (as seen in Exhibit 7 below).

Exhibit 7: Attribute increase to participation in professional development (%A Lot/A Great Deal)



In addition, more than two-thirds (70%) of youth professionals in the 2017-18 program year agreed or strongly agreed with the statement “The network of Jewish youth professionals in my community is a great resource for me.” This is a significant increase from the prior year, where 49% agreed or strongly agreed with the statement.

“ Many youth professionals understand the importance of partnering with others and thanks to the networking aspect, they feel that they now know who to reach out to when interested in collaborating. Cohort building among professionals is seen as valuable, as it will in turn, trickle down to create more high-quality opportunities for teens to participate in.

—Community Stakeholder

“ I would say collaboration is a little bit easier, because more people are starting... to come to the table a little more... I will say since it's [the initiative] started, I think I've seen a little bit more collaboration.

—Youth Professional

Finding 6

Professional development opportunities are not contributing to higher levels of content knowledge and skills

When comparing youth professionals who attended professional opportunities offered through the community initiatives to those who did not, we found no significant differences in a host of skills including: building rapport with teens, understanding their point of view, helping them develop life skills, and understanding the importance of giving back to the community. We see the same pattern regarding knowledge gains in areas such as Jewish culture, Jewish rituals, adolescent development, experiential program design, and using technology/media effectively.

Thus, although youth professionals' participation in their community initiatives' professional opportunities is a great opportunity for networking and increased collaboration, as well as building confidence and changing perspective, these opportunities do not always seem to contribute to them in terms of the content being provided.

“ Purely through collaboration — professionally this didn't move the dial forward for me, but it did help with networking. —Youth Professional

“ In general, I find [the meetings] helpful not necessarily for the content, but mostly for the network and feeling part of the community. —Youth Professional Supervisor

“ I think it gave me a lot of confidence in the work we're doing as an organization. —Youth Professional

“ It opened his eyes to different ways of thinking. So in a strategy session he was able to take a step back and think of it from a different platform. When it came time to structuring our groups, he had some suggestions. —Youth Professional Supervisor

Finding 7

Youth professionals exhibit moderate degrees of satisfaction regarding their working conditions

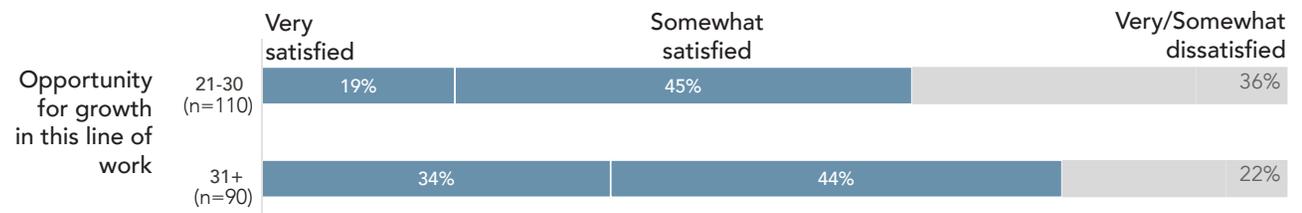
Youth professionals were asked to rate their level of satisfaction on several items related to their working conditions, such as their salary and benefits as well as the quality and quantity of the initiative’s professional development offerings. Levels of satisfaction remain consistent and moderate over the past couple of years. On all items, only about a third or less of youth professionals rate themselves as ‘very satisfied’.

Exhibit 8: Youth Professional Satisfaction

Item	% Very satisfied		
	2017-2018 (n=144)	2016-2017 (n=220)	
Your fringe benefits (e.g., health insurance, vacation time)	36%	33%	
Quality of professional development you receive	31%	30%	
Supervision you receive in your work with Jewish teens	30%	33%	
Opportunity for growth in this line of work*	28%	18%	* Difference is statistically significant, p<0.05
Quantity of professional development you receive	28%	23%	
Public recognition you get for your work with Jewish teens	26%	26%	
Compensation you receive for your work with Jewish teens	19%	18%	

Notably, on one item—“Satisfaction with the opportunity for growth in this line of work”—we see a positive change with more youth professionals in the 2017–2018 program year noting that they are very satisfied with the prospect of advancement in the field compared to the year prior (28% vs. 18%). Still, there are many youth professionals who noted that they are dissatisfied in this regard (29% this year compared to 40% the year prior). Additionally, younger/less experienced youth professionals are significantly less satisfied than older/more experienced ones.

Exhibit 9: Satisfaction by Age





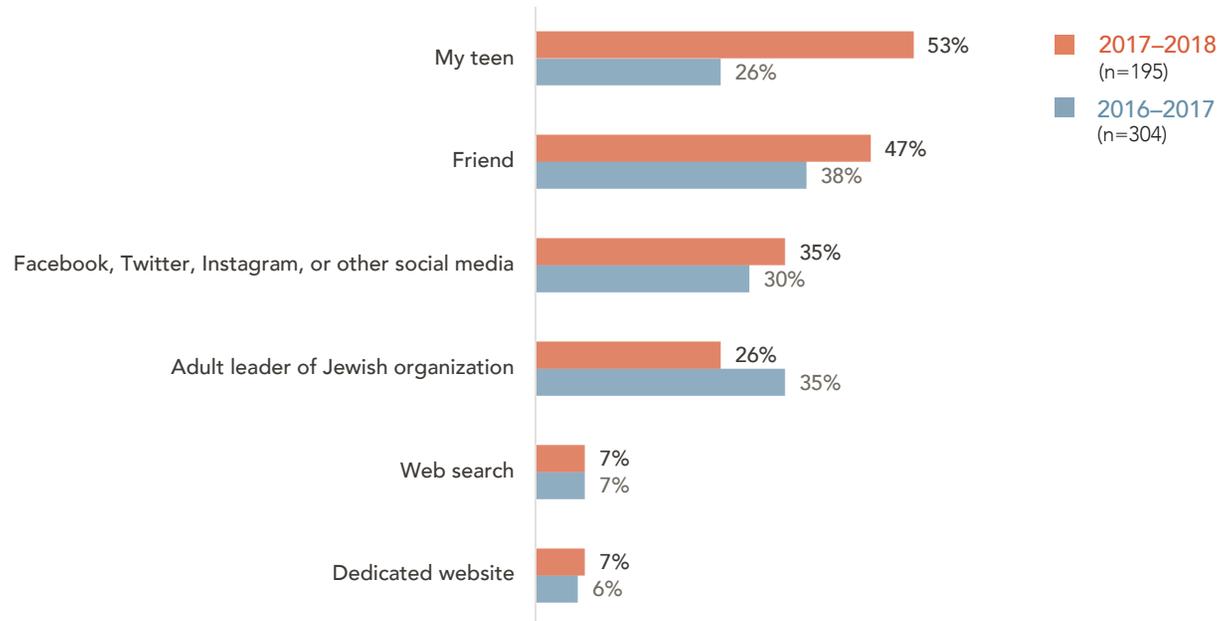
PARENT PERSPECTIVES

Finding 8

More this year than last, parents are learning about programs from their teens directly

When asked how they find out about local Jewish programs, activities, and events for teens, parents overwhelmingly report that hear about these things directly from their teens and their own friends. In particular, a significantly higher percentage of parents this year as compared to last report that it's their teens who are bringing programs to their attention.

Exhibit 10: How Parents Find Out About Teen Programming



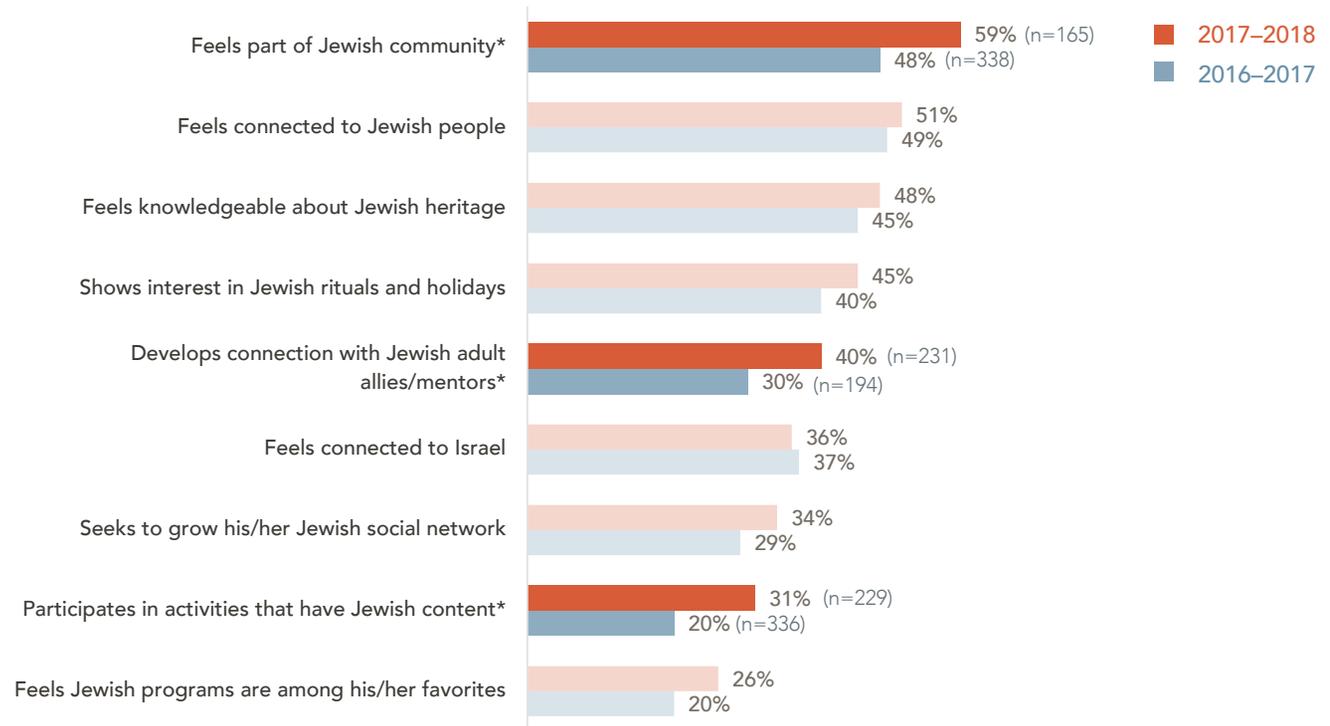
Of note, dedicated websites for Jewish teen education and engagement programming came in at the bottom of the list for how parents find out about opportunities for their teens. Such websites, currently “online” in five of the ten communities, have been active for between one to four years.

Finding 9

For parents, teens developing connections with Jewish mentors and feeling a part of the Jewish community are gaining ground in importance

This year there is a new finding related to what parents deem important for their teens. In addition to an increased appreciation for Jewish content in teen programming, parents are more likely, compared to previous years, to say that it is important to them that their teens develop connection with Jewish adults/mentors and that they feel a part of the Jewish community.

Exhibit 11: "It is important to me that my teen..." (% extremely important)



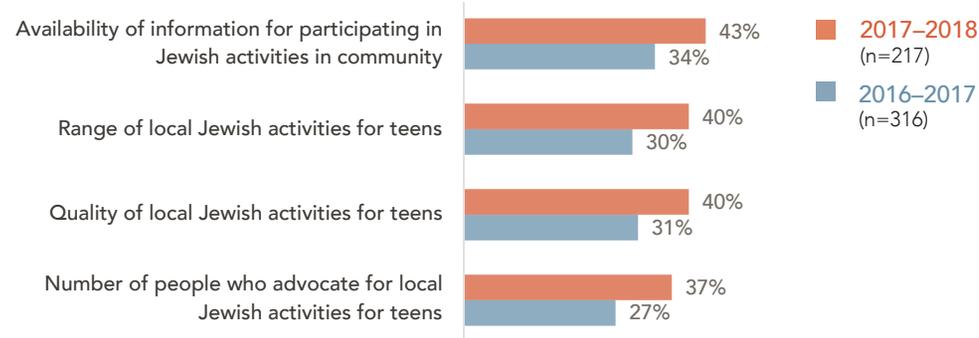
* Highlighted differences are statistically significant, $p < 0.05$. All other differences are not statistically significant.

Finding 10

Parents see higher quality and greater range of opportunities, and more Jewish growth for their teens

Parents of teens participating in community initiative programming were asked to reflect on the extent to which they've observed changes in a variety of areas over the most recent 12-month period related to the local landscape of Jewish teen education and engagement work. In four out of five items, a significantly greater percentage of parents noticed a positive change compared to the year prior.

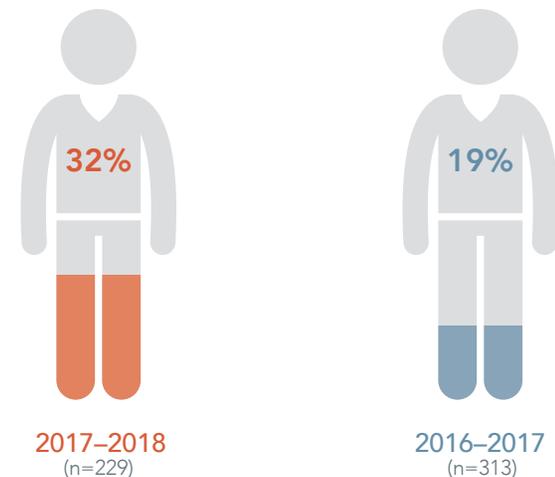
Exhibit 12: Parent Perceptions of Changes in Last 12 Months



Not only do parents notice the improved availability of information for participating in Jewish activities, the majority of them also attest that they have increased knowledge about those activities (69% in 2017-18 vs. 50% in 2016-17). The item related to the availability of financial support and/or scholarships did not change — remaining constant at roughly one-quarter of parents who saw a positive change in 2016-17 vs. 2017-18. Further, in both years, the percentage of parents who reported that cost was “very much” an issue in enrolling their teens in Jewish activities was just under 20%.

In addition to reporting positive changes on the overall landscape of Jewish teen education and engagement in their home communities, compared to the prior year, a significantly greater percentage of parents report that their teens grew a “great deal” Jewishly.

Exhibit 13: More Jewish growth

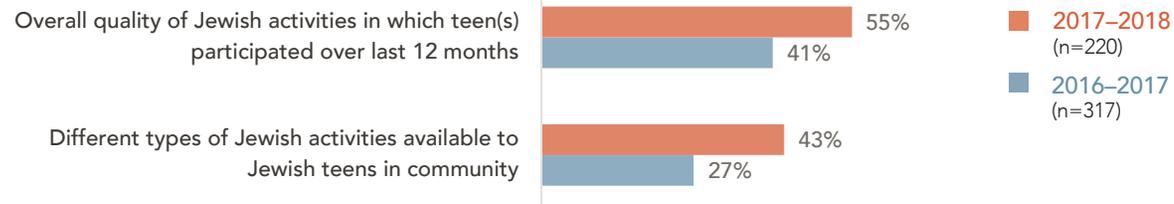


Finding 11

Parents are more knowledgeable, more positive about, and stronger advocates for Jewish engagement opportunities for their teens

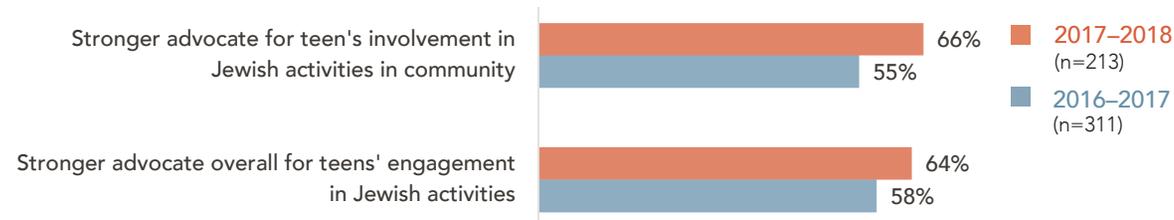
When asked to reflect on their satisfaction with the quality of programs their teen attended in the prior 12 months, as well as the different types of activities available in the community (whether attended or not), a significantly higher proportion of parents this past year compared to the prior year selected “Very satisfied.”

Exhibit 14: Satisfaction Rates (% very satisfied)



As well, the percentage of parents who indicate that they are stronger advocates for teen involvement in the community, and overall, has significantly increased compared to the prior year.

Exhibit 15: Agreement with Statements (% choosing yes)



“Only these past few years they started to have a great variety of programs. They did not have these years ago. I think it’s been in the last two years.”

—Parent

“I think there’s a lot more now. When I was looking at the [organization] website, I saw a lot more things ... It’s great that they try to reach out to kids in different ways...”

—Parent

The 10 communities comprising the Jewish Teen Education & Engagement Funder Collaborative invest both in local evaluations and a Cross-Community Evaluation (CCE) that aggregates and analyzes the quantitative and qualitative local data. The complex data from which the following conclusions are drawn are outlined in depth at the beginning of this report.

The work of the communities is grounded in a new paradigm for Jewish education and engagement for teens; a major component of this work is increased support for parents and youth educators—as both key decision-makers and the architects of teen experiences—who play integral roles in our efforts to engage more teens. For these reasons, we share here successes, challenges, and questions that address the interplay between parents, educators, and the teens themselves.

I hope you discover additional layers of insight in the pages that follow. It is our aim to share our learnings for the benefit of all who strive to help Jewish teens grow, find meaning, and thrive.

Sara Allen, Director

INVESTING IN UNENGAGED TEENS PAYS OFF

In every corner of the Jewish teen education and engagement universe, the debate continues: is it worth expending the effort and cost to reach unengaged teens? Our data clearly show: YES

Three years of data support the case for continued investment in unengaged teens. While the resources and efforts to reach these teens are considerable, we now know even occasional engagement matters. It is an important “foot in the door” and ultimately leads to further and deeper Jewish experiences. Moreover, even the most minimal engagement makes a positive and pronounced difference for the teens with limited Jewish backgrounds. The data show that for these teens, Jewish involvement can significantly increase their sense of self and sense of connection to others. This makes a clear, data-supported case for investing in unengaged teens.

THE GREATEST IMPACT ON TEENS IS ON THEIR RELATIONSHIPS – WITH THEMSELVES AND OTHERS

Teens engaged by the initiatives are inspired to make a positive difference in the world

Among all the ways that these initiatives influence teens, surveys and interviews show the greatest impact to be in how teens connect to others. In particular, teens involved in the initiatives are developing strong relationships with their families, mentors, and role models.

In interviews, teens expressed that the programs they attended strengthen their own sense of identity and contribute to a feeling of belonging to a community. This newfound sense of community is influencing how they see themselves, with more teens now feeling a desire to positively impact the world.

SUBSTANTIVE JEWISH CONTENT TRANSFORMS TEENS

Equipping youth professionals to weave Jewish perspectives, text, conversations, and ideas into all types of programs will have a dramatic impact on teens' overall outcomes

It is well-documented through our own reporting and the *GenZ Now* report cited previously that there is a positive relationship between Jewish content and our goals for teens: making friends, developing a strong sense of self, and feeling empowered to make a positive change in the world. A majority of youth professionals engaged in these initiatives report increased capability to convey Jewish content in an appealing way for teens, attributable in part to the ongoing professional development offered by the 10 communities. For other organizations considering how to direct resources and support youth professionals' growth in ways which will achieve the most positive outcomes for teens, this is a critical area of focus, support, and training.

TEEN PROGRAMS FREQUENTLY ARE LED BY YOUTH PROFESSIONALS WITH HIGHLY ENGAGED JEWISH BACKGROUNDS

Youth professionals often don't reflect the unengaged teens they're trying to reach

The great majority of youth professionals surveyed come from highly engaged backgrounds (detailed in the 2017 CCE report), represented by seven or more years of high-level engagement, such as supplementary school,

summer camp, or day school attendance. The CCE data encouragingly show that initiatives increasingly are attracting teens who had not participated in youth groups prior to high school; however, initiatives continue to primarily reach teens with involved Jewish backgrounds. Youth professionals are tasked in part to identify and engage teens whose ties to Jewish education and engagement are less substantial than their own. The data suggest there is an association between youth professionals with highly engaged backgrounds and the backgrounds of the teens they are currently attracting. As noted in *Effective Strategies for Educating and Engaging Jewish Teens* (2013), "...it is important to employ staff members with whom teens can relate." Further exploration and clarification of this association can help shape recommended trainings for youth professionals, which might positively impact their ability to identify and involve teens from a wide variety of socio-economic, demographic, and Jewish backgrounds.

FOSTERING A NETWORK OF PEERS AMONG EDUCATORS MATTERS

A large professional development budget is not a requirement to reap the rewards of networking: increased collaboration and a sense of satisfaction and support

The initiatives are committed to supporting and growing youth professionals, whose roles are integral to creating lasting change for teens. Although initiatives' sizable professional development budgets allow for ongoing, immersive experiences and cohort-based professional development, our data clearly show that a large investment is not necessary. Simply introducing and fostering connections among professional peers may hold the power to transform the teen landscape. Youth professionals surveyed report finding more value in their new collegial

networks, rather than the specific skill-building or content they receive. Each Funder Collaborative community has also piloted low-cost, low-barrier ways to build these important professional networks, such as co-working days, co-location of professionals, and incentivizing collaborative programs. From these low-cost efforts, more youth professionals are reporting increased collaboration and planning joint events for teens, broadening teens' networks, and lessening a sense of territorialism or competition—ultimately benefiting the teens themselves.

EFFECTIVE RECRUITMENT BEGINS WITH FINDING COMMON VALUE

Parents and educators don't prioritize the same outcomes for teens, a disconnect which can present a communications challenge

It often requires a multi-layered marketing strategy to effectively engage teens: word of mouth through peers, digital marketing, and outreach to parents. Our surveys illuminate what parents value and seek for their teens: that their teens feel part of a Jewish community, connected to Jewish people worldwide, and feel knowledgeable about Jewish heritage and holidays. However, youth professionals' goals for the teens they engage are often at odds with those: educators instead most desire that teens develop lifelong skills, feel proud of being Jewish, and feel good about themselves. Effective marketing reflects the overlap between what teens enjoy and what parents find worthwhile, especially as program costs only minimally influence parents' decisions. In a crowded marketplace where Jewish programs compete with other Jewish and secular opportunities, youth professionals must better communicate how Jewish programs can achieve the goals parents most value for their teens.

PARENTS, CRITICAL STAKEHOLDERS, WANT HELP NAVIGATING THE CHALLENGES OF RAISING TEENS

Teen-serving organizations and youth professionals are well-positioned to support the family ecosystem, but will need additional training and parent-focused programs

Initiatives are increasingly recognizing the important intersection of parents and youth professionals. Parents report a desire for education, information, and resources for the unique challenges of raising teens and are seeking to develop their own supportive communities. In response, many communities are offering programs, conferences, and workshops targeted to parents. These are designed to both help build their social networks and gain insights about navigating the teen years, especially in the areas of wellness and mental health. Youth professionals, who are on the front lines of interfacing with both parents and teens, could serve a valuable role in this arena; however, they report feeling less prepared to have sensitive conversations with adults. Additionally, youth professionals report feeling less prepared to address the teens' wellness and mental health themselves. Better understanding and serving parent needs, and providing professional development which improves the soft skills, maturity, and understanding of adolescence, will better support the family ecosystem impacting teens.

ACKNOWLEDGEMENTS

We want to extend our appreciation and gratitude to our colleagues at Informing Change and Rosov Consulting serving on the evaluation teams in each of the 10 communities of the Jewish Teen Education and Engagement Funder Collaborative. Their meticulousness and dedication to the work on the ground generates deep learning for each of the communities. Moreover, their collaboration and cooperation with the Cross-Community Evaluation team allows us to surface findings that apply more broadly to the field of Jewish teen education and engagement.

We are incredibly fortunate to work closely with a dedicated group of professionals comprising this collaborative. They are committed to learning, to making data-informed decisions, and to asking us—and themselves—challenging questions. They are changing and elevating the landscape of Jewish teen education and engagement.

We also want to acknowledge members of the Funder Collaborative's leadership who advise the Cross-Community Evaluation, including Director Sara Allen; each provides critical guidance and support, ensuring the findings we develop are relevant and meaningful to practitioners on the ground

—The Cross-Community Evaluation Team at Rosov Consulting (Wendy Rosov, Pearl Mattenson, Liat Sayfan, Shai Weener)

APPENDIX: GEN NOW OUTCOMES

- 1 Jewish teens have a strong sense of self.
- 2 Jewish teens feel a sense of pride about being Jewish.
- 3 Jewish teens have learning experiences that are both challenging and valuable.
- 4 Jewish teens engage in learning that enables them to be more active participants in various Jewish communities.
- 5 Jewish teens learn about and positively experience Jewish holidays and Shabbat.
- 6 Jewish teens establish strong friendships.
- 7 Jewish teens develop strong and healthy relationships with their families.
- 8 Jewish teens develop significant relationships with mentors, role models, and educators.
- 9 Jewish teens are able to express their values and ethics in relation to Jewish principles and wisdom.
- 10 Jewish teens develop the capacity (skills and language) that allows them to grapple with and express their spiritual journeys.
- 11 Jewish teens feel connected to their various communities.
- 12 Jewish teens develop the desire and commitment to be part of the Jewish people now and in the future.
- 13 Jewish teens develop a positive relationship to the land, people and State of Israel.
- 14 Jewish teens are inspired and empowered to make a positive difference in the various communities and world in which they live.

For more information on the outcomes and their development, please visit <https://JewishEdProject.org/GenerationNow>.



JEWISH TEEN
Education & Engagement
FUNDER COLLABORATIVE

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