



Enhancing Capacity for Jewish Enrichment

*An Evaluation of BBYO's Directors of
Jewish Enrichment Pilot*

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Introduction

BACKGROUND & PURPOSE OF THE DJE INITIATIVE

In 2012, with the generous support of the Jim Joseph Foundation, BBYO, Inc. (BBYO) added three Directors of Jewish Enrichment (DJE) to its field management structure. With professional backgrounds and graduate training as Jewish educators, these full-time employees were brought into the organization in an effort “to deepen the Jewish experiential learning offered to [BBYO’s] teen-led community and prepare Jewish teens for a lifetime of Jewish involvement.”¹ The three DJEs are in place for a three-year initial pilot project, from 2012 to 2015, with the understanding that a second cohort of three DJEs would be added, provided that the grant criteria for the pilot phase were achieved.

“This is one of the best initiatives they’ve implemented.”

– International Professional

Growing out of a 2011 study of BBYO’s impact, the DJE Initiative is part of BBYO’s broader intentions to strengthen the potential for teens’ Jewish enrichment and deeper “meaningful Jewish experiences.”² BBYO’s new Educational Framework, now called “Kivun,” was also developed in response to BBYO’s impact study. Kivun outlines BBYO’s goals for teens’ Jewish growth, outcomes related to those goals, and indicators of teens’ Jewish growth. The DJEs are meant to help BBYO implement this new Educational Framework in order to achieve the articulated goals.

In the first three years of the DJE Initiative, BBYO intended for the DJEs to integrate into the organization’s operations, become respected and credible colleagues to other BBYO professionals and effectively identify where they could help the organization around Jewish enrichment. BBYO also imagined that stakeholders³—regional professionals, teens and advisors—would seek out the DJEs proactively to help plan their programming, and that as a result, these stakeholders would have an enhanced ability to deliver Jewish content throughout their programs. Ultimately, the intention of the DJE Initiative is that “More Jewish teens will identify with Jewish life and traditions, connect to Jewish community and seek to improve the world around them.”⁴

The DJEs were hired and placed by the fall of 2012. Two came from outside of BBYO, and one was already working in BBYO as a regional professional. One is an ordained rabbi, and the other two have extensive experiences as Jewish educators and with their own Jewish educations. Taking personal preferences into account, each of the three DJEs was assigned to one of the five BBYO Hubs—a collection of regions overseen by a field supervisor and a development officer. The three DJEs were joined by a long-time BBYO professional, the Director

¹ “BBYO Hires Three Directors of Jewish Enrichment” BBYO Inc., n.d.

² Groeneman Research & Consulting and Gerstein | Agne Strategic Communications, “BBYO Impact Study: A Summary.” (Washington DC: Charles and Lynn Schusterman Family Foundation, July 2011).

³ Throughout this report we use the term “stakeholders” of the DJE Initiative as regional professionals, teens and advisors.

⁴ See BBYO DJE Initiative Logic Model Graphic Overview (Appendix A).

of Jewish Enrichment, based in the international office, to constitute the Jewish Enrichment Team, under the leadership of BBYO's Chief Program Officer.⁵

EVALUATION OVERVIEW

The Jim Joseph Foundation and BBYO engaged Informing Change to evaluate the first three years of the DJE Initiative. Work began in the fall of 2012 with the design of a project logic model (Appendix A). Based on the model and related conversations, we collectively identified the following evaluation questions:

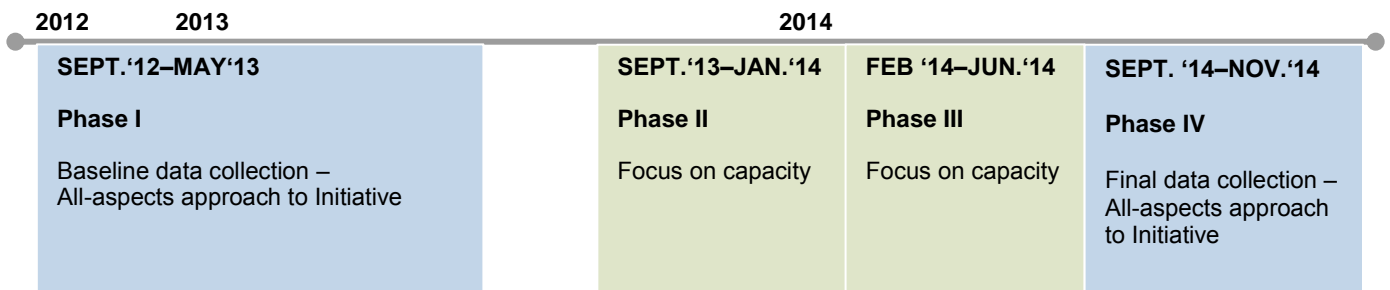
- 1. How does the DJE model work?** What responsibilities do DJEs have? Who do the DJEs work with, and why? What are DJEs' primary activities? What accounts for any variation? In what ways is the development of BBYO's Educational Framework influencing the DJEs' work and implementation of the DJE Initiative?
- 2. How is the quality of meaningful Jewish experiences changing for BBYO participants?** To what extent are regional professionals, BBYO chapter advisors and teen leaders seeking out the DJEs for guidance, support and education? To what extent do regional professionals, BBYO chapter advisors and teen leaders report having an enhanced ability to deliver Jewish content and foster immersive learning experiences?
- 3. What lessons are being learned about the DJE Initiative that can inform future implementation?** What is facilitating the work of the DJEs (e.g., structures, personnel, tools, contexts)? What challenges or barriers do the DJEs face in their work? What opportunities exist that have the potential to address those challenges? How and to what extent has BBYO incorporated the DJE model into the organization's operations and culture as a way to support high quality, meaningful Jewish experiences for BBYO teens?

To explore these questions, we designed a qualitative evaluation to examine and describe how the DJE Initiative worked and how BBYO might have changed through the DJEs' work. The evaluation relied on the following qualitative methods (please see Appendix B for a more detailed description of the data sources):

- **Interviews:** with all three DJEs at multiple points in time, as well as with approximately 30 regional and international office professionals (some more than once), almost 40 teens and 15 advisors.
- **Site visits:** to BBYO regional conventions and international programs.
- **Observations:** of DJE-led meetings with teens to plan conventions, of DJE-led events (such as webinars) and of Jewish Enrichment Team meetings.
- **Document Review and Analysis:** of DJE materials, including Kivun, international resources and other materials.

⁵ In this report, "DJE" often refers to the three field-based Directors of Jewish Enrichment as well as the Director of Jewish Enrichment based in the international office.

Data collection and reporting occurred in the following phases:



This final evaluation report relates the story of the entire DJE Initiative in its first two-and-a-half years of implementation and key lessons learned.

EVALUATION LIMITATIONS

This qualitative, textured evaluation is naturally limited in that it focuses primarily on “how” questions (e.g., “How does the DJE Initiative work?”). As such, we did not document the number of teens who interacted with the DJEs, nor did we assess the extent to which all meaningful Jewish experiences changed for all BBYO stakeholders during the evaluation period. To determine how the DJE Initiative works, we prioritized depth of learning over breadth. We took time to hear from those who have been the most influenced by the Initiative, interviewing relatively few stakeholders rather than surveying many. We also selected people to interview who we believed could tell us the most about the DJEs’ work, recognizing the natural limitations of self-reported data and the potentially narrow perspective of these particular individuals.

To account for these limitations and to help achieve a measure of balance in the data collection, we sought diversity of opinions among those interviewed and only reported commonly mentioned responses across multiple informants. Our sample of interviewees included those who worked closely with each DJE—randomly selected for diversity in their geographic locations and gender—as well as participants from summer programs. We also noted some range among professionals in their opinions about the DJEs and their work; all professionals were not equally enamored with the project. This variety of sources and perspectives creates a rich picture of the DJE Initiative that includes many types of interactions with the DJEs and the subsequent benefits.

Finally, it is important to remember that the DJE Initiative is still underway and less than three years into a six-year pilot. Not all outcomes articulated in the Initiative’s logic model are expected to have been achieved by this point in time. By design, therefore, the evaluation captured progress toward—rather than full achievement of—the Initiative’s short- and long-term outcomes. And while the evaluation assesses the DJE Initiative’s contribution toward outcomes, it does not determine the degree to which results are due solely to the Initiative’s efforts.

Evidence of Change

In order to explore the primary question of this evaluation—*how* the Initiative affected change in the quality of Jewish experiences for teens and other stakeholders in BBYO—we must first address *if* it affected that change and *what* in particular changed Jewishly within BBYO as a result of the Initiative.

There is ample evidence to suggest that the Initiative has, in fact, made important contributions around Jewish enrichment since its launch in 2012. Stakeholders are now using new approaches to program planning, which in turn make programs more meaningful for teens. There are also indications that a different, deeper understanding of Jewish enrichment is at play within the organization, one that is more complex, more engaging to teens, and more entrenched in the organization. While there is still more work to be done and the changes are not ubiquitous, the DJEs have laid the groundwork for continued development.

To provide a point of comparison, at the start of the Initiative, stakeholders described BBYO Jewishly in the following ways:

- Jewish programming was compartmentalized, with only particular programs being seen as “Jewish.” Jewish enrichment was not integrated into the larger program calendar.
- Jewish programs were typically viewed as boring and created out of a mandate from staff, not because teens necessarily wanted them. Even teens who valued Jewish programs thought their peers found them dull or boring.
- When stakeholders discussed Jewish programs, most frequently they thought about prayer experiences and Shabbat.
- Many teens interviewed expressed a perception and a frustration that their peers, and, occasionally BBYO as a whole, did not take Jewish enrichment more seriously.
- Stakeholders’ understanding of Jewish enrichment in BBYO was often limited to BBYO being “open” and “accepting”—ideas that are not sufficient to provide direction for quality Jewish enrichment.
- Regional professionals knew that BBYO had created an Educational Framework—now called Kivun—but for the most part they did not understand how to integrate it into their work. Generally, advisors and teens were not even aware of Kivun.

KEY AREAS OF CHANGE

- New ways of thinking and doing: goal-setting and question-asking
- Overall improvements in program quality
- Stronger prayer experiences
- Increases in stakeholders’ Jewish expression
- BBYO growing Jewishly as an organization

In sum, stakeholders described BBYO as an organization in which Jewish enrichment occurred, but whose circumstances did not maximize Jewish enrichment for as many teens and in as many settings as possible, and in the complex, valuable ways that could be most beneficial for teens. It is against this backdrop that the DJEs set about their work.

NEW WAYS OF THINKING & DOING: GOAL-SETTING & QUESTION-ASKING

Teens and regional professionals learned to approach their work in new and different ways, which, over time, is enhancing teens' Jewish experiences. They are frequently **centering their programs around hard, "big" questions, and setting program goals**, often looking to Kivun for inspiration and connections to BBYO's larger intentions. A teen explained, "I never knew how to set a goal for Jewish programming, and I was confused about how I would know if a program is a success or not. [The DJE]... taught me how to goal-set the right way... what I would want to see out of people to know if it was a success..." Similarly, a regional professional noted, "I've worked a lot on the process, on how I discuss things with teens or staff... I'm trying to change my thought process for regional programs and local programs... I'm more direct about the goal-setting piece." She noted the value of this process, explaining, "It's definitely

"I can't tell you how many times we [collected] blankets for [a service project]. If a teen came to me now to do blankets... I would suggest, 'Okay, which organization do we want to work with, what's the advocacy piece, and what organization is going to come speak to us, so we understand the bigger problem and how we're going to solve it.'"

SETTING THE STAGE WITH BIG QUESTIONS

Through her work with a DJE, at the first regional board meeting of the year, a regional professional asked teens a big question: "What is a leader in [our region]?" She explained, "I thought I was going to get 'organized, dependable,' and instead I got, 'one who wants to push limits, who doesn't take the first option, who isn't afraid of adversity.' I got these very thought out, incredible answers that were inspiring to the rest of the group and that set the tone for the meeting." That meeting included a serious conversation about upcoming structural changes in the region. The professional felt that the teens were better able to have a constructive conversation about the region's growth in its new paradigm because she set a sophisticated tone with the big question that she posed.

helped with the teens. Some of our best programs, we've done in the past year."

Some teens and professionals have worked frequently enough with the DJEs—which may have been only once or twice⁶—that these **ways of planning have become second nature**. Reflecting on the planning process, a professional stressed, "A goal of mine now is to ask really great questions, and I don't think I would have gotten that by myself. That's because of all the work we've done around question-asking."

⁶ Teens' and professionals' capacity to absorb the DJE's methods quickly was dictated by their previous experience with Jewish education (such as at camp), their hunger for Jewish enrichment and their programming skills.

OVERALL IMPROVEMENTS IN PROGRAM QUALITY

As a result of the DJEs' work around how to approach programming and the supporting resources they created, many regional professionals and teens interviewed for this evaluation reported seeing an overall shift in program quality in BBYO. Particularly on the regional and international levels, but also sometimes on the chapter level, teens and professionals often see **programs as more engaging and more relevant to teens**. For example, a teen who worked with a DJE on designing a program explained, "It became not just a random activity" but a "stronger, more meaningful program," where the activities relate to a chosen theme (see illustration of program quality in "Redefining the Hunger Games" on the following page). Teens also shared that their peers have observed improvements in program quality.

"Two weeks ago at fall convention planning, they wanted to plan a [prayer] service around social media... I didn't take their theme away, but I asked, 'What does it have to do with the Bar'chu?' They looked more deeply and found that a blessing is like a Gchat with G-d. It was really cool to watch them. Now, these are questions I ask myself: If I was sitting in this service, what would be confusing to me? If I'm asking the questions, someone else has that same question."

– Regional Professional

The DJEs worked closely on international movement-wide initiatives and resources and contributed a great deal to summer and immersive programs. They launched stimulating, inspiring and mandatory morning prayer, for example, at the Chapter Leader Training Conference (CLTC). By week two of CLTC, an international professional explained, "Phones were away and everyone was participating... engaged in this idea of prayer." A regional professional noticed that there were "ten sets of *tefillin* for loan at CLTC, and they were all out," an uncommon occurrence for the program. The teens they worked with on these programs appreciate how much they learned from the DJEs and how the DJEs are deepening BBYO's work. "Without [the DJE], we could not have made [Global Shabbat] as great... Just doing it on our own, we would have struggled," one teen explained.

"I do think CLTC has improved the experience at the chapter level ... Early morning services became part of the daily schedule... We had... 20 kids who went to shacharit every day for 12 days and felt good about it. Now I have a girl who's running for sh'lichah who wouldn't have run if not for her experience at CLTC."

– Regional Professional

"The resources that are being created are far superior than... five years ago, and information gets to the field in a much more timely manner."

– Regional Professional

IMPROVED PROGRAMS: HUNGER AWARENESS & ADVOCACY RESOURCE

REDEFINING THE HUNGER GAMES



Identify: Who am I?

I am a Jew who wants to fight for equality, health and safety around the world. I am a teen who cares about my peers. I am part of a global family. The current hunger/food crisis impacts me.

What does hunger mean?

- Hunger exists for over 50 million people in America. That is 1 in 6 of the US population – including **more than 1 in 5 school-age children.**
- In Israel, 16% of the population experiences food insecurity, and 11% are forced to **go without food at least once every two days.**
- In Canada, 1.1 million households are faced with hunger, and **even though the economy has recovered from the recession, food bank use is still up.**
- Internationally, **700 million people in 76 low and middle income countries are food insecure.** That means they are either hungry sometimes or all the time.
- Children who experience a lack of food may be affected in all parts of development, from stunted growth to learning difficulties.

- Hunger is not specific to a city, state, or country but rather affects people all over the world. Whether you know it or not, people in your city experience food insecurity.
- **People are not hungry because of a shortage of food. There is an abundance of food in the world, but...**
- Government and private charity programs in the U.S. have provided over \$95 billion in one year to assist those who are food insecure. Money isn't solving the problem.
- **Financial stability, equal access to healthy food, and advocacy programs, are needed to help this crisis.**

Is there hunger in Judaism?

Yes! Our sages tell us not to question those who present themselves as hungry. We are commanded to help, and remind ourselves of that commandment during our prayers.

פּוֹתַח אֶת יָדְךָ וּמַשְׁבִּיעַ לְכָל־חַי רָצוֹן

Poteach et yadecha, umatzbiyah lechol chai ratzon

Open up your hands and sustain all living things.

Tehillim 145:16 (Psalms, written by King David, recited in *Ashrei*)

How many is 1 in 5? And what does it mean?

1. Read the facts above and think about all the teens who go to your school. **How many is 1 in 5?** Think about the teens in your grade? **How many is 1 in 5?** Think about the teens in your region, council, or chapter. **How many is 1 in 5?** When you have a picture of 1 in 5, what comes to mind?
2. Think about the physical, mental, and emotional demands during a school day. How is your energy level in school and at extra-curricular activities affected if you are hungry? How do you think you would perform if you were hungry every day?
3. When you say, "I'm hungry," what do you mean and what do you do in response?
4. How accessible is food for you? If you find yourself to be hungry, how long does it take you, on average to address that feeling?

STRONGER PRAYER EXPERIENCES

The DJEs made a particular effort to work with stakeholders on how to construct and lead prayer services effectively. As a result, teens and regional professionals repeatedly report that **prayer services themselves are now stronger, more of a priority and more integrated** into BBYO’s broader programming.

An international professional described this change well: “Before the [DJEs], planning a Shabbat for 400 kids for a convention was an afterthought. It came after the dance and speakers and elections, and it was, ‘Let’s pull out what was Shabbat last year,’ or ‘Let’s do that service that we all liked from International Convention that’s online.’ Now it’s, ‘What’s our theme for the weekend? ... What message do we want to get across related to the Educational Framework? How do we thread that through all the programming? How do we make a meaningful Shabbat around that? How does it touch everything that goes on this weekend?’” The precedents that the DJEs are setting are helping to reimagine prayer experiences in BBYO. For example, a regional professional described how the DJE helped her region transform chaotic and unimportant services using simple yet powerful techniques, such as having the teens sit in a circle, engaging in pre-dinner rituals to set the stage for services and experimenting with separate AZA/BBG services.

Early in the Initiative, when stakeholders did pose questions to DJEs about their prayer services, the common refrain was, “How many prayers do we need?” With redirection from the DJEs, however, stakeholders are shifting their language to instead consider, “What kind of prayers do we need?” and further focusing this process with questions like, “What prayers tie into a Kivun-related goal?” and, “What Jewish texts or ideas can help to reach that goal?”

Another DJE noticed how frequently services consist of a prayer and a reading, a prayer and a reading. She described the dry, disconnected “prayer, theme, prayer, theme, prayer, theme” pattern as the “AB service.” When the DJE used the term “AB service” to talk with stakeholders about the relationship between the prayers’ themes, she called attention in clear, accessible language to the service’s stilted style and the need to re-envision its structure.

The Initiative also worked to strengthen the role of music and song in the BBYO experience. The DJEs partnered with song leaders to develop a song leading handbook which was piloted at International Leadership Training Conference (ILTC) and Kallah 2014 and then released more widely at International Convention 2015. BBYO Sings 2.0 includes a range of ideas and recommendations for utilizing music to strengthen and develop community.

INCREASES IN STAKEHOLDERS’ JEWISH EXPRESSION

Some stakeholders reported changes in their own Jewishness as a result of working with DJEs. They gained new knowledge and, as a result, **they had what they describe as more meaningful experiences.** Learning and growing Jewishly was particularly true for teens, but other stakeholders—some of the regional professionals and advisors—reported experiencing it as well.

“I changed my whole viewpoint on what I thought Judaism was.”

– Teen

The following examples illustrate some of the ways this learning and new meaning came about for teens and professionals.

- A teen discussed with a DJE her confusion that prayer services reference both the *avot* (fathers) and the *emahot* (mothers) and some only the *avot*. She felt more informed and more confident of her understanding of prayer after the DJE explained that “everyone prays differently, and there’s lots of different ways” to pray.

- A DJE and a teen volunteer studied *Birkat Hamazon* together to prepare the teen to explain the blessing to her peers. The teen explained, “I’ve never taken the time to really understand the meaning” of the blessing. Working with the DJE, she said, “opened my eyes to it a little bit... She helped me look more into the meaning... instead of doing it because that’s what we’re supposed to do.”
- A teen explained that after a DJE taught about *mensch*-like behavior, it helped her to understand good deeds in a Jewish context and to engage more frequently in them.
- A professional shared that the renewed prayer experience at CLTC was her first truly “spiritual experience” in years—possibly a first as an adult.
- Several teens began to see Judaism as more diverse after working with the DJEs. For example, one teen explained, “I was a straight Conservative Jew... I wasn’t very comfortable with a guitar in a service. But learning from them how to be open-minded, how to think differently about Judaism, how others think, the mindset of Orthodox Jews, Reform Jews... They helped teach me how to think differently.”

BBYO GROWING JEWISHLY AS AN ORGANIZATION

Over two years into the DJE Initiative, stakeholders interviewed for this evaluation believe that the culture of BBYO has shifted to **prioritize Jewish enrichment** more than before. “Because of the DJEs, we are looking to strengthen ‘the Jewish’... That’s the norm now,” shared a regional professional. As evidence of BBYO’s new acceptance of and emphasis on Jewish enrichment, several professionals pointed to a weekly Torah study launched by the HR team in the international office without prompting from the DJEs. This study session developed momentum and, with additional input from the DJEs, the entire organization could access it through video conferencing. BBYO now has a group of professionals—international and regional—meeting weekly to study Torah, sometimes sharing their analysis to the organization through weekly Shabbat messages.

“There is just more of an interest in making Judaic programming and services stronger, more inviting, more enriched, than there ever was”

– Regional Professional

BBYO OFFERS A CULTURE OF JEWISH DISCOVERY

Gail is a senior, has held regional positions in BBYO and has been involved at the international level. She describes her own Jewish journey, which illustrates the kind of challenge and self-exploration she hopes that everyone experiences as part of BBYO:

“I grew up Reform and had never been to a Conservative or Orthodox service until I joined BBYO. At ILTC I went to an Orthodox-style service and it was just so eye-opening and so new. I know it is something I would never have done if it wasn’t for BBYO. And that’s something that’s truly amazing, truly special about BBYO... You get to learn and experience in a way that you otherwise wouldn’t.”

She extrapolated from her own experience to explain that this is a possible process for everyone:

“A quality Jewish experience is different for everybody, but it comes down to finding out what kind of Jew you want to be, to finding your own Jewish identity. Some people may find something they never explored before or discover why they appreciate being Jewish or suddenly discover that they really like Judaism.”

Jewish enrichment for some stakeholders is **no longer seen as compartmentalized or boring**.

More teens are excited about Jewish enrichment, as the following poignant example from a regional professional illustrates: Before a chapter’s scheduled evening of basketball, “A teen said on Facebook, ‘Did anyone hear about this Israel thing?’ An AZA said, ‘Can we talk about this for the first 30 minutes of our

basketball game tonight?’ And guess what they ended up doing? They didn’t go play basketball because they were so interested in what they were talking about and researching.” The organization-wide integration of Jewish enrichment can sometimes set the stage for more organic experiences, even on the chapter level.

“There’s a difference between BBYO of five years ago and BBYO now. We’re working off the same playbook. There is something that aligns all regions, all of us.”

– Regional Supervisor

identity.” Teens and professionals also highlight the importance of teens challenging themselves in this process: “BBYO Jewishly... makes you think about your Jewish identity, about your role in Judaism, and... evaluate how religion plays a role in your daily life and how you connect to your religion.” There is a self-examination, self-exploration, and even self-challenge piece that is important to teens developing and connecting to who they are Jewishly.

Professionals and teens added that **BBYO’s Jewish enrichment methodology enables teens to explore themselves Jewishly** within the diversity of their community. Small group discussions facilitate self-examination by providing teens the opportunity to develop and share their own opinions and articulate engaging Jewish ideas with stimulation and input from others. Teens stressed, “BBYO is about what I want, but within a network of peers who don’t have to share your beliefs but are still your community.” As before the DJE Initiative started, stakeholders still talk about pluralism and diversity, but now with greater depth and greater opportunity for teens to learn, since they confront directly the meaningful ideas of their peers.

“You look at what you want to teach and you look at Kivun and you put together what your program is going to look like. That’s the expectation from international, from our supervisors. There are posters hanging up everywhere. We teach it to teens. As staff it’s just part of what we do.”

– Regional Professional

Kivun as a resource in program planning without the DJEs bringing it up. Kivun has also helped to make BBYO’s Jewish enrichment work more unified. An international professional shared, “The entire way of thinking about programming has changed... We’re driving toward the same goals, the same outcomes. We’re talking about it the same way. We’re developing programs the same way.”

It is also important that the DJEs have effectively **relieved pressure that professionals once felt to be the Jewish experts**—pressure that they could never meet since they simply lacked the experience and knowledge. “Before,” a professional explained, “Jewish enrichment felt unattainable. If I don’t have that knowledge, how am I going to teach those teens? You felt alone. It doesn’t feel hard anymore. Kivun and the questions we should be asking make it super easy for staff to plug in... It feels attainable.”

Stakeholders are also developing a **better understanding of what Jewish enrichment is**. BBYO as a Jewish organization, almost all stakeholders suggested, helps to make Judaism personally relevant for every teen in the room. There is a process of experimentation and investigation that happens through quality Jewish enrichment. One teen explained, “A quality Jewish experience is different for everybody” but it facilitates your “finding out what kind of Jew you want to be ... finding your own Jewish

For many stakeholders interviewed, **Kivun has become integral to the organization**. The DJEs have increased Kivun’s utility by making the concepts within it more accessible with key questions and texts. As a result, stakeholders understand what Kivun is and report that it either validates or drives their program development, naturally fitting in or serving as a checklist or roadmap. Some now use

Expanding BBYO's Capacity to Deliver Meaningful Jewish Experiences

This evaluation was designed to explore how the DJE model works by documenting how BBYO facilitated the change described in the previous chapter. How did a group of professionals new to an organization and in new positions advance a set of relatively new ideas and actions?

From the project's start, it was clear that with only three DJEs to support over 100 professionals, hundreds of advisors and thousands of teens, change would need to occur through building stakeholders' capacity to do Jewish enrichment on their own. This would mean that the DJEs would rarely teach frontally, but instead lead from the side or back of the room. They would support BBYO's stakeholders—professionals, advisors and teen leaders—to lead Jewish enrichment themselves, fulfilling the DJEs' vision but without the DJEs' continual input.

To encourage this change, the DJEs might have taken a top-down approach. They could have legislated the use of Jewish enrichment in BBYO, creating policies, establishing metrics for regional professionals to meet, or developing forms to shape stakeholders' work. All of these are legitimate tools to build capacity.

However, BBYO is a diffuse organization. Teens make programmatic decisions, regions constitute one organization but are not co-located, and professionals do not all report to the international office. Changes do not necessarily develop in a linear fashion, from the top through all parts of the organization.

BBYO: LOOSELY COUPLED & DIFFUSE

The loosely coupled system was first defined and described by Karl Weick, who noticed that systems of organizations, or organizations that hold multiple units, do not always operate with tight, immediate, smooth connections. One component does not predictably influence another. Instead, systems (or organizations) can hold components that influence each other slowly and over time, inconsistently, ultimately working to similar ends but without constructed synergy. Elements of a loosely coupled system influence each other, but there is not necessarily straight information flow or perfect coordination.

BBYO is one organization but it is also diffuse, with units all over the world. There is a remoteness to BBYO; its geographic spread means that teen, professional and volunteer leaders exist in discrete spaces. They act independently from one another, interacting with forces that are unique to their circumstances. As BBYO stakeholders encounter new ideas or trends, the organization's loose connections among components make it hard for synergy and momentum to develop. The action of one bought-in stakeholder does not necessarily influence the actions of others.

Tools for change in diffuse, distributed systems need to be carefully constructed to account for this structural context as well as organizational needs. Change cannot happen by fiat; channels need to emerge to maximize the development of change.

Moreover, the DJEs were hired as middle managers. They work in the international office as senior leaders but without supervisory, formal authority over any other professionals. When they started, the DJEs also lacked informal authority. Two of the three were new to the organization, and they all were in new positions; only by nature of their titles and experience as Jewish educators did they hold any sway. They could try to mandate change, but other stakeholders were not required to listen to them. Instead, the DJEs needed BBYO stakeholders to choose change. To lead change from the middle, the DJEs disseminated their ideas throughout the organization via many of BBYO's existing channels.

However, in some instances, BBYO has initiated change from the top of the organization with legislation and incentives by senior leaders. For example, over the past ten years, BBYO introduced new language related to membership growth called "total involvement." In part, BBYO adopted this language and the related behaviors through new policies (new membership categories, for example) and through rewards and incentives such as annual performance metrics. In that case, top-down change succeeded, as evidenced by the significant growth of BBYO in the intervening years.

The DJE Initiative witnessed these top-down approaches, but used this strategy on a very limited basis. In the second year of the Initiative, BBYO introduced a metric into regional professionals' performance goals that evaluated how Jewish enrichment was changing in regions. According to stakeholders, performance on the metric was almost uniformly high, suggesting that it was not a good measure of Jewish enrichment. As a result, it was not used in the third year of the Initiative and has not been replaced with another metric. Rather, the Kivun outcomes— Identify, Connect and Improve—are included throughout BBYO's regional planning process and documents. In addition, a survey of seniors and convention participants tracks progress made on certain indicators related to Kivun, which are taken into account for performance assessments of regional professionals. Further top level work includes senior leadership advocating for Jewish enrichment from the highest levels of the organization, and discussions on the DJE Initiative at Leadership Team and Board of Directors meetings.

However, almost no stakeholders mentioned the Jewish enrichment metric or the survey as an important part of the DJE story, nor did anyone discuss senior level brainstorming or strategy development as the leading factor for the DJEs' success. In our research, we had to probe extensively with stakeholders to hear mention of any of these top-down strategies, which motivated or supported the change, but did not lead the change. Jewish enrichment needed to be owned by all stakeholders, so collaboration that enabled Jewish enrichment to seep through the organization was imperative to the DJEs' success.

Thus, the DJEs deliberately chose capacity-building tools that they thought would work in BBYO's particular environment. They built credibility with stakeholders so stakeholders would listen, learn and take on the idea of change of their own volition. The DJEs integrated themselves and their approaches into the organization and found ways to speak from natural platforms when possible. They also built new programs that some stakeholders were willing to try. With these and the additional tools described further in this chapter, the DJEs built a context that made BBYO ripe for change.

DJES' JEWISH ENRICHMENT CAPACITY-BUILDING APPROACHES

1. Provide a clear, accessible framework for Jewish Enrichment
2. Adopt new approaches to program planning
3. Tailor change-making approaches to the organizational context
4. Create opportunities to opt-in
5. Provide targeted supports, training and coaching at multiple levels

1. Provide a Clear, Accessible Framework for Jewish Enrichment

While BBYO has had educational language in its member handbooks for some time (see Appendix C), the DJEs played a pivotal role in reimagining the framework to make it more accessible for programming. Originally, it consisted of primarily dormant, framing language that members might have read but was practically irrelevant to the day-to-day organization's work. It was also much less robust than the current language. The

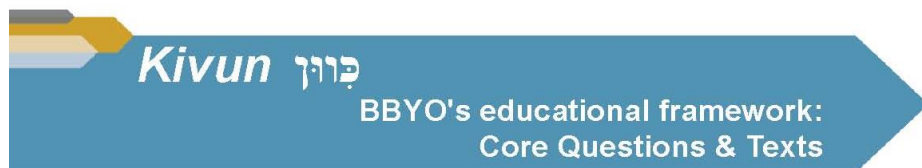
determination to create an educational framework that drives and unites the organization's programming emerged from BBYO's 2011 strategic planning process (which also prompted BBYO to seek support to establish

“When you first looked at the very large document it was very daunting. It wasn't written in a way that you could easily apply to your programs. By having the DJEs work through it—even just changing it a little bit by changing the name—it became a working document instead of a giant thing to stare at... Because the DJEs have made it more accessible, they've made a difference.”

– Regional Professional

the DJE positions). BBYO created the current Educational Framework with outside experts and a team of teens, professionals and others from the field. This process had just concluded when the DJEs began their positions. The original product that the team constructed offered the three primary outcomes—Identify, Connect, and Improve—with sub-outcomes, indicators of the outcomes' manifestation and suggested related program activities that might advance the outcomes (see Appendix D).

Building the initial framework was only a first step in maximizing the document's relevance to the organization.



Exploring the core outcomes through the lens of core questions and core texts:

Identify: Strengthen Jewish Identity

Who am I?

Everyone must have two pockets, with a note in each pocket, so that he or she can reach into one or the other, depending on the need.

When feeling lowly and depressed, discouraged or downtrodden, one should reach into the right pocket, and, there, find the words: "The world was created for my sake."

But when feeling high and mighty, one should reach into the left pocket, and find the words: "I am but dust and ashes."

R. Simcha Bunim (d. 1827, Peshischa, Poland)

Connect: Create Jewish Community

Who are we?

Speak to entire congregation of the people of Israel, saying: Be holy because I, the Lord your God, am holy... the stranger who resides with you shall be like one of your own citizens to you. You shall love them as yourself, for you were strangers in the land of Egypt. I am your God.

Leviticus 19:2, Leviticus 19:34

Improve: Change the World

For whom are we responsible?

Therefore, Adam was created singly: to teach that if anyone causes a single life to be lost, it is as if they had lost a whole world, and if anyone saves a single life, it is as if they had saved a whole world.

Mishnah Sanhedrin 4:5

The more robust framework (and its accompanying materials, including an explanation of the Framework and related programmatic materials) gave the document substance that could be taught at New Professionals' Orientation and distributed to all regional professionals. At the same time, in the first year of its release (also the first year of the DJE Initiative), it became clear that the document was too flat; most regional professionals were still not sure how to use it. In seeing this, the DJEs spent significant time and energy making the framework a usable document that integrated into the life of BBYO. The DJEs began brainstorming during the Jewish Enrichment Team meetings, focusing on how to make the document understandable, usable and alive.

They gave it a name with resonance—Kivun, Hebrew for direction—and then gave each core outcome—Identify, Connect, Improve—an essential question and a related Jewish text. The questions are concise and relevant to teens. The texts are nuanced and interesting. The questions and texts together offer multiple, complementary channels through which stakeholders can understand what Identify, Connect and Improve mean. They can use the questions and texts to drive programming by relating the programs that they are developing to these questions and texts.

2. Adopt New Approaches to Jewish Enrichment

The DJEs brought several new approaches or ways of thinking to BBYO programs—goal-setting, Asking Big Questions and reflective practice—which allow stakeholders to create strong Jewish enrichment without the DJEs' ongoing direct input.

Setting Goals

When they started in their new roles, the DJEs observed that stakeholders frequently planned programs without intentional educational goals. The DJEs hypothesized that clear goals generally would deepen program quality, and that goals specifically connected to Kivun would ensure that programs are advancing BBYO's educational intentions. The DJE's created a template to show stakeholders how to build programs around goals, and then designed and led workshops at Staff Conference, planning leadership conventions and summer programs to help stakeholders adopt a goal-setting mindset.

Asking Big Questions

The DJEs adopted Hillel's Ask Big Questions methodology.⁷ They taught the methodology themselves and, when possible, invited Hillel professionals to teach it directly to BBYO stakeholders. The DJEs helped stakeholders identify a "big question" that would sit at the heart of a program or might launch a conversation or leadership training with teens. This question would help the conversation to be more meaningful, deep and generative.

Employing Reflective Practice

As the DJEs observed BBYO stakeholders planning programs, they realized that the programs would benefit from stakeholders taking time to reflect on their experiences and apply lessons learned going forward. The DJEs identified times when reflection would be helpful, such as after program planning meetings with teens, before

INTENTIONAL PLANNING

In one region, a convention Shabbat service was part of a city-wide breast cancer initiative. After identifying the potential goals for the evening, the DJE helped the convention coordinators plan a program about how Jewish prayer experiences can help teens "get through tough times." She worked with them to connect each prayer to this theme, drawing out "meanings of community," and she helped them frame the service with an activity related to Ask Big Questions. The resulting activities were educational, deliberate and, ultimately, meaningful.

⁷ For more information on Hillel's Ask Big Questions methodology, see <http://askbigquestions.org>.

hard conversations such as firing an advisor or when developing plans for upcoming year. Such reflection allowed stakeholders to revisit the DJEs' emphasis on setting goals and Asking Big Questions.

3. Tailor Change-Making Approaches to the Organizational Context

For stakeholders to adopt new approaches, the DJEs needed stakeholders to open themselves up to the DJEs' ideas and be willing to shift their practice. Recognizing the diffuse nature of BBYO, the DJEs did this through an iterative process of building trust and credibility and nurturing a culture conducive to Jewish enrichment.

Building Relationships

When they began, the DJEs carefully and deliberately reached out to virtually all of the professionals in their Hubs through initial get-to-know-you calls and periodic check-in calls. The DJEs also prioritized visiting all of their regions during this time. Particularly when the DJEs first met with stakeholders, on the phone and in person, they listened rather than talked. They heard about the regional professionals' Jewish stories, their assessments of their

“Change has to happen in phases. It cannot happen without an openness to learning. That’s the first stage to building capacity... Education does not happen in one hour and just one time. To successfully build capacity, you have to be able to commit to ongoing learning, support and reinforcement before anything can happen.”

capacities to implement Jewish enrichment, their understandings of Jewish enrichment in their regions, and their needs. The DJEs offered few immediate answers in these first meetings. They were learning what needed to be done in specific regions and in BBYO more generally and preparing for later feedback and collaboration.

– DJE

As they got to know stakeholders,

the DJEs served in variety of roles: as teachers, mentors, friends and sometimes pastoral counselors. In these complementary roles, the DJEs gained context that strengthened their work in BBYO.

Trickle-Down

The teen leadership structure of BBYO follows both a formal and informal hierarchy, with those active in international programs influencing those participating in regional and chapter programs, and teen officers supervising other officers at the regional and chapter levels. BBYO often applies this trickle-down process with its formal programs and structures such as when officers pass on materials from one year to the next and regional counterparts train their chapter counterparts during an official, designated program. Regional and international professionals might also offer programs deliberately at one level in order to provoke their adoption at the next level. Ideas, then, trickle down through BBYO in multiple ways.

The DJEs took advantage of this aspect of BBYO's structure and culture. Through their involvement in BBYO's immersive experiences, the DJEs developed relationships with teen leaders, who, in turn, took new ideas home with them and subsequently called on the DJEs to help with their local program design. Similarly, regional sh'lichim taught chapter sh'lichim what they learned from the DJEs at various meetings and in summer programs. In a perfect example, one regional sh'lichim explained that when she gives chapter sh'lichim guidance, she shares—nearly word-for-word—the following idea that the DJE taught her: “I use the age-old expression, it's not that people hate Jewish programming, it's that they hate boring Jewish programming.”

Integration into High-Profile Organizational Projects

The DJEs became part of programs and conferences that would expose large numbers of stakeholders across BBYO to their ideas. For example, the DJEs were fully integrated into BBYO's summer programs as directors, co-directors or Judaic directors.⁸ As such they were able to shape each program and make choices that advance their vision of Jewish enrichment in BBYO. They worked directly with teens on individual programs in the same way they worked with teens locally: editing scripts, suggesting resources and helping teens connect program activities to program goals.

Similarly, DJEs had an important opportunity to build more meaningful relationships and model different ways of approaching Jewish enrichment at International Convention, a place where thousands of teens and stakeholders gather to be re-inspired each year. For example, the DJEs changed Shabbat prayer to better involve teens in more meaningful Jewish experiences, and a Beit Midrash offered interested teens an opportunity to pray daily, read and talk about all things Jewish.

The DJEs also exposed as many BBYO professionals as possible to their work and approaches at the annual Staff Conference. They taught workshops on service and Israel programming to all staff during a rotation of mandatory workshops, and they also taught elective workshops on goal-setting and essential questions. They led prayers and used the time dedicated to daily prayer to talk more broadly about prayer experiences in BBYO. They also led similar conversations, prayer services and workshops at the Advisor Leadership Training Conference (ALTC).

At Hub meetings—gatherings of their assigned groups or regions via tele- or video-conference—the DJEs led conversations about Jewish enrichment or taught about Jewish ideas (e.g., related to the holidays). Their Hub meeting conversations integrated them fully into their Hubs and helped them to reinforce ideas that they introduced to professionals one-on-one.

Multiple Touch-Points

With repeat experiences, such as at international and then at regional programs, some stakeholders became comfortable with the DJEs and began to understand and appreciate the DJEs' skills and purpose. Multiple touch-points—even with different DJEs—reinforced learning. In addition, those who encountered the DJEs repeatedly were also those who reached out to the DJEs independently, asking for continual input into all of their programs. Stakeholders became practiced enough that they could use the DJEs' methods even without the DJE being present.

Creating a Context Conducive to Jewish Enrichment

To maximize their work in this diffuse organization, the DJEs created an atmosphere that emphasized Jewish enrichment through multiple means. For example, the new weekly Shabbat messages reinforced the importance of Jewish enrichment and various messages that the DJEs taught in other settings. By inviting others to write them, the Shabbat messages also became a way for everyone to contribute to Jewish enrichment. The DJEs also worked on tangible, sophisticated, substantive Jewish resources that stakeholders could use for each movement-wide initiative and for many Jewish holidays. Each resource reflects some aspect of Kivun and includes an explanation of the holiday or event, some Jewish history and commentary, and discussion questions. The DJEs worked to ensure the resources' relevance to stakeholders and made them available with enough time to plan programs. The

⁸ Including the Chapter Leadership Training Conference, International Leadership Training Conference, International Kallah, Impact, and International Leadership Summer in Israel. Stakeholders mentioned each of these programs as important settings in which they encountered the DJEs.

DJEs also participated in BBYO program teams and movement-wide initiatives as the voice of Jewish enrichment in planning for key projects within the organization.

DJE-CREATED RESOURCES

The DJEs created dozens of resources that strengthened the context for Jewish enrichment in BBYO and offered tangible, valuable support for stakeholders in executing Jewish enrichment. Many of the resources are distributed to BBYO's entire database of teens, parents, alumni and donors—to over 60,000 email addresses. The list of DJE-created resources is extensive, and includes the following:

- Holiday conversation and program guides
- Stand UP for Social Justice program guides
- Speak UP for Israel program guides
- Kivun resources, texts and program/planning guide
- Convention guides, programs and resources
- Adult learning resources
- Prayer planning resources

4. Create Opportunities to Opt In

After their first year, the DJEs had developed enough credibility that they were able to build viable programs to immerse stakeholders in their methods. Each of the following programs was optional, so participants who enrolled chose to be there and were eager to learn.

JEST Webinars

The DJEs led a Jewish Enrichment Specialist Team (JEST) composed of regional professionals and the DJEs. JEST led three series of webinars for regional teams of professionals, teen leaders and advisors. The webinars reviewed different aspects of Kivun—Identify, Connect, or Improve—and shared resources related to movement-wide initiatives and how Kivun, in turn, related to them.⁹ The webinars were intended to teach participants how to use resources specifically for the movement-wide initiatives and then apply their lessons to similar programs.¹⁰

Jewish Enrichment Institute (JEI)

Immediately preceding International Convention (IC) in 2014, the DJEs hosted a 24-hour seminar on Jewish enrichment, dubbed “The eXodus Games.” The purpose of this event was to give teens concrete examples of how Jewish enrichment can be fun and engaging. The format involved dividing participants into 12 tribes and then competing in a hybrid between carnival midway games and trivia games in a color-war type format that revolved around Kivun. The teen and staff reflections and follow-up conversations established that JEI was a tremendous success.



The Learning Advantage (TLA)

A series of webinars and in-person learning sessions that primarily enroll regional professionals and supervisors, TLA grew out of the lessons of the JEST webinars. The DJEs realized that the webinars would be more effective if they worked repeatedly with the same cohort and could tailor the message to that cohort rather than to a different audience for each webinar. JEST primarily shared resources, but TLA also teaches skills and capacities, asking

⁹ “Identify” was related to Global Shabbat, “Connect” to BBYO’s Israel initiative, Stand Up for Israel, and “Improve” to BBYO’s social justice initiative, Speak Up.

¹⁰ JEST disbanded because BBYO dismantled all specialist teams at the close of the year.

participants to approach all of their work differently. TLA has enrolled professionals only, enabling them to develop a series of core competencies related to Jewish enrichment. The webinars themselves are focused on tangible, useful information, and each webinar asks professionals to apply their work in some kind of homework assignment. Overall, TLA has been well received, as this staff member shared: “[TLA] has been a really positive experience, I love learning with my colleagues. I truly feel like a real investment has been made in me by allowing me to participate in this program.”

“I have learned a lot from TLA so far. Often times, I find myself in a tough situation and I think, ‘This is something that TLA addressed.’ It has pushed me to think differently about a lot of my interactions and has helped me feel more prepared for tough situations.”

– Regional Professional

TLA

Curriculum

The TLA curriculum includes the following core components:

- Essential Questions
- Backward Planning
- Reflective Practice – for you and your teens
- Feedbacking, Engaged Conversations & Respectful Debate
- Finding Jewish Resources Online
- Making Personal Meaning From Texts & Stories
- Coaching Teen Facilitation
- Creating a Meaningful Experience

How Did TLA Happen?

The DJEs primarily initiated and built TLA, but three internal BBYO teams co-sponsor it: the DJEs, the Human Resources department (as a professional development initiative) and the field team (as an initiative that targets professionals in the field). After three years of credibility-building, the DJEs were able to develop the idea of TLA and successfully get other departments on board. The DJEs gave initial shape to the idea and brainstormed a list of tools to teach, which they then shared with department heads during meetings they secured thanks to the positive relationships they had built. Together, they winnowed the list to eight critical topics, saving one topic—giving and receiving feedback—for their organization-wide session during Staff Conference. The idea and the list then went to BBYO’s senior leadership for approval. With the support of the other departments the DJEs were able to recruit participants.

5. Provide Targeted Supports, Training and Coaching at Multiple Levels

The DJE Initiative is built on the premise that capacity-building requires targeted, on-going support to integrate new concepts, tools and practices into the organizations’ culture. Critical supports included collaborating with various stakeholders on program planning, as well as the broader support provided to the DJEs themselves through the Jewish Enrichment Team (JET).

Focused Program Collaboration

After working with as many convention committees and coordinators as possible in the first year of the Initiative, the DJEs found this approach unsustainable and needing a strategic focus; there was too much possible work, and the DJEs were missing out on practicing the fruitful “multiple touch-points” philosophy. The DJEs began to focus on regions that were in a growth phase and on conventions that needed significant attention. This enabled the DJEs to work repeatedly with the same regional professionals and, sometimes, with the same teens. As described earlier, multiple touch-points allowed stakeholders to internalize and habituate the DJEs’ new methods.

“[The DJE is] great at validating their ideas and also pushing them. It’s a really delicate balance.”

– Regional Professional

The DJEs worked extensively with teens planning regional programs and conventions in a process of close program editing. The back and forth editing process that the DJEs used during program planning was not always fun for stakeholders. In the first year of the Initiative in particular,

“Teens don’t want to just listen. We like talking about things... It’s really cool to hear people’s opinions about Judaism.”

– Teen

the DJEs had to prove their worth before they challenged stakeholders too significantly. As the DJEs and the Initiative have become more entrenched in BBYO, and as stakeholders have seen their work and been engaged in their process, stakeholders have come to understand the value of this editing process. A teen said outright, “At first it was annoying. I didn’t want to be pushed. Then I realized how awesome it was that she pushed so hard. The program was ten times better. She’s helped me make the program better for members.”

Supporting the DJE Initiative: The Jewish Enrichment Team (JET)

The DJEs also benefited from each other’s support in their work. Together with the coordinator in the BBYO international office, the DJEs constitute the Jewish Enrichment Team—a kind of brain trust that drives the DJE Initiative. JET’s work and tone range between different axes. For example:

- **Organizational-Local:** The DJEs brainstormed about the status of Jewish enrichment in the larger organization and also shared happenings from their own Hubs and regions.
- **Supervisory-Egalitarian:** The international professional relayed messages and managed the project, and the DJEs also brainstormed collaboratively together.
- **Inventive-Renewal:** The DJEs created programs from scratch and also discussed how to strengthen Jewish enrichment in existing programs.
- **Conceptual-Practical:** The DJEs developed the methodology for the DJE Initiative (e.g., brainstorming about goal-setting) and also did concrete, hands-on work related to prayer experiences at IC, creating TLA or presenting the DJE Initiative to the BBYO Board.

Because JET meets regularly, the DJEs can build personal relationships and trust with one another, which has become imperative to their successful work together. These relationships allow them to learn from each other one-on-one and rely on each other when they need assistance day-to-day. The norms they form when they meet together also allow them to function as a team that effectively generates new ideas and strengthens BBYO. Their international coordinator understands what they are doing and does the work herself, and so has credibility with the field DJEs and can bring important agenda items to them that advance their work.

BUILDING CAPACITY: WHAT’S WORKED?

The DJEs used a web of strategies to build capacity which together, created synergy and momentum. Once designed and implemented, each tool exhibited varying potential to influence BBYO’s capacity to create more and deeper meaningful Jewish experiences.

Little Potential ¹¹	ALTC					
Less Potential	Hub Meetings	JEST	Regional Planning	Resources	Shabbat Messages	
More Potential	Big Questions	Kivun	JEI	Multiple Touches	Roles & Relationships	TLA
	Focused work with regions	Goal-Setting	JET	Reflective Practice	Staff Conference	Trickle Down

For example, ALTC, as a one-time event, did not allow for multiple touch-points and did not give enough to the advisors to transform their regular work. Advisors had a valuable prayer experience, and ALTC was a positive Jewish experience to them overall, but the DJEs’ work at ALTC does not seem to have expanded the advisors’ capacity to work more effectively on Jewish enrichment. TLA, on the other hand, has been very valuable, particularly to regional professionals. They have enjoyed it, they have changed their work because of it and they value the ways in which their work has changed.

Still other tools have been helpful yet could be enhanced even more. The Jewish Enrichment Team, for example, faces some challenges. The DJEs rarely get to see each other in action, and the international coordinator similarly has little time to visit the DJEs. The DJEs likely would benefit from interacting in person, observing each other and giving each other feedback, and from their supervisor’s on-site observation of their work. In addition, JET met several times in person, but not in a coordinated way (e.g., three times a year, at certain times during the year, for specific planning related to the rhythm of the year). These kinds of meetings might also be helpful.

Some capacity strategies taught stakeholders or gave the DJEs a platform, such as speaking at Hub meetings, but did not necessarily seem to lead to transformative change. Still others, like those that built a context for Jewish enrichment—the Shabbat messages, for example—were valuable for creating that context, but did not themselves seem to facilitate change in BBYO. Ultimately, the more that a tool allowed for one-on-one, personal work with stakeholders, work that was repeated over time, the more that the tool was effective.

¹¹ Items in each category are listed in no particular order.

DJE Roles & Characteristics

A core component of this evaluation is to understand how the DJE Initiative works in BBYO. To that end, in this chapter we describe the multitude of roles that the DJEs play. We also share how stakeholders view the DJEs, what makes the DJEs effective and what value the DJEs have added to the organization.

THE MANY ROLES OF DJES

Very concretely, as highlighted in the illustration below, the DJEs interact with stakeholders according to certain patterns, in specific ways, on the international, regional, and chapter levels.

In sum, the DJEs are mentors, coaches, teachers and pastoral counselors. They occasionally teach, but more often they work behind the scenes, helping others to make each opportunity a significantly influential Jewish enrichment tool for BBYO. They have learned that they are most effective when they are part of the planning and reflection process from beginning to end. Many of the projects that constitute BBYO's Jewish enrichment umbrella—e.g., Kivun, the Jewish Enrichment Institute, Global Shabbat, Stand-Up, and Speak-Up, International Kallah, TLA—would likely exist without the DJEs. At the same time, the DJEs now animate each of these, giving them a life, energy and substance that they would not otherwise have.

“The international board... asked, ‘Why are we talking about the Menorah Pledge, and the Seven Cardinal Principles and the folds on the one hand, and the Educational Framework on the other hand?’... [and the DJE] could masterfully explain how they complement each other... It happened as the result of a spontaneous question, and the DJE was able to pull the pieces together, not in a sort of didactic or condescending way but a very collaborative and conversational way that drove toward a good result, that got the teens on board and enhanced their understanding.”

– International Professional

THE DJE ROLE: ART, NOT SCIENCE

The DJE position began with one job description that was the same for all three DJEs. On the international level, the DJEs were to help plan programs, write curricula, create resources and represent Jewish enrichment by participating on various teams. On the local level, the DJEs would build relationships with regional professionals and work with them as needed, usually on conventions.

This was what was expected, and broadly, the DJEs fulfilled these roles. At the same time, by the end of the first year, it became clear that the DJE's work is art, not science. That is, there is a great deal of differentiation and nuance within this broad rubric of international and local work. This differentiation happened because of the needs of those who worked with the DJEs, the nature of the particular relationship between the DJE and the stakeholders, the culture within each Hub and the preferences of the DJE. The following examples highlight some of the different ways the DJEs worked.

- Some DJEs worked almost exclusively with a few growing regions, while others worked with a few growing regions in addition to working on other conventions and responding to other needs. – DJE (from first interview in 2012)
- A DJE worked with leadership teens in one region to write a regional “pledge” based on Kivun, the BBG Menorah Pledge and the AZA Seven Cardinal Principles. They did not, however, write such a pledge with other regions, nor did other DJEs do the same work in their regions.
- DJEs honored the unique context of each Hub and different regional professionals, for example, by speaking more or less frequently at Hub meetings or taking a greater or lesser role in leading planning processes.
- The level of collaboration involved in writing curriculum at the international level varied based on who had been involved in the project previously and the nature and needs of the project itself. The project also evolved and differentiated itself further, depending on who became involved, sometimes becoming a highly collaborative and meaningful process for participants.

“It’s so useful to learn with thirty people and then to break down the material with just six people.”

– Regional Professional

A good example of this differentiated work is in how one DJE helped participants apply lessons learned from TLA to their work. She successfully convenes the regional professionals in her Hub after each session and has built a real sense of a cohort. The DJE has held the regional professionals in this cohort accountable for their participation in TLA, resulting in their smooth application of

the material to their work. As a result, they are genuinely internalizing the material. They discuss how they are applying the material and how that is going; if they are not using the material, they discuss why not. Participants in this cohort describe their experience in superlative terms, explaining that the cohort experience has made TLA a valuable and important experience for them.

It seems rational that all the DJEs could have convened their professionals in this way. But the cohort is successful—it came together at all—because of the relationships that underpin the group interactions, which, in turn, are shaped by how long the professionals have known each other, their previous work experiences together, and the affection they have for each other. In this particular Hub, the professionals are close and eager for more natural opportunities to talk with each other. The DJE’s relationships with the professionals also allow

“The sharing process has pushed them. And I knew at the outset that these were... people who enjoy each other’s company, who live in different parts of the country, who don’t get to see each other very often. I knew they would jump on the opportunity to get on a call together. It’s about knowing your audience, knowing that they are open to working with me and excited about working with each other.”

– DJE

participants to be comfortable in the cohort and to learn from her and from others. This experience, then, is unique to this Hub. This cohort experience never manifested in other Hubs: In one Hub, a similar convening happened occasionally with much less momentum than in this first Hub, and in another Hub, participants simply did not respond to the invitation to meet.

While a successful strategy in one Hub—one of the best aspects of TLA for these participants—would theoretically be a valuable strategy for the other Hubs and DJEs, each Hub simply is not the same, and each DJE is not the same. The DJEs used similar strategies—coaching within the context of their relationships and the same approaches of setting goals, asking questions and reflective practice—but they applied these differently.

SUCCESSFUL INTEGRATION OF THE DJES

In the first phase of the evaluation, at the launch of the DJE Initiative, many stakeholders did not know what to make of the DJEs. They resented what they perceived as an intrusion or simply did not know what the DJEs could offer. The DJEs seemed extraneous, even unimportant.

Several years later, BBYO itself has changed in that this new role, offering support and leadership related to Jewish enrichment, has been integrated fully into the organization. Today, most stakeholders interviewed value the DJEs tremendously and clearly recognize the role that they play in the organization and in their work. Stakeholders see that the DJEs elevate Jewish enrichment dramatically, and if teens “are only getting the social” in BBYO, “they’re not getting everything they can out of it.” The DJEs help to demonstrate the organization’s worth to donors and external stakeholders. “This is not 1925,” an international professional said, “where it’s just about getting boys out of the house. This needs to be sophisticated. There’s a lot of competition for time. We have to make the case.” DJEs work at the heart of the organization, helping BBYO to achieve its core purpose, representing it to the outside world and allowing BBYO to reach more teens and families by imparting its true value.

Teens appreciate the DJEs as well. The DJEs offer different voices—new voices—that challenge them, so they respond to the DJEs in ways that they might not to regional professionals. The DJEs provide a sophisticated Jewish role model with deep Jewish knowledge, particularly important for some teens who have a “deeper interest in Judaism” and, in a regional professional’s words, who want a “true authority.” Some teens interviewed explained that before their interaction with a DJE, they did not know who to go to with questions about Judaism or Jewish enrichment. Some are in the midst of complicated Jewish explorations. The DJEs offer obvious, available leaders, coaches and experts to support teens through this complicated work.

CHARACTERISTICS OF AN EFFECTIVE DJE

The DJEs' success depends on their relationships and what each brings personally to BBYO programs, which in turn rests on their personalities, their leadership characteristics and their skills. In stakeholders' words, the DJEs' effectiveness comes from their:

- Tremendous approachability, “down to earth” personalities, and approach of “not forcing Judaism on anyone,”
- Ability to validate teens' positions as “being in charge” while offering another “point of view;”—supporting teens while also challenging them,
- Ability to challenge professionals and help them see Judaism as broad and diverse,
- Humility and eagerness for feedback,
- Generosity, kindness and low-key demeanor,
- “Deep passion for Judaism and Jewish teaching and Jewish conversations,” and
- Capacity to think about the big picture of Jewish enrichment in BBYO and strategize on organization-wide change while also working one-on-one with stakeholders.

“In order to be successful, BBYO needed to find the right people. And they did find really great people to fill the DJE role. All three bring a lot to the table. They connect really well with teens, staff, and advisors... They came into this new Initiative and it was clear— but not 100% clear—what their jobs were going to be. They came in with a positive attitude and owned the Initiative. They made it successful for the program and the teens. They did a really good job of it.”

– International Professional

Many of these characteristics point to the importance of the DJEs pulling back and not making the Initiative about them but about teens and other stakeholders. It is also not about Judaism necessarily but about Jewish enrichment, not about the DJEs helping stakeholders to become more Jewishly involved but about helping stakeholders to see a new vision of how to facilitate meaningful Jewish experiences in BBYO. The characteristics most important to the DJEs' success involve their contracting themselves—practicing *tzimtzum*—and creating space for stakeholders' development, while also thinking as large as possible about patterns in the organization as a whole and how their projects and tools create large-scale change in the organization. The DJEs are master Jewish educators but, more significantly, they are master capacity builders and leaders of organizational work in Jewish education.

While the DJEs had many characteristics in common, they also, together, constituted a full team, each contributing unique skills and capacities to that team. For example, together, the DJEs had expertise and instincts at both the micro and macro levels, at building relationships with stakeholders and at seeing and crafting strategies to change the entire organization. Each individual did not have all of these strengths equally. BBYO took advantage of the different strengths of the DJEs by giving them assignments that fit their personalities, capacities and interests. Within the team, they switched international assignments to help apply new perspectives to their work, sometimes working on the same project year after year (and effectively building expertise), though not always. Within JET, the DJEs created a sharing environment, where they taught each other's material but made it their own, authentic to them.

The DJE Initiative's Evolution

“There was a different model for the DJEs each year. That wasn't a bad thing; they were trying to figure out the role that these people should play.”

– Regional Professional

As described, the DJEs moved from being new employees and personalities in BBYO to being fully integrated into the organization. How did the DJEs go from working outside of known paradigms to creating change within the organization? This chapter traces the evolution of the Initiative, noting important moments of change, and describes challenges that the Initiative has faced and currently faces.

THE INITIATIVE'S PROGRESSION & GROWTH

Year 1

The DJEs plunged into their work with a keen sense of intention but with little concrete experience to guide them. They were inventing their jobs from within a maze of choices. In the first year, they faced a number of tensions, including the following.

- The DJEs were part of a collaborative supervisory model in each of five Hubs across North America. The model was new for BBYO in the DJEs' first year. The DJEs needed to create working relationships with their immediate colleagues while also building collegial, non-supervisory relationships with regional professionals.
- The DJEs needed to learn to validate and support the teens while challenging their ideas and to develop skills at maintaining that balance.
- The DJEs had dozens of regional professionals, more than 100 teen leaders and more than 100 advisors, each, in their Hubs. They needed to learn how to set priorities among stakeholders.

“How could it work? ... You have to have a relationship with teens to get them to listen to you, and with staff as well. Teens and staff said that the ideas [the DJEs] threw out—you couldn't expect them to be done—and the teens were like, ‘This [DJE] is coming on this phone call for 45 minutes and trying to change everything we're doing for this convention.’”

– Regional Professional, referring to how DJEs' initially tried to work with teens

- As Jewish educators, the DJEs were accustomed to teaching directly. They needed to establish when they should step in as teachers and when they should step back.
- The DJEs worked remotely as a team and were supervised remotely by a DJE in the international office. They needed to establish relationships within the team and with their supervisor.
- Particularly in the beginning, the DJEs fielded requests from external stakeholders, such as teens, professionals, and advisors from other Hubs and donors and external stakeholders from their own Hubs. They needed to navigate those demands, determining when to say yes and when to say no.
- The DJEs brought a relatively new voice to BBYO. They had to determine how to integrate it with the existing conversation in the organization, which, at first, did not seem to make space for Jewish enrichment.
- Stakeholders often asked the DJEs to do the work for them by creating prayer services or new programs. The DJEs had to lead stakeholders gently toward understanding that they, the stakeholders, needed to do the work with the DJEs' guidance.

As the Initiative evolved, the DJEs worked toward productive resolution of many of these tensions, as previously referenced.

Year 2

Toward the second year, in resolving some of these tensions the DJEs were able to begin to work on large-scale initiatives and change in the organization. They launched the Jewish Enrichment Specialist Team (JEST) and its webinars. They began to give the Educational Framework—the Kivun—additional language. They sharpened their ideas around the role of goal-setting in BBYO and translated these ideas into workshops that they taught in a variety of settings. They launched the Jewish Enrichment Institute (JEI) at International Convention, a significant tool for the training of teen leaders in Jewish enrichment.

During the second year, the DJEs also intentionally focused on some regions, rather than all. Once basic relationships with all stakeholders in their Hubs were established, the DJEs could work tightly and continually with approximately three regions per year to achieve significant growth in those regions, sometimes supporting professionals and certainly responding to teens in other regions, but not prioritizing their conventions or programs.

YEAR 2: IMPORTANT MOMENTS OF CHANGE

- Jewish Enrichment Institute (JEI) sells out more quickly than any other pre-International Convention institute and receives rave reviews
- The Educational Framework becomes Kivun
- JEST webinars help BBYO develop the capacity to lead interactive webinars and link Kivun to movement-wide initiatives
- A DJE supervises International Convention prayer experiences, which are more diverse than ever
- The DJEs teach at Staff Conference that Jewish enrichment can be fun; the idea that “Jewish programming isn't boring, boring Jewish programming is boring,” becomes widespread in BBYO

THE DJES' EVOLVING ROLE

"I spent a lot of time in the dirt, mud, trenches—I was really detail oriented —working on many different programs in many different conventions. I was trying to be on every single call for a convention team. That has changed significantly. My first workplan was to be at 10 conventions and work deeply in 5 of them. Now, I am working deeply in 3. Because we found we can't actually do all the other work if we're constantly traveling. We did not factor in human exhaustion... And, we realized that nothing is really going to change—nothing fundamental—by me making many edits on many Google docs for teenagers who may or may not read them... I really need to be talking to staff about principles."

– DJE

Year 3

In the third year, the project became even tighter and more focused. The DJEs came to understand how best to spend their time: with their primary stakeholders, occasionally with secondary stakeholders such as donors, with professionals leading growing regions and responding to teen leaders at the international and regional levels. JEST evolved into TLA, and Kivun developed further, gaining core Jewish texts and essential questions. Lessons learned in the first and second years of the Initiative became truly useful in the third year, with the DJEs practiced and ready to take risks within the context of their successes and their relationships.

In the third year, BBYO underwent a significant structural change. The regions were re-divided into three Hubs from five, so each DJE acquired additional regions to work with. In their first years, the DJEs had been part of a tight team of three professionals leading each Hub—the D-Team—which provided field supervision, Jewish enrichment support and financial resource development for the entire Hub. In the third year, this model was dissolved. The DJEs continue to work with primary partners (now called “North American Field Directors” rather than “Directors of Field Operations”) but not in the same team structure. The DJEs report that this change mattered, but not in the significant way that it might seem. There was a sense of loss associated with the dissolution of the D-Teams, since the DJEs had worked hard to establish their roles in the team processes and had spent quality time with their D-Team members, but their day-to-day work did not shift dramatically.

YEAR 3: IMPORTANT MOMENTS OF CHANGE

- TLA (The Learning Advantage) launches, with a focused audience—professionals—and a focused curriculum that immerses professionals in the capacities needed to lead Jewish enrichment.
- Kivun gained new life after expanding its Jewish framing through its Hebrew name and its core texts.
- The DJEs primarily visited regions under focus and worked repeatedly with these regions, leading to rapid growth in these regions and the professionals developing deep capacities for Jewish enrichment.
- Unrelated to the DJEs, BBYO's HR department launched weekly Torah study for all professionals, inside and outside of the international office.
- BBYO began to employ a number of professionals who do not know—and cannot imagine—BBYO without the DJEs.

CHALLENGES

The DJE Initiative grew increasingly focused and more productive over its first three years. Still, the project has unresolved challenges.

BBYO expected from the outset that the DJEs would influence the international, regional and chapter levels; however, the DJE Initiative is **not currently designed for maximal influence on chapters**. Some “trickle down” from the DJEs’ influence on the international and regional levels has been productive, with teen leaders learning new techniques at the international or regional levels and applying them to their chapters. Teen leaders who have relationships with the DJEs have also reached out to the DJEs for input into their chapter programs, and nearly

800 teens who participate in CLTC each summer (training for chapter leaders) have the benefit of a new DJE-developed curriculum focused around BBYO's Jewish enrichment methodology. Primarily, though, the DJEs have not worked directly with chapter leaders or discussed chapter happenings with regional professionals.

Similarly, the DJEs have had **less of an influence on chapter advisors**. Some advisors did develop significant relationships with the DJEs, primarily through summer programs. Change, however, seems not to have happened because there were not enough touch-points with advisors. As described, the DJEs had a presence at ALTC, but the DJEs simply did not have the opportunity to encounter the advisors—outside of the occasional convention or the few advisors at summer programs—sufficiently to make a difference.

The DJEs' influence on advisors was also minimal because the advisors need such a significant intervention, yet they are volunteering only a few hours of their time a week to BBYO. They do not have intuitive understanding of how to apply what they learn from the DJEs to their BBYO work. They also have many pressures on their time with their teens: They need to work on membership, help teens comply with various regional requirements and manage the chapter's finances. Sometimes they do not receive email replies from their teens, and some chapters do not even come together regularly for meetings or programs. For all of these reasons—including the simple question of these very busy volunteers' time and availability—even if they had meaningful Jewish experiences with the DJEs, advisors seem not to have been able to apply anything they learned from the DJEs to their work with their chapters.

Additional challenges of lesser import include the following:

- Working as a remote team and with a remote supervisor meant that the DJEs could rarely learn from each other on-site and **rarely got direct feedback from their supervisor about their observed performance** with stakeholders. Those who saw the DJEs in action did not often give feedback about their performance to the DJEs' supervisor. Observing the DJEs in real time could have been a real benefit to the DJEs' professional growth.
- The **relationship between the DJEs and regional professionals remains convoluted**. Without the ability of DJEs to hold them formally accountable, some regional professionals do not respond maximally to the DJEs' recommendations. They also sometimes forget to reach out to the DJEs. Without a formal, structured relationship, their work with the DJEs is embedded in their informal relationship. If they do not have an exceptional informal relationship, their work together can be sporadic.
- Some **veteran professionals**—albeit only a very few—**remain uninterested** in working with the DJEs. Of these, some accept the DJEs' help grudgingly, doubting the DJEs' potential to improve their work. Some have other relationships that replace what they think they would gain from the DJEs, or they feel that they do not need the assistance. Certainly, there were more doubters at the beginning of the Initiative than there are currently. A few have left the organization by natural attrition, while others now see the DJE Initiative's value and contribution.
- **BBYO's organizational breadth remains challenging**. There is too much for the DJEs to do, too many requests for support and too many possible projects. The three DJEs hold a great deal of responsibility for

“I am seeing far more intentionality from teens and young staff toward explicit goal setting, toward seamless Jewish moments in programming, and toward wanting to be trained in those areas. Is it across the board? Not yet. Is it in many places? Yes.”

– DJE

the entire organization. Because there is so much to get done in the organization, it is too easy to pull the DJEs away from their Jewish enrichment work to answer other organizational needs.

The Initiative achieved a great deal despite these challenges, but at the same time, these challenges stilted the Initiative's even greater potential to influence the organization.

LOOKING FORWARD

After two-and-a-half years, BBYO's leadership and the DJEs themselves are considering the next phase of the DJE Initiative. They are imagining how the DJE position itself might change and considering what work still needs to be done. The Initiative is working from a strong foundation. It has the potential to build an even stronger program of Jewish enrichment, making it even more and more relevant to BBYO.

Teens and regional professionals ask for one thing regarding the future of the DJE Initiative: more DJEs. As the DJEs themselves imagine the team's growth, they wonder if the position should be replicated exactly or if specialists should be brought into the organization. Could a DJE have expertise in songleading? In meditation? In applied or performance art? In addition, they agree that it seems likely that more DJEs are better, but they also wonder about growth. How do they create a team with complementary skill-sets, where newer members work seamlessly alongside the more experienced? How do they most effectively on-board DJEs so they can hit the ground running quickly? The DJEs feel confident that they can be successful, but they also know that building this new team and expanding the Initiative will require careful work. As it grows, the team will do well to continue to hold the varied skills and capacities that DJEs need to do this work. At the same time, the team will need to continue to speak in one voice, be large enough to do the work, but also small enough so that team members can know each other well and be in sync to reinforce each other's messages.

There are a variety of projects that the DJEs and other stakeholders have imagined would benefit BBYO and be feasible with an expanded team, including:

- Creating more resources related to prayer experiences, including extensive, moving how-to videos.
- Developing a “preflection resource” for community service activities that contextualizes teens' volunteer work in Jewish language and wisdom.
- Sharing Shabbat resources that unify the Shabbat experience throughout the organization.
- Helping regional professionals bring DJE wisdom to the chapter level, which engages the largest number of teens.
- Maximizing existing immersive experiences such as CLTC, ILTC and Kallah to strengthen their Jewish enrichment capacity. Also consider what other immersive experiences might the DJEs build that are easily accessible to larger numbers of teens.
- Leveraging technology to deliver content and to serve as a powerful delivery mechanism for meaningful Jewish experiences.

Finally, the DJEs have identified a number of big-picture projects that have influenced the organization broadly, such as JEI, transforming the Educational Framework into Kivun, and TLA. There are likely other projects that the organization can similarly benefit from—projects that take new approaches (like strengthening small group discussion) or that focus on new stakeholders (such as advisors).

Reflections & Lessons Learned

In its first two-and-a-half years, the DJE Initiative has achieved a great deal in its efforts to build capacity to enhance Jewish experiences in BBYO. This progress offers lessons about how to create such growth and change. The lessons shared below have application within BBYO as the organization seeks to expand the Initiative and bring new DJEs into the organization, but may also have some relevance to other organizations as well.

Build Credibility through Relationships

Working within the diffuse organization that is BBYO, the DJEs identified several means to initiate change. Foremost, without the capacity to create policies, the DJEs built positive, trusting relationships with their stakeholders in order to generate the credibility needed to influence those stakeholders to change. To build relationships—and trust—the DJEs sought opportunities to see and work with their stakeholders repeatedly. This strategy of building relationships through multiple touch-points was imperative to the DJEs' success.

Other strategies were helpful as well. The DJEs were integrated into BBYO's most popular programs to ensure that many stakeholders would get to know them and see what they were offering. Structuring programs where stakeholders could opt in, meant that the participants wanted to be part of the projects and were more open to learning. When ideas trickled down from one layer of the organization to the next, stakeholders learned the DJEs' ideas within the context of their own relationships—for example, teen leaders sharing the DJEs' ideas with their teen counterparts. The DJEs worked on a one-on-one level but they also worked on a structural level, balancing their work between the micro and macro. This helped the DJEs use their credibility as a foundation for large-scale change, identifying initiatives that would facilitate the organization's growth more quickly than only working one-on-one.

Use the Culture of the Organization

The DJEs developed a strategy that fit with BBYO's organizational culture. They quickly assessed what motivated BBYO's regional professionals and teen leaders into action. Within their first months, they understood BBYO's hierarchy, their own lack of authority and the ways that BBYO's stakeholders influence each other through relationships. Fitting into the organization's culture, they did not ask senior leadership to legislate edicts that would support Jewish enrichment, nor did they wait for programmatic strategy to develop at the organization's highest levels. They did not ask for what BBYO could not produce—a mandatory program planning form, for example, or answers to programmatic challenges from their supervisor's supervisor. They recognized that change would happen through the buy-in they would earn with their relationships, and that they had the responsibility to lead proactively in order to build Jewish enrichment in the organization.

As a result, the DJEs spent their time, particularly in the first year, weaving themselves into existing organizational networks and strategies, and developing and spreading their message to as many people as possible. This included integrating into momentary “networks,” or organizational gatherings, such as Staff Conference and International Convention. Even while senior leadership did not design programs, they were critical partners to the DJEs and created space for the DJEs’ work in the organization. The HR department (for Staff Conference), the program team (for International Convention and international programs) and other departments were willing to listen to the DJEs and give them platforms to lead.

Find the Right People; Build a Diverse Team

As described, BBYO offered limited direction to the DJEs when they arrived. The DJEs themselves needed to diagnose BBYO’s state of Jewish enrichment and develop a strategy to strengthen it. For each of their tasks, the DJEs had to have certain skills and capacities to succeed. They needed the capacity to reflect critically on the organization and to advance an agenda in BBYO. They also needed to listen and learn from others, contracting their personality and even their own opinions, particularly as they began their work. The DJEs needed to think on multiple levels, working one-on-one and in the bigger picture, to create an agenda for change in individual programs and the entire organization.

Each DJE has been praised for her people skills. Among them, however, they have diverse strengths related to thinking critically and developing strategies for organizational change. As a whole, though, the team contains all of these strengths, and each DJE complements the others when they work together. Individual DJEs do not need all of the skills and capacities required to create organizational change in Jewish enrichment; the team can work as a whole.

Test & Retest New Ideas

Inventing a new organizational role is challenging. BBYO made it work, but the DJEs might have made progress more quickly with greater intentionality in the first year. When the DJEs started, BBYO took an experimental approach to the Initiative. A few guidelines were in place: The DJEs would visit most regions, work on conventions, reach out to regional professionals and be part of international programs. The rest would be determined as they learned about their positions from their stakeholders. While BBYO may not have been aware of this strategy, it seems to have been productive in some aspects, as it allowed the DJEs to test different ways of working with stakeholders and to learn from their experiences.

At the same time, the experimentation took time. The first year of the Initiative was relatively unfocused and reactive. With a greater sense of judiciousness, the DJEs might have become more focused and influential more quickly. It took time for the DJEs to learn the organization and develop a sense of their strategy, but tools might have been put into place to help the DJEs learn and evaluate ideas before they proceeded. For example, a small, informal group of stakeholders—a kitchen cabinet of sort—could have supported the DJEs in testing ideas and anticipating possible outcomes to determine which ideas had the most potential.

The Obvious Is the Most Important

The DJE Initiative has emphasized Shabbat and prayer experiences. Stakeholders suggested that the DJEs were likely immediately drawn to these areas because they are so prominent in the organization and needed so much work. Shabbat happens at every regional convention, three or four times a year for regions, and many times during a year for chapters. It is a powerful Jewish experience during the year and at summer and immersive programs. But in many places, it just was uninspiring and not educational. Working on Shabbat was, in some ways, low-hanging fruit; it was obvious that it needed attention and stakeholders wanted it changed. Shabbat is not the entirety of Judaism, and it might seem that the DJEs should have worked more broadly on varied areas of

Jewish enrichment. However, this focus worked for them. Their successes related to Shabbat were high-profile, demonstrating that they had a great deal to offer the organization. Stakeholders were excited by the renewed experience of Shabbat and prayer that the DJEs helped to create. In this case, what was obvious yielded real benefit.

Build a Language

As the DJEs got to know BBYO, they established the course of their work. They identified paradigms that they imagined would benefit Jewish enrichment in the organization, such as setting educational goals for programs in the context of the Educational Framework—Kivun—and centering programs around big, essential questions. They shared these approaches repeatedly when working with stakeholders, making them explicit, terms of art within BBYO—common language with known definitions. “Goal-setting” is now a recognized approach to BBYO’s work, as is “Asking Big Questions.” When they say, “goal-setting,” or ask if goals have been established, stakeholders understand that there is a body of work (Kivun, goal-setting exercises) to which they are referring. By establishing these as phrases within BBYO that connote certain approaches to their work, the DJEs can now build behaviors more easily. As BBYO expands its work on Jewish enrichment, its dictionary of important phrases and canon of relevant work can—and perhaps should—grow.

Model Jewish Values & Jewish Pride

In addition to all the many important activities and resources that the DJEs created, through the act of doing their work, they served as Jewish role models within BBYO. They not only exhibited Jewish values and Jewish pride themselves, but they demonstrated how these can be lived out in many different ways. By teaching and coaching across the organization, the DJEs served as role models not only to teens but to other BBYO staff and advisors as well.

Work Toward the Big Picture

The DJEs have had many successes. At the same time, even they are not mistaking their successes for thorough, complete change. At the beginning of the Initiative, over two years ago, one DJE explained:

The staff come to me and say, “Can you work on services with our teen leadership for our convention?” And I say “Yes, I would love to, as long as I can work on your convention as a whole.” I want to say to them, “What are the two programs that you most want to elevate this year?” They might come back to me and say “Kallah.” And I say, “Great, what about Stand Up?” They want me to be there for a convention for Shabbat services. And I say “Yes, but there’s so much more that needs work.” If all I do is work on Shabbat for three years, I do not feel like I will have accomplished the big picture goals of BBYO vis-à-vis program. There’s so much room for Jewish content in all of their programming.

According to the DJEs, some of this vision has been achieved, in that now, professionals and teens do come to the DJEs for support beyond Shabbat. At the same time, stakeholders still focus largely on programs with obvious Jewish connections (e.g., Shabbat, Stand Up, Speak Up). In the DJEs’ vision, stakeholders need to begin to invite the DJEs into programming more generally to help as many programs as possible deepen teens’ Jewishness. All programs will not have Jewish connections, but many can. The DJEs have begun to make this transition, from working only on clearly Jewish projects to working on many types of programs in the organization. The DJEs will make their deepest influence on the organization by transitioning from working in a compartmentalized way to working more broadly: from working with some teen leaders to working with many more, from working with advisors as Jewish teachers to working with them on program quality and Jewish enrichment. Building upon the relationships, credibility and meaningful programs that they have developed, this transition seems to be within their grasp.

Appendices

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BBYO DJE Initiative Logic Model Graphic Overview

PURPOSE: The primary purpose of the BBYO DJE initiative is to deepen the quality of the meaningful Jewish experiences that BBYO participants have while they engage in various aspects of BBYO programming, as facilitated by professionals and teens.

INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Internal</p> <ul style="list-style-type: none"> • 3 DJEs • BBYO professionals and volunteers • BBYO’s infrastructure • BBYO’s educational framework • BBYO teens • BBYO programs <p>External</p> <ul style="list-style-type: none"> • Philanthropic partners • Professional development partners • Programmatic partners • Local professional peers • Curricular partners <p>TARGET CONSTITUENCIES</p> <p>Primary</p> <ul style="list-style-type: none"> • Regional staff • Chapter advisors • Teen leaders <p>Secondary</p> <ul style="list-style-type: none"> • Other BBYO teen participants 	<p>DJE Initiative Infrastructure</p> <ul style="list-style-type: none"> • Hire three DJEs • Form a “Jewish enrichment team” • Create a professional development plan for each DJE • Develop BBYO’s educational framework • Foster collaboration and synergy among DJEs • Collect and disseminate DJE practices <p>DJEs’ Hub Work</p> <ul style="list-style-type: none"> • Identify implementation partners • Provide resources, supports and coaching to partners to create Jewish enrichment programming • Develop key events <p>DJEs’ International Work</p> <ul style="list-style-type: none"> • Participate in planning movement-wide programs • Work in at least one international summer program 	<ul style="list-style-type: none"> • Hired, trained and retained three DJEs • Finalized BBYO’s educational framework • 9 local experiences developed by DJEs in the areas of leadership, service and civic engagement, Israel education, and Jewish self-exploration • DJEs have provided support/guidance/education to: <ul style="list-style-type: none"> • 30 regional staff • 200 advisors • 250 teen leaders 	<ul style="list-style-type: none"> • DJEs are: <ul style="list-style-type: none"> • integrated into hub and regional operations • respected as trusted, credible colleagues • proactively identifying where they can support hub operations • Regional staff, advisors and teen leaders: <ul style="list-style-type: none"> • seek out the DJEs for guidance and support • have an enhanced ability to deliver Jewish content throughout their program offerings • Progress toward long-term outcomes 	<ul style="list-style-type: none"> • The cost of all DJEs will be absorbed into BBYO’s core budget • The DJE program will expand • Teens working with the DJEs will demonstrate: <ul style="list-style-type: none"> • Confidence in questioning and integrating into one’s life Jewish principles • Respect for diversity in the Jewish community and the world • Leadership skills to help others develop their own Jewish pride, connections and commitment • Care and respect in relationships with Jewish peers • Understanding of Israel’s role for the Jewish people and around the world • Belief in and advocacy for the inclusion of all Jews in a pluralistic Jewish community • Understanding of current social issues • Use of Jewish values to guide personal involvement in service, philanthropy and advocacy • Use of leadership skills to mobilize peers around social issues • Continuation of the short-term outcomes

IMPACT: More Jewish teens will identify with Jewish life and traditions, connect to Jewish community and seek to improve the world around them.

Appendix B: Evaluation Methods

The following table articulates the specific sources of primary data that we utilized for each phase of this evaluation. It is followed by a general description of each method and qualitative data analysis techniques.

PRIMARY DATA SOURCES			
Baseline Data Collection (Sept. '12 – May '13)	Focus on Capacity (Sept. '13 – Jan. '14)	Focus on Capacity (Feb. '14 – Jun. '14)	Final Data Collection (Sept. '14 – Nov. '14)
Interviews <ul style="list-style-type: none"> • 5 Regional Professionals • 10 Advisors • 20 Teen Leaders • 11 International Professionals • 3 DJEs 	Interviews <ul style="list-style-type: none"> • 6 Regional Professionals • 2 International Professionals • 3 DJEs 	Interviews <ul style="list-style-type: none"> • 3 Regional Professionals • 3 Teen Leaders • 2 International Professionals • 3 DJEs 	Interviews <ul style="list-style-type: none"> • 10 Regional Professionals • 6 Advisors • 14 Teen Leaders • 7 International Professionals • 3 DJEs
Site Visits & Observations <ul style="list-style-type: none"> • Weekend Judaism convention • Weekend leadership convention • Webinar on “Ask Big Questions” • Series of DJE/teen meetings 	Site Visits & Observations <ul style="list-style-type: none"> • Staff Conference • 3 Jewish Enrichment Team meetings • 2 JEST webinars 	Site Visits & Observations <ul style="list-style-type: none"> • International Convention • Jewish Enrichment Institute • 3 Jewish Enrichment Team meetings • 1 JEST webinar • Day with a DJE 	Site Visits & Observations <ul style="list-style-type: none"> • Series of DJE/teen meetings • 2 TLA sessions

Interviews

Stakeholder interviews are those conducted either by phone or in person with selected individuals. For this project, we used loosely structured interview questions that sought open-ended, reflective answers. These were carried out either one-on-one or in small groups, either in-person or by phone. These interviews gathered detailed, qualitative descriptions of how the DJE Initiative operates and how stakeholders perceive it. We encouraged respondents to reflect on their own experiences and understandings of the topic. We documented responses through detailed interview notes, which we then analyzed for themes and patterns. Interviews are used to provide insight and depth of understanding, and are especially effective for answering “why” or “how” questions.

Observations

Observations allow an evaluator or researcher to be on site as a silent witness to the phenomenon under study. During this type of observation, the researcher is passive; she does not interact with the participants and aims to fade into the background as much as possible. She simply writes down what happens and what is said in as close to real-time as possible, choosing not to edit or interpret what she records at that time. By taking a full record of the phenomenon, the researcher has access to and can later use details that may emerge as relevant given the totality of the data, even if they did not seem relevant prior to the observations. For this evaluation, some of the observations occurred in-person (e.g., conventions), while others were virtual (e.g, webinars and virtual meetings).

Analyzing Qualitative Data

To analyze qualitative data, researchers and evaluators use a number of tools to understand patterns among various pieces of data. Primarily, we want to report on themes that are present in the data multiple times, confirmed by multiple sources and ideally reflected in data collected through different methods (e.g., interviews and observations, or small group discussions and surveys). This “triangulation” allows us to have confidence that the conclusions are not based solely on individual or small minority perspectives.

To identify patterns, we read qualitative data through a lens of questions that, while they may differ across projects, generally share certain characteristics. For instance, a qualitative analytical lens often entails asking questions like: “How do the actors involved here understand the situation?” “What is the meaning of this to them?” “How do events or actions change over time?” “What are the larger structural issues here?”¹

We also read the data through a comparative lens. Observing similarities and differences in how various respondents express or understand the same events or ideas can lead to interesting conclusions. As we read the data, we begin to categorize pieces of information into larger groups. The names of categories themselves emerge directly from the data. In the writing process, we often draw connections that help shape the final report.²

¹ Anselm Strauss and Juliet Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (California: Sage Publications, 1998), 77.

² Strauss and Corbin, *Qualitative Research*, 78.

Appendix C: Early Educational Language

The BBYO member handbook has included early educational framing language preceding the current Educational Framework, Kivun.

EARLY EDUCATIONAL LANGUAGE FROM THE BBYO MEMBER HANDBOOK

- To help Jewish teens enhance their knowledge and appreciation of Jewish religion and culture by discovering those aspects which are meaningful to them.
- To provide Jewish teens with the opportunities to learn leadership skills and develop their leadership potential to their fullest capabilities.
- To help Jewish teens recognize opportunities for service and encourage involvement in the Jewish and general communities.
- To develop in Jewish teens an appreciation for the meaning and practice of tzedakah both in the Jewish and general communities.
- To help Jewish teens develop a commitment to the State of Israel and K'lal Yisrael (all of Israel).
- To help Jewish teens develop a positive self-image.
- To encourage the development of friendships between Jewish teens.

Mission More Jewish Teens, More Meaningful Jewish Experiences

Vision BBYO's pluralistic movement of Jewish teens, alumni, parents, volunteers and philanthropists will serve as the Jewish community's most valuable platform for delivering to the post Bar/Bat Mitzvah audience fun, meaningful and affordable experiences that inspire a lasting connection to the Jewish people.

Kivun - כינון BBYO's educational framework

Kivun is a set of learning and experiential outcomes which defines the goals of the BBYO experience. These outcomes are intended to strengthen program content and quality, providing each Aleph and B'nai B'rith Girl a deep and meaningful experience.

Key Goals for Participants in BBYO

BBYO participants will be confident about their Jewish identity, connected to Israel and the global Jewish community, and committed to leading others and improving the world.

3 Core Outcomes

Identify: Strengthen Jewish identity

- Teens feel confident questioning and integrating into one's life Jewish principles about God and Torah, history, traditions and culture
- Teens respect diversity within the Jewish community and in the world
- Teens use leadership skills to help others develop their own Jewish pride, connections and commitment

Connect: Create Jewish community

- Teens have caring and respectful relationships with Jewish peers
- Teens understand the role that Israel plays for the Jewish people around the world
- Teens promote the inclusion of all Jews into a pluralistic Jewish community

Improve: Change the world

- Teens understand current social issues
- Teens use Jewish values to guide involvement in service, philanthropy and advocacy
- Teens use leadership skills to mobilize peers around social issues





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