



Expanding the Circle of Teen Education & Engagement

Evaluation of Year 1 of the Los Angeles Jewish Teen Initiative

DECEMBER 2016

Prepared for
Jewish Federation of
Greater Los Angeles
& Jim Joseph
Foundation

Prepared by
Informing Change

INFORMING 
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Introduction

THE INITIATIVE

The Los Angeles Jewish Teen Initiative (LAJTI or Initiative) is a collective effort among organizations across the greater Los Angeles Jewish community to enhance the opportunities for teens to engage positively in Jewish life. The LAJTI launched in 2015 after several years of planning with a broad base of community stakeholders. Co-funded by the Jewish Federation of Greater Los Angeles (the Federation) and the Jim Joseph Foundation (the funders), the LAJTI includes three main strategies, each with multiple components working toward shared goals:

1. **Expand and create teen engagement programs of excellence.**
 - Develop and oversee the **Jewish Teen Program Accelerator**, designed to support organizations to scale and grow already-successful programs and to develop and launch new, innovative programs for teens.
 - Convene a **Teen Leadership Council**, consisting of a diverse group of teen leaders across the region, to conceive of and pilot new events for teens.
 - Create a **Teen Micro-Grant Program** to support teen entrepreneurs.
 - Offer **Jewish service learning training and consultation** to support organizations with incorporating and strengthening service learning into their programming.
2. **Nurture the teen ecosystem and build community commitment to teen engagement.**
 - Build a **centralized online platform** to share information about Jewish teen opportunities with teens, parents, providers and the wider Jewish community in Los Angeles.
 - Train **Teen Social Media Fellows** to generate a social media presence for Jewish teen opportunities.
 - Offer **scholarships** to reduce financial barriers for teens to participate in short-term immersive Jewish program experiences.
3. **Support the professional development of educators of Jewish teens.**
 - Facilitate a **community of practice for** Jewish teen educators.
 - Develop a **mentoring program** that pairs less experienced educators with seasoned educators in the field.
 - **Subsidize enrollment in academic courses and certificate programs** in fields of interest.
 - Train and support Jewish teen educators to **integrate wellness approaches** into their work with teens.

Ultimately, these strategies aim to create a rich, collaborative infrastructure and a diverse mosaic of accessible and affordable Jewish teen opportunities, such that Los Angeles Jewish teens engage in activities that promote a healthy, personally meaningful and fulfilled Jewish life. For more detail on the Initiatives strategies and intended outcomes, please see the LAJTI Theory of Change Overview found in Appendix A.

EVALUATION OVERVIEW

Informing Change has been engaged to evaluate the first three years of the LAJTI. The evaluation is both process and outcome oriented, with an intention to provide ongoing feedback on the LAJTI's various components to inform strategic pivots, while also assessing the Initiative's results.

The LAJTI is connected to a national effort supported by funders investing in new models for community-based Jewish teen education and engagement. Funders involved in this Jewish Teen Education and Engagement Funder Collaborative convene on a regular basis for cross-community learning and have developed shared outcomes, expectations and measures of success.

The Funder Collaborative has also commissioned a cross-community evaluation (CCE). The goal of the CCE is to aggregate findings from evaluations from ten communities that are or are planning to develop and implement local initiatives to understand the collective impact of these efforts and generate lessons learned. This local LAJTI evaluation has utilized tools developed by the CCE evaluators for teens and educators to collect some data in a consistent way across communities.

Evaluation Questions

This evaluation is designed to look at the LAJTI's three strategies individually and collectively, and how they contribute to a set of four outcome areas: the ways Jewish teens engage with and grow from Jewish opportunities in Los Angeles, the extent to which programs diversify and broaden these opportunities, the capacities of Jewish teen educators to support teens in deepening their Jewish connections and the community commitment to Jewish teen engagement. Eight evaluation questions prompt insight into progress toward these outcomes.

- To what extent are a **growing number of diverse Jewish teens in Los Angeles engaged in Jewish life** throughout their teen years?
- How is the **Jewish Teen Program Accelerator enabling the scaling of current and new endeavors** for Jewish teens generated by existing Jewish organizations in Los Angeles?
- How and to what extent are programs supported by the **Jewish Teen Program Accelerator expanding opportunities for Jewish teens** in Los Angeles, particularly for currently under-engaged teens?
- How and to what extent is the **Teen Leadership Council building events** that motivate and inspire teens in key areas of Jewish engagement?
- How and to what extent are Los Angeles teens **experiencing Jewish learning and growth**, particularly those in activities supported by the Initiative?
- How and to what extent are **Jewish youth educators increasing their capacity** as motivated, well-connected and knowledgeable Jewish youth educators who incorporate a teen wellness approach into their work and are well-positioned to help increase and deepen teen engagement in Los Angeles?
- How and to what extent is the Los Angeles Jewish community **facilitating access for teens to participate in Jewish programs and opportunities** through enhanced information, resource sharing and improved program affordability?
- How and to what extent is the **Los Angeles community developing capacity and leadership to sustain a priority community focus** on Jewish teen education and engagement over time?

Methods

In February and July 2016, during the early implementation of the LAJTI, Informing Change provided rapid assessment memos and facilitated reflective discussions with Initiative leaders and funders. This end-of-year report, in tandem with the early feedback mechanisms, is intended to help inform LAJTI’s route forward.

With guidance from the Evaluation Core Advisory Team,¹ Informing Change collected a combination of qualitative and quantitative data from multiple sources, largely toward the end of the Initiative’s first year of implementation. We based our data collection and analysis processes on indicators and intended outcomes outlined in the LAJTI Theory of Change and evaluation plan, and worked throughout the year on evaluation methodology and implementation with LAJTI staff.

Having a range of respondent groups provides a multi-faceted snapshot of the LAJTI. The answers to the evaluation questions shared in this report reflect this plurality; where possible, we have synthesized data across respondent groups in the findings, while also endeavoring to provide a useful amount of nuance between and among groups.

Exhibit 1

Data Collection Methods Overview

Source	Type	Timeframe
Teens	Survey of Jewish teens, including teens in Accelerator programs, teens in other programs of organizations in the Accelerator, the Teen Leadership Council and Social Media Fellows (n=406) ²	June–July 16
	Interviews with teens in Accelerator programs, the Teen Leadership Council and Social Media Fellows (n=15)	July–Aug 16
Educators	Survey of Jewish teen educators known to the Federation (n=58) ³	May–July 16
	Interviews with Accelerator program staff (n=8)	July–Aug 16
	Observation of Accelerator workshop with UpStart	Nov 15
Stakeholders	Interviews with Initiative staff, Initiative funders and lay leaders (n=15)	July–Sept 16
Secondary Data Review	Mid-year and end-of-year reports from Initiative staff to the Jim Joseph Foundation	Sept 16
	End-of-year reports from Accelerator programs	Oct 16

¹ The Evaluation Core Advisory Team includes Jessica Green and Shira Rosenblatt, Jewish Federation of Greater Los Angeles; Elaine Lindheim, Jewish Federation of Greater Los Angeles Volunteer Leadership Team; Stacie Cherner and Josh Miller, Jim Joseph Foundation; and the Informing Change evaluation team.

² Total survey dissemination: approximately 2,058. The survey was distributed to teens who had participated in programs or activities run by Accelerator or Initiative programs anytime over the last two years.

³ Total survey dissemination: 128. The survey was distributed to educators known to the LA Federation.

Limitations

While the baseline data presented in this report are robust, the data are not without some notable limitations. First, data collected on teens in Los Angeles via the teen survey was not inclusive of the all teens who participated in LAJTI-related programs. Teens were asked to fill out an online survey and received the request via email, and we acknowledge that it is possible that some teens never received the request. However, 20% of all teens who received the survey completed it, and there is no reason to believe that there is any systematic response bias. It is also noteworthy that teens from each LAJTI program participated in the survey.

Similarly, there was a 45% response rate on the educator survey. While we don't see any systematic bias in terms of type of respondents, the findings may not reflect or be representative of all Jewish teen educators in Los Angeles. Lastly, while we interviewed teens who had participated in LAJTI programs, we found that those who agreed to be interviewed tended to be highly engaged teens and thus, this report includes fewer viewpoints from teens who would be considered less-engaged in Jewish life in Los Angeles.

Overview of this Report

The data collected during the LAJTI's first year largely serve as a baseline for assessing change over time. The baseline described in this report provides a promising outlook for the years ahead. The LAJTI launched many of its moving parts in Year 1, most notably the Accelerator and efforts to enhance the professional development for Jewish teen educators. These early starts are accomplishments in and of themselves; yet, as with any new endeavor, there have been bumps and requisite tweaks along the way.

I see the vision playing out in planning, and now there is a process of analysis and reflection and tweaking because vision doesn't translate seamlessly into reality. There are always complications that come in translating vision into practice.

– Stakeholder

This report documents the LAJTI's development and accomplishments in its first year of implementation, along with early lessons learned and recommendations for Year 2. We begin with a broad look at the landscape of opportunities for Jewish teens, and then zero in on the successes and challenges of the Accelerator. Then, we examine the teens who are involved in Jewish life in Los Angeles and the educators who are designing and implementing opportunities for them. Finally, we zoom out and take a look at the broader community support for Jewish teen education and engagement in Los Angeles, including ways the LAJTI has stimulated access to opportunities and begun to build collaboration across organizations to support them. We conclude the report with reflections on this first year and recommendations for moving forward, drawn from the evaluation findings.

The tracks have been laid and the trains are starting to move, and it is going well.

– Stakeholder

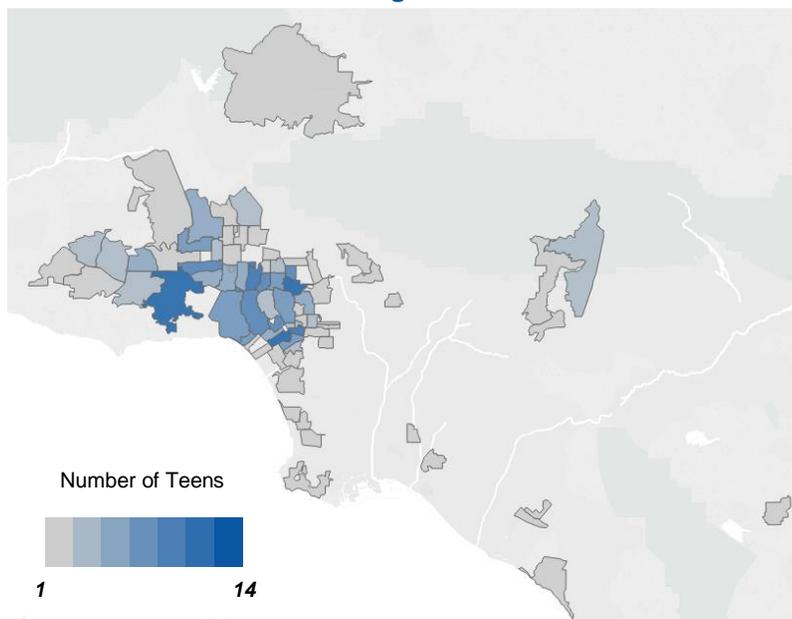
Creating New, High Quality Teen Opportunities

THE LANDSCAPE OF TEEN OPPORTUNITIES

The need for more Jewish teen opportunities is driven by many factors, one of which is Los Angeles’s geographical sprawl. Regardless of whether a program sounds interesting, teens are much more likely to attend a program if it is nearby; this is why LAJTI hopes for many opportunities in different places around Los Angeles.

In general, LAJTI stakeholders agree that **there are interesting and diverse opportunities available for Jewish teens in the Los Angeles area**. However, few people across constituency groups could determine whether this was the result of the LAJTI. This is not surprising at this early stage of the Initiative, since the LAJTI’s new Accelerator programs were piloting this year. To complicate this point further, stakeholders report that from their observations, many teens come from similar parts of the city, so these teens may perceive greater availability than teens in areas where programs do not exist. Stakeholders acknowledge that it will take a step-by-step process to change the landscape—one opportunity at a time.

Exhibit 2
Most teens live in the North Hollywood area, extending into the Thousand Oaks/Calabasas neighborhoods⁴



“It’s hard to know [how the landscape is changing].... We’re really transforming the way that these program providers in the Accelerator think of their work, design their work and evaluate their work, which hopefully will have real tremendous impact down the line.”

– Stakeholder

⁴ 294 teens from 79 unique zip codes responded to the survey. See Appendix B for a full list of teens’ home zip codes.

The available Jewish opportunities in Los Angeles appeal to the majority of teen survey respondents.

This, combined with two-thirds of educators agreeing that there is a community-wide priority on reducing barriers to teen participation in Jewish programs and events, is an encouraging snapshot of the overall landscape. However, stakeholders express concerns about whether different programs are reaching different audiences, whether new programs are reaching new audiences and how these programs are accounting for the geographical spread of Los Angeles. More work can be done to meet a diverse set of needs and interests.

CREATING INNOVATION THROUGH THE LAJTI ACCELERATOR

In May 2015, the LAJTI partnered with UpStart, an organization that helps innovators redesign the experience and expression of Jewish life, to form the LAJTI Accelerator. The first of what is intended to be two Accelerator cohorts was conceived for 10 Jewish organizations to redesign and scale their programs to reach more Los Angeles teens. The participating programs applied to the LAJTI for funding to work with UpStart, which involved UpStart-led retreats and workshops and individual coaching sessions with UpStart staff. The Accelerator itself is a project in incubation. While the Accelerator is built on a strong platform, it is a pilot program designed to figure out effective ways to support nascent ideas and programs in the teen space. As a central piece of the LAJTI, the Accelerator receives approximately 60% of the Initiative’s programming expenses.

Two of the original ten programs, Jewish World Watch and URJ NFTY, did not follow through with the Accelerator opportunity due to lack of infrastructure or the perceived inability to reach out to under-engaged teens beyond their organizational membership. Additionally, the LA Federation’s new Teen Community Internship program engaged in some elements of the Accelerator process.

As a strategy for diversifying and expanding opportunities for teens to engage in Jewish life, **the Accelerator, in its first year, has stimulated new ways of thinking about market research and teen program design.** This innovative thinking created eight new and modified program models for Jewish teens. This is the first step toward the LAJTI’s complex and time-intensive goals of improving the quality, quantity and diversity of programs in Los Angeles to engage a wide variety of Jewish teens, from middle school through high school.

In an effort to focus on teens’ diverse needs and interests, **all Accelerator programs made changes to their programs** and therefore feel that they have developed new opportunities for teens in Los Angeles in unique ways. While the new opportunities vary, Initiative leaders report that gaps remain in the overall landscape of Jewish teen opportunities. For example, no Accelerator programs are focused on the arts, music, dance or drama. Some programs have deepened their focus in order to sustain an individual or smaller group’s involvement over time; others have created one-time engagements with more expansive reach. The Accelerator program staff are heartened by the positive, enthusiastic feedback they are receiving from teens.

Examples of Program Changes

- Engaging teens in Jewish experiences while deepening teens professional skills and learning
- Adding Jewish curriculum, values and learning components to existing programs
- Adding a wellness component
- Recruiting new teens, conducting more outreach to teens and expanding geographically
- Incorporating social justice elements into programming
- Setting up new program models or infrastructure
- Lowering the barriers to participation
- Holding events and activities at new times of the year or new days of the week (Sunday events and Saturday evenings)

Exhibit 3

Year 1 LAJTI Accelerator Programs

	Program Duration	Program Content	Program Type	Number of Teens Participating in 2015-2016	2016–2017 Projected Reach ⁵
Camp JCA Shalom LA Teen Adventures	Multiple one day	Outdoors	New Program	18	200–250
Sherut L'Olam	One weekend and One day	Service Learning, Social Justice	New Program	32	64
Maccabi Clash	Multiple one day	Sports and Wellness	New Program	34	50
BBYO Entrepreneurship & Innovation Summit	One day	Entrepreneurship	New Program	30	60
Camp Bob Waldorf: Kibbutz Tzedek	Four days	Social Justice	New Program	52	75
JQSA “Pop Up” and “Taste” Outreach Programs	Ongoing monthly one day meetings and events	LGBTQ	Modification	48	55
Moving Traditions Community Groups	Ongoing, multiple weeks	Gender Identity, Coming of Age	Modification	18	60
Freedom School	Ongoing, multiple weeks	Service Learning	Modification	108	120

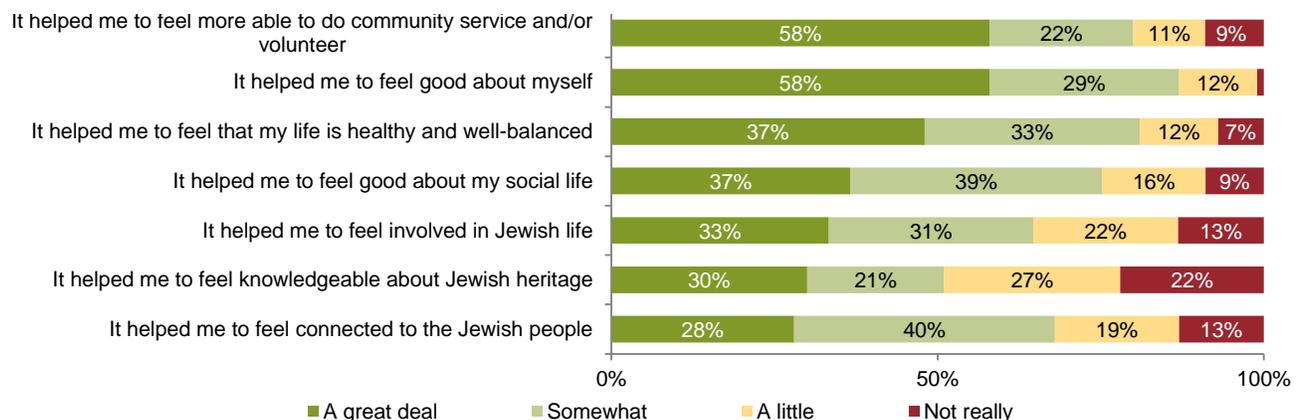
TEEN EXPERIENCES IN ACCELERATOR PROGRAMS

Teen survey respondents who participated in Accelerator programs say that the programs excel at helping them to feel that their lives are well balanced and fueled by high self-esteem and social supports. These programs also help them to feel prepared to make contributions to the community and involved in and connected to Jewish life. Given the variation in program models, it is understandable that teens rated the outcomes from individual programs somewhat differently, but these differences align with the focus of the program (e.g., a program that highlights community service gets higher scores on that outcome than one more focused on personal development).

Exhibit 4

Overall, teens are having positive experiences and outcomes from participation in the Accelerator programs

n=90



⁵ The Accelerator programs have made these estimates in consultation with Federation staff.

Informing Change also conducted a series of interviews with Jewish teens who participated in LAJTI programs. These teens tend to fall on the high end of engagement scales. While this sample does not represent the less-engaged population the Initiative aims to influence, the overwhelmingly positive feedback from these skilled consumers of Jewish experiences indicates that the Accelerator and Initiative are producing high-quality, deeply engaging programming. For the set of teens we interviewed, all agreed that programs delivered on the pitch that initially drew them in.

Teens participate in Initiative programs because:

- It sounds fun
- It meets their specific interests. For example, those who want to volunteer seek out and join the volunteer opportunities because they are motivated by *tikkun olam*/community service; those who joined the Community Internship wanted nonprofit experience and a paid position.
- Their friends are participating

By intentionally creating a welcoming culture and providing strong and relevant Jewish curricula, Accelerator programs allow teens space to grow, reflect and discuss. Teens—having a diverse set of interests—see value in the variety among Accelerator programs. As such,

When I went back home, I told my parents about the things I learned. I feel more proud to be Jewish and get more involved in the Jewish community.”

– Teen

teens’ experiences with the Accelerator programs reflect the distinctiveness of the programs themselves, with a common thread of making new friends and engaging in Jewish learning woven throughout. The content of this Jewish learning ranges from studying Torah and discussions on keeping kosher, to enacting core Jewish values such as *tikkun olam* and connecting to their Jewish communities.

Teens feel comfortable attending Accelerator programs, thanks to what they experience as a welcoming culture, combined with the space to reflect on Jewish concepts and explore their Jewish identities. Icebreakers and other facilitated program activities helped teens get to know their peers and feel comfortable and connected in a short amount of time.

“[The Accelerator program] made me dig a little bit deeper [into Jewish ideas].

– Teen

Teens interviewed from some Accelerator programs particularly notice and appreciate the intentional time set aside for them to reflect on and learn about Jewish ideas, concepts and values. They are interested in opportunities to further connect to their heritage, teachings and communities and, in turn, expand their understandings of their own identities.

ACCELERATOR PROGRAM ACCOMPLISHMENTS

As part of the Accelerator, **all eight partner organizations created and launched new programs or expanded existing successful programs.** The process was one of ongoing cycles of learning and iterating on new ideas for engaging teens. For the most part, Accelerator program staff felt supported by the helpful relationships between UpStart and the Accelerator organizations and further bolstered by idea-sharing and camaraderie from the cohort of partner organizations. The sense of collaboration that the Accelerator engendered among participating organizations reduced the sense of competition among them—for both participants and funding.

In general, program staff felt that **the overall Accelerator experience pushed them beyond their previous thinking and compelled them to make unique, right-sized programmatic changes.** The Accelerator

prompted organizations to think critically about program improvements, refine their curriculum and focus their mission and vision.

With its focus on human-centered design thinking, **the Accelerator made space for program staff to take a step back and consider their value propositions to teens.** Several program staff translated this strategic thinking to tactical efforts in re-working communications and market research activities to better understand the teens they want to reach. These tactics ranged from building relationships with parents and engaging teens in peer-to-peer recruitment to using tools such as Facebook, Eventbrite and survey data to shape their branding and program design. Accelerator programs felt that they could adequately staff their programs to implement these tactics, while also acknowledging the need adjust and switch staffing as they built their programs. While most relied on existing staff, staffing needs related to growing and scaling the program in Year 2 remains a question.

Program staff's lessons learned from participating in the Accelerator are beginning to filter through to some of their organizations more broadly. Two programs mentioned that they have brought the UpStart design theory process to their whole staff.

REFLECTIONS ON THE ACCELERATOR STRATEGY

As mentioned above, the Accelerator is a pilot project itself, and as such, this first year provided a number of important learnings about supporting the growth of teen programs.

Structure

The one-size-fits-all approach to the Accelerator workshops is not meeting enough of the individual programs' diverse needs.

This diversity comes from the different starting points of each organization at the beginning of the Accelerator: some organizations had funding to change or expand an existing program, while others were starting brand new programs. Staff of Accelerator programs had mixed results with the coaching sessions given by one Upstart coach, who has since been replaced, while the other staff of Accelerator programs felt that the work with their assigned Upstart coach was very beneficial. Many program staff expressed that workshops did not always feel like a good use of time, especially overnight workshops which felt too long relative to the material covered. At the same time, program staff recognized the strategic benefits of a cohort model that encourages collaboration and aligns all the Accelerator organizations in their collective goals. However, for some program staff, this collaborative approach stymied timely progress within their own organizations.

“Different organizations have different challenges around depth versus breadth. Getting one teen to attend nine sessions has different challenges than getting 100 teens at one event.”

– Accelerator Program Staff

Nearly all respondent groups express hope that in Year 2, Accelerator programs' needs will be more aligned, having tested their ideas in Year 1.

Expectations

Many of the challenges from Year 1 stem from different stakeholders having different notions of success. **At times, there has been a misalignment between what the LAJTI expects out of Accelerator programs and what**

“I don't know if it will be realistic for everyone to build out their programs to the degree that [the Federation] expects.”

– Accelerator Program Staff

programs perceive as realistic. For example, the extent to which organizations were tasked with creating and incubating *new program concepts* versus accelerating the expansion of existing programs to *new audiences*. To complicate this misalignment, UpStart also had somewhat different expectations for both their role and what the LAJTI expected Accelerator programs to accomplish at the onset of the partnership. UpStart initially set out to create a deliberate process focused on organizational development for the Accelerator programs and then had to pivot to focus on program design and implementation given the expectation from the LAJTI staff that the pilot programs would be up and running in the first year. Many program staff did not have the time nor felt equipped to plan, hire for and implement the new programs that figured into their initial plans—and the LAJTI’s expectations—for Year 1. The LAJTI staff are endeavoring to address this misalignment in Year 2. While some Accelerator program staff appreciated how empowered they felt to create something new, most programs built upon existing programs; those that did launch new programs kept the program design simple and small. Program staff struggled to negotiate the Accelerator’s time commitment—both for themselves and their organizations’ staff—with their organizations’ competing priorities.

Program staff attribute the mismatch between stakeholders’ expectations and reality to several forces. First, programs took longer ramp up due to the unanticipated challenges that come with developing and implementing new program designs within a tight, year-long timeframe. Second, many **staff of Accelerator programs are hungry for clarity about their target audience and sought a precise and agreed-upon definition of “under-engaged.”** In the workshop that the Federation led, program staff appreciated the greater clarity around this

“My staff feel pulled in multiple directions –like try new things, but get the numbers, and move fast but take time to think—so they have become less excited about it, there’s definitely tension.”

– Accelerator Program Staff

expectation but felt frustrated when the workshop did not provide helpful content for delivering on those expectations. Definitions aside, reaching under-engaged teens is a tall order, and the enormity and complexity of this endeavor is ultimately compounding the gap between what the LAJTI leaders expect and what program staff believe they can accomplish.

“The desire to change teen engagement levels is a big thing. If it wasn’t such a big thing, meaning finding whatever will get more teens engaged, it would have already happened. This can’t be remedied in a two-year cycle, and it can’t be remedied by [only] focusing on metrics of success.”

– Stakeholder

As point of reference, other communities across the country launching Jewish teen engagement initiatives are experiencing these exact same challenges around defining the under-engaged, figuring out how to reach this audience and setting expectations for growth in reach. The LAJTI hopes to both contribute to and benefit from collective discussions with others on these topics.

Third, the diversity in size, capacity and budget of the different organizations involved in the Accelerator may translate to different expectations for each organization. For example, those that are a part of national organizations are not sure how high in the organization they needed to go for support in order to meet the LAJTI’s expectations for their organization’s involvement. National organizations have different mechanisms than smaller, local organizations for implementing programs, evaluating them and garnering support from leadership.

Post-Accelerator Sustainability

The LAJTI staff acknowledge that “it takes about two years for a newly created program to become fully formed and ready to adapt to a new community. The first year lends itself to experimentation and learning, while the second year is one of applying lessons learned and ‘testing’ the model.” However, **the crucial piece of growing organizational capacity to sustain these programs may require more than two years of support.** Apart from program implementation, the Accelerator encouraged program staff to think strategically beyond just their programs and more broadly to their organization and staff structures. However, many program staff feel that affecting this kind of organization-wide change requires more than two years.

Most program staff are not sure how their fees, external funding support or both would continue to sustain the newly developed programs beyond Year 2. Due to concerns about program sustainability, challenges will likely persist into Year 2, including programs’ ability to meet the LAJTI’s expectations. Some program staff fear that even a focus on sustainability in Year 2 may be too little too late. They struggle to balance the tension between the Accelerator’s dual goals: expand and scale new opportunities for teens while building capacity to sustain those opportunities post-Accelerator. One Accelerator program has a sustainability plans in place, and two others are exploring options for sustainability, while the rest do not have a clear plan for how they will sustain their programs into the future. In working toward the goal of expanding their programs’ reach and appeal, many are charging very little or nothing for their programs and thus struggle to anticipate their earned income after Year 2.

“We’re not getting a lot of money, but the expectations are high. It will be very interesting to see once the Accelerator is done what programs will be able to continue.”

– Accelerator Program Staff

TEEN LEADERSHIP COUNCIL

In addition to the Accelerator, the Teen Leadership Council (TLC) is another LAJTI strategy to build events that motivate and inspire teens in key areas of Jewish engagement. To do this, the Initiative intends for the TLC to bring teens together so they can formulate ways to reach their less-engaged peers through producing community-wide events and providing micro-grants to teens or groups led by teens.

Like the other Initiative strategies, the TLC spent Year 1 establishing itself. TLC teens spent much of the first year working to achieve unity within the group, and thus have yet to begin working to engage teens outside of the council. Initiative staff acknowledge that the TLC was limited by TLC teens’ busy—and often conflicting—schedules of activities and responsibilities. Sporadic attendance made bonding within the group and progress toward the TLC’s goals a challenge.

“We’ve basically come together, met each other, become a council and people we can trust, know each other’s strengths, weaknesses, how we can operate effectively.”

– Teen Leadership Council Member

“One thing we need to do is actually sit and start moving towards that goal instead of doing more things where we get to know each other and each other’s strength.”

– Teen Leadership Council Member

The TLC has figured out its application process for micro-grant programs and started thinking about the community-wide event that it will organize, but implementation will happen in Year 2. Therefore, the teens reached through the LAJTI in Year 1 by the TLC are just the TLC teens themselves, and they have already high levels of engagement with the Jewish community. In Year 1, the TLC was a high-touch program for a small number of

teens, with the intention of growing to reach many more teens in the future through events and micro-grants.

To address these challenges, the LAJTI has made structural programmatic changes for Year 2 in order to increase attendance and participation. Changes include an all-day retreat and more frequent and longer meetings. However, teens seek changes beyond the programmatic structure. They want to see stronger leadership among their peers, small and attainable goals that move big objectives forward, and more initiative and action outside of meetings.

TEEN COMMUNITY INTERNSHIP PROGRAM

Alongside the Accelerator, the LAJTI has created a new, successful and in-demand paid summer internship program that provides teens with valuable work and life skills and a greater connection to Jewish professionals throughout Los Angeles. Launched in Summer 2015, the Community Internship program places teens in a paid position in Jewish nonprofit organization for four weeks, with Fridays spent in learning, team-building and reflection sessions with the other interns. Over the two summers, the program has seen increased interest from both teens and organizations interested in hosting teen interns. The Community Internship program is an important programmatic component of the LAJTI, receiving approximately 8% of the Initiative’s overall programmatic funding this year.

Exhibit 5

Growth in the Community Internship Program

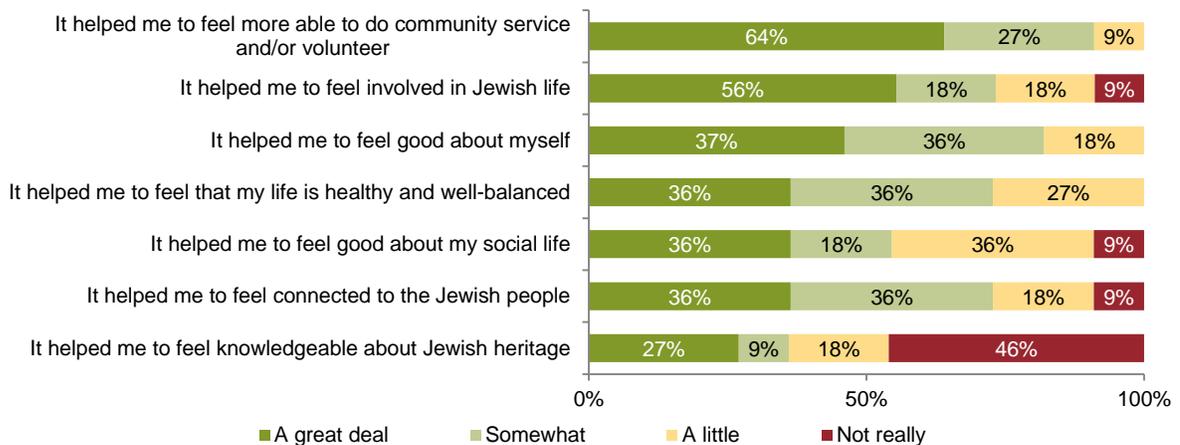
	# of Teen Applicants	# of Teen Placements	# of Organizations
Summer 2015	56	30	15
Summer 2016	85	40	23

Teens in the Community Internship Program are also experiencing real benefits. Along the way, the program has also made enhancements to foster a greater sense of community among interns, a beneficial mentorship relationship between the intern and supervisors, and a forum for showcasing learnings among interns.

Exhibit 6

Overall, teens feel that the Community Internship Program was positive and helped them feel more prepared

n=11⁶



⁶ Only teens who were in the 2015 LAJTI Internship program responded to these questions, given the survey occurred prior to the start of the 2016 Internship program.

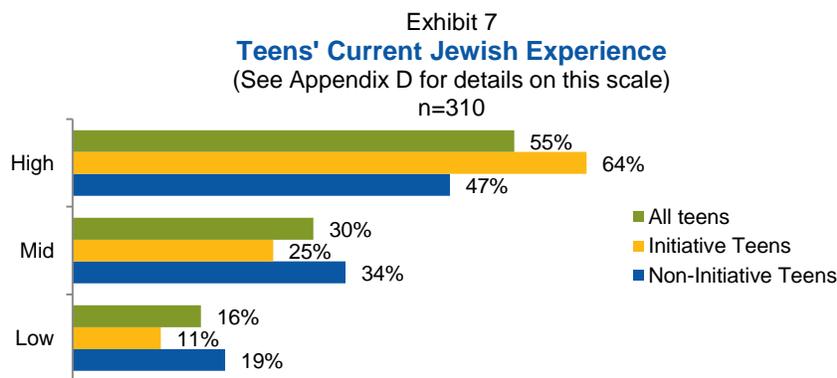
Los Angeles' Jewish Teens

WHO ARE THE TEENS IN JEWISH PROGRAMS IN LOS ANGELES⁷

The LAJTI's goal of creating more program opportunities is to ultimately engage more, and more diverse, teens in Jewish life across Los Angeles. To this end, the evaluation seeks to better understand who the LAJTI is reaching currently, which will also help in defining the target audience of teens it hopes to also reach in the future. In surveying and interviewing Jewish teens, some of whom participate in Initiative programs and others who do not, we found that these teens are currently fairly engaged in Jewish life in many ways. Teens who are involved in LAJTI programs tend to be currently more engaged in Jewish activities than teens who are not part of LAJTI-supported programs. To illustrate, 65% of teens surveyed who participated in an Accelerator program also participated in one or more other Jewish programs or activities in Los Angeles in the past year (See Appendix C). Jewish teen initiatives in other communities are seeing similar trends, with more engaged Jewish teens getting involved in their Initiative in the early years.

Profile of Jewish Teens

- Most teens go to public school (58%); those that do not are evenly split between Jewish day school (21%) or another private school (20%).
- The ratio of females to males is 2:1, and one individual among survey respondents identifies as another gender (i.e., agender/they).
- Nearly all teens personally identify as Jewish (97%); most come from families where everyone is Jewish (83%) and a small proportion (15%) come from interfaith families.



Teens involved in LAJTI-supported and other Jewish

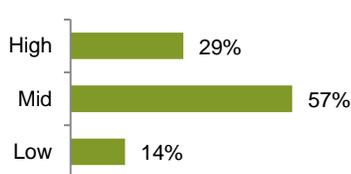
Teens are coming into the Initiative with

⁷ Data represent all teens who responded to the survey, not just those in Initiative-supported activities.

activities also have significant previous Jewish experience.

Taking into account teens’ experiences in supplementary Jewish school (Hebrew School), overnight camp, Jewish day school, visiting Israel and having a bar/bat Mitzvah, most teens had a mid-level of past Jewish experiences, having engaged in at least one of these activities for 1–2 years (see Appendix D for details on this scale). This snapshot of teens provides a baseline picture of engaged teens—there is opportunity to see this change over time.

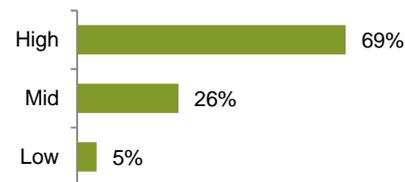
Exhibit 8
Teens' Previous Jewish Experience
n=310



established religious practices. Taking into account the frequency of teens’ attendance at a Passover Seder, High Holiday services and celebration of Shabbat, teens engage in a mix of religious practices, most usually or always marking Shabbat, Passover and High Holidays.

(See Appendix D for details on this scale.)

Exhibit 9
Teens' Religious Practice
n=310



Teens’ families are fairly connected to Jewish life as well: at least one person in most teens’ households (76%) is currently a member of a synagogue, congregation, minyan or havurah. Reflecting on the LAJTI-supported Accelerator programs, stakeholders observe that teens in accelerator programs are from similar backgrounds and live in similar LA neighborhoods. Some LAJTI programs (e.g., the TLC and Social Media Fellows) were recommended by leaders in youth programs and so were drawn from a pool of already involved teens. Additionally, recruitment tends to spread by word of mouth, so teens invite other teens who are similar to them.

Definition of Under-engaged Teens

Clarifying the LAJTI’s target audience of under-engaged teens is vital to the Initiative’s success. The LAJTI aims to increase the diversity of Jewish teens participating in Jewish programs and events in Los Angeles, particularly in connecting less involved teens to its programs. However, different players in the Initiative, from educators to stakeholders and Accelerator program staff, have different perceptions of not only what this diversity looks like, but also what characteristics constitute under-engaged. Key LAJTI stakeholders are working in collaboration with the CCE team—across communities nationally and for LA specifically—to clarify who their target audience is, and how to define this demographic, since it has been raised as a consistent challenge for all Jewish teen initiatives.

In the meantime, program staff, educators and stakeholders do not yet have a working and agreed upon definition of LAJTI’s target audience, albeit most agree that under-engaged teens are among them. Stakeholders across the LAJTI—implementers and grantees—feel that clarifying this definition is an urgent step to furthering the LAJTI’s objective to reach less-engaged Jewish teens. The challenge does not end with articulating who these teens are. The real challenge that the LAJTI intends to tackle is actually reaching these teens, but in the words of one Initiative stakeholder, “The goal is to get unaffiliated teens and we don’t know what those unaffiliated teens want yet.”

“I’m interested particularly in finding out the sweet spot. Is it really finding the person who had a bar or bat mitzvah and then just hasn’t found a niche for the last two years, as opposed to somebody who has had zero connection and hardly identifies as Jewish?”

– Stakeholder

JEWISHLY CONNECTED, IDENTIFIED & LITERATE TEENS

As documented in the LAJTI's Theory of Change (see Appendix A), the Initiative set out to address three main outcomes areas for teens. Framed as teens' Jewish identity, literacy and connections, these outcome areas are specific to the LAJTI, while also aligning with the Jewish Teen Education and Engagement Funder Collaborative's shared outcomes.⁸ The data shown here represent baseline information for the LAJTI, and as such do not necessarily reflect the teens the LAJTI wants to also get involved in the future. However, in examining these outcomes we did not see any differences between teens involved in Initiative programs and those not involved in the Initiative. As a baseline, the hope is that teens will show growth over time. At the same time, it is possible that data collected from teens in the future may show lower aggregate outcomes, depending on the diversity and prior Jewish involvement of the teens. This is a question the evaluation will explore in future years.

The Impact of Engagement

Teens who currently have low levels of Jewish engagement tend to feel less connected, identified and knowledgeable about Jewish life and concepts than teens with mid or high levels of involvement. There is greater room for impact and influence among these teens, however, they comprise the hard-to-reach market.

Similarly, teens who have low levels of previous involvement tend to rate outcomes lower than teens with mid or high levels of previous involvement.

There are also a number of outcomes that older teens report more strongly than younger teens. A question for ongoing investigation should include whether these differences are a factor of age or of teens' ongoing involvement in Jewish life. Those items that are correlated by age are marked with an asterisk.

Jewishly Connected Teens

Overwhelmingly, teens from the baseline survey sample reflect that to them, **being Jewish means being part of a community**—a brother- and sisterhood that come together to celebrate, observe tradition and move through life with shared values. For many, this connection manifests in celebrating the calendar of holidays—most notably Friday night Shabbat (even if it's not weekly) and Chanukah. Although teens don't specifically talk about the reach of this community—whether it extends beyond the familial to the local, or even world-wide Jewish community—the Jewish community connections help them feel part of something larger than themselves. In the words of one teen, "Wherever you go, there's always someone Jewish," citing not just a classic Jewish preschool tune, but also a driving force for why he participates in Jewish activities. He continues, "It can be especially scary going somewhere new. Having Judaism in some form is comforting to know you are home in a way, even when you go to a different place."

"I have to say the biggest part [of my Jewish community] is the congregation—you have them to there to support you and support others—and it feels great giving."

– Teen

"[Being Jewish means] peace, love, brotherhood. It is a bond that all share."

– Teen

Teens are connected to Jewish life, likely beyond Initiative programs.

It is possible that their friendships with other Jewish teens drive their connections to Jewish life, both in quantity and quality of friendships. Teen respondents count their Jewish friends as some of their closest friends, and many of them say at least half of their friends are Jewish.

⁸ These shared outcomes can be found in the April 2016 *A guide to the Development and Use of the Teen Jewish Learning and Engagement Scales*, prepared by Rosov Consulting.

Exhibit 10

Nearly 3 in 4 teens say that at least half of their friends are Jewish.

n=311

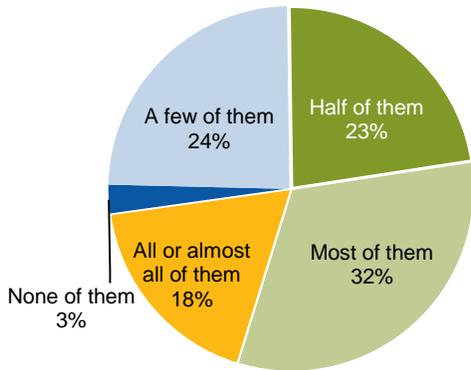
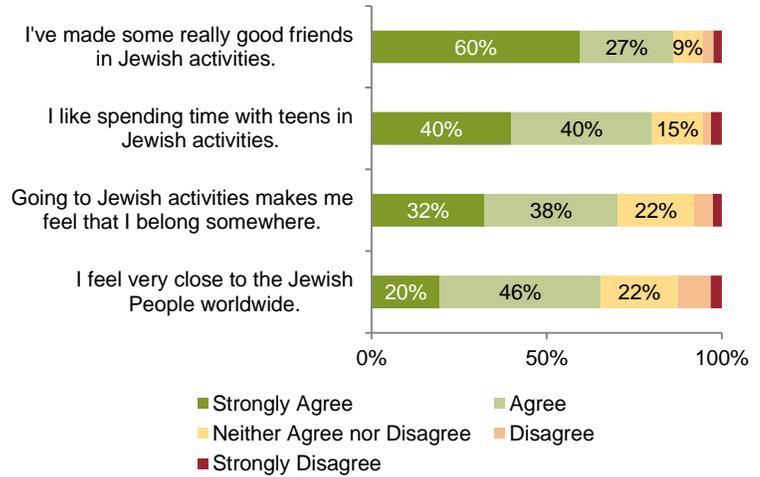


Exhibit 11

Los Angeles teens feel strongly connected to their Jewish peers, and to a lesser degree, a world-wide Jewish community.

n=313-351



Jewish activities are particularly important to teens in public school. Compared to teens in day school or private school, public school teens are more likely to report that Jewish activities make them feel good about themselves, that they have made good friends through these activities and that they find these to be among their favorite activities.

Most teens intentionally choose to engage in Jewish life because they know they will find this sense of community. These teens engage with Judaism in different ways: over half (59%) are involved in multiple Jewish activities (in part to connect to the social and community elements), some simply like going to synagogue and celebrating holidays, and some are interested in studying rich Jewish teachings (principles, morals and Torah). On the other hand, some teens feel that Judaism is not an active choice for them but rather, as a main element of their upbringing, simply part of their lives. These teens tend to come from families who engage deeply in Jewish life together through observance and community. And a majority of teens find connection with the adults involved in Jewish activities.

“I didn’t realize how big [BBYO] was until I started going, and then there’s NFTY and USY—there are so many teens across the US in this program, and I feel pretty connected to them.”

– Teen

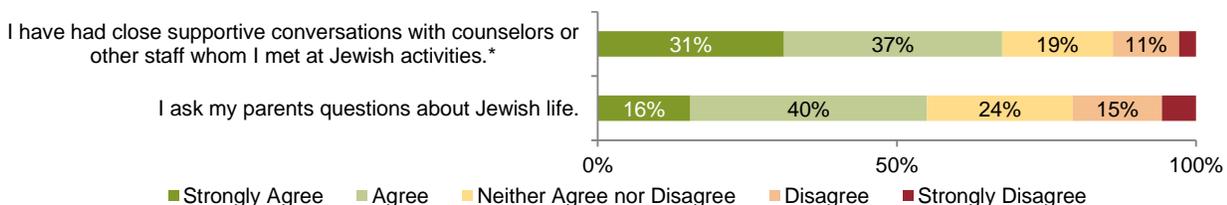
“I couldn’t imagine my life without Judaism.”

– Teen

Exhibit 12

Teens connect with Jewish adults – most often the adult leaders from Jewish activities.

n=316-351

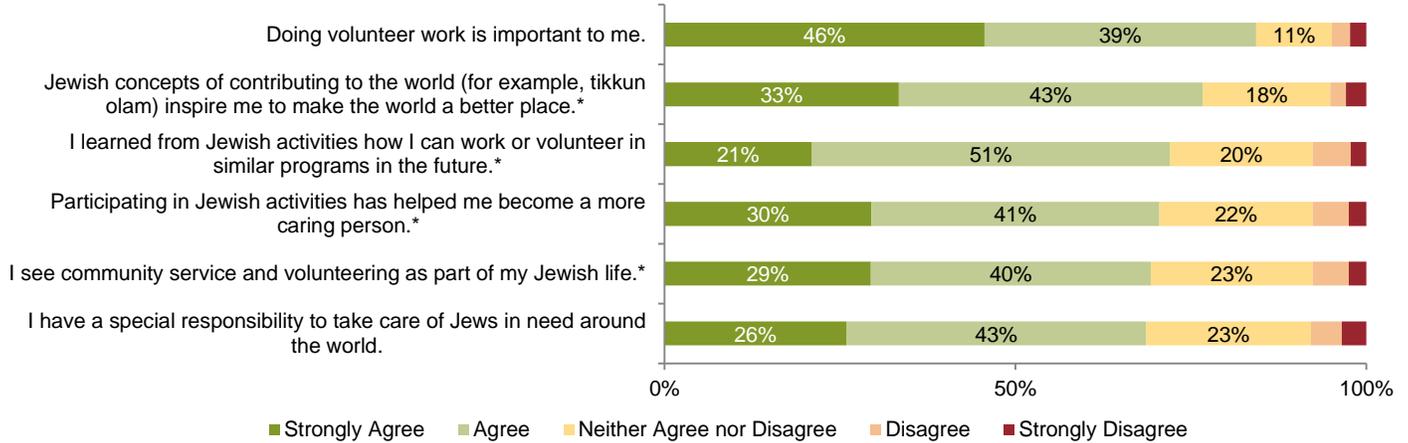


Another source of connection to Judaism for teens is service. Volunteering—elevated to the values of *tikkun olam* and *tzedakah*—is a key element of Jewish life for teens in Los Angeles, particularly for girls, compared to boys, which is reinforced through the emphasis of these values in LAJTI-supported programs.

Exhibit 13

Teens feel connected to Judaism through *tikkun olam* and volunteering.

n=314–351



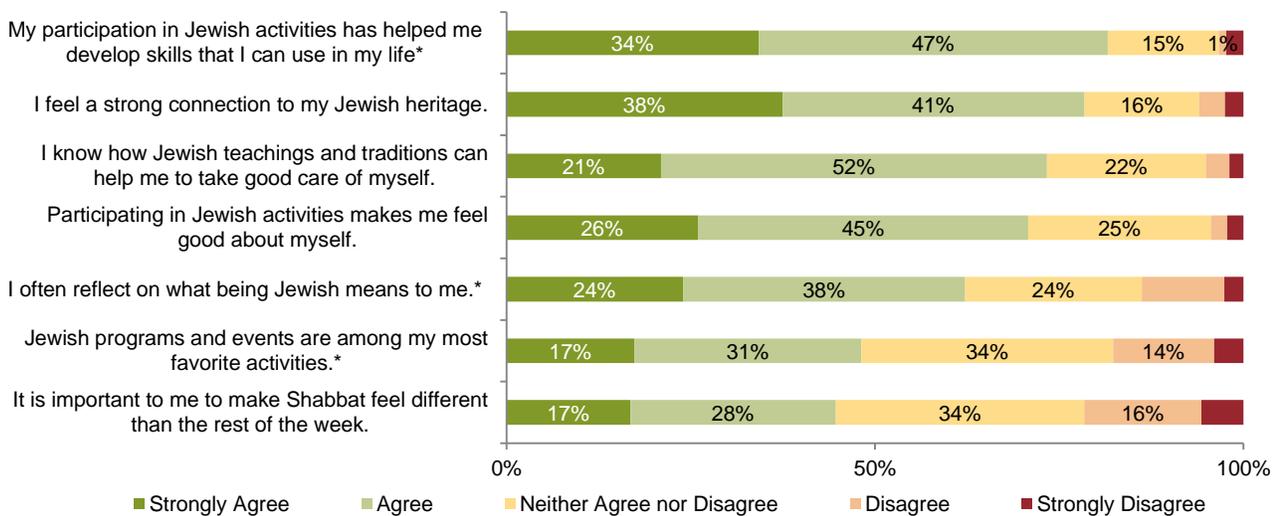
Jewishly Identified Teens

Teens feel connected to and are proud of their Jewish heritage and have a foundation in understanding its tenets, values and application to modern life. For some, their sense of Jewish pride comes from their connection to Judaism’s history and culture. Others derive and also channel their pride into advocating for Israel.

Exhibit 14

Teens are connected to their Jewish identities, although Jewish programs are not their favorites.

n=313–351



“I like being Jewish. There are a lot of different cultures, and it feels nice to be a part of a Jewish culture.”

– Teen

Teens prioritize participating in Jewish activities because it is part of leading a balanced and meaningful life. Teens say Judaism brings positive things to their lives—connection, community, hope, values to guide them through life and opportunities to travel, connect and engage.

“Judaism helps me live a better life—it is such a good foundation for [the] way I want to live my life, even if I don’t follow exactly what tradition says.”

– Teen

Jewish Values

Teens know and act upon a range of Jewish values, listing over 30 different values and morals for living a good life. The most mentioned values include:

- *tikkun olam* (47%)
- *tzedakah* (21%)
- *chesed* / acts of loving kindness (14%)
- *kehilah* /community (10%)
- *ahavat ha-beriot* / loving all creations (5%)
- Doing *mitzvoth* (4%)
- *kavod* / respect (4%)

Other values less than 10 teens identified include:

- *chaverut* /friendship
- Israel Advocacy
- *lashon hara* / not gossiping
- Observing holidays and Shabbat
- *emet* / truth
- *gemilut hasadim* / giving of loving-kindness
- *pikuach nefesh* / health / healing

The list goes on. Overall, teens find something in Judaism that helps them lead a quality, moral life—supporting them to be mensches.

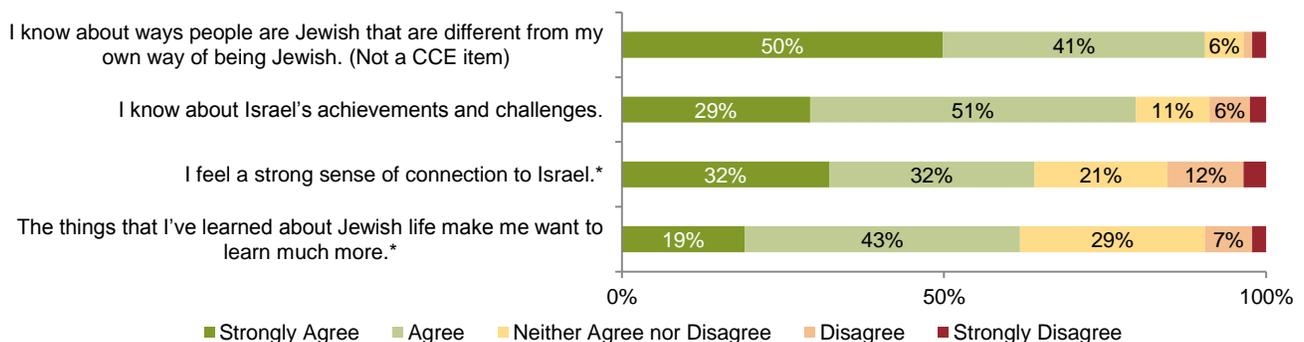
Jewishly Literate Teens

Teens have a fairly broad understanding of Judaism’s diversity, and are knowledgeable about different ways people can express and observe Jewish customs and practices. A high proportion of teens are also knowledgeable about and feel connected to Israel, and teens in Jewish Day school tend to be more knowledgeable and connected than teens in private or public school.

Exhibit 15

Teens are knowledgeable about Jewish concepts.

n=314–351



Developing Jewish Teen Educators

WHO ARE THE JEWISH TEEN EDUCATORS

Recognizing how integral Jewish educators' work is to developing positive relationships with teens and quality programming, the LAJTI has a vested interest in supporting these educators in their work. The evaluation's survey of teen educators revealed an experienced group of individuals working across different types of programs and organizations—from Jewish congregations and Jewish supplementary or religious schools, to youth movements, camps, social action organizations and more.

Jewish teen educators in Los Angeles are committed and skilled. Nearly all believe they serve as role models to the teens they work with (98%), perhaps thanks to the questioning and learning teen educators say they do alongside their teens (76%). Nearly all (88%) perceive themselves to be Jewish educators, yet they are first and foremost dedicated to their teens' development, and secondarily invested in supporting teens' Jewish identities or experiences.

This group of Jewish teen educators feels prepared for the multi-faceted aspects of their work. Most teen educators are equipped to create programs that engage teens and incorporate Jewish content, though there is room for ongoing improvement and development. Educators generally feel prepared for the administrative aspects of their jobs as well, while simultaneously mentoring youth, cultivating their leadership, and serving as role models to the teens in their work. (Teen educators who report lower scores tend to be a smaller subset of people who also report higher scores on different items; they vary in age, highest degree, or current role). However, educators who have been working in the field for a shorter amount of time (5 years or less and 6–10

Profile of Jewish Teen Educators⁸

- Have a degree higher than a BA/BS (including MA/MS/MBA, Doctorate, Rabbinite/Cantorate) (61%)
- Are employed full-time (79%) and at one organization (77%)
- Have typically been in their current position for five years or less (74%), though some have been working with Jewish teens for over five years (26%)
- Work over the hours beyond those for which they receive compensation, many weekly (63%), and nearly all once per month or more (93%)
- Range in age from 21-65, with the average age of 39 and median age of 34.

⁸ The Jewish teen educator data are based on the sample who responded to the educator survey. We recognize that there may be some response bias in this sample, potentially skewing to somewhat more established and experienced individuals. However, Initiative staff shared that the survey respondent pool appears to generally reflect the group of professionals who have been involved in the Initiative. Further, The Jewish Federation of Greater Los Angeles conducted a similar survey to that used for the LAJTI evaluation roughly 18 months prior to this evaluation, which yielded a high response rate representing educators across Los Angeles. Results and learning surfaced through these previous data collection efforts were similar to those in this report, corroborating findings for a broad group of educators.

years) tend to feel less prepared than those in the field longer to implement and lead relevant and meaningful Jewish programs for teens, including infusing Jewish content into their work and supporting teens in leadership.

For their part, teens generally reflect positively on their experiences with adult leaders (i.e., the teen educators), reporting that they have had close supportive conversations with counselors or other staff whom they met at Jewish activities (68%).

Exhibit 16

Jewish teen educators prioritize teen development and healthy self-perception.

n=58

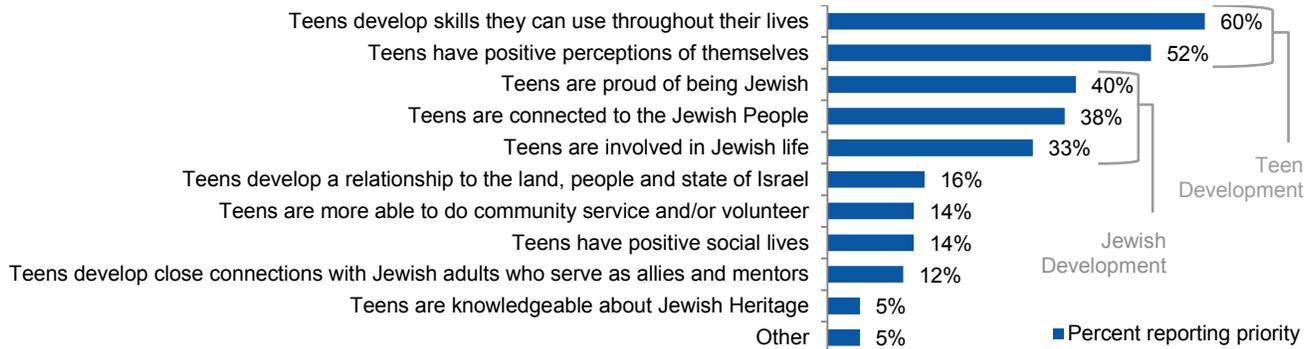


Exhibit 17

Most teen educators feel prepared to support teens in connecting to Judaism.

n=54-58

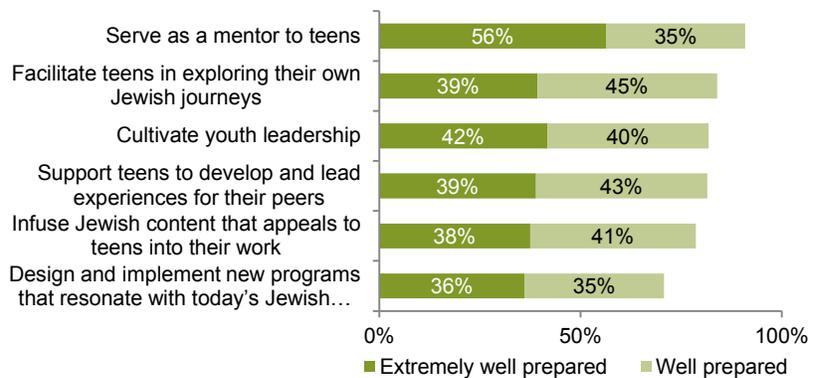
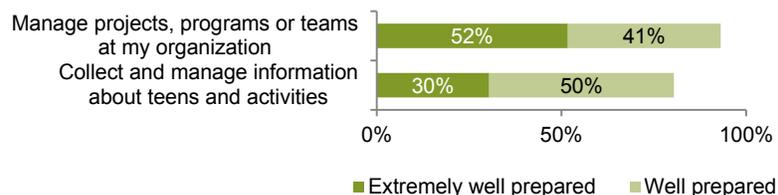


Exhibit 18

Most teen educators feel well-prepared as managers.

n=54-58

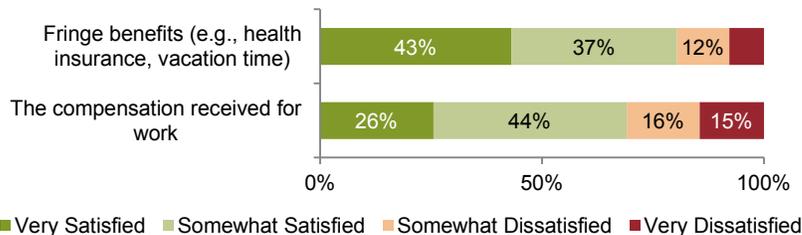


Teen educators share positive reflections of their experiences being employed as Jewish educators, which contrasts with how they, on the whole, are generally perceived by other stakeholders. The teen educators surveyed see themselves as professionals; most perceive that there are career pathways in the field of Jewish education and engagement (78%), and are likely to continue in their careers in the field of Jewish education and engagement, whether it is their current position/organization or another (71%).

Exhibit 19

Teen educators are generally satisfied with the compensation they receive for their work.

n=51–55



However, educators who have been in the field for a shorter amount of time (10 years or less) tend to report less satisfaction with the compensation they receive for their work. Similarly, stakeholders perceive that Jewish educators are insufficiently compensated for their work and that the challenge to earning a living wage and receiving benefits are barriers to a number of things, including job retention, fostering a self-perception that teen educators are professionals on a career path and cultivating the field of Jewish education and engagement.

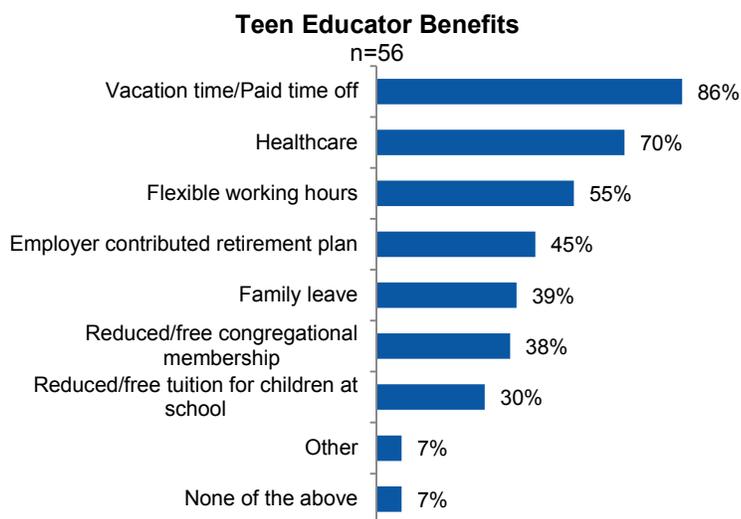
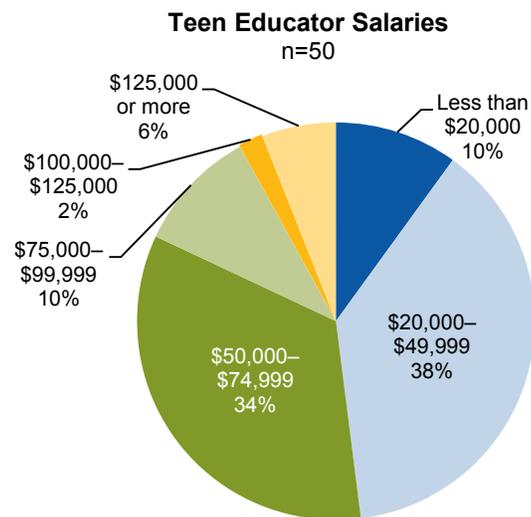
In addition, taking an objective look at compensation levels, nearly half (48%) of the educators surveyed earn less than \$50,000 annually from their work with Jewish teens, falling below the median household income in Los Angeles.⁹ Given the climbing cost of living in the Los Angeles area, it is possible that Jewish professionals may undervalue themselves and their work. To remain competitive and further support the professional field of Jewish education, salary and benefit packages should continue to be a part of the ongoing conversation around supporting Jewish educators.

“This can’t be a career if it can’t provide enough resources for people to have a comfortable life.... We need to persuade the synagogue leadership and the community needs to treat the educators better in all ways so they stay longer and enhance the role.”

– Stakeholder

Exhibit 20

Teen educators are not adequately compensated for their work.¹⁰



⁹ <http://www.laweekly.com/news/it-takes-nearly-100-000-a-year-in-income-to-rent-an-average-la-house-5289964>

¹⁰ There are not meaningful differences between the benefits educators received based on the length of time they’ve worked in the field except that those in the field longer are more likely to receive reduced/free tuition for children.

PROFESSIONAL DEVELOPMENT FOR JEWISH EDUCATORS

A main component of the LAJTI—receiving almost 20% of the Initiative’s programmatic funding— is to support the professional development of Jewish teen educators by building educators’ individual skill sets, making the field-wide case for professional development amongst organizations and nurturing a supportive network of Jewish educators. To execute this strategy, the Initiative offers three layers of support to educators, described by one stakeholder as a “pyramid:” A community of practice at the base, formal instruction in the form of subsidized university offerings and a certificate program at the next layer and a one-on-one mentorship program at the peak. The LAJTI also supported service learning training and consultation, provided by BJE, which spans the top two tiers of the pyramid. To bolster these tactics,



LAJTI leadership and professional development practitioners are **strategically making the case for individual professional development by framing it as a benefit that ripples throughout an organization**—providing a new angle for understanding the importance of professional development. This messaging, coupled with the LAJTI’s offerings, could potentially enhance the professionalism in the Jewish teen education and engagement field in Los Angeles. As a whole, the professional development strategy is holistic and stands out as a sophisticated design.

From a design perspective, this is the most sophisticated educator training intervention among the teen initiatives. The fact that they’ve segmented the market of youth educators into those who would want to be part of a network, those who want to be mentored, and those who want to take a course. All that layering is smart and comprehensive.

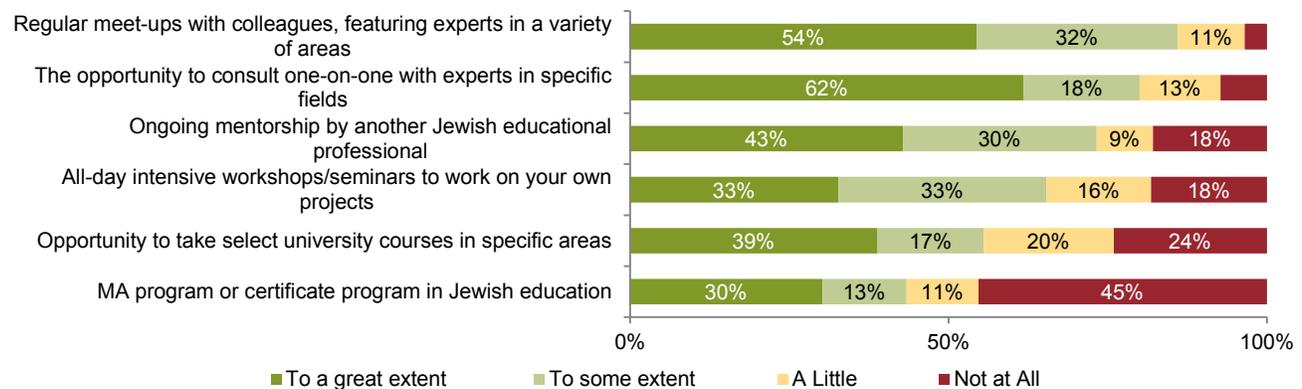
– Stakeholder

The Initiative’s professional development design also aligns with teen educators’ professional development interests, most notably including opportunities to consult one-on-one with experts—a form of mentoring—and more time to network and share with each other.

Exhibit 21

Educators are most interested in networking and one-on-one professional development.

N=56–57

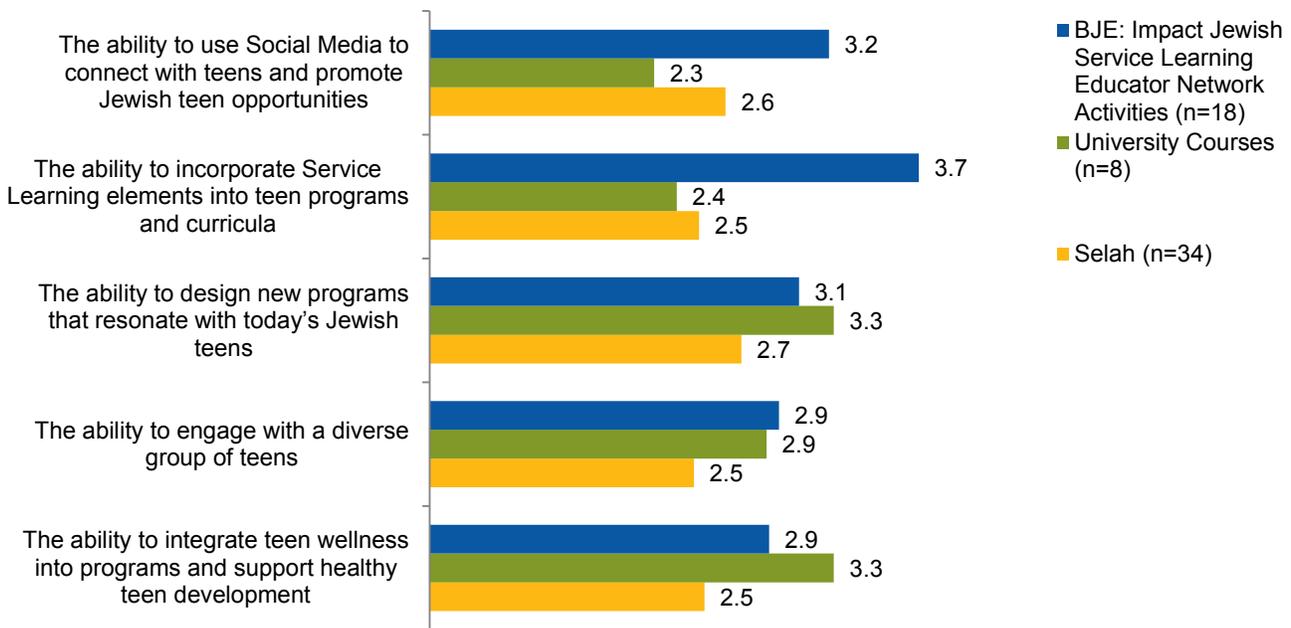


It is also true that Jewish educators need ongoing support if they are to provide the highest quality offerings to Jewish teens. This is particularly relevant given that, while Jewish teen educators believe they have sufficient educational/academic training to effectively do their jobs (77%), many (40%) feel the on-the-job training they receive is *insufficient* for them to be effective in their roles.

Teen educators look both inside and outside of their organizations for professional development. Most teen educators surveyed (84%) participated in some kind of professional development this past year, including 71% through Selah. A major networking and skill-building component of the LAJTI, Selah offers monthly forums that bring Jewish teen educators learning and networking opportunities to advance their work in Jewish experiential education. In addition, 50% received professional development at their own organizations (40% through Builders of Jewish Education (BJE)) and 25% took part in Youth Movement Trainings. Overall, teen educators are satisfied with the quality of these offerings (81%), however, only a handful of educators are *very* satisfied with the quality of these offerings (26%), prompting an opportunity for improvement in Year 2. Further, while educators participated in many LAJTI-designed offerings, each filling a different need, these offerings are contributing only a little or somewhat to specific skills related to teen educators’ development. **More refinement is needed to professional development offerings to meet educators’ needs.**

Exhibit 22

BJE’s service learning network/consultation and university courses are making slightly larger contributions to educator’s capacity than Selah.



Notably, BJE supports educators in incorporating service learning elements into their work and developing the skills they need to do so. Their work has been particularly useful for educators holding some tenure in the field (11–20 years) who report that the BJE service learning network/consultation was slightly more useful to them than those newer to the field. In Year 2, the LAJTI intends to capitalize on this success by strengthening the Jewish Service Learning Educator Network with additional service learning consultations—another demonstration project that models good Jewish service learning practice for teen educators—continued convening of the Network, and the introduction of micro-grants to help organizations grow existing or develop new service learning programs for teens.

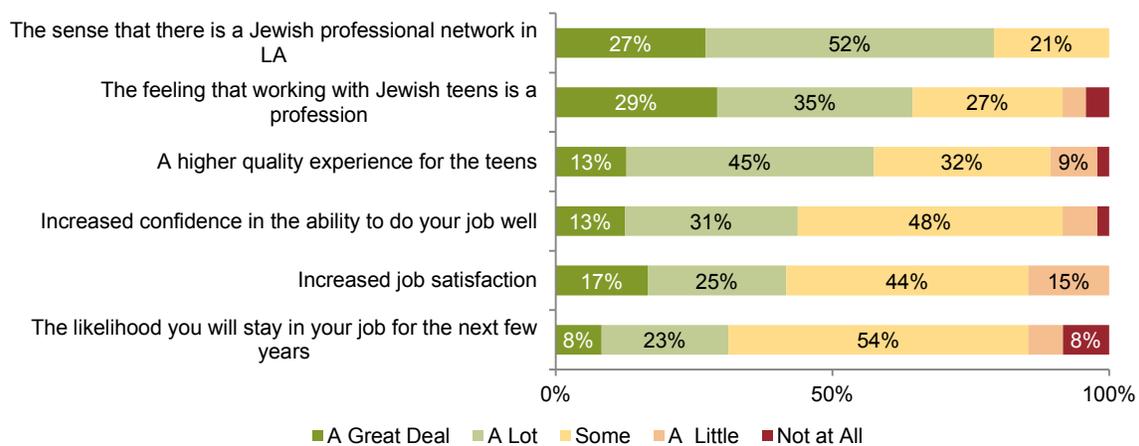
Educators reflect that university courses they participated in through the University Access program—an LAJTI offering that provides a menu of highly subsidized college courses in subjects of relevance to experiential Jewish teen educators—were useful for them to develop skills needed for program design, including incorporating wellness elements into their work.¹¹ The LAJTI will continue to offer and bolster their most successful professional development opportunities by continuing to subsidize and offer access to university courses and outreach to organizations to take advantage of these opportunities, and by developing a new certificate program fellowship.

This group of Jewish teen educators is highly capable and educated and most believe they have sufficient educational/academic training to effectively do their jobs (77%). Some educators, particularly those with higher degrees, may therefore find the layer of university courses less relevant or necessary; educators and stakeholders alike shared that these courses were difficult to schedule, given educators’ unpredictable and irregular day-to-day, making them an even less compelling tactic. At the same time, professionals indicate that they are generally satisfied with the quality of professional development they receive.

Exhibit 23

Teen educators say their professional development experiences contribute to their sense of being part of a professional community and less to their employment satisfaction.

n=48



While the majority of educators sense that there is a Jewish professional network in their community, few found that the Initiative’s adaptation of Selah is helping to grow this network. Further, on average, teen educators feel that Selah only somewhat provides a “go to” place for networking among Jewish educators (mean rating 2.7 on a scale of 1 not at all to 5 a great deal). In the words of one stakeholder, “We recognize that creating a sense of community is potentially the most important professional development opportunity we can provide these educators.”

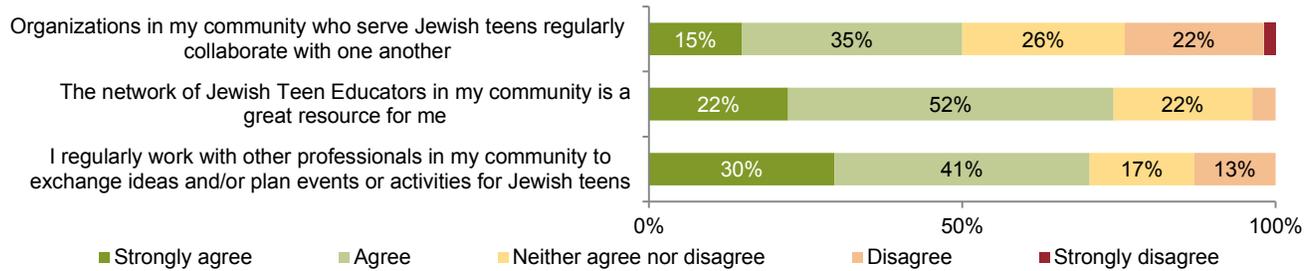
As Selah has been incorporated into the LAJTI, it took on a format as a workshop speaker/series, rather than primarily a community of practice. To address the networking needs, the Federation aims to shift Selah in Year 2 to emphasize being a community of practice. Professionals who participate in Selah suggest more interactive and cohesive programming, dedicated time to work together—potentially by pairing similar organizations with each other—more frequent communications and updates from Selah and further clarity on who is a part of the network of Jewish educators in Los Angeles. This is important since teen educators feel they work in somewhat collaborative environments, but also suggesting that there is still room to grow a stronger spirit of collaboration among these professionals.

¹¹ Only 2 of the 8 educators who participated in university courses tapped into the University Access Program.

Exhibit 24

Teen educators observe some collaboration among their professional community.

n=54



Another major professional development component of the LAJTI, the mentorship program, only began actively and completely in July of 2016, including mentor/mentee meetings, meetings of subsets of mentees and full cohort meetings. Due to its roll-out later in the year than anticipated, there is little to assess on this tactic, currently. **However, there is promising potential for the LAJTI to further scale and support individual mentorship.** The Initiative has an opportunity to build on the professional development through mentorship, which many educators are already doing: 72% of teen educators say they have mentors, and 71% say they act as mentors to their colleagues. Further, 79% of educators say they feel well or extremely well prepared to support other youth professionals in their work with teens. Educators who have been in the field for 11–20 years are significantly more prepared to do so than those working in the field 0–5 years.

Additionally, there are some more general challenges with professional development for LAJTI leaders to consider. Educators cite the cost to participate as one challenge, recognizing both the dollar cost as well as the travel and time costs of attending professional development. On a more systemic scale, stakeholders feel that high turnover in teen educators’ positions means individuals come and go from networks and mentoring relationships, and new individuals to the scene—combined with the exit of others—compounds fairly differentiated needs and experience levels among professionals.

Further, stakeholders have struggled to drive home the point that professional development’s benefits can transcend individuals and extend to an entire organization. This is particularly important for educators who are part of religious schools and synagogues that did not receive grants from the LAJTI—organizations that have shown reticence to support their educators’ professional development. But this messaging is equally important to the broader culture around prioritizing professional development for Jewish educators, the results of which are likely slow to manifest.

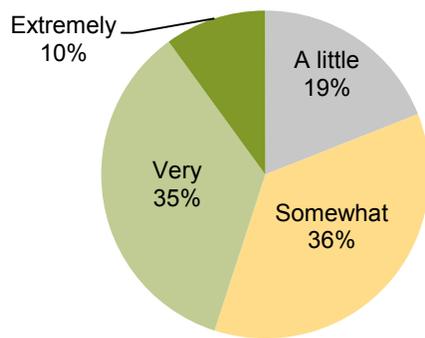
In sum, given the early stage of the Initiative, there is not yet enough evidence to indicate whether or the extent to which the LAJTI’s professional development design will be able to positively shift how educators work with teens. Nevertheless, important groundwork is being laid.

EDUCATORS BUILDING IN TEEN WELLNESS

Incorporating wellness into programs is a vital yet nascent priority for the LAJTI. The Advisory Board and other Initiative stakeholders identified wellness as a major need in the teen community that the LAJTI would address. **In this first year, stakeholders observe slightly increased sensitivity about wellness and helping teens deal with everyday stress, noting that this year it is just getting off the ground and anticipating this theme taking stronger hold in Year 2.**

To that end, wellness is becoming top of mind for many people working with teens, including educators and rabbis in the community. The majority of educators embrace the concept of wellness, with nearly three-quarters (70%) of those survey respondents agreeing that their teen programs value and are adopting teen wellness and teen-centered approaches and a similar proportion (76%) feeling prepared to promote teens’ emotional, mental and physical health and wellbeing. On the receiving end of this mindset, three-quarters of teens (78%) participating in LAJTI programs agree that the programs have helped them to feel that their life is healthy and well balanced. A small proportion of educators (25%) and teens (42%) feel strongly about this, indicating room for increased emphasis and growth in prioritizing wellness—particularly in adolescent development, a topic where educators are less knowledgeable.

Exhibit 25
Teen educators need to develop greater knowledge about adolescent development.
 n=58



While educators do not yet unanimously agree that a culture shift has taken place around teen wellness, this is not cause for concern at such an early stage in the Initiative. To move wellness up on the community priority list, the LAJTI is planning to launch wellness components such as community conversations, parent workshops, micro-grants to teens, an inaugural wellness summit and the development of a teen resource guide.

However, Accelerator programs do not have a unified, defined strategy for incorporating wellness, and only one program cites changes to its wellness approach based on its experience in the Initiative. At least half of the Initiative programs

have already incorporated elements of wellness and spirituality in varying forms as part of their core programs. These span from:

- Empowering teens to follow their dreams and follow their path,
- Addressing the importance of a positive self-image,
- Having mental health counselors or resources at the ready as part of their programs, to
- Providing teens with a safe emotional space as part of their values and foundation.

“We really talked about trying to mobilize movement in teen wellness – and changing the culture of teen’s lives around stress, eating, drugs, managing life, sex. Everything. That is something in the works but not yet addressed.”

– Stakeholder

Accelerator program staff—like educators more broadly in the community—keep wellness in mind, though most have not made this priority explicit. One Accelerator program, though, has piloted health and wellness as its programmatic focus, which has in turn helped clarify its brand and mission. Further, UpStart leaders see their training in design thinking as a fertile opportunity for Accelerator programs to channel empathy for teens into incorporating more explicit wellness elements, though this hope has yet to actualize in Accelerator programs.

“[The LAJTI staff] talked about [wellness] being one of the criteria for the grants, but have not talked about accessibility to resources or anything like that.”

– Teen Leadership Council Member

Community Strategies for Improving Access

The LAJTI recognizes that Jewish teen engagement requires support on the community level in order to facilitate more teens connecting to Jewish programs that appeal to them. In the form of community-wide infrastructure, the Initiative is working to enable the Los Angeles Jewish community to make programs more accessible and affordable, share resources and raise awareness for Jewish teen education and engagement. Furthermore, the LAJTI also aims to garner community-wide commitment to sustain teen education and engagement through heightened awareness, community funding and leadership.

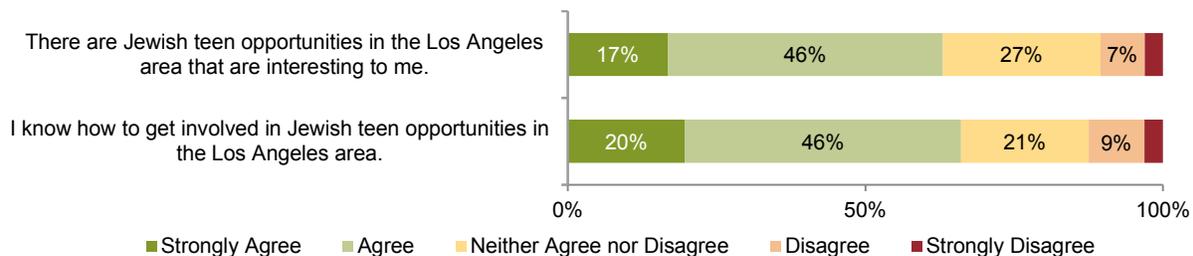
AVAILABILITY & TEENS' AWARENESS OF PROGRAMS

In Year 1, the LAJTI employed several tactics—via Accelerator programs, educators' community of practice and the social media fellows—to make programs more accessible to teens in Los Angeles. **As can be expected from the evaluation survey's highly engaged sample, most teens know how to find other Jewish opportunities:** only 12% of teens said they didn't know how to get involved in teen opportunities. **Teens who have low levels of both current and previous engagement tend to have less knowledge about how to get involved in Jewish opportunities and don't agree that LA offers Jewish opportunities of interest to them.** This finding corroborates the LAJTI's assessment that has already identified interest as a reason less-engaged teens—who are not well represented in this sample—are not connecting with Jewish programs.

Exhibit 26

Two in three Jewish teens are interested in and know how to access teen opportunities.

n=350–351



While programs made moderate strides in recruiting teens, some Accelerator program staff report wanting support on more effective and innovative ways to market their programs. Many used peer-to-peer word of mouth, personal relationships and social media to recruit teens, while others used partnerships with other organizations. While these tactics stem from knowing that many teens find out about programs

“I haven’t seen anything yet that seems different. We need new and fresh ideas for engaging at the grassroots level.”

– Accelerator Program Staff

through their friends, Accelerator program staff are unsure if these methods can reach an entirely new population of Jewish teens. Rather, they may just help to enlist teens who are already active in other Jewish programs. Even with a heavy focus on marketing in Year 2 some program staff wonder how the Accelerator process can spur changes in the number or characteristics of the teens who enroll in their programs. Capitalizing on and targeting marketing to public school students may be a worthwhile strategy to explore, considering teens in public school find Jewish activities particularly important. It raises the question, though, of how far the market can expand to reach public school teens who do not already find themselves in the vast mix of current Jewish offerings. It will likely take more than a marketing approach, but a shift in offerings, to attract these teens.

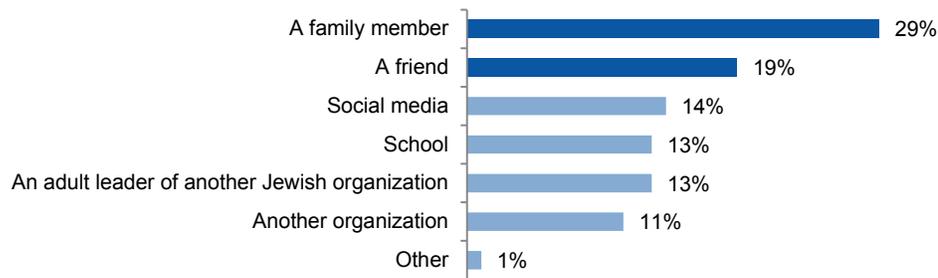
Having few less-engaged teens accessing Accelerator programs may be less rooted in marketing and outreach and more in the tension of the Accelerator’s dual goals: 1) to create new programs that appeal to diverse groups of Jewish teens, and 2) to scale successful ones. Scaling already successful programs has the potential to reach more—but likely already engaged—teens. While new programs may not garner as high participation numbers as existing programs, they may reach teens who were not drawn to already established programs. The LAJTI is strategic in pursuing both strategies—scale and diversity—but the Year 1 experience of the Accelerator programs suggests that it is unlikely that any one program can adequately address both.

Accelerator programs are being more thoughtful about parents’ roles in teens’ participation. Several have struggled with the complexities of marketing to two markedly different audiences—parents and teens—with different motivations to engage. Reaching parents, however, has become a priority for some Accelerator programs because parents often function as gatekeepers. As noted above, they are frequently the source of information about available opportunities but can also be obstacles to teens’ access, preventing a teen from participating because of misinformation, costs, transportation or schedules. Other programs are taking a different approach to handling parents’ roles in teens’ involvement. For teens who are seeking more independence from parents, some programs try to minimize their parental contact and engagement.

Exhibit 27

Accelerator programs’ outreach strategies correspond to the ways teens find out about programs.

n=311

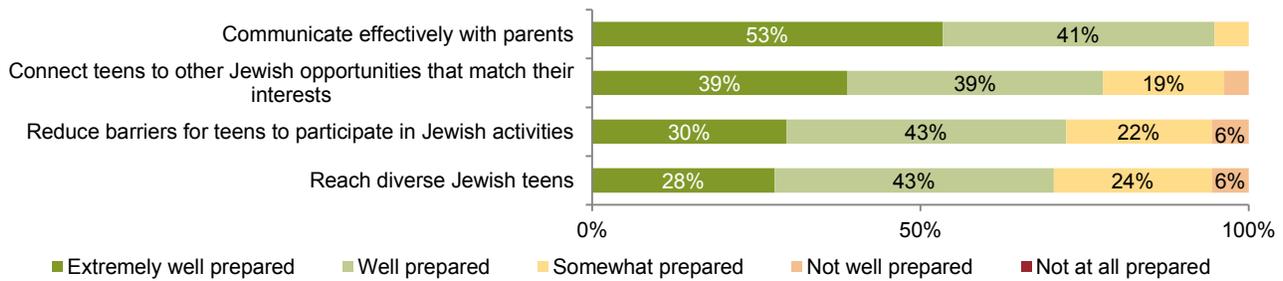


Accelerator staff say that one of the Accelerator’s benefits is learning about one another’s events and activities. Through regular contact and in-person meetings, this Accelerator cohort is starting to develop program partnerships and likely will increase their cross-program referrals. Looking at Jewish teen educators more broadly, most (76%) say they feel confident about their ability to connect teens to other Jewish opportunities. Many report getting information about available opportunities from the Federation, BJE, and their own network of Jewish educators and Jewish leaders. Most say they are very or extremely knowledgeable about Jewish teen opportunities in the Los Angeles community (59%) and slightly fewer are very or extremely knowledgeable about national opportunities (40%).

Exhibit 28

Most teen educators feel equipped to connect teens to Jewish opportunities.

n=54

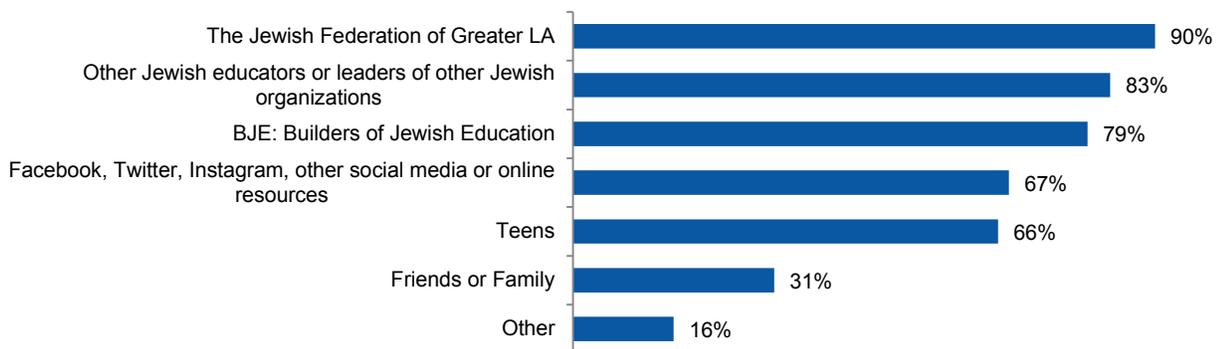


However, cross-organization referrals—having Jewish teen educators connect teens to other programs—actually occurs infrequently, based on interviews with teens and Accelerator program staff. The primary ways that teens are finding out about programs are through family and friends—which suggests that educators could do more to provide informative program announcements to prompt interest and refer teens to programs that match their interests. This resonates with findings in other teen initiatives where small cohorts of program leaders begin to share recruitment and make referrals once they feel they really understand and have confidence in one another’s programs. As Selah enhances its networking function, the community of practice could facilitate more cross-program referrals from the trust and familiarity it cultivates among educators.

Exhibit 29

Educators tend to find out about Jewish teen opportunities from their immediate network.

n=54



Educators who have been in the field longer tend to find information about other teen opportunities directly from other people: those in the field 11 years or more from other Jewish educators or leaders, and those in the field 20 years or more from friends or family. Educators newer to the field rely on more on organizations or online resources.

To increase the availability of information on different opportunities for Jewish teens, the LAJTI began work in Year 1 on a comprehensive website that supports information about Jewish teen engagement in different programs across the Los Angeles region. Organizations across Los Angeles are invited to contribute and shape the content of this website, which will encourage teens to explore, discover and share different experiences with engaging in Jewish life. The LAJTI was not able to launch its planned website during the first year, which has hampered efforts to publicize and promote the overall range of Jewish teen opportunities. After several months of work with a branding and marketing vendor, LAJTI staff realized that this vendor would not be able to construct an online platform for Jewish teen engagement. Working with a new vendor, the LAJTI expects the website to launch mid-2017.

The Teen Social Media Fellows is another strategy intended to increase access to programs. Based on a peer-to-peer engagement model, the Teen Social Media Fellows program trains teens to use social media to communicate and interact with Jewish teens about available opportunities for engagement. The eight-month Fellowship gives a small corps of teens the opportunity to learn about social media marketing, build a social media strategy to support the LAJTI and pursue their own social media projects with the help of skilled coaches.

The program launched with an inaugural cohort of eight fellows; their combined social networks (Facebook, Twitter and Instagram accounts) had the potential to reach an estimated 9,619 individuals. **However, in Year 1, Teen Social Media Fellows program was not able to track and analyze the postings and responses that occurred in the Fellows' personal social media accounts.** Year 2 will see changes to the curriculum, application, and program structure, as well as other changes to ensure the program can track and analyze the fellows' media postings and results. Changes will appear on the LAJTI Facebook page, new Instagram account and new Twitter account.

INFRASTRUCTURE FOR ACCESS

The LAJTI envisions having an improved infrastructure for Jewish teen engagement and education in Los Angeles. Part of the Initiative's strategy, therefore, is to fortify this infrastructure by focusing on community resources and leadership for Jewish teen programs. The Initiative intends to cultivate these elements to sustain Jewish teen education and engagement as a community priority over time.

Scholarships to Increase Teen Access to Programs

Historically, the Federation has provided scholarships to teens for costly immersive experiences such as trips to Israel and summer camp. The LAJTI has augmented these financial aid resources by adding scholarships for short-term teen experiences such as one-week spring break trips or weekend retreats. Despite the short-term nature of these events, once lodging and transportation costs are factored in, they can be very costly to families, especially those with more than one teen. **The LAJTI filled a previously unaddressed yet much appreciated niche: enabling more teens to participate in shorter-term retreats and trips.** Additionally, the Initiative began issuing incentive grants for first-time participants in selected immersive programs to encourage participation regardless of a family's level of financial need. In Year 1, the LAJTI provided financial aid scholarships to 33 teens for a total of \$25,745 and 21 incentive grants totaling \$2,100.

“The Federation has [provided camp and trip scholarships] for a long time...but one gap was for these short time teen retreats that are often gateways into the longer [immersive] programs.”

– Stakeholder

After the first year of providing these new types of financial aid, the LAJTI staff recognized timing issues that keep families and teens from getting the assistance they need. Teens and/or their families often make their decisions about participating in a short-term immersive experience no earlier than four weeks prior to the event, leaving little to no time to complete and submit a scholarship application and receive a response and check prior to the registration deadline. In fact, the Federation's financial aid requests must be submitted no later than four weeks prior to the program's start date—which is just when many parents and teens are starting to discuss the event. In Year 2, the LAJTI staff are revising their procedures to better meet the needs of teens and their families.

Sources of Program Funding

Even in its first year, the LAJTI has laid several substantial building blocks for the future sustainability of teen engagement efforts. The LA Federation's funding and commitment signals credibility to potential donors.

In particular, by naming the Initiative as the recipient of funds raised at the Federation’s two most recent Lifetime Achievement Awards events, the Federation signaled to its donor base and to other funding entities in the Los Angeles Jewish community that Jewish teen education and engagement is worthy of increased financial support.

The enthusiasm of Federation lay leaders for LAJTI has generated support from individual donors in Year 1. The Initiative has a good base for developing ongoing funding for Jewish teen engagement programs, yet it will be important to continue to nurture and cultivate this support base.

Additionally, if the new LAJTI programs hosted at the LA Federation—i.e., the Community Internship program, Teen Social Media Fellows and Teen Leadership Council—are successful, the Federation may find ways to continue to sponsor them or find partner organizations where the programs could continue after initial Initiative support.

However, outside of the LA Federation, programs report more challenges than successes in securing funding for teen programs. **Jewish teen educators feel underprepared and unable to generate new funding for teen programs**, with 22% saying they are not well prepared to raise financial resources to support Jewish teen programs and another 40% saying they are only somewhat prepared. As noted earlier, fund development is one of the lowest confidence areas of Jewish teen educators, in contrast to their skill set in designing and delivering Jewish education and youth programming. In addition, Accelerator program staff are not confident that they can secure the resources—whether new funds or reallocation of unrestricted funds within their parent organization—to continue their Accelerator programs after their Accelerator grant ends in 2017, and some LAJTI stakeholders feel it is unrealistic to expect them to do so.

“I saw [the Accelerator program leaders] struggling because they don’t have the capacity in terms of HR or funds to really add this new thing they’re being asked to do.”

– Stakeholder

Broadening Community Commitment & Leadership

At the moment, the LA Federation is considered by teen program leaders and LAJTI stakeholders to be the foremost champion in advocating for and investing in Jewish teen education and engagement. LAJTI stakeholders also acknowledge the work that Jewish camp organizations are doing to expand programs and financially support Jewish teen engagement. Congregations and synagogues demonstrate a range of levels of support for teen programming, according to stakeholders. Only a few congregations are known for strong, consistent work offering engagement opportunities for teens, and this is believed to reflect the interest of their boards.

As a whole, Jewish community leaders beyond the circle directly involved with the LAJTI seem to learn about the Initiative slowly and through different means. Many are introduced to the LAJTI through its many parts—for example through the grants, scholarships, new programs or professional development—so they usually do not grasp the full vision and multiple strategies of the LAJTI. Even stakeholders who are close to the Initiative say they appreciate the LAJTI’s intentions but cannot assess its progress as a whole. Most stakeholders believe there is high awareness of the LAJTI within a small subset of the community—educators, clergy and synagogues—but not in

“I think there’s definitely more awareness [of the Initiative] than nine months ago, but whether that awareness has reached a large segment of the population is really hard to tell.”

– Stakeholder

the broader Jewish population. Community awareness of the Initiative—including among parents—is likely to grow with time, depending on the intensity and success of Initiative promotions. This, in turn, can assist in recruiting a broader set of advocates for the Initiative’s vision.

The newly formed Teen Leadership Council (TLC) has not yet developed adequately to perform a community leadership function. The TLC needs to strengthen its own operational routines before it can add capacity or leadership to the infrastructure for Jewish teen engagement. Nonetheless, the TLC holds strong potential for ensuring teen voices help shape their own Jewish landscape. For example, the LAJTI’s new micro-grant program, which the TLC will administer in Year 2, will support teen-initiated projects.

Finally, although Jewish teen engagement is a priority for the Federation and the organizations participating in the LAJTI, it is unclear whether the broader Jewish community considers it something needing priority attention and funding. The LAJTI has several hurdles to overcome in getting the greater community to prioritize Jewish teen engagement and education. First, while the community is aware of the problem of post b’nai mitzvah drop-off from teen engagement, according to some informants, many community members just accept that drop-off as part of the community landscape and prefer to focus programming on young adults and young families. Second, stakeholders say that people know about the Initiative by its discrete parts, not an integrated whole. These perceptions obscure the breadth of both the issue itself and the investment required to address it.

Summary Assessment of Overall Initiative Progress & Recommendations

During Year 1, the LAJTI has laid important groundwork for change in the landscape of Jewish opportunities for teens. Initiative leaders are determined to pull together a broad, diverse and complex “quilt” of activities to better serve the full diversity of Jewish teens throughout the greater Los Angeles area, and the different components of the Initiative—from the Accelerator to professional development for educators—have made early strides toward accomplishing this complex and sprawling goal. The Jewish community is beginning to understand that simple replication of programs that worked in the past is not the LAJTI strategy. Rather, the LAJTI is endeavoring to help programs connect with teens in ways beyond conventional models of programming.

Shifting an entire landscape, however, does not happen in the course of one year. Innovation in teen outreach and program design are taking longer than LAJTI leaders had expected—which mirrors the experience of Jewish teen engagement initiatives in other communities. Plus, such a complex Initiative with so many moving parts required an unanticipated level of coordination, both to execute as well as to publicize to the broader Jewish community.

“This desire to change teen engagement levels is a big thing. If it wasn’t so big, it would have already happened. This can’t be remedied in a two-year cycle.”

– Accelerator Program Staff

The pilot programs that have emerged from the Accelerator and the Initiative show potential as models for more diverse and accessible teen-centric programming. Not only are Accelerator programs reconsidering how they reach teens, but they are also applying design thinking to the programs themselves. Partnerships among these programs are organically emerging, creating fertile ground for a learning community and cross-program referrals as these new programs—and the people leading them—gain their footing. While the eight Accelerator programs have formally accepted a charge of pushing the limits of their traditional teen outreach and recruitment, programs outside of the Accelerator will also need to experiment beyond their usual approaches to further expand the teen program landscape. However, many stakeholders are also concerned about whether Accelerator programs are in a position to fulfill the LAJTI’s intended outcomes, given their low enrollment numbers in Year 1 and the unclear definition of LAJTI’s target audience of under-engaged teens.

The community of Jewish teen educators and the LAJTI’s professional development supports are also promising strategies for the LAJTI’s goals, but are too nascent to have contributed to the Initiative’s forward movement.

As Accelerator and Initiative programs gain visibility, there is more advocacy for and donor interest in these types of programs. Leaders in the Jewish community express greater awareness that there is a need for more opportunities that match teens’ interests and needs. The formation of the Teen Leadership Council is a

promising base from which the Initiative can build teen-driven action and leadership. The conversation on wellness is less prominent, but still present, as a limited circle of community members and teen educators has begun to discuss the value of integrating wellness in Jewish teen programming.

A few pieces of the Initiative did not get off the ground in Year 1. Communications strategies, such as an LAJTI website and the Teen Social Media Fellows program are still in the early stages of development. Slow progress in these areas likely contributed to challenges in communicating the overall value of the LAJTI to the Jewish community, especially to teens who were not already engaged.

“How does leadership of Initiative communicate with stakeholders that this is happening, and what the different pieces are, who it impacts, how it impacts them and how it serves them, even if they are not getting a piece of the pie in terms of resources and funding for their own programs? When people hear about major initiatives like this, everyone wants a piece of the pie.”

– Stakeholder

have required close coordination. As noted earlier, the multiple pieces each have their own distinct goals and measures, such that managers tend to compartmentalize the work for easier tracking and measuring. However, this can make it hard to see the full picture of the LAJTI, leading stakeholders—particularly the Initiative’s Advisory Committee members—feeling inadequately informed. While Advisory group members understand parts of the Initiative, many feel that they are missing information and that they don’t know how all of the components of the Initiative fit together.

From an evaluation perspective, there have been several design and implementation challenges in this first year, including coordinating the local evaluation with the Funder Collaborative’s Cross-Community Evaluation (CCE). The requirements of participating in the CCE have been more demanding than expected, and have created tensions around meeting the learning needs of the LAJTI and the CCE. To reap the benefits of a longitudinal study of Jewish teens in Los Angeles as well as across communities, LAJTI leaders, partner organizations and evaluators committed extensive hours of thought, action and problem solving to ensure strong participation in the CCE’s teen survey. Collecting teen data was difficult in

The issue of communications extends beyond the website and Social Media Fellows, though. **Many stakeholders acknowledge that the community knows about the Initiative more by its parts than as a cohesive, compelling whole.** Communicating the full story of the LAJTI’s breadth and partnerships is a challenge, which may be affecting the ability to broaden community support. The LA Federation is still the most and often only named funder of Jewish teen engagement in Los Angeles. Complicating the efforts to rally the broader community around Jewish teen engagement is a lingering sense of some organizations being “in” the LAJTI while others are not. LAJTI leaders have had to work at renewing rapport with some organizations and educators who continue to be disappointed that they did not receive Initiative grants. This seems to be a diminishing problem, but it has hindered progress to building large-scale momentum to some degree.

Communications aside, **the LAJTI’s many moving parts**

“While the evolution [from earlier Federation conversations with teen programs to the Initiative design] was clear in my mind having been involved in the Advisory Board, on the ground level, there are a significant number of stakeholders in the community who didn’t understand that evolution and felt left out once the Accelerator was created.”

– Stakeholder

this baseline year, particularly since the LAJTI’s strategies were also in the process of forming. The benefits of the CCE work will be more apparent in future years when trend lines and comparisons can be made across multiple points in time.

IMPLICATIONS

The findings of this evaluation, overall, point to three major areas for consideration as the LAJTI moves through Year 2:

- A few of the LAJTI **infrastructure-strengthening elements** launched but did not fully develop in Year 1. The Social Media Fellows, the Teen Leadership Council and the educators’ community of practice are three components that, when operating fully, have the potential to broadcast LAJTI messages as well as make connections with individual teens. Focusing attention on their development in Year 2 can help amplify the LAJTI’s messages, particularly messages to teens about the spectrum of available opportunities and the benefits of participation. Further, these strategies have the potential to generate momentum and ripple effects that can benefit the LAJTI overall.
- After a year of pilot efforts and conversations about the best approaches to better teen engagement, LAJTI partners are still seeking **clarity about the target audience** for outreach and recruitment. If the target of LAJTI-sponsored recruitment remains murky, the Initiative risks a diffusion of its combined efforts, to some degree, as well as missed opportunities for synergies across partners and breakthrough thinking. The learnings from this evaluation about who the teens are who are currently engaged is intended to help the LAJTI define the target group of those who are less engaged.
- It is satisfying to tally the many types of design changes that appear in the Accelerator programs. However, these programmatic changes have not brought about much change in the numbers and diversity of teens in these programs. This fact, when combined with teen survey respondents’ general satisfaction with and awareness of current Jewish teen opportunities, raises the question of whether new opportunities are a catalyst for **higher levels of involvement**. In Year 2, if the types of enrollment changes the Initiative seeks do not occur in Accelerator programs after additional months of outreach and program development, the LAJTI will need to examine the underlying assumptions of the Accelerator and, with Accelerator program leaders, take a new look at what programs need to surpass the barriers that limit their recruitment and outreach.

“We all know that engaging the less affiliated teens is a challenge. The overall concept is great, and to be able to reach more teens in the community would be incredible. But I’m not certain the Accelerator is the way to get there... for us it took a while to understand what it meant.”

– Stakeholder

RECOMMENDATIONS

In light of the evaluation findings and their implications, we offer the following suggestions for consideration by LAJTI leaders when planning activities in Year 2 and beyond:

1. Consider that in some cases the LAJTI may want to “incubate” a new teen program—a good match for UpStart’s training and coaching. However, there are other cases where the LAJTI intends to “accelerate”

what quality teen programs are doing by engaging in individualized partnerships with experienced leaders in selected programs to strategically apply time, effort and funding to more quickly reach a shared goal.

2. With the current Accelerator programs, recalibrate expectations for program outcomes and make them crystal clear. Assist each Accelerator program to understand whether and how their new or revised Accelerator programs are achieving the specific, desired objectives of the LAJTI.
3. Review, document and assess the current professional development structure; consider changes that may be needed to develop what currently exists into what is needed to support educators in an ongoing way.
4. Review the desired function of the educator community of practice against its current form to look for possible adjustments so it will better serve the LAJTI's long-term goals.
5. Review the role of parents in connecting their teens to Jewish programs and consider how Initiative publicity and communications can address this role
6. Consider possible ways that the national network of community-wide Jewish teen initiatives might inform or spark ideas for LAJTI partners. A few stakeholders noted they would like to learn from Jewish teen initiatives in other cities and connect with staff in other communities who are doing similar work.
7. Look for ways to elevate the visibility of teen decision-making in various Jewish programs and communicate why this is valuable to the community as well as within a program. Jumpstart the Teen Leadership Council's work on their first large, visible effort to showcase teen leadership and planning. Highlight stories of teens in program leadership roles as well as examples of good program practices by educators. A few stakeholders expressed concern that there is too much adult planning of teen activities in the Initiative as a whole.
8. Discuss together with the evaluation team options to shift the evaluation design to incorporate teen voices and adequately capture data and learnings that are useful to the CCE effort as well as the LAJTI.

CONCLUSION

The work undertaken by the LAJTI is broad and ambitious in scope. In any project of this size and duration, the conditions contributing to success or failure are complex, and inevitably some will be unpredictable. In its first year, LAJTI launched its strategies into the diverse landscape of programs and organizations that make up the Los Angeles Jewish community and tried to manage as much of the dissemination, growth and change of these strategies as possible. At the close of Year 1, the Initiative has the key elements of its strategies in place, a cohort of organizational partners implementing programs, and a finer understanding of how the LAJTI strategies inter-relate. With all of this, Year 2 offers exciting prospects for deeper, lasting developments that will ensure Los Angeles' Jewish teens have multiple, attractive opportunities to engage positively with Jewish life.

Appendices

Appendix A:	LAJTI Theory of Change Overview	A1
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Appendix A: LAJTI Theory of Change Overview

PURPOSE: To dramatically increase the number of post-b'nai mitzvah Jewish teens engaged in effective and compelling Jewish experiences throughout Los Angeles that support them in leading healthy and fulfilled lives.

<p>ISSUES ADDRESSED</p> <ul style="list-style-type: none"> • Decline in teen involvement in Jewish life • Prevalence of overextended and stressed teens • A lack of diverse, appealing Jewish youth opportunities • Absence of systems for recruiting Jewish teens into Jewish communal life • Insufficient opportunities to expand Jewish teen education and engagement programs to impact more teens • Low awareness of the range of programs and opportunities for Jewish teens • Financial barriers for teens to participate in Jewish short-term immersive experiences • Lack of a region-wide, cohesive ecosystem that honors and supports Jewish teen educators • Minimal collaboration among programs and organizations 	<p>STRATEGIES</p> <p>Expand and create high quality teen engagement programs</p> <ul style="list-style-type: none"> • Develop an Accelerator that will scale currently successful programs and launch new programs • Pilot new programs from the Teen Leadership Council • Develop a teen micro-grant program <p>Strengthen teen ecosystem and build community commitment to teen engagement</p> <ul style="list-style-type: none"> • Develop an online platform to share opportunities • Develop a Teen Leadership Council • Deploy Social Media Fellows to generate a social media presence around Jewish teen opportunities • Expand need-based scholarships and incentive grants • Develop approaches that integrate wellness in Jewish teen programs • Develop capacity for reflective learning and evaluation among Jewish organizations and professionals <p>Nurture educators of Jewish teens</p> <ul style="list-style-type: none"> • Facilitate a professional learning network among educators of Jewish teens • Offer a mentoring program for teen educators • Subsidize teen educators' enrollment in relevant academic courses and certificate programs • Expand Jewish service learning consulting and provide micro-grants for organizations • Support educators of Jewish teens to integrate a holistic, wellness approach into their work
<p>TARGET CONSTITUENCIES</p> <ul style="list-style-type: none"> • Middle school and high school Jewish teens, particularly those who have been under-engaged • Educators of Jewish teens • Jewish organizations serving teens • Current and future donors • Parents of Jewish teens 	

OUTCOMES

Engaged Jewish Teens

- Increase in the number of teens involved in Jewish opportunities and the depth of their involvement
- Increase in the diversity of background of involved teens, including under-engaged Jewish teens and teens on the margins of Jewish life
- Teens and parents find it easy to connect with programs that match teens’ interests

Attractive, Innovative, Sustainable Teen Programs

- Increase in number and diversity of Jewish opportunities available for teens, including teen-initiated opportunities
- Improved ability of program providers to effectively design, scale and sustain programs that resonate with Jewish teens
- Teens and their parents find program fees affordable, either directly or because of available scholarships
- Programs have integrated Jewish service learning components

Jewishly Identified Teens

- Find Judaism and Jewish living personally relevant, meaningful and enjoyable
- Recognize being Jewish as one aspect of identity
- Have positive feelings about being Jewish; can articulate what being Jewish means to them; understand there are myriad of ways of expressing Jewish ritual, culture and values
- Identify and draw upon Judaism to enhance social, physical, emotional and spiritual wellbeing
- Appreciate diverse ways Jewish tradition enhances wellness and supports a healthy, balanced life
- Have access to and relationships with Jewish youth professionals who encourage teen wellbeing

Jewishly Literate Teens

- More aware of and utilizing Jewish resources
- Increase “Jewish literacy” of Israel and connection to Israel
- Increase literacy in Jewish areas of interest
- Interest in ongoing Jewish learning and growth experiences

Jewishly Connected Teens

- Increase involvement and connection to Jewish communal life
- Have a sense of belonging to the Jewish community—local and global—and feel they have a “Jewish home”
- Feel a sense of responsibility for the Jewish community
- Contribute to community and understand service as a Jewish value
- Identify with and act on the values of tikkun olam
- Connect with, experience positive interactions with, and expand community of Jewish peers
- Expand knowledge of diverse Jewish communities
- Develop meaningful and valuable relationships with Jewish adults

Professional Jewish Teen Educators

- Jewish teen educators receive high quality, relevant and targeted professional development that supports a focus on teen wellness and enhances ability to continue working in the field
- Increased capacity of teen educators to support healthy teen development and engage with a wide range of teens
- Increased capacity of Jewish teen educators to connect teens to Jewish opportunities

Community Commitment to Support Teen Engagement

- Increased funding to support Jewish teen education and engagement
- Increased ability of institutions to raise funds strategically
- Increased community leadership to actively support Jewish teen engagement
- Strengthened infrastructure that enriches local networks serving Jewish teens
- Greater community awareness and commitment to develop and build Jewish teen programs that integrate teen wellness

ULTIMATE IMPACT: Through a rich, collaborative infrastructure and a diverse mosaic of accessible and affordable Jewish teen opportunities, Los Angeles Jewish teens engage in activities that promote a healthy, personally meaningful, and fulfilled Jewish life.

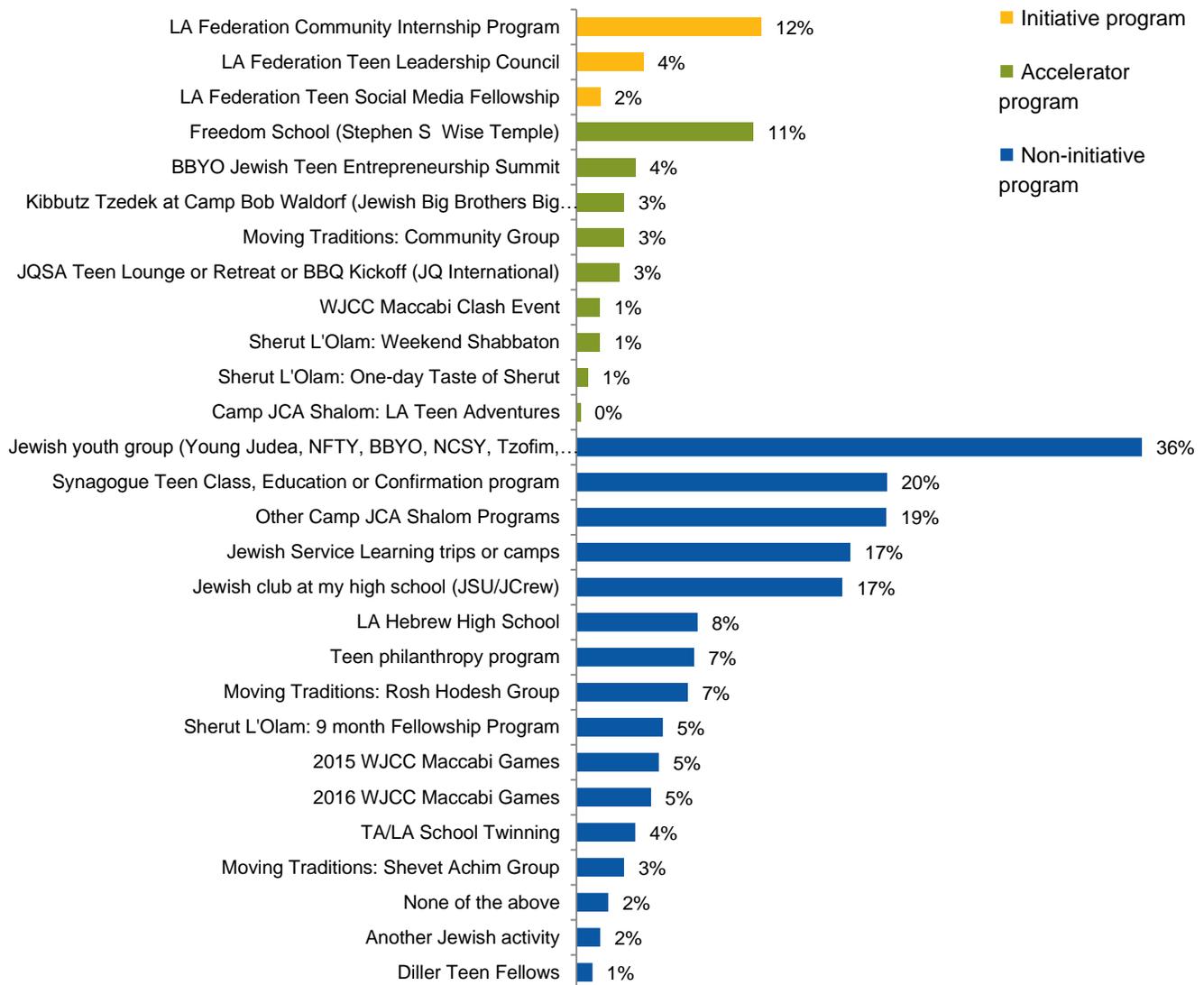
Appendix B: Teen Survey Respondent Zip Codes

Jewish teens in LA who participate in Jewish activities live in the following 79 zip codes.

	Count	Percent									
91302	14	4.8%	91311	5	1.7%	90266	2	0.7%	90720	1	0.3%
90064	13	4.4%	91356	5	1.7%	90278	2	0.7%	91030	1	0.3%
91604	13	4.4%	91364	5	1.7%	91307	2	0.7%	91206	1	0.3%
91436	12	4.1%	90077	4	1.4%	91325	2	0.7%	91208	1	0.3%
90035	11	3.7%	90211	4	1.4%	91326	2	0.7%	91320	1	0.3%
90024	10	3.4%	90212	4	1.4%	91335	2	0.7%	91324	1	0.3%
90049	10	3.4%	91301	4	1.4%	91411	2	0.7%	91343	1	0.3%
91367	10	3.4%	91401	4	1.4%	91505	2	0.7%	91357	1	0.3%
91403	9	3.1%	90036	3	1.0%	93063	2	0.7%	91361	1	0.3%
91607	9	3.1%	90232	3	1.0%	85750	1	0.3%	91390	1	0.3%
90034	8	2.7%	91306	3	1.0%	90018	1	0.3%	91405	1	0.3%
90210	8	2.7%	91344	3	1.0%	90019	1	0.3%	91606	1	0.3%
91304	8	2.7%	91360	3	1.0%	90020	1	0.3%	91768	1	0.3%
90272	7	2.4%	91362	3	1.0%	90068	1	0.3%	91773	1	0.3%
90402	7	2.4%	91711	3	1.0%	90069	1	0.3%	92587	1	0.3%
91423	7	2.4%	90005	2	0.7%	90275	1	0.3%	92606	1	0.3%
90025	6	2.0%	90045	2	0.7%	90403	1	0.3%	92614	1	0.3%
90046	6	2.0%	90048	2	0.7%	90405	1	0.3%	92651	1	0.3%
91316	6	2.0%	90066	2	0.7%	90503	1	0.3%	94539	1	0.3%
91377	6	2.0%	90230	2	0.7%	90713	1	0.3%			

Appendix C: Teen Participation in Accelerator Programs & Other Jewish Activities

Exhibit: Teen participation in Accelerator programs and other Jewish activities in the last 12 months. (n=406)



Appendix D: LAJTI: Teen Survey Analysis

Levels of Current & Prior Jewish Experiences

PREVIOUS JEWISH EXPERIENCES

To understand teens' collective Jewish experiences and backgrounds, and who the LAJTI is reaching, we developed a composite score of their "Level of Prior Jewish Experiences" based on teens' responses to the five weighted items listed below. Teens could then be grouped into three or four categories based on their total scores:

- Low = 0–3; Moderate = 4–7; High = 8–11

Survey Question			
How many total years have you participated in a supplementary Jewish school , such as a Hebrew or Sunday school?	0 years (0)	1 or 2 years (0.25)	3+ years (1)
How many total years have you participated in an overnight camp that had Shabbat services and/or a Jewish education program?	0 years (0)	1 or 2 years (2)	3+ years (3)
How many total years have you participated in Jewish Day School ?	0 years (0)	1 or 2 years (2)	3+ years (3)
Have you had a Bar or Bat Mitzvah ceremony?	No (0)	Yes (1)	
Have you ever visited Israel?	No (0)	Once (1.5)	Two or more times (3)

CURRENT JEWISH EXPERIENCE

To understand teens' current involvement in various Jewish experiences, and who the LAJTI is reaching, we developed a composite score of teens' "Level of Current Jewish Experience" based on teens' responses to the three items listed below. Teens were then grouped into three categories based on their total scores:

- Low = 0–2.9; Mid = 3–4.9; High = 5 and above

Survey Question		
Have you been involved in any of these activities in the last 12 months?	See below for a weighted list of the 21 activities teens responded to on the survey	
In the past 12 months, have you done any volunteer activities through or for an organization?	No (0) Yes, with non-Jewish organizations (0)	Yes, with Jewish organizations (1) Yes, with both Jewish and non-Jewish organizations (1)
What type of school did you attend this year?	Public school Private school (Not Jewish) (0) Home school (0) College/university (0)	A Jewish Day School (3)

Activity	Ongoing / Immersive / Episodic	Score
Jewish club at my high school (JSU/JCrew)	Ongoing (Episodic)	1
Jewish youth group (Young Judea, NFTY, BBYO, NCSY, Tzofim, USY, C-Teen, Habonim Dror)	Ongoing/Immersive Episodic	1.5
LA Hebrew High School	Ongoing	2
Jewish Service Learning trips or camps	Immersive	3
Teen philanthropy program	Ongoing	2
TA/LA School Twinning	Immersive	3
Moving Traditions (all)	Ongoing	2
WJCC – Maccabi Games	Immersive	2.5
[Maccabi Clash, Accelerator program]	Episodic	.5
Kibbutz Tzedek at Camp Bob Waldorf (JBBBS)	Immersive	2
Sherut L'Olam	Ongoing/Immersive	3
[Sherut, Accelerator program]	Episodic	1
Freedom School (Stephen S Wise Temple)	Immersive	2
Diller Teen Fellows	Ongoing/Immersive	3
JQSA Teen Lounge or Retreat or BBQ Kickoff (JQ International)	Ongoing (Episodic)	1
LA Federation Community Internship Program	Immersive	2
LA Federation Teen Leadership Council	Ongoing	2
LA Federation Teen Social Media Fellowship	Ongoing	2
BBYO Jewish Teen Entrepreneurship Summit	One-time	1
Camp JCA Shalom	Immersive	3
[LA Teen Adventures, Accelerator program]	Episodic	.5
Synagogue Teen Class, Education or Confirmation program	Ongoing	2
Other Jewish Activity		1

RELIGIOUS PRACTICE

To understand teens' collective religious practices and backgrounds, we developed a composite score of their "Religious Practice" based on teens' responses to the three items listed below. Teens could then be grouped into three or four categories based on their total scores:

- Low = 0–1; Mid = 1.25–2; High = 2.25–3

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

Attend a Seder during Passover	Never (0)	Rarely (0.25)	Sometimes (0.5)	Usually (0.75)	Always (1)
Do anything special to observe or celebrate the Sabbath	Never (0)	Rarely (0.25)	Sometimes (0.5)	Usually (0.75)	Always (1)
Attend services during the High Holidays (Rosh Hashanah and Yom Kippur)	Never (0)	Rarely (0.25)	Sometimes (0.5)	Usually (0.75)	Always (1)

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