



Youth Development Strategies, Inc.

MAKING CAMP: ASSESSING THE FIRST YEAR OF THE FOUNDATION FOR JEWISH CAMP'S SPECIALTY CAMP INCUBATOR

A Report to the Jim Joseph Foundation

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I. BACKGROUND

A. Purpose

The Specialty Camp Incubator was developed to “increase the number of Jewish children participating in, and benefiting from, intensive Jewish experiences” (RFP). Its aim is:

To capitalize on the growing interest of adolescents (in)develop(ing) specialty skills by establishing five new Jewish specialty camps in non-traditional settings (that) target new segments of Jewish youth in order to increase the number of children attending Jewish summer camp.
(RFP)

The goals and strategies of the project were developed by the Foundation for Jewish Camp (FJC) in response to the social context in 2007:

- only 10% of Jewish children were attending a Jewish summer camp;
- insufficient empty beds were available in existing camp facilities;
- building new camp facilities was prohibitively expensive and time consuming; and
- there was a tremendous increase in the number of Jewish children currently choosing non-sectarian specialty summer programs rather than traditional Jewish summer camp.

In 2008, with funding from the Jim Joseph Foundation (JJF), FJC began a process to solicit proposals with the ultimate goal of selecting five¹ grantees to provide new Jewish camp options for youth entering sixth through twelfth grades. In September 2008 five grantees were selected to begin planning camps intended to open in the summer of 2010, and the Incubator was launched in November 2008.

The Incubator is designed to support the growth of each new camp with the ultimate goal of enrollment of 550 campers per summer by the fifth year of operation. Each camp is provided with start-up capital of up to \$1.1 million over five years. The strategies of the Incubator include:

- workshops focused on business operations, marketing, Jewish experiential education, specialty program design, and staff training;

¹ The original project design was to select four camps for the Incubator. Based on the mix of proposals received and the recommendations of the selection committee JJF decided to fund a fifth camp.

- individual mentoring from experts with deep knowledge of best practices in developing successful camp start-ups; and
- consultation with educators having expertise in Jewish experiential education in summer camps.

An integral part of the initiative is a five year evaluation designed to:

1. assess the process of the Incubator Initiative for meeting its overall and camp-specific goals;
2. measure the relative success of the Incubator strategy in achieving its programmatic outcomes, and to gain a better understanding of what led to the level of success; and
3. measure the relative success of the five individual specialty camps with respect to their specific goals and objectives.

B. Theory of Change

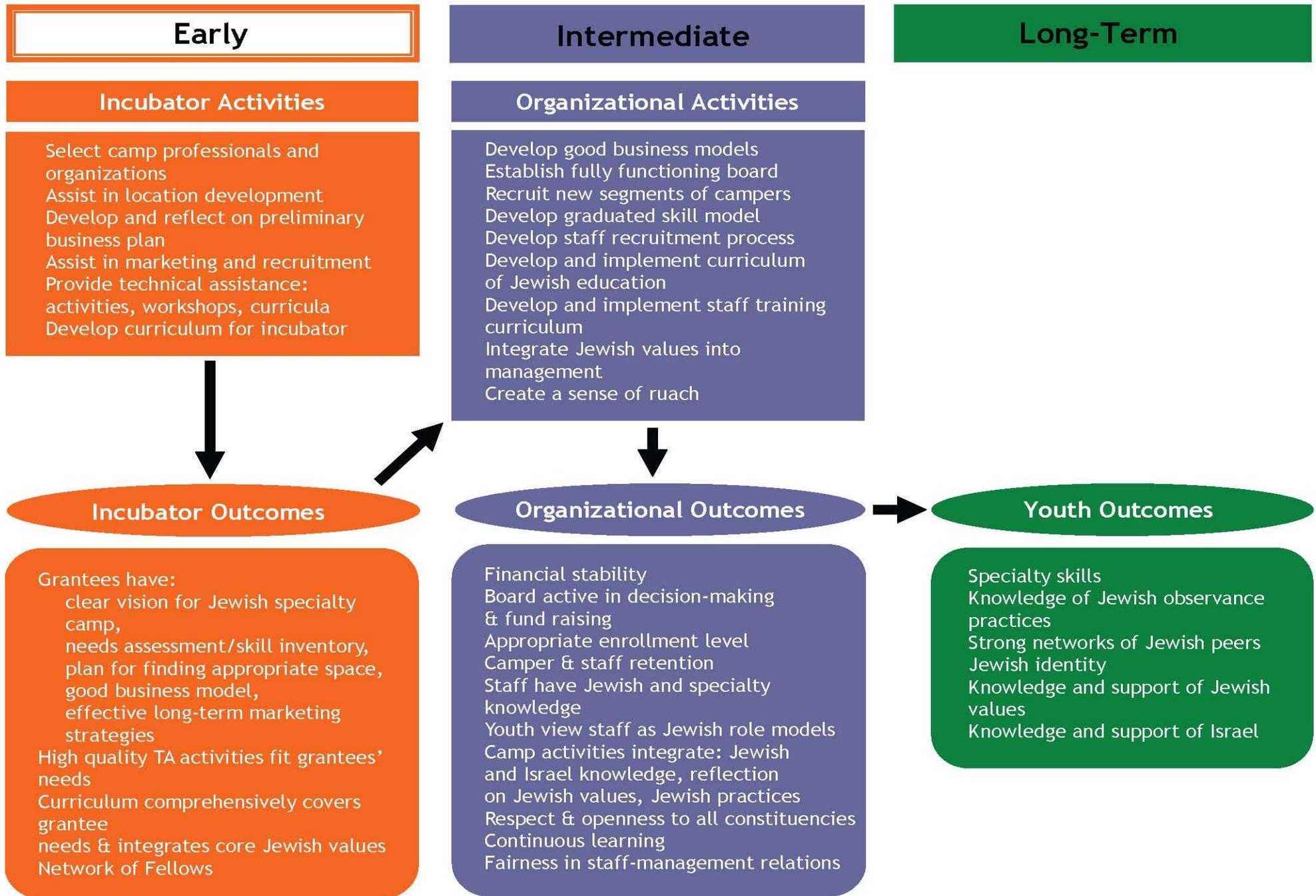
The first step in the evaluation process was to work with FJC and JJF to articulate the activities and outcomes that comprise the project's underlying theory of change – a model that reflects and guides the work and goals of the project. A series of meetings with the leadership and staff at both foundations yielded the model shown in Figure I.1.

This report documents the Incubator activities and Camp activities in the first year (from May 2008 to June 2009) and assesses the progress of the initiative. Year 1 Incubator activities include: camp selection, development of the Incubator curriculum, delivery of four workshops, ongoing mentoring of camp directors and provision of additional technical expertise as necessary. Year 1 Camp Activities include: development of vision, strategic planning, site selection, and related logistical planning. Data for the evaluation were collected through:

- interviews with the selection committee, FJC staff, JJF staff, camp directors and mentors;
- observation of portions of the workshops; and
- document review – including workshop materials, camp directors' working plans and mentors' quarterly reports.

The remainder of this report contains three chapters. Next is descriptive information about the major activities of the Incubator in the first year. Chapter III contains analysis of the progress of the camps in the key areas and early outcomes in the theory of change – Incubator activities, Incubator outcomes and Organizational activities. The final chapter presents findings regarding the overall successes and challenges of the major Incubator strategies – workshops and mentors; information about the director's assessment of their needs in the upcoming year; and our suggestions for the upcoming year based on the first year experience.

Foundation for Jewish Camp's Incubator Project Theory of Change



II. YEAR 1 INCUBATOR ACTIVITIES

A. Grantee Selection²

The first step in the Incubator process was to solicit letters of inquiry from the field. FJC sent mailings and emails to Jewish camps, organizations and others in the Jewish community. A selection committee was established that consisted of five members, external to both foundations, with expertise in camp, incubator projects, non-profit operations and research/evaluation.

The recruitment process yielded 29 letters of inquiry representing a range of proposed specialties:

- Outdoor/adventure/environment (7)
- Leadership (7)
- Sports/Aquatics (6)
- Arts/Science (4)
- Travel (3)
- Multiple specialties (2)

The expectation was that applicants would come in with strong business models and need most help with the Jewish camping aspects of the camp. However, the reverse was true - most applicants had Jewish camping experience and little entrepreneurial or business experience. Additionally, the recruitment process did not yield proposals from many new entrepreneurs. Instead, letters of inquiry were received mainly from existing camp or Jewish education organizations. From the pool of 29 letters, 13 potential grantees were invited to submit full proposals, 12 of whom did so.

The final selection process initially yielded a set of four grantees – three organizational and only one entrepreneur. Consequently, a fifth camp was added to the project primarily to increase the number of entrepreneurs in the effort, for a final mix of three organization and two individual³ grantees. This mix was not what FJC had originally prepared for when designing the project – an issue addressed later in the report. The grantees selected are:

- Eco-Eden Village, a sustainable farming camp;

² This section is excerpted from the full site selection report submitted to the Jim Joseph Foundation.

³ The “individual entrepreneurs” are both, in fact, teams of two.

- Adamah Adventures, an outdoor adventure camp that was added as the fifth camp because it was an entrepreneurial camp and will serve a market sector not covered previously (the Southeast United States);
- Ramah Outdoor Adventure, an outdoor adventure camp;
- Passport NY, a New York based camp at the 92nd Street Y with five specialties (culinary arts, fashion, music, film and baseball); and
- URJ, a sports camp.

Two members of the selection committee feel this mix will offer a long-term advantage in that it will increase the chances of at least some models succeeding since three of the five grantees have institutional support behind them. So, for example, if the individual's selected to lead those efforts prove to be unsuccessful they can be replaced with other staff. On the other hand, some members felt that trying to serve the divergent needs of the organizational employee versus the individual entrepreneur in the same project overlays the project with an additional challenge. And that having to work within, or against, institutional cultures makes it less likely that highly creative models will be implemented. This is an issue we are following in our data collection and analysis.

A second concern raised by the mix of selected grantees – specifically the specialties– could also have implications for the ultimate success of the initiative. A number of selection committee members thought there was not enough diversity in the type of specialties selected; specifically that too many focused on adventure/sports (two adventure, one sports). Some also mentioned they felt the Passport NY specialty was not replicable since it contains five specialties and relies on recruiting a broad range of expert staff. This issue could also impact the ability of the project to meet its recruitment and sustainability goals and will be followed in the ongoing research.

Finally, one of the requirements for selection was that the director of each camp be named in the proposal. About one-quarter of the points awarded to proposals had to do with qualities and skills of the director. Nevertheless, one grantee – URJ – was selected without a director and the Incubator staff had no input into the eventual hire. Given that one of the key factors in rating and selecting grantees was judging the quality of leadership this could play a role in the trajectory of this camp.

B. Workshops

One of the primary Incubator strategies is providing resources, training and guidance to the grantees through frequent workshops that last 2 ½ to 3 days. The first workshop was held in November 2008 with subsequent workshops in January 2009, March 2009 and May 2009.

Table II.1 displays the range of topics covered in the workshops organized by the Incubator level outcomes and Organization activities in the Theory of Change. The earlier workshops (I and II) focused on developing visions/strategic plans and touched some on business model elements. The later workshops (III and IV) focused heavily on marketing, business model elements and recruitment. Table II.2 shows the number of sessions at each workshop that focused on the different outcomes. Appendix A contains a listing of workshop sessions coded by the Incubator and Organizational outcomes they addressed. The most progress was made in the areas that were the foci of the workshops – overall vision, business planning and marketing. A detailed assessment of the workshops is included later in this report.

C. Mentors

The second major support strategy of the Incubator is to connect a mentor with each director for the purpose of providing individualized technical assistance. The original plan was to select mentors with expertise in Jewish informal education. After the grantees were selected the Incubator staff decided that choosing mentors with business experience and expertise was paramount given the inexperience of the directors - “The original focus of mentors was to be Jewish educational (experts) but the directors chosen—that is not what they needed. They are all too green in running a camp.” An effort was also made to pair directors and mentors with complementary working/personal styles. All of the mentors were well known to the Incubator staff before the start of the project.

At the first workshop each director-mentor pair agreed upon communication methods and frequency. These agreements were then written as part of the first set of project deliverables. From all reports, these agreements have been honored. Most pairs talk or exchange email messages at least once a week and the mentors provide feedback, advice and network recommendations as requested or needed. An assessment of the successes and challenges of these relationships is included in Chapter IV.

D. Camp Level Theories of Change

The directors received assistance in formulating a theory of change for their individual camps both from the research team and from expert consultants at the first workshop. The research team presented the overall project Theory of Change at the first workshop to begin to familiarize the directors with what activities would be part of the initiative and what outcomes would be used for accountability at both the Incubator and the Camp level. At the same workshop the directors worked with an expert consultant from the BlueRidge Foundation who supplied another format for ‘logic modeling’, or a theory of change, as part of a workbook on organizational planning. The Camps then drafted TOCs before the second workshop as part of their work products. Some shared them with the research team for feedback before the second workshop. At that workshop, the research team worked with the Camps to help clarify

their draft TOCs; and did phone follow up with three of the Camps. Some revised their TOCs before they sent them into FJC as a final 'deliverable' and some did not.

Table II.1: Outcomes Addressed by Workshops				
	Workshop 1	Workshop 2	Workshop 3	Workshop 4
INCUBATOR OUTCOMES				
Clear vision for Jewish specialty camp	✓	✓		
Needs assessment/skill inventory	✓			✓
Plan for finding appropriate space	✓			
Good business model		✓	✓	✓
Effective long-term marketing strategies		✓	✓	✓
CAMP ORGANIZATIONAL OUTCOMES				
Develop good business models		✓	✓	
Establish fully functioning board	✓			
Recruit new segments of campers		✓	✓	✓
Develop graduated skill model				
Develop staff recruitment process				✓
Develop and implement curriculum of Jewish education			✓	
Develop and implement staff training curriculum				
Integrate Jewish values into management				
Create a sense of ruach				

Table II.2: Number of Sessions at Workshops Addressing Each Outcome

	Workshop 1	Workshop 2	Workshop 3	Workshop 4	Total sessions
INCUBATOR OUTCOMES					
Clear vision for Jewish specialty camp	4	4			8
Needs assessment/skill inventory	1			1	2
Plan for finding appropriate space	1				1
Good business model		3	3	1	7
Effective long-term marketing strategies		1	6	3	10
CAMP ORGANIZATIONAL OUTCOMES					
Develop good business models		1*	1*		
Establish fully functioning board	1				1
Recruit new segments of campers		1*	1*	1	1
Develop graduated skill model					
Develop staff recruitment process				2	2
Develop and implement curriculum of Jewish education			1		1
Develop and implement staff training curriculum					
Integrate Jewish values into management					
Create a sense of ruach					
* indicates topic also included in count for Incubator Outcomes					

Comparison of the Camp Level Theories of Change

A chart showing the elements present in each camp's TOC is included in Appendix B. A comparison of the products shows a few trends. First, the Camps were able to submit their work in different formats – either the BlueRidge format, or the format of the Incubator Theory of Change being used at the initiative level. In the cases where the BlueRidge format was followed, more camper outcomes and camp outcomes that are part of the initiative TOC are omitted from the work. Specifically, Passport NY and EcoEden Village directors used the flow chart format from the BlueRidge workbook. In both cases, they have included fewer of the short and long-term camper outcomes and camp level outcomes from the project level theory of change in their camp level TOCs than did the other directors. It appears that this has more to do with the format than with any substantive difference in goals.

Camper Long-Term Outcomes

There is only one long-term outcome which all Camps specifically mention in their theory of change materials: prayer/tefilah. Neither Passport NY nor Ramah have a long-term outcome in the category of their specialty skills. Adamah Adventures has no social justice/tikun olam long-term outcome. Neither Passport NY nor EcoEden Village have participation on Jewish community as a specific outcome. And the Passport NY model does not include lifelong Jewish learning as an outcome.

Camper Short-Term Outcomes

There is more consistency in the TOCs regarding the shorter term youth outcomes. All have included specialty skills, tikun olam, Shabbat knowledge and prayer/tefilah in some form in their models. Adamah Adventures does not include an outcome for Hebrew/Ivritl; and EcoEden Village does not have a participation in Jewish community outcome.

Camp/Organizational Outcomes

This area is one where Passport NY and EcoEden Village have not included any of the outcomes in their models – likely due to format differences. For the three remaining camps the outcomes most frequently omitted are ruach and an ongoing improvement process.

Camp directors had many “paper” assignments to create at the beginning of the project and work was done in different formats. As a result, there is unevenness in the extent to which each director has specifically articulated the project level outcomes as part of their goals. This should be addressed during the next phase of work to ensure all directors clearly understand the linkages between their planned activities, organizational goals and ultimate achievements with their youth participants.

The next chapter turns to an assessment of the progress made during the first year towards meeting the outcomes/benchmarks explicated in the project's theory of change.

III. PROGRESS TOWARD INCUBATOR BENCHMARKS

The Incubator level outcomes and organizational activities in the Incubator Theory of Change (Figure I.1) serve as benchmarks against which early progress in the initiative can be measured. These are listed below in Table III.1. This chapter presents data on: the degree to which the grantees as a group are progressing on these benchmarks; mentors’ assessments of the quality of camp plans and/or activities; and directors’ assessments of how helpful the two main Incubator strategies have been to their work in each area.

Four data sources inform the discussion in this section. Three are quantitative: ratings of progress and quality made by the mentors, and self-ratings of progress made by the directors. The fourth data source is the interview data from directors and mentors. Table III.1 also shows the primary source of data for each outcome.

Table III.1: Incubator Outcomes and Activities

Incubator Outcomes	Theory of Change Element	Mentor Progress/Quality Ratings	Director Progress Ratings
Camp Structures and Foundations			
Functioning Board of Directors	Organizational Activity	✓	✓
Sustainable business model	Incubator Outcome Organizational Activity	✓	✓
Ongoing needs assessment	Incubator Outcome	✓	
Appropriate location and space	Incubator Outcome	✓	
Mission and Outreach			
Vision	Incubator Outcome	✓	
Recruitment of new camper segments	Organizational Activity	✓	✓
Marketing plan	Organizational Activity	✓	
Camp Programming			
Graduated skill model	Organizational Activity	✓	✓
Curriculum of Jewish education	Organizational Activity	✓	✓
Integration of Jewish values	Organizational Activity	✓	✓
Creation of ruach	Organizational Activity	✓	✓
Staffing			
Recruitment of staff	Organizational Activity	✓	✓
Staff training curriculum/program	Organizational Activity	✓	✓

Both mentors and directors were sent the list of outcomes and rating scales in advance of an interview so they would have time to reflect on their efforts between November and June. The mentors have the most frequent contact with the directors and, in this early stage of the initiative, are one of the best sources for the pace and quality of the directors' progress. The directors themselves are keenly aware of how far they progress and serve as another good source of data. A comparison of the two groups' ratings can also provide insight into areas where more support might be needed.

B. Mentors' Ratings of Progress on Incubator Outcomes and Organizational Activities

Chart III.1 shows the average mentor rating of camp progress on thirteen Incubator outcomes. The rating scale ranged from 1 (still in the early stages) to 4 (beginning implementation). As the initiative progresses the mentors (and directors) will re-evaluate their camp's progress in each area.

According to the mentors, on average, the camps made the most progress in the first year in conducting needs assessments. At the first workshop the mentors worked with their director partner to complete an initial comprehensive needs assessment including skills in: governance; fundraising; finance and budget; marketing and sales; communications and customer relations; staff recruiting, training and supervision; specialty camp programming; informal Jewish education; health and safety; and operations and logistics. During the fourth workshop the directors re-evaluated their skills as a means of fleshing out their staffing plans in light of their strengths and needs. . For the most part the directors' self assessments were lower on the second assessment in the context of their experience over the first six months. As one director said "I didn't really know what I don't know the first time we did this". Both the mentors and staff considered it a positive step for the directors to have a clearer idea of what they have left to learn and what skills they need to hire as they staff their efforts.

The areas that were rated as 'mostly developed' were plans for **space**, plans for attracting a **new segment of campers** and **marketing** plans. As of the beginning of June, most of the camps had identified a location and made formal agreements for its use. Passport NY was still trying to plan for space for its five specialties. And Eco-Eden, who had originally made an agreement with the UIA Federation for a site, ran into difficulties and is currently trying to re-negotiate the agreement, but is looking for alternative spaces as well.

There is more variation in the progress toward marketing plans across camps—BIMA and Adamah Adventures have completed plans and materials, while Eco Eden and Ramah have mostly completed development but are refining plans and materials. URJ and YMCA were rated

as still in the early stages on their marketing plan. A similar pattern was found with recruiting new segments of campers to attend the camps—with Adamah Adventures, Ramah, and Eco Eden having made the most progress, and URJ and YMCA making the least.

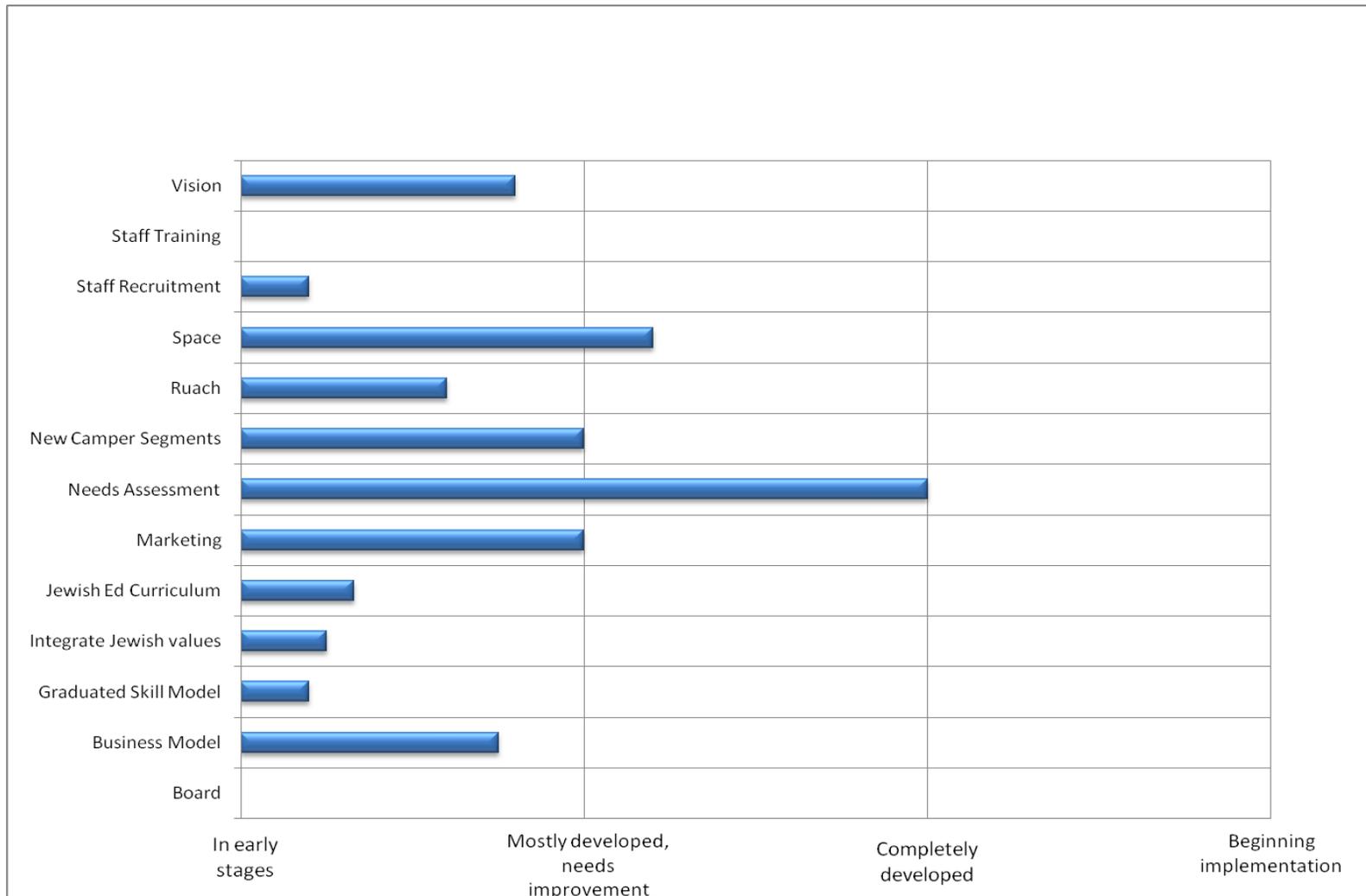
In contrast, the camps made the least progress on **staff recruitment and training**, developing a functioning **board**, developing a **graduated skill camp curriculum** and **integrating Jewish education** into the program and **Jewish values into management** of the camp. Nearly all of the camps were rated as in the early stages of development on these areas. Ramah had made the most progress toward a staff recruitment plan, with 17 staff have already hired for next year and participating in a mini-training this August.

With respect to planning a program with graduated skill development for campers and integrating Jewish education into the program, Eco-Eden had made the most progress, while the other camps were in the early stages of development. Ramah made the most progress in integrating Jewish values into the management of the camp—the director is a rabbi so this is unsurprising.

The pattern of progress is overall fairly well aligned with the level of technical assistance provided in these areas. For example, the most sessions (10) at the workshops have been on marketing—and, according to the mentors, marketing plans are an area where the camps seem to have made good progress in the first year. Conversely, little or no technical assistance was provided in the first year on board development, staff training or camp curricula and these areas are rated as having little progress made.

Among the organizationally affiliated camps, the mentors for URJ and the YMCA rated them the lowest in progress in general – in fact they have the lowest ratings of all camps. Ramah appears to have made the most progress of the three established organization camps. But the progress of Adamah Adventures and Eco Eden, the two entrepreneurial camps, is quite strong in the areas where extensive technical assistance has been provided; however, they have made very little progress in the areas that have not been addressed to date.

Chart III.1: Average Mentor Progress Rating for Incubator Outcomes



C. Director Self-Assessment of Progress on Incubator Outcomes and Organizational Activities

Chart III.2 shows directors' self-assessments of their progress on the nine organizational activities from the Theory of Change (Figure I.1). The scale here ranged from 1 (work not started) to 5 (work completed). Individual camp director ratings can be found in Appendix C.

On average, the directors felt they had made the most progress – were pretty far along – on staff recruitment, creating a sense of ruach, and their business models. While a few camps have only just begun thinking about staff recruitment, others have already begun reaching out through their networks to identify qualified and interested people. Two camps (including BIMA) already have summer staff under contract. All of the directors seemed confident that they will be able to recruit a strong staff for summer 2010.

Although the majority of the directors said they do not have a specific plan to create ruach drafted, they believe that due to the nature of camp in general and the vision they have developed for the culture they intend to create, achieving a sense of ruach will not be challenging.

All of the directors felt like they were pretty far along or at least half-way done, with developing their business plan. There was an acknowledgment that it is an evolving process, and that they won't be "done" with the business plan. Instead, they will have a model that they will continue to add to and modify based on best-practices, input from colleagues, or feedback from their respective Movements.

The mentor' ratings agree with the directors' regarding the relative progress of the business models. But unlike the directors the mentors rated staff recruitment and creating a sense of ruach as in the early stages. In interviews with mentors and directors, it was clear that directors felt more comfortable than did their mentors with their just having ideas or thoughts about an outcome. For the mentors, by and large, it is not considered a plan unless it is concrete.

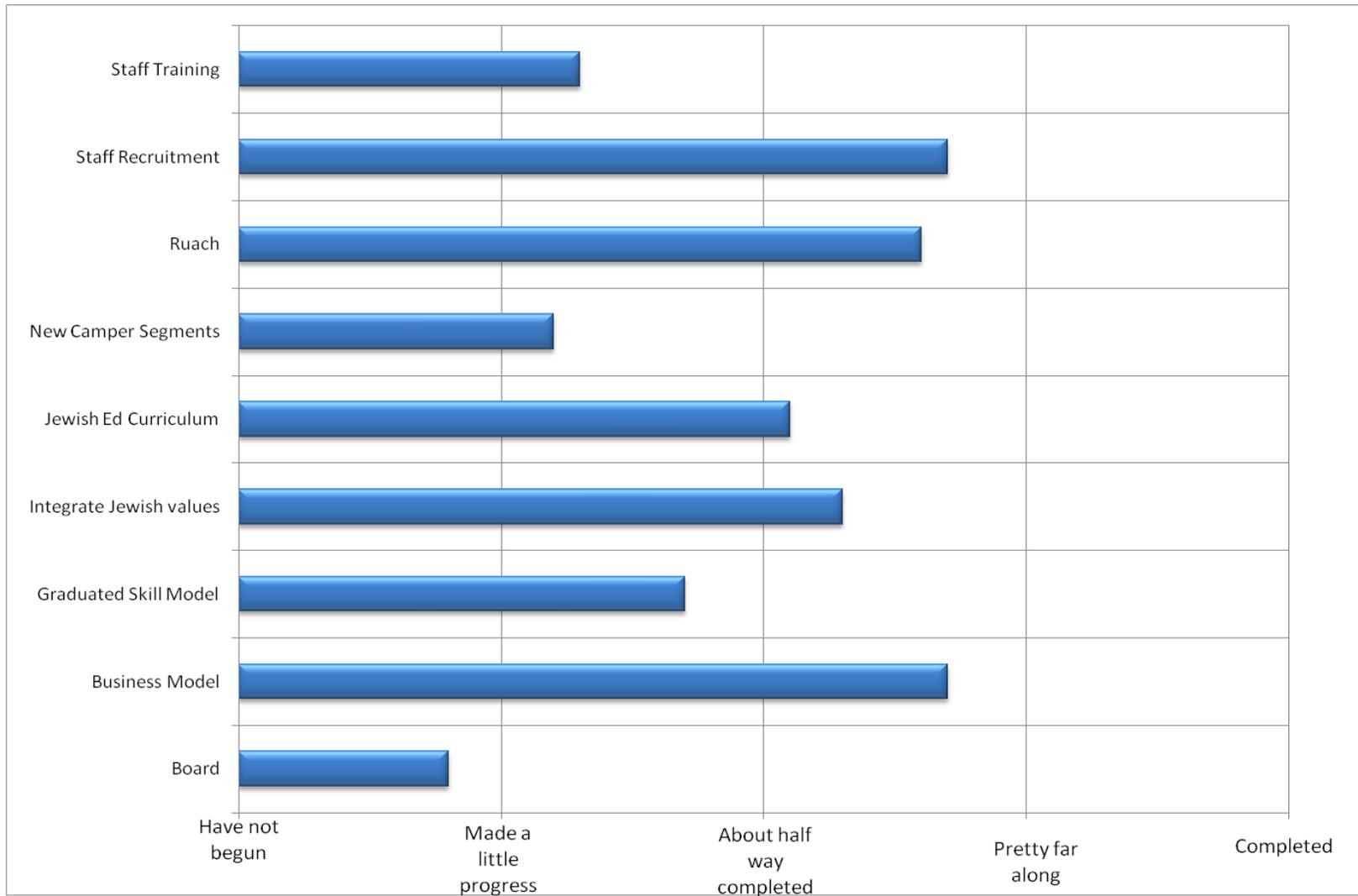
The directors' ratings were also in disagreement with the mentors regarding developing a Jewish education component and integrating Jewish values into their management of the camp. On average the directors rated these components as more than halfway completed, while, again the mentors rated them as in the early stages. All of the directors reported having a strong concept for Jewish education curriculum, although most of them have not yet fleshed out a comprehensive curriculum. One camp has written a grant to support curriculum design, and another is planning on hiring a Jewish education specialist in Spring 2010 to help them integrate Jewish education seamlessly into the programs. One camp director noted that the initial proposal, outcomes matrices, and developing their theory of change were all helpful in thinking through their Jewish education curriculum.

The directors felt the areas in which they had made the least progress were staff training and attracting new segments of campers to their camps. Their progress ratings for staff training were consistent with mentor ratings. On average, the scores were low; however, this is somewhat misleading. Four of the camps have not yet begun or made much progress with developing a staff training curriculum, but two of the camps (including BIMA) are implementing staff training this summer. Regardless, the mentors and the directors seemed to be of one accord about the progress toward this particular outcome.

The same is not true for the ratings of the progress in attracting new segments of campers, for which the directors' average rating was considerably lower than what mentors reported. All of the camps have either not begun to, or only made a little progress with, recruiting new segments of campers.

This pattern appears to mirror the phenomenon of the directors' self assessments of skills. In the areas where they had the least technical assistance and had done little work to date they rated themselves much further along than did the mentors. Two hypotheses have been identified that may account for the discrepancies. The first is that the directors may feel more confident in the ideas they have, but have not yet put down on paper. The second hypothesis is that until they have more information about what some of these tasks entail, 'they don't know what they don't know.' This will be a continued area of interest and study to the research team as the Incubator process unfolds.

Chart III.2: Average Director Self-Assessment of Progress on Incubator Outcomes



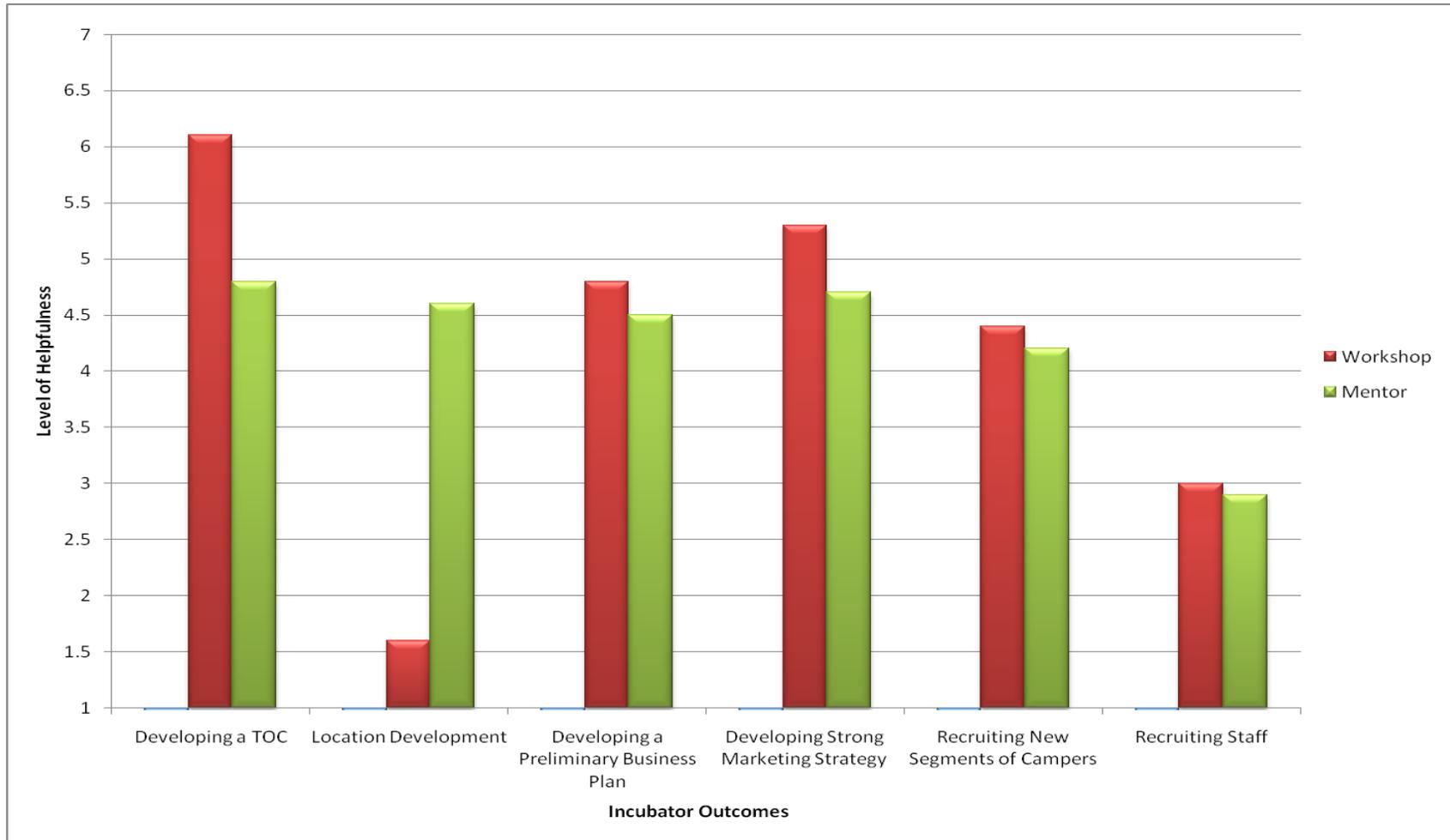
D. Director Ratings of Incubator Support

The camp directors were asked to rate the level of support received through the two key strategies of the Incubator—the workshops and the mentors—for several Incubator outcomes and organizational activities. Using a scale of 1 (not at all helpful) to 7 (extremely helpful), directors were asked to rate how helpful the workshops and mentors have been thus far for six of the Incubator outcomes and organizational activities. In general, the ratings for the workshops and mentors were roughly equivalent for most areas, with four of the six areas having an average rating within one point of each other Chart III.3.

In other words, the directors indicated that the workshops and mentors provided roughly the same level of support for engaging in several organizational activities, including: a business plan, marketing strategy, a plan to recruit new segments of campers, and a staff recruitment plan. For each of those items, the directors rated the workshops as slightly more helpful than their mentors. Assistance in developing a strong marketing strategy was the highest rated of the four (5.3 out of 7 for the workshops, 4.6 out of 7 for the mentors), and developing a staff recruitment plan was rated the lowest of the four (3.0 out of 7 for the workshops, 2.9 out of 7 for the mentors). Interestingly, these helpfulness ratings roughly correspond to the progress ratings given by the mentors—where marketing plans were one of the activities that had made the most progress, and staff recruitment was an activity that was rated as having little progress made.

There was a sizeable difference in the directors' ratings of level of helpfulness of the workshops as compared to the mentors on the remaining two outcomes. They rated the workshops as more helpful in developing a theory of change than their mentors (6.1 out of 7 for workshops, 4.8 out of 7 for mentors). However, both were among the highest rankings for all of the outcomes. By far, the lowest rating by the directors was for the helpfulness of the workshops in location development. Interestingly, the mentors were rated significantly higher than the workshop for this particular outcome (1.6 out of 7 for workshops, 4.6 out of 7 for mentors). In interviews with the directors, several noted that the mentors were helpful in connecting them with people and networks for finding a suitable location and for negotiating the purchase or lease of the location.

Chart III.3 Average Director Ratings of Level Of Helpfulness of Incubator Strategies (Workshops and Mentors) in Year 1



IV. EFFECTIVENESS OF INCUBATOR SUPPORT

Traditional nonprofit incubators enable start-up success by providing three primary benefits:

- access to expertise
- networking and camaraderie; and
- efficiency and cost savings.

In the traditional incubator model, co-location is central to the ability of the incubator to provide these benefits. For obvious reasons, a co-location model is not practical for the FJC Specialty Camp Incubator. It faces a special challenge in implementing its goals, as it must provide the benefits of a non-profit incubator without the convenience of co-location.

This chapter highlights successes and challenges of this Incubator during Year 1 based on all the data collected through documents, observations and interviews. Our assessment of the progress of each individual camp is included in Appendix D. Themes from these individual assessments related to the Incubator supports are incorporated here.

A. Mentors

When asked to reflect upon the most useful assistance received from their mentors during the first year of the Incubator the directors' responses had several common themes: access to resources and supportive networks, accountability, personal support and encouragement, and professional expertise. Several directors also noted that their mentors were able to connect them with key people and networks to help them solve a problem, especially related to location development.

The mentors also appear to have been successful in helping to hold the directors accountable to the timeline and tasks before them. According to one director, "Checking in every week keeps me on target. I'm not working in a vacuum. There is someone to commit to and talk to you." One mentor expressed concern about this role, saying, "It's unrealistic to think that [we'll] be managers or supervisors of these directors and not just mentors." But many of the directors indicated that the practice of regularly updating someone on their progress helped to keep them on track and made them feel as if their efforts were validated. Instead of seeing the mentor as an authority figure, many directors seemed to view their mentor as an accountability partner.

Overall, the mentors, directors, and FJC staff were pleased with the mentor/mentee pairings and felt that the mentors had the right expertise and personalities to work with their mentees. There are a few exceptions to this generalization, however. In one case, the director felt that her mentor did not challenge her enough or give her constructive criticism, though she liked and respected him nonetheless.

Another exception is that several of the directors noted that it would have been helpful to have mentors who were more familiar with not-for-profit camps. Said one director, “The ways things are done [in non-profits] are different—there are different mentalities and perspectives.”

Finally, nearly all of the directors noted that their mentors were more comfortable and helpful with outcomes related to camp development and operations - such as location development, budgeting and cash flow models, marketing plans, and camper recruitment - than with outcomes related to Jewish identity and incorporating that identity into the camps. In fact, the mentors were selected for their business expertise because FJC recognized early on that the directors were relatively inexperienced and would need a high level of support to develop strong business plans. Nevertheless the directors noted that, in their view, the more pressing issue in Year 2 is incorporating plans to foster and strengthen Jewish identity through camp activities.

Several of the mentors noted that one of the challenges for them was confusion around the appropriate role they should play in their interactions with the camps, with FJC, and—for those camps which are affiliated with other organizations—with the related organizations. There was no formal process utilized to acclimate and train the mentors. Instead, they met individually with Incubator staff, had a conference call as a group, and received materials about expected roles and responsibilities. This led some to feel that at the beginning of the project they were only staying one step ahead of the directors and not addressing the real needs of the grantees. However, many of the mentors acknowledge that it would have been impossible to anticipate the needs of the directors before the directors themselves were selected.

Working with directors of camps that are affiliated with an existing organization or Movement presents some challenges to mentors as well. Two of the three affiliated camp directors (URJ and YMCA) are having to navigate the challenges presented by the additional constraints placed on them by their organization, and the politics inherent in partnerships between organizations. The mentors and directors sometimes struggled with these tensions. This is likely to continue in the upcoming year and will require continued support from FJC.

As the Incubator enters the next phase of the process, it is critical that FJC have a strategy in place for augmenting the mentors’ day to day support to the directors to meet emerging needs that may be outside of mentors’ area of expertise. One key example evident throughout the

data is the upcoming focus on integrating informal Jewish education into the camp curriculum and culture. Another example is the need for expert advice on the particulars of operating a not-for-profit camp versus a for-profit camp. None of the mentors has a not-for-profit background. Although expert speakers have presented on these topics at workshops, directors will likely need one-on-one and on-going technical support in new areas. The mentors' networks may also be a rich resource for the directors as they face new challenges.

Finally, moving forward FJC staff should develop a plan for mentor replacement in the case of attrition, if one does not already exist. These relationships are clearly a key support for the majority of the directors, and such a plan could minimize the amount of time between mentors. Similarly, the mentor/mentee relationships should be evaluated and discussed periodically to ensure that the pairings are a good fit and that directors and the Incubator as a whole are deriving maximum benefit from the relationship.

B. Workshops

Because the experience and knowledge about the fundamentals of running a camp were largely lacking for many of the directors, FJC had to make 'just-in-time' modifications to the planned workshop curriculum. Similar to the need to adjust the mentor selection to those who could best support directors with little business experience, FJC had to adapt the workshop curriculum to target the needs of the directors. According to one FJC staff, from the directors "the feedback I got was, 'we started off trying to create a theoretical foundation—and that wasn't working'. They had to work on 'starting camp' in a very practical way." Similarly, one of the mentors observed, "In theory, the curriculum is hitting all the points. In quality, they need to tailor it more to the development level of the people in the room. Many of the speakers couldn't link to the mission of the Incubator and what they are trying to accomplish. The generic experts don't really help the directors unless the Incubator helps them make the connection—which they didn't do during the early workshops."

However, the general consensus among mentors and directors was that the workshop design and curriculum was becoming increasingly relevant and helpful to the directors. One director summed up this sentiment, saying, "The implementation of the workshop and the foresight of making it really work was lacking for the first few. The planning of what the curriculum was to be was probably good. [Adam] didn't change the topics as much as he was changing how he addressed the topics. He can't talk in broad strokes all the time which is what was happening at the beginning." The directors and their mentors had to focus on the fundamentals of strategic planning and development and prioritize the foundational design of the camps in order to start making real progress toward the early and intermediate outcomes of the Incubator.

When asked about ways in which the workshop experience was helpful to them, the directors spoke frequently of strong guest speakers, especially those with experience on not-for-profit and Jewish camping. They appreciated speakers who were experts on topics of emerging interest, and those who were also engaging in their presentation. One director suggested incorporating presentations from other directors of not-for-profit start-up camps more regularly in the future.

Based on observation and the directors' and mentors' feedback there are a few process modifications that, if made, could increase the benefit directors derive from the time spent in workshops. When directors make presentations of their deliverables they should know in advance who they will be presenting to (only other directors, outside experts attending the workshop, additional FJC staff, mentors, etc.) and the most important elements to cover since time is limited.

Since the directors have often spoken with each other before the workshop, more direct feedback from, and discussion with, FJC staff and workshop presenters during the workshop would make the sessions more interactive and productive by providing more constructive advice to each director.

The smaller group format used at times during some workshops can be particularly useful for moving the directors forward in their thinking. For example, in Workshop IV the directors had time to draft a staffing flowchart and then meet in small groups with either the expert presenter or FJC staff to critique the plans. This format was particularly useful to the directors because it allowed them to get feedback from people with more expertise than their peers – and each director had more time in which to receive the feedback.

Finally, the workshop process could be strengthened by developing more opportunities for feedback and collective input in their design. This could include conducting more formal post-workshop evaluations along with the less formal conversations about needs and interests. During his interview, one director commented that he had not been asked by FJC what future support is desired, he has only been asked in the research interview. Some directors have been reluctant to share criticism and suggestions for improvements directly with FJC because of the funder-grantee dimension of the relationship. This reticence could be circumvented with a more regular, formal process.

C. Other FJC Supports

FJC Staff & Consultants

Several directors noted that they would like more access to FJC staff and expert consultants outside of the workshops to receive tailored, one-on-one technical assistance. FJC has worked with directors on an 'as needed' basis regarding issues such as space, camp names, and navigating issues with parent organizations. But many mentors and directors noted Adam Weiss's skill and expertise with business and camp development. The directors would like more direct feedback on their 'deliverables' as a "quality check" from FJC rather than feeling they are completing a check list of products.

Some directors discussed the overall institutional support FJC can provide to the camps because of the organization's position, stature, and reach. They believe that FJC can be instrumental in supporting camps as they recruit campers and staff and build a reputation. They see FJC as having a role in lending credibility to camps, if needed, as they integrate into their respective local communities and into the national Jewish camping community. One of the start-up camps reported a concern that other camps might see them as competition and try to "block them". He saw FJC as a resource if there are challenges to integrating themselves into the marketplace.

Directors also expressed interest in further assistance from Michelle Abraham in integrating Jewish education and values throughout the camp programming and management. While this support is planned for Year 2, the demands on one person's time could become overwhelming if there is no other source of support for developing strategies and curriculum around Jewish identity.

Camp Programming Support

An issue that emerged repeatedly in conversations with directors, mentors, and FJC staff was the lack of clarity around what is meant by two of the Incubator Outcomes, "Jewish Education" and "Incorporating Jewish Values into Incubator and Camp Management". All of the directors reported having a strong value for a Jewish education, although none of them appears to have designed a comprehensive plan or a curriculum. One camp has written a grant to support curriculum design, and another is planning to hire a Jewish Education Specialist in the Spring of 2010 to help them integrate Jewish education seamlessly into the programs. Another camp director noted that the initial proposal, outcomes matrices, and developing the theory of change were all useful tools in thinking through their Jewish education curriculum.

However, some of the directors and mentors said they do not see a need to incorporate Jewish values into management with intentionality because, according to one director, "It is

inherent—having been involved in management for fifteen years. It ties to the mission and vision.” One of the mentors expressed concern that he and his mentee did not have a strong enough knowledge of Judaism to masterfully incorporate Jewish values into management without external supports. However, other mentors shared concerns that the directors they are supporting place too much focus on Judaism, suggesting that they may need to appeal to a broad audience, not just devout Jews. Regardless of where the directors, mentors, and FJC staff fell on the continuum of Not Enough Judaism to Too Much Judaism, none of them were able to clearly articulate exactly what is and is not meant by “incorporating Jewish Values into Management”. In response to the confusion about the role and emphasis on Jewish identity in the Incubator and Camps, FJC redesigned Workshop 5 to focus on those outcomes.

Finally, while there is an understandable need to focus effort on the specific business activities needed to prepare to open the doors to campers on the first day of camp, directors should begin to incorporate youth development principles and needs into the program design. Developing plans for a graduated skill model with developmentally appropriate and supportive activities during the strategic planning phase enables staff to integrate youth development principles into practice. As with the Jewish identity component of the curriculum, expertise in youth development should be considered in the process of staff recruitment and training, program design, and marketing activities. If this work is not done on the front end, it becomes much more challenging to integrate it on the back end. Giving directors access to a consultant with expertise in intentionally incorporating developmental principles into an organization would enable the directors to strengthen their staffing and curricula. This, in turn, will help directors meet both their recruitment and youth outcome goals since the developmental opportunities for skill building, autonomy, decision-making and relationship building are what attract adolescents to out of school time activities and convey many of the benefits of participation.

Networking and Camaraderie

A key component of any incubator is the fostering of peer support. In fact, this is one of the stated outcomes of this Incubator. Several of the directors have formed a network— independently with the encouragement of the mentors—and now regularly communicate about issues of common interest and concern. They organize and participate in monthly conference calls; and have created an online Google Group, through which they can share templates and tools, and post other information. Thus, in addition to seeing the workshops and mentors as an Incubator support, they are beginning to view the network of directors in a similar light. Currently, four of the camps are engaged in this effort, with one being only loosely involved. Formalization of this network, with additional communication tools and facilitation from the Incubator, will improve the networking and camaraderie provided by the Incubator.

Theory of Change

One of the key features of this initiative is that it is guided by a theory of change articulated through discussions and meetings at the outset of the project. The intention is for this model to guide the implementation and evaluation of the effort. However, since the directors completed their initial theories of change very early in the process some did not grasp the significance or the role of specifying the pathways between the organizational and youth outcomes.

Several of the Camp's TOCs are missing critical Outcomes (listed in Appendices C and D), especially those that used the BlueRidge Workbook format. This should be addressed during the next phase of work to ensure all directors clearly understand the linkages between their planned activities, organizational goals and ultimate achievements with their youth participants. Since many of the deliverables the directors completed for Year 1 are also organizational outcomes in the theory of change it is clear the connections between the TOCs and the work being done was not understood by all directors when the TOCs were completed.

Our recommendation is to have all Camp directors put their models into the Project TOC format and review them again while curricula and activity schedules are being developed. This will help ensure consistency across camps in planning activities designed to reach each of the desired outcomes of the project.

D. Summary

Regarding the general benefits of any incubator, in our assessment, the Specialty Camp Incubator has been: 1) very successful in providing access to expertise; 2) moderately successful in providing networking and camaraderie; and 3) can continue to improve by finding ways to provide efficiency and cost savings to the camps.

The Incubator has been most effective at providing expertise to the camps through the workshops and mentorships which, overall, have been very valued by the Directors. The Directors have formed a peer network that can serve as an effective starting point for the Incubator to enhance the benefits of being part of a cohort.

The incubator benefit with the most opportunity for continued improvement is efficiency and cost savings. Because co-location is not practical for this Incubator, its opportunities to provide this benefit are limited; however, opportunities do exist that can be better capitalized upon. Though the Incubator likely cannot assist with office space, office equipment, and the like, in the area of professional services there is great opportunity. Each camp independently hired marketing consultants and creative agencies to assist with marketing efforts and marketing material creation. Savings likely could have been realized if the Incubator had centralizing

these services. The Incubator could have identified and hired a single source of marketing support. Workshop time could have been spent allowing each camp time to work with the consultant on initial activities, with follow-up work conducted electronically.

There are still areas where the incubator can offer cost and efficiency benefits to the camps such as:

- website design and maintenance - while camps have already completed initial website development, ongoing maintenance and updating is crucial and having a centralized, easily-accessible resource could help with this;
- developing contracts, staff training manuals, and parent handbooks;
- establishing office systems for maintaining efficiency, or processes, like writing staff job descriptions;
- payroll services; and
- employee benefits.

As the project and evaluation move forward in Year 2 we will continue to: assess the benefits the directors derive from Incubator supports; monitor the progress made in marketing, recruiting and business sustainability – with particular attention to recruitment goals and budgets; and evaluate the quality of programming developed for the camps.

APPENDIX A: WORKSHOP TOPIC LISTING AND CODING BY THEORY OF CHANGE (TOC) OUTCOME

WORKSHOP TOPIC	TOC OUTCOME CODING
WORKSHOP I, NOVEMBER 2008	
The Landscape of Jewish Camp (<i>Skip Vichness and Jerry Silverman</i>)	vision
Measuring Outcomes (<i>Michelle A. Gambone, Ph. D., President YSDI</i>)	vision
Clarifying Goals	vision
Articulating Goals: Mission and Vision	vision
Skills Inventory	skills
Strategic Planning Workshop (<i>Matt Klein, Executive Director, Blue Ridge Foundation and Meryl Schwartz, Portfolio Manager, Blue Ridge Foundation</i>)	vision
Workshop on Facility (<i>Bob Musiker, Owner, Summer Discovery; Maggie Bar-Tura, COO, FJC</i>)	space
Workshop on Governance and Leadership (<i>Philip Coltoff, former CEO, Children's Aid Society</i>)	boards
Budgeting, Reporting Requirements (<i>Laurie Stone, Controller, FJC</i>)	business model
WORKSHOP II, JANUARY 2009	
Jewish Core Values Outcome Matrix Debrief/Integration	vision
Presentation of Mission and Vision	vision
Presentation of Theories of Change	vision
Feedback Meetings with Incubator Staff and Evaluation Team	vision
Strategic Plan Review with Mentors	vision
Topics in Business Planning (<i>Tony Stein, Director, Camp Echo Lake</i>)	business model
Telling Your Story and Messaging (<i>Renee Flax, Director, Public Guidance Service, ACA-NY, Jill Tipograph, Founder/Director, Everything Summer LLC, Leslie Zane, Founder, Center for Emotional Marketing</i>)	marketing
Fundraising for Additional Revenue Part I – Basic Strategies	business model
Fundraising for Additional Revenue Part I – Jewish Philanthropy (<i>Jerry Silverman, President, Foundation for Jewish Camp</i>)	business model
WORKSHOP III, MARCH 2009	
Program Design Part I: Jewish Program Content (<i>Michelle Abraham</i>)	Jewish education
Program Design Part II: A Typical Day	marketing
Budgeting and Financial Modeling Part I (<i>Laurie Stone, Controller, FJC</i>)	business model
Budgeting and Financial Modeling Part II (<i>Laurie Stone, Controller, FJC</i>)	business model
Pricing Strategy	business model
STP [market segmentation, target audiences, product positioning] Analysis Debrief	marketing
Brochures and Collateral Materials	marketing
Developing a Strategic Marketing Plan (<i>Stefan Teodosic, Executive Director B'nai B'rith Beber Camp and the Perlman Conference Center</i>)	marketing
Reaching Communities and Closing the Deal (<i>Stefan Teodosic, Executive Director B'nai B'rith Beber Camp and the Perlman Conference Center</i>)	marketing

WORKSHOP TOPIC	TOC OUTCOME CODING
Using the Web to Market your Camp (<i>Nancy LaPook Diamond and Jo Englesson, Niche Directories.com</i>)	marketing
WORKSHOP IV, MAY 2009	
FJC Incentive Programs (Abby Knopp, Director of Community Initiatives , FJC)	camper recruitment
Skills Assessment Revisited	skill assessment
Organizational Charts, Staffing Plans and Job Descriptions	staff recruitment
Staff Recruiting 101 (Stefan Teodosic, Executive Director, B'nai B'rith Beber Camp and the Perlman Conference Center)	staff recruitment
Presentation Rehearsals	marketing
Marketing Plan Review with Individual Meetings with Mentors	marketing
Presentation Skills Part I (Bob Glover, Chief Creative Officer, Buzzards Bay Productions)	marketing
Presentation Skills Part II	marketing
Information Systems and Data Management (Peter Shifrin, Director of Information Technology Horizon Camps)	business plan

NOTE: UNLESS OTHERWISE LISTED SESSIONS DELIVERED BY FJC INCUBATOR STAFF

APPENDIX B: Camp Theory of Change Completeness

Table B.1: Incubator Outcomes

Early/Incubator Outcomes	Camps Including Outcome in TOC*	Camps Missing Outcome in TOC
Camps have a clear vision and mission for their Jewish specialty camp	AA, URJ	Y,R,EE
Camps have a sound business model that is sustainable and scalable	URJ,R	AA,Y,EE
FJC has strong TA program that fits grantees needs and is responsive to emerging needs	(Incubator level)	
Incubator curriculum incorporates core Jewish values	(Incubator level)	
Camps have strong and supportive relationships with their mentors	(Incubator level)	
Camps have effective long-term marketing strategies	AA,URJ, R	Y, EE
An engaged network of camp directors and Jewish educators exists	R, AA, URJ	Y, EE

* AA=Adamah Adventures; URJ=URJ; Y=Passport NY R=Ramah; EE=Eco Eden

Table B.2: Organizational Outcomes

Camp/Organizational/Intermediate Outcomes	Camps Including Outcome in TOC*	Camps Missing Outcome in TOC
Camp enrollment goals have been met	R, URJ, AA	Y, EE
Camps are financially sound (income meets/exceeds expenses)	AA, URJ	R, Y, EE
Camp staff are knowledgeable about the speciality skill and Jewish values	AA, URJ, R	Y, EE
Boards are engaged and supportive of the camps	R, URJ, AA	Y, EE
Jewish values, knowledge, and practice are integrated into the camp management and activities	R, EE, Y	URJ, AA
Staff and campers demonstrate a sense of ruach through enthusiastic participation in all aspects of camp	URJ	R, Y, EE, AA
Ongoing, results-based improvement process is in place	AA, URJ	R, Y, EE
Camp activities are appropriate, challenging, and engaging, and incorporate skill-building	R, AA, URJ	Y, EE
Campers and staff return to camp each year	R, AA, URJ	Y, EE
Campers view staff as positive and "cool" Jewish role models	AA, URJ	R, Y, EE
Staffing levels are appropriate for enrollment and specialty type	AA	R, Y, EE, URJ

* AA=Adamah Adventures; URJ=URJ; Y=Passport NY R=Ramah; EE=Eco Eden

Table B.3: Camper Outcomes

Related Core Value	Short-term Outcome	Camps Including Outcome in TOC*	Long-Term Outcome	Camps Including Outcome in TOC*2
Speciality Skills	Campers have increased knowledge and skills of relevant specialty	AA, R, URJ, Y, EE	Campers engage in the specialty when not at camp and into adulthood	URJ, AA, EE
	Campers will see the connections between the specialty skill and other activities and core Jewish values	EE, AA, URJ, R		
Social Justice/Repair the World/Tikun Olam	Campers will have a belief that Judaism informs the way we interact with each other to the rest of the world and recognize the responsibility to repair the world	Y, AA, URJ, R, EE	Campers will engage in more Tikkun Olum activities outside of camp	URJ, Y, R, EE
	Campers will believe that their actions can improve the world	URJ, Y, R, EE	Campers will seek out opportunities to engage in acts of Tikkun Olam with other Jews throughout the year	Y,URJ, R
	Campers will help create a community of caring in the camp	AA, URJ, Y, R, EE		
Hebrew/Ivrit	Campers will have increased knowledge, understanding, and usage of the Hebrew language through songs, prayers, terms, and phrases	URJ, Y, R, EE	Campers will seek opportunities to further their Hebrew learning and use Hebrew in their lives	URJ, R, EE
Centrality of Shabbat/Shabbat Shalom	Campers will enjoy and appreciate the celebration of Shabbat	URJ, Y,AA, EE	Campers will celebrate Shabbat with friends and family after camp and through adulthood	URJ, Y,AA, EE
	Campers will have increased knowledge and understanding of Shabbat	URJ, Y,AA, R, EE		
Prayer/Tefilah	Campers will have knowledge of Jewish prayers (morning prayers, Torah prayers, food prayers, etc)	URJ, Y,AA, R, EE	Campers will continue spiritual practices after camp	URJ, Y,AA, R, EE
	Campers will increase their appreciation for the sacred/spirituality	URJ, Y,AA, R, EE		
Community/Kehilah; Unity of Jewish People/K'lal Yisreal; Jewish Peoplehood; Isreal/Am Yisrael chai; Spirit/Ruach; Communal Responsibility/Kol Yisrael Aravim Zeh B'zeh	Campers will develop a strong network of Jewish peers	Y,AA, R, EE	Campers will remain engaged in relationships with Jewish peers after camp and through adulthood	URJ, AA, R
	Campers will have a sense of belonging to the Jewish community and regard their Jewishness with enthusiasm	URJ, Y, AA, R	Campers will seek out Jewish affiliations outside of camp	URJ, AA, R
	Campers will see staff and peers as "cool" Jewish role models	URJ, Y	Campers will visit Israel/birthright trip to Israel	AA, EE
	Campers will connect enthusiasm for the camp with enthusiasm with the Jewish community	URJ	Campers will follow news about Israel	AA
			Campers will return to the camp year after year; campers will become counselors	URJ, AA, R
Lifelong Jewish Learning/Talmud/Torah	Campers will have increased Judaic Knowledge	URJ, Y, AA, R, EE	Campers will seek out opportunities to increase their knowledge of Jewish history, values and practices after camp and through adulthood	URJ,AA, R, EE

APPENDIX C: PROGRESS RATINGS BY CAMP

Table C.1: Mentor and Director Ratings of Eco-Eden’s progress toward Incubator Outcomes and Organizational Activities

Incubator Outcome	Mentor Progress Rating	Director Progress Rating	Mentor Quality Rating (out of 100)
Functioning Board of Directors	Beginning stages	Made a little progress	NR
Sustainable business model	Mostly developed, needs improved	Pretty far along	78
Ongoing needs assessment	NR	NA	NR
Appropriate location and space	Mostly developed, needs improved (for original plan)	NA	71.5
Vision	Mostly developed, needs improved	NA	85
Recruitment of new camper segments	Mostly developed, needs improved	Made a little progress	75
Marketing plan	Mostly developed, needs improved	NA	85
Graduated skill model	Beginning stages	About halfway done	59
Curriculum of Jewish education	Beginning stages	Pretty far along	NR
Integration of Jewish values	Mostly developed, needs improved	Pretty far along	79
Creation of ruach	Mostly developed, needs improved	Pretty far along	86
Recruitment of staff	Beginning stages	Pretty far along	
Staff training curriculum/program	Beginning stages	Made a little progress	
Average Rating	1.92	3.22	74.94

Table C.2: Mentor and Director Ratings of Ramah’s progress toward Incubator Outcomes and Organizational Activities

Incubator Outcome	Mentor Progress Rating	Director Progress Rating	Mentor Quality Rating (out of 100)
Functioning Board of Directors	Still in early stages	Made a little progress	60
Sustainable business model	NR	About halfway done	
Ongoing needs assessment	NR	NA	
Appropriate location and space	Completed	NA	95
Vision	Mostly completed, needs improvement	NA	87
Recruitment of new camper segments	Completed	Not begun	80
Marketing plan	Completed	NA	92
Graduated skill model	Still in early stages	About halfway done	87
Curriculum of Jewish education	Completed	Completed	
Integration of Jewish values	Still in early stages	Pretty far along	
Creation of ruach	Still in early stages	Pretty far along	
Recruitment of staff	Mostly completed, needs improvement	Pretty far along	80
Staff training curriculum/program	NR	Pretty far along	
Average Rating	2.00	3.28	83.00

Table C.3: Mentor and Director Ratings of Teva Treks' progress toward Incubator Outcomes and Organizational Activities

Incubator Outcome	Mentor Progress Rating	Director Progress Rating	Mentor Quality Rating (out of 100)
Functioning Board of Directors	Still in early stages	Made a little progress	NR
Sustainable business model	NR	Pretty far along	70
Ongoing needs assessment	NR	NA	NR
Appropriate location and space	Still in early stages	NA	87
Vision	Mostly developed, needs improvement	NA	90
Recruitment of new camper segments	Mostly developed, needs improvement	Made a little progress	90
Marketing plan	Mostly developed, needs improvement	NA	85
Graduated skill model	NR	About halfway done	NR
Curriculum of Jewish education	NR	Have not begun	NR
Integration of Jewish values	NR	Made a little progress	NR
Creation of ruach	Still in early stages	Made a little progress	75
Recruitment of staff	NR	Made a little progress	NR
Staff training curriculum/program	NR	Have not begun	NR
Average Rating	1.80	2.13	82.83

Table C.4: Mentor and Director Ratings of URJ’s progress toward Incubator Outcomes and Organizational Activities

Incubator Outcome	Mentor Progress Rating	Director Progress Rating	Mentor Quality Rating (out of 100)
Functioning Board of Directors	Still in early stages	Made a little progress	NR
Sustainable business model	Mostly completed, needs improvement	Pretty far along	70
Ongoing needs assessment	Completed	NA	85
Appropriate location and space	Completed	NA	95
Vision	Still in early stages	NA	50
Recruitment of new camper segments	Mostly completed, needs improvement	Have not begun	65
Marketing plan	Mostly completed, needs improvement	NA	65
Graduated skill model	Mostly completed, needs improvement	Made a little progress	70
Curriculum of Jewish education	Still in early stages	About halfway done	75
Integration of Jewish values	Still in early stages	About halfway done	NR
Creation of ruach	Still in early stages	Made a little progress	70
Recruitment of staff	Still in early stages	Made a little progress	75
Staff training curriculum/program	Still in early stages	Have not begun	NR
Average Rating	2.46	2.17	72.00

Table C.5: Mentor and Director Ratings of YMCA’s progress toward Incubator Outcomes and Organizational Activities

Incubator Outcome	Mentor Progress Rating	Director Progress Rating	Mentor Quality Rating (out of 100)
Functioning Board of Directors	NR	Made a little progress	NR
Sustainable business model	Mostly completed, needs improvement	Pretty far along	50
Ongoing needs assessment	NR	NA	NR
Appropriate location and space	Mostly completed, needs improvement	NA	50
Vision	Mostly completed, needs improvement	NA	60
Recruitment of new camper segments	In beginning stages	Made a little progress	40
Marketing plan	In beginning stages	NA	50
Graduated skill model	In beginning stages	Made a little progress	40
Curriculum of Jewish education	NR	About halfway done	25
Integration of Jewish values	NR	Made a little progress	NR
Creation of ruach	In beginning stages	Pretty far along	40
Recruitment of staff	In beginning stages	About halfway done	40
Staff training curriculum/program	NR	Have not begun	20
Average Rating	1.90	2.61	41.50

Table C.6: Mentor and Director Ratings of BIMA’s progress toward Incubator Outcomes and Organizational Activities

Incubator Outcome	Mentor Progress Rating	Director Progress Rating	Mentor Quality Rating
Functioning Board of Directors	Still in early stages	Made a little progress	NR
Sustainable business model	Mostly developed needs improvement	Pretty far along	65
Ongoing needs assessment	NR	NA	NR
Appropriate location and space	Implementing	NA	NR
Vision	Implementing	NA	75
Recruitment of new camper segments	Mostly developed needs improvement	Completed	70
Marketing plan	Implementing	NA	90
Graduated skill model	Still in early stages	About half-way done	40
Curriculum of Jewish education	Implementing	Pretty far along	90
Integration of Jewish values	Implementing	Pretty far along	80
Creation of ruach	Mostly developed needs improvement	Completed	80
Recruitment of staff	Implementing	Completed	90
Staff training curriculum/program	NR	Completed	NR
Average Rating	3.54	4.11	75.56