

# APPENDIX

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

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## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

San Francisco Bay Area

### Annual Participants:

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

### Staffing:

One 0.75-time coordinator

### Board:

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

### Annual Budget:

Not currently available

### Cost per Capita:

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

### Funding Sources:

Fee for service, JCC in-kind support

### Year Founded:

2008

### Founding History:

Not currently available

### Evaluation:

Parent and student surveys administered internally

### Web Site:

[www.paloaltojcc.org/icc/bkhs-about/](http://www.paloaltojcc.org/icc/bkhs-about/)

# Beged Kefet Hebrew Language School

## Key Programs & Activities

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

## What is Noteworthy?

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

### Language Acquisition to Foster Increased Understanding about Israel

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

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

### Annual Participants:

320

### Staffing:

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

### Board:

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

### Annual Budget:

\$4,059,000

### Cost per Capita:

\$11,788

### Funding Sources:

Helen Diller Family Foundation, local sponsoring federations, participant fees

### Year Founded:

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

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.jewishfed.org/diller](http://www.jewishfed.org/diller)

## Diller Teen Fellows

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

Jewish athletes and artists (ages 13-16)

### Service Area:

Events are held throughout North America

### Annual Participants:

3,000-5,000 teen participants

### Staffing:

4 FTEs

### Board:

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

### Annual Budget:

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

### Cost per Capita:

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

### Funding Sources:

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

### Year Founded:

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

### Founding History:

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

## JCC Maccabi Games and Artsfest

### Key Programs & Activities

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

### What is noteworthy?

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

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

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

# JCC Maccabi Games and Artsfest *continued*

## Evaluation:

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

## Web Site:

[www.jccmaccabigames.org/](http://www.jccmaccabigames.org/)

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

Jewish students in grades 5-12

### Service Area:

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

### Annual Participants:

1,300-1,800

### Staffing:

2.5 FTE (3 staff members)

### Board:

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

### Annual Budget:

\$207,617

### Cost per Capita:

Approximately \$143\*

### Funding Sources:

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

### Year Founded:

2005

### Founding History:

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

## The Jewish Lens

### Key Programs & Activities

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

### What is Noteworthy?

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

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

# The Jewish Lens *continued*

## Evaluation:

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

## Web Site:

[www.jewishlens.com/](http://www.jewishlens.com/)

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

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

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

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

### Annual Participants:

2,407 (2011–12 academic year)

### Staffing:

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

### Board:

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

### Annual Budget:

\$1.3 million (FY 2012–2013)

### Cost per Capita:

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

### Funding Sources:

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

### Year Founded:

2002

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.myjsc.org](http://www.myjsc.org)

## Jewish Student Connection

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

# Jewish Student Connection *continued*

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

Jewish teens (grades 8-12)

### Service Area:

North America

### Annual Participants:

2,000 teens

### Staffing:

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

### Board:

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

### Annual Budget:

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

### Cost per Capita:

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

### Funding Sources:

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

### Year Founded:

2007

## Jewish Teen Funders Network

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

# Jewish Teen Funders Network *continued*

## Founding History:

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

## Evaluation:

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

## Web Site:

[www.jtfn.org/](http://www.jtfn.org/)

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

Jewish young adults (ages 22-30)

### Service Area:

53 Moishe houses in 14 countries

### Annual Participants:

Approximately 30,000 unique annual participants

### Staffing:

16 FTEs, 3 part-time staff

### Board:

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

### Annual Budget:

\$3.2 million

### Cost per Capita:

\$90 per unique participant

### Funding Sources:

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

### Year Founded:

2006 (Became an independent entity in 2008)

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.moishehouse.org](http://www.moishehouse.org)

## Moishe House

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

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

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

## Moishe House *continued*

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

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

### Annual Participants:

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

### Staffing:

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

### Board:

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

### Annual Budget:

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

### Cost per Capita:

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

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

### Funding Sources:

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

### Year Founded:

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

## Moving Traditions

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

# Moving Traditions *continued*

## Founding History:

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

## Evaluation:

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

## Web Site:

[www.movingtraditions.org](http://www.movingtraditions.org)

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

The North Shore region of Massachusetts

### Annual Participants:

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

### Staffing:

2 FTEs

### Board:

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

### Annual Budget:

\$400,000

### Cost per Capita:

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

### Funding Sources:

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

### Year Founded:

2008

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.nsteeninitiative.org](http://www.nsteeninitiative.org)

## North Shore Teen Initiative

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

Over 40 countries

### Annual Participants:

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

### Staffing:

6 FTEs

### Board:

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

### Annual Budget:

\$1,700,000

### Cost per Capita:

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

### Funding Sources:

Fully funded by The Charles and Lynn Schusterman Family Foundation

### Year Founded:

2006

### Founding History:

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

## ROI Community

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

# ROI Community *continued*

## Evaluation:

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

## Web Site:

[www.roicommunity.org](http://www.roicommunity.org)

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

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

### Annual Participants:

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

### Staffing:

3 FTEs

### Board:

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

### Annual Budget:

Approximately \$300,000

### Cost per Capita:

Approximately \$365 for Freedom Fellows and workshops, combined

### Funding Sources:

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

### Year Founded:

2007

### Founding History:

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

# Chicago Freedom School

## Key Programs & Activities

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

## What is Noteworthy?

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

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

# Chicago Freedom School *continued*

## Evaluation:

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

## Web Site:

[www.chicagofreedomschool.org](http://www.chicagofreedomschool.org)

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

National program with a few nascent international efforts, including Israel

### Annual Participants:

1,229,579

### Staffing:

40 FTEs

### Board:

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

### Annual Budget:

Approximately \$2.78 million

### Cost per Capita:

\$2.26

### Funding Sources:

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

### Year Founded:

1993

### Founding History:

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

# DoSomething.org

## Key Programs & Activities

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

## What is Noteworthy?

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

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

## Evaluation:

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

## Website:

[www.dosomething.org](http://www.dosomething.org)

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

Greater Boston area

### Annual Participants:

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

### Staffing:

31 FTEs (across all Food Project programs)

### Board:

Three youth members always sit on the Board

### Annual Budget:

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

### Cost per Capita:

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

### Funding Sources:

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

### Year Founded:

1991

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.thefoodproject.org](http://www.thefoodproject.org)

## The Food Project

### Key Programs & Activities

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

### What is Noteworthy?

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

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

# The Food Project *continued*

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

Youth ages 12-18

### Service Area:

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

### Annual Participants:

Approximately 1,250

### Staffing:

15 FTEs

### Board:

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

### Annual Budget:

\$1.6 million

### Cost per Capita:

Approximately \$1,280

### Funding Sources:

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

### Year Founded:

1998

### Founding History:

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

### Evaluation:

None

### Web Site:

[www.gsanetwork.org](http://www.gsanetwork.org)

# Gay-Straight Alliance Network

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

## Key Programs & Activities

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

## What is Noteworthy?

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

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

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

# Gay-Straight Alliance Network *continued*

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

San Diego County

### Annual Participants:

HU: 40; GGB: 39

### Staffing:

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

### Board:

A lay led Board from JFS oversees the programs

### Annual Budget:

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

### Cost per Capita:

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

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

### Funding Sources:

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

### Year Founded:

HU: 2008; GGB: 2011

# Hand Up Teen Leadership Program & Girls Give Back

## Key Programs & Activities

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

## What is Noteworthy?

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

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

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

## Founding History:

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

## Evaluation:

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

## HU Web Site:

[www.jfssd.org/site/PageServer?pagename=programs\\_food\\_assistance\\_food\\_pantry](http://www.jfssd.org/site/PageServer?pagename=programs_food_assistance_food_pantry)

## GGB Web Site:

[www.jfssd.org/site/PageServer?pagename=programs\\_teen\\_leadership\\_ggb](http://www.jfssd.org/site/PageServer?pagename=programs_teen_leadership_ggb)

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

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

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

## AT A GLANCE

### Brief Description:

Mobilize.org provides Millennials with the relationships, resources and skills necessary to create and implement solutions that address community problems.

Mobilize.org is a process-based organization, steered by Millennial-led decisions, that empowers Millennials to view themselves as change makers and problem solvers within their various communities.

### Target Audience:

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

### Service Area:

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

### Annual Participants:

Over 23,000 members

### Staffing:

7 FTEs

### Board:

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

### Annual Budget:

Approximately \$1,000,000

### Cost per Capita:

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

### Funding Sources:

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

### Year Founded:

2002

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.mobilize.org](http://www.mobilize.org)

## Mobilize.org

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

Middle school youth (grades 6-8)

### Service Area:

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

### Annual Participants:

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

### Staffing:

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

### Board:

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

### Annual Budget:

\$1.5 million (2011)

### Cost per Capita:

Approximately \$2,500

### Funding Sources:

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

### Year Founded:

1989

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.niylp.org](http://www.niylp.org)

# National Indian Youth Leadership Project

## Key Programs & Activities

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

## What is Noteworthy?

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

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

# National Indian Youth Leadership Project *continued*

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

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

Across the United States

### Annual Participants:

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

### Staffing:

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

### Board:

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

### Annual Budget:

Almost \$505,000

### Cost per Capita:

Approximately \$65

### Funding Sources:

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

### Year Founded:

1961

### Founding History:

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

### Evaluation:

None

### Web Site:

[www.uua.org/youth](http://www.uua.org/youth); [www.uua.org/youngadults](http://www.uua.org/youngadults)

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

## Key Program Elements

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

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

## What is Noteworthy?

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

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

International

### Annual Participants:

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

### Staffing:

Approximately 3-4 FTEs

### Board:

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

### Annual Budget:

Not available\*

### Cost per Capita:

Not available\*

### Funding Sources:

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

## TEDx Youth

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

# TEDx Youth *continued*

## Year Founded:

TEDx Youth began operations in 2009

## Founding History:

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

## Evaluation:

None

## TEDx Web Site:

[www.ted.com/tedx](http://www.ted.com/tedx)

## TEDx Youth Day Web Site:

[www.tedxyouthday.ted.com](http://www.tedxyouthday.ted.com)

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

Primarily high school students; some middle school students

### Service Area:

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

### Annual Participants:

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

### Staffing:

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

### Board:

Local YMCA Boards govern Y&G programs

### Annual Budget:

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

### Cost per Capita:

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

### Funding Sources:

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

### Year Founded:

1936

### Founding History:

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

## YMCA Youth & Government

### Key Programs & Activities

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

### What is Noteworthy?

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

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

# YMCA Youth & Government *continued*

## Evaluation:

None

## Central Bay Web Site:

[www.ymca-cba.org/albany/albany-teen/programs/albany-youth-and-government](http://www.ymca-cba.org/albany/albany-teen/programs/albany-youth-and-government)

## California Web Site:

[www.calymca.org](http://www.calymca.org)

## National Web Site:

[www.ymcayg.org/ymcayg.html](http://www.ymcayg.org/ymcayg.html)

## Note:

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

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

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

## AT A GLANCE

### Brief Description:

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

### Target Audience:

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

### Service Area:

National and international

### Annual Participants:

1.2 million youth and young adults

### Staffing:

2,100 FTEs; Approximately 39,245 US volunteers

### Board:

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

### Annual Budget:

\$260,000,000

### Cost per Capita:

Approximately \$200

### Funding Sources:

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

### Year Founded:

1941

### Founding History:

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

### Evaluation:

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

### Web Site:

[www.younglife.org/us](http://www.younglife.org/us)

## Young Life

### Key Programs & Activities

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

### What is Noteworthy?

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

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

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

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

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

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