experiences that draw upon education today and for the engage people in activities that enable learners to wrestle with. The Foundation defines these as The available array of Jewish learning experiences must constantly evolve and expand to serve current and future audiences of learners. They can take place in a wide range of settings including classrooms, homes, offices, camps, campuses, synagogues, retreat centers, community centers, service and travel experiences, and other public spaces. They are facilitated through various forms of interactive activities and content both online and offline, through cohort-based group learning experiences, and through one-on-one conversations and relationships.

For learning experiences to have deep and enduring impact, the learners must have a serious purpose and need that persists over time, weeks, months or longer.

YOUNG JEWISH LEADERS: The Foundation’s core audience for Jewish learning is all young Jews from the United States recognizing that it is increasingly important to thoughtfully include the families and friends of these young Jews—whether they are Jewish or not—to create the most meaningful Jewish learning experiences for all.

CONNECTION, MEANING AND PURPOSE: These three complementary needs address our innate human desires to be in relationship with one another, to understand ourselves and what matters to us, and to make our own unique contributions to the world.

EXCELLENCE: The Foundation holds itself and its partners to the highest standards, routinely drawing upon best practices and expertise from outside the Jewish world.

TAKE RISKS, BE BOLD AND EXPERIMENT: Private independent foundations like the Jim Joseph Foundation have a unique role to play in supporting risk-taking and experimentation.

SYSTEMIC SOLUTIONS: The Foundation seeks to maximize its impact through leading and partnering on large-scale, field-wide efforts to address important areas within Jewish education that are primed for change.

EFFECTIVE GRANTMAKING PRACTICES: The Foundation is dedicated to building close relationships with its grantees, partners and colleagues, and to investing in multi-year support for organizational infrastructure, planning, and capacity building.

LISTEN, LEARN, AND BE ACCOUNTABLE: The Foundation promotes strategic decision-making by actively listening to its beneficiaries and allowing their insights to guide its work, and by investing in research, evaluation, ongoing measurement, and the dissemination of learning.

DIVERSE VOICES AND PARTNERS: Jewish learning and the Jewish community will be richer when our educators, educators, and communities reflect the full diversity of today’s Jewish population. There is important work to be done to address a range of diversity, equity and inclusion dimensions to optimize this objective.

MISSION: To foster compelling, effective Jewish learning experiences for young Jews

CORE ASSUMPTIONS: In a world that is constantly shifting and changing, there remains a strong and persistent human desire for connection, meaning, and purpose: Judaism has continually evolved over thousands of years to meet these needs.

STRATEGIC PRIORITIES:

Powerful Jewish Learning Experiences Strengthen and grow Jewish learning through investing in programs that help to develop and enduring effects on participants

Exceptional Jewish Leaders and Educators Invest in training and developing dynamic, pioneering educators who are attuned to the needs of young people today

R&D for the Future of Jewish Learning Catalyze development of groundbreaking forms of Jewish learning and expression by investing in R&D operations, new ideas, and creative partnerships

GUIDING PRINCIPLES:

Pursue and promote excellence Embrace effective grantmaking practices Listen, learn and be accountable to our audiences Take risks, be bold and experiment Seek systemic solutions Engage diverse voices and partners

LONG-TERM OUTCOMES:

CULTURE: Throughout the field of Jewish education, a growing culture of excellence, risk-taking, and continuous learning and teaching is infused into the values and practices of organizations, communities, and funders

EXPERIENCES: Modern manifestations of Jewish-inspired ideas, practices, and models must provide powerful Jewish learning experiences for young Jews that are primed for change.

TALENT: Increased numbers of dynamic, pioneering Jewish leaders and educators are the driving force behind Jewish learning experiences that inspire young people throughout their lives

LEARNERS: A more diverse and growing number of young Jews, their families, and their friends are participating in powerful Jewish learning experiences that inspire them to lead more connected, meaningful, and purpose-filled lives

ASPIRATION: Inspired by Jewish learning experiences, all Jews, their families and their friends find a life connected, meaningful, purpose-filled lives and make positive contributions to their communities and the world

INTENTION (KAHAVAH הָקָוֹבַּה): The Hebrew phrase chaz-keim v’am-tzeim (וְחָזַקְוָם וַאֲמַתָּצֵי) means strengthen and encourage. It is a reference to God’s words to Moses in Deuteronomy 3:28: “Give Joshua his instructions, and imbue him with strength and courage. For he will go before you as one of the head of this people, and he shall give them the land that you may only see.” This phrase highlights the Foundation’s ongoing intention to elevate the work of others in realizing its mission.

THE POWERFUL JEWISH LEARNING EXPERIENCES strategic priority emphasizes the Foundation’s commitment to strengthening and scaling the impact of programs and organizations that have outstanding track records for effectiveness in delivering high-quality Jewish learning experiences.

THE EXCEPTIONAL JEWISH LEADERS AND EDUCATORS strategic priority focuses on the key people who make Jewish learning possible: the educators themselves and the leaders of the Jewish programs, organizations and communities who serve as change agents, champions and role models for Jewish learning.

Leaders of all kinds—new and seasoned, professional and volunteer, CEOs and those in other leadership roles—play pivotal roles to play as catalysts, bridge-builders, influencers and thought leaders for Jewish learning. They evolve and strengthen our communities’ changing needs.

Skillful Jewish educators are essential partners in the design and delivery of Jewish learning experiences. Many individuals may find themselves unexpectedly in the position of facilitating Jewish learning experiences for others. The Foundation considers all of these individuals to be Jewish educators, even if they do not see themselves in that role. This includes professionals, volunteers, rabbis, teachers, youth advisors, counselors, artists, music students, mentors, artists, tip leaders, peers, children, partners, parents, grandparents, and other adult role models.

THE R&D FOR THE FUTURE OF JEWISH LEARNING strategic priority recognizes that it is imperative to continually generate fresh ideas to ensure that the menu of Jewish learning opportunities remains relevant to a changing audience of learners. The Foundation is filling a new area of work for the Foundation and fills a gap in the field. In addition to early-stage funding to generate and test new ideas, this work includes developing platforms and relationships for R&D, and fostering understanding throughout the field of Jewish education about the importance of ongoing R&D.

LONG-TERM OUTCOMES: The Foundation’s timeframe for achieving its long-term outcomes is ten years. The Foundation will apply broad strategies to measure these outcomes over time. Each long-term outcome is mapped to a set of shorter-term outcomes that are measured more closely.

KEY INFLECTION POINTS: The Foundation recognizes that Jewish learning can be especially relevant as a way to help young people navigate through key inflection points in their lives. These may include, among others:

• Passages to adulthood — development of individual identity, moving out of a childhood home, getting a first job, moving to a new city
• Early parenthood — planning a family through pre-school
• Midlife transitions — retirement, career changes
• Late adulthood — the last 10-20 years of life
• End of life — the final years of life, death

MOMENTS OF “SEEING” — searches for spirituality, mindfulness, wellness, meaningful ways to serve / volunteer

ASPIRATION: This statement articulates the Foundation’s vision for how the world will be different when it has fulfilled its purpose. There is no timeframe for the Foundation to have achieved only by the Foundation’s efforts, yet the Foundation intends to make a meaningful contribution to realizing it.