

# Early Learnings on the Nadiv Pilot

*A Mid-Course Evaluation*

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*Prepared for*  
The Jim Joseph Foundation  
and The AVI CHAI Foundation

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Informing Change

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# Introduction

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# Brief Summary of Nadiv Evaluation Findings

## **WITHIN NADIV CAMPS**

- There was incremental progress towards improving Jewish education at camp, largely due to emphasizing quality and making incremental changes. All camps see opportunities to continue improving Jewish education.
- A growing number of staff see themselves as Jewish role models and staff are mostly confident doing “Jewish” at camp.

## **WITHIN NADIV SCHOOLS**

- On the whole, Nadiv has made positive contributions to the quality, quantity and integration of Jewish experiential education in the six schools.
- School staff feel more supported in providing Jewish experiential education and believe that the amount of Jewish experiential education in school is about right.

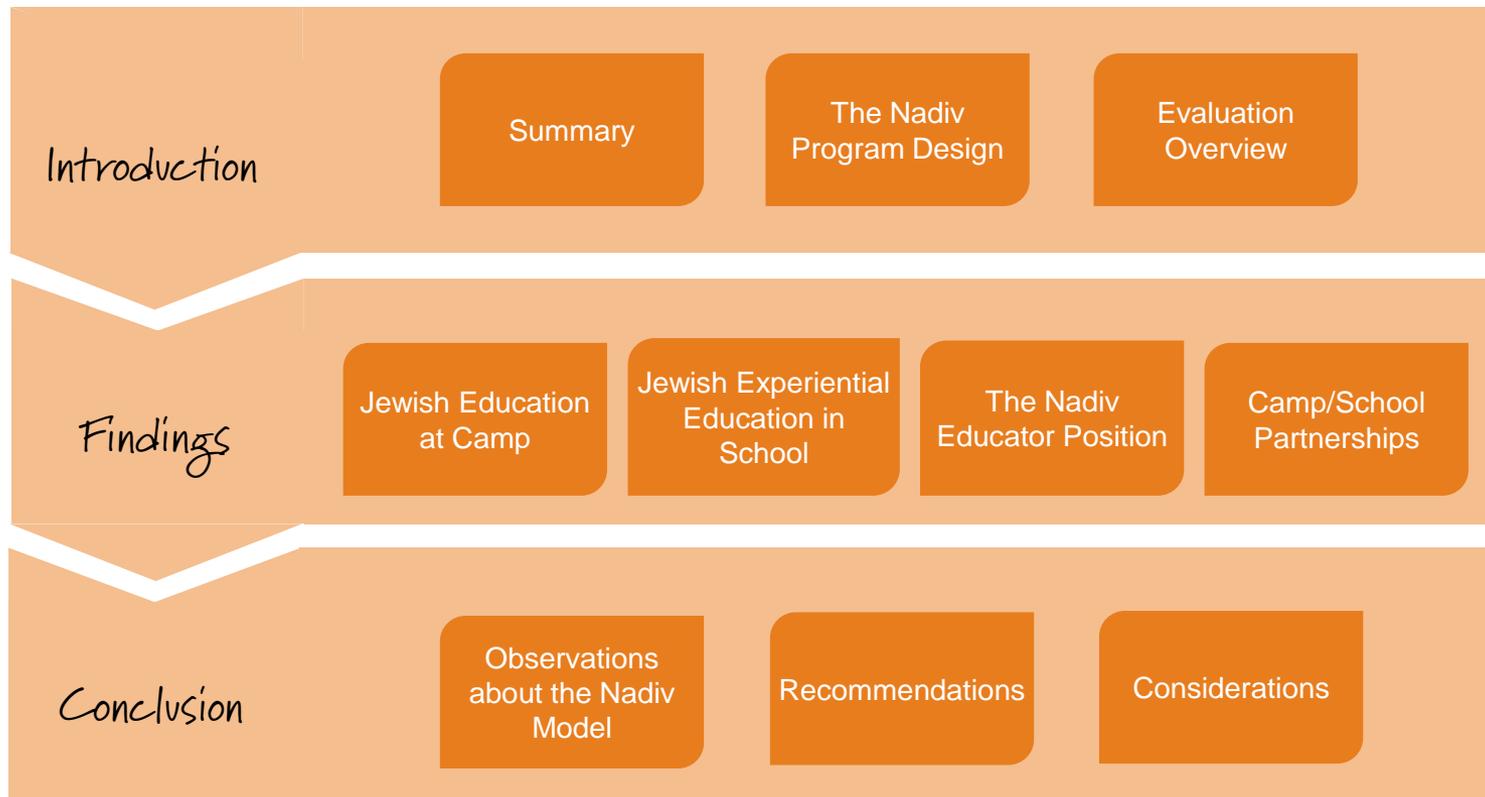
## **THE NADIV PARTNERSHIPS & MODEL**

- Nadiv partners are communicating but not fully collaborating. Each institution is getting some value out of their partnership, though there is not yet evidence of mutually beneficial relationships beyond sharing an employee.
- Aligning the needs and interests of camp, school and the Nadiv Educator is necessary for a successful partnership that can be sustained in the long term.
- While the opportunity to do different types of work is rewarding for Nadiv Educators and is what drew them to these positions, being a shared employee of a summer camp and a school comes with a number of associated challenges
- It is too early to make a definitive statement about the sustainability of Nadiv beyond the pilot.

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# Report Overview

This report presents evaluation findings and recommendations from the outcome-oriented Phase 2 of the Nativ Program evaluation. It draws primarily upon data collected in 2013–14, the third of five years of the Nativ pilot.



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# The Nadiv Program Design

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# Nadiv: A Pilot Program

Launched in 2011, Nadiv is an innovative pilot program in which experiential Jewish educators are shared by nonprofit Jewish camps and Jewish day or synagogue schools.

- **Inspiration:** The Nadiv prototype was inspired by existing partnership models, particularly The Legacy Heritage Foundation camp-synagogue partnership and the more recent collaboration between URJ Camp George and the Leo Baeck Day School, which shared a senior Jewish educator. Intrigued by these forerunners, Nadiv's designers explored their vision, structure and implementation; made modifications to address some of the known obstacles; and decided to test the concept.
- **Purpose:** Nadiv's primary objectives are to:
  - Enhance the quality of Jewish education for campers at participating camps
  - Enrich Jewish experiential education at participating schools
  - Build a mutually beneficial camp/school partnership

Nadiv leaders also hope the program will inspire replication and/or adaptation by other camp/school partnerships and other kinds of partnerships among Jewish educational institutions.

- **Design:** In this pilot, six Jewish summer camps and six Jewish schools have formally partnered with each other to hire year-round experiential Jewish educators, called Nadiv Educators. These educators balance their responsibilities between camp and school throughout the year. The Nadiv designers intentionally left room for each partnership to make modifications and customize local implementation to their needs, as appropriate.

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# Nadiv Structure

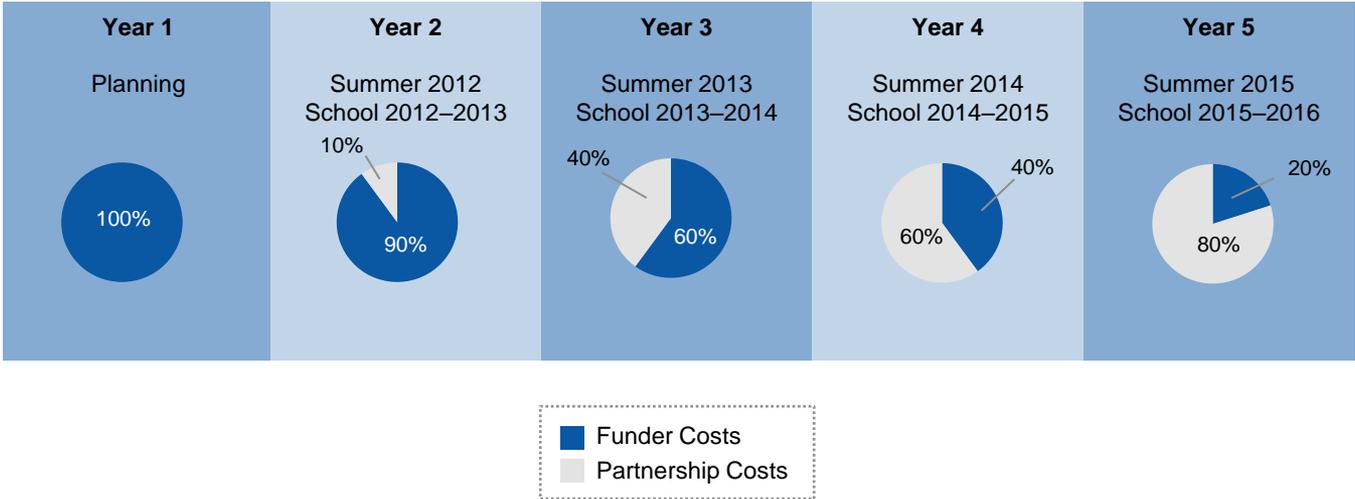
- **Camp/School Partnerships:** Each partnership is unique in character and structure. Jewish schools are either day schools or congregational schools. Three camps are affiliated with the Union for Reform Judaism's (URJ) North American Camping Unit (NAC). As a result, the six Nadiv partnerships fall into three configurations: camp-day school, URJ camp-day school, and URJ camp-congregational school.
- **Management:** The Foundation for Jewish Camp (FJC) manages, monitors and supports the Nadiv partnerships and Nadiv Educators. FJC leads knowledge sharing across all partnerships and, with the funders, shares the Nadiv model in the Jewish community. The URJ-NAC provides some supports to the URJ partnerships.
- **Funding:** The Nadiv Program is made possible by a \$3.3 million funding partnership between The Jim Joseph Foundation and The AVI CHAI Foundation.

## Core Components of the Nadiv Pilot

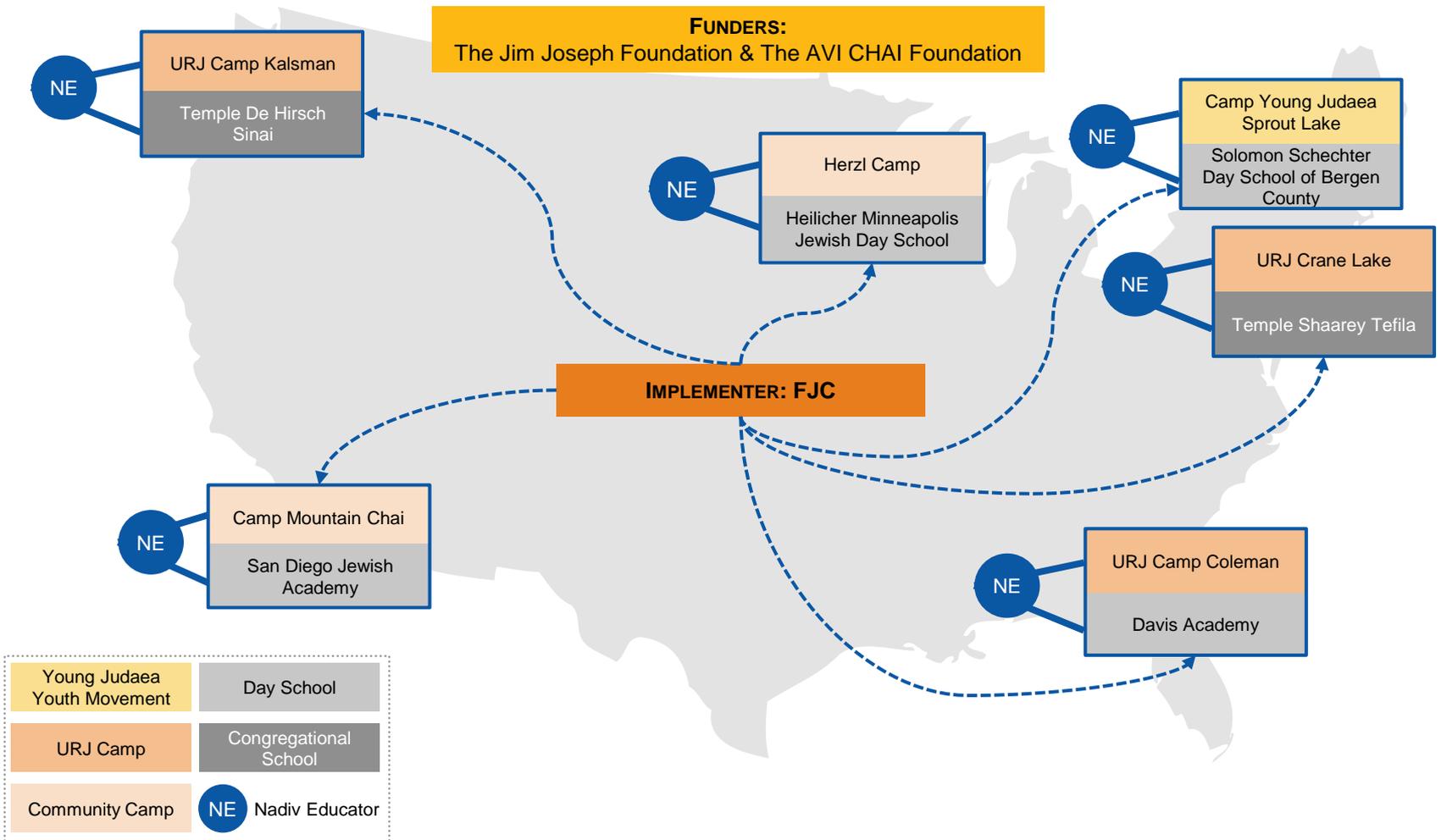
Supports to Camp/School Partnerships	Supports to Nadiv Educators
<ul style="list-style-type: none"><li>• Grant funding to support the Nadiv Educator position</li><li>• Annual in-person Nadiv seminars with key FJC staff, Nadiv Educators, Camp Directors and key school staff</li><li>• Annual site visits</li><li>• Additional consultation from FJC, as needed</li></ul>	<ul style="list-style-type: none"><li>• Monthly conversations with mentors</li><li>• Monthly Community of Practice meetings among Nadiv Educators</li><li>• Additional consultation from FJC, as needed</li></ul>

# Planning for Sustainability

The designers built a model they hoped would facilitate the long-term sustainability of Nativ partnerships. Therefore, in order for camp/school partnerships to take ownership of the Nativ Educator positions, the Nativ grants were structured as a cascading funding model, downsizing the funders' commitment annually over a period of five years.



# Nadiv Partnerships



# Nadiv Program Logic Model

**PURPOSE:** To enhance the quality of Jewish education and provide a richer experience for campers and students at participating camps and schools. To build a mutually beneficial, synergistic, cost-effective camp/school partnership model that can be adapted, replicated and scaled.

<b>PROBLEMS/ ISSUES ADDRESSED</b>	<b>TARGET CONSTITUENCIES</b>	<b>ACTIVITIES</b>	<b>SHORT-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Camps do not have sufficient educational resources to fulfill their desire for meaningful Jewish education</li> <li>• Many camps desire year-round Jewish educators and often are only able to afford seasonal educators</li> <li>• Camps have difficulty attracting and retaining qualified Jewish educators</li> <li>• Many day and congregational schools face challenges retaining qualified educators, as they have few incentives to seek educators for the purpose of improving experiential education at school</li> <li>• Jewish schools need support to develop and integrate experiential educational techniques</li> <li>• Jewish camps and schools often operate as silos</li> </ul>	<ul style="list-style-type: none"> <li>• Nadiv Educators</li> <li>• Leaders and program staff of participating camps and schools</li> <li>• Campers and students at participating camps and schools</li> <li>• Other Jewish educational organizations</li> </ul> <b>RESOURCES/ INPUTS</b> <ul style="list-style-type: none"> <li>• Six Nadiv Educators</li> <li>• Six camp/school partnerships</li> <li>• FJC project management</li> <li>• Funding from The AVI CHAI Foundation and JJF</li> <li>• Nadiv Educator Mentors</li> <li>• Supports for URJ camps from URJ's NAC</li> <li>• Nadiv Advisory Council</li> <li>• External evaluation</li> <li>• FJC assessment of financial sustainability</li> </ul>	<b>Nadiv Educator Activities</b> <ul style="list-style-type: none"> <li>• Camp: summer and academic year (off-season)</li> <li>• School: academic year and summer (off-season)</li> </ul> <b>Initiative-Level Activities</b> <ul style="list-style-type: none"> <li>• Support partnerships and Nadiv Educators</li> <li>• Disseminate the model</li> </ul> <b>Planning Year Activities</b> <b>OUTPUTS</b> <b>Nadiv Educators</b> <ul style="list-style-type: none"> <li>• Six Nadiv Educators</li> <li>• Number and nature of convenings, mentoring and supervision activities</li> </ul> <b>Camps &amp; Schools</b> <ul style="list-style-type: none"> <li>• Number and nature of new or enhanced educational activities</li> <li>• Number of staff supported</li> <li>• Number and nature of camp recruitment activities</li> </ul> <b>FJC:</b> <ul style="list-style-type: none"> <li>• Facilitation of partnerships</li> <li>• Stakeholder meetings</li> <li>• Events spotlighting Nadiv</li> </ul>	<b>Schools</b> <ul style="list-style-type: none"> <li>• Richer integration of Jewish experiential education</li> <li>• Commit resources to continue the Nadiv Program</li> <li>• Increased number of student campers</li> </ul> <b>Camps</b> <ul style="list-style-type: none"> <li>• Camp staff deliver higher quality Jewish education</li> <li>• Seasonal program staff perceive themselves to be Jewish educators</li> <li>• Increased camp enrollment</li> <li>• Commit resources to continue the Nadiv Program</li> </ul> <b>Community &amp; Field</b> <ul style="list-style-type: none"> <li>• Mutually beneficial camp/school relationships</li> <li>• Leadership of camps and schools perceive each other as true partners</li> <li>• Emergent evidence of financial sustainability of the Nadiv model</li> </ul>	<ul style="list-style-type: none"> <li>• Significant improvements in the depth and character of Jewish education provided at participating camps</li> <li>• Nadiv Educator position is financially and organizationally sustained in at least five of the six partnerships after the grant funding has expired</li> <li>• New camp/school partnerships are in development or are actively using the Nadiv model</li> <li>• Increased demand for synergetic collaborations among Jewish institutions, not necessarily limited to camp/school partnerships</li> <li>• Increased camp enrollment and retention</li> <li>• Jewish educators bridge organizations</li> <li>• The Nadiv Program broadens and deepens FJC's field-building work</li> </ul>

**ULTIMATE IMPACT:** Jewish youth and their families experience higher quality, increasingly engaging Jewish experiential education at Jewish camps; schools offer a richer, broader range of Jewish experiential education; and more of these young Jews choose to live vibrant Jewish lives grounded in a commitment to Jewish living, learning and peoplehood.

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# Evolution of the Nadiv Program

As expected with any pilot, there have been multiple shifts over the three years of planning and implementing Nadiv, some anticipated and some not. These include:

- **Planning timeframe:** Planning for Nadiv began in 2010 and was initially anticipated to last one year, followed by five years of implementation. The process of building camp and school partnerships and hiring Nadiv Educators, however, took longer than expected. While this is common for pilot initiatives, it meant that Nadiv Educators started in their new roles just as the 2012 camp season was beginning. As a result, Nadiv Educators and their partnerships had less time to plan for the first year of implementation.
- **Seniority of Nadiv Educator:** The funders and key stakeholders envisioned partnerships hiring senior, seasoned educators. For a number of reasons, however, partnerships generally hired early to mid-career Jewish educators. The Nadiv Educators' salaries and the overall program budget were adjusted to reflect this shift.
- **Nadiv Educator transitions:** One partnership replaced their Nadiv Educator beginning in summer 2014; one Nadiv Educator resigned from their position at the end of the 2013–14 academic year.
- **Leadership transitions:** Three Nadiv partnerships have experienced leadership transitions:
  - In one, both a new School Director and a new Camp Director were hired in 2013.
  - In a second, a new School Director was hired in 2013 and a new Camp Director was hired in 2014.
  - In a third, a new School Director was hired in 2014.
- **Partner transitions:** When a Nadiv Educator resigned from their position at the end of the 2013–14 academic year, the school subsequently left its partnership. The camp is now looking for a replacement partner and Nadiv Educator.

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# Evaluation Overview

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# Evaluation Purpose

With the Nadiv Program being a pilot, its funders were interested in an evaluation that would inform Nadiv as it is implemented, assess its early outcomes and inform the ongoing work. To that end, in February 2012, The AVI CHAI Foundation and The Jim Joseph Foundation engaged Informing Change to evaluate the Nadiv Program. This evaluation was divided into the following two phases, each with explicit learning goals:

## Phase 1 – Process Oriented

- Articulate a shared understanding across Nadiv designers and implementers of the Nadiv’s intentions.
- Document the formation and early implementation of the Nadiv Program.
- Identify elements of Nadiv’s initial planning year that were important to its implementation, through surfacing successes and challenges; explore how the development and launch process could be improved.

## Phase 2 – Outcome Oriented

- Assess progress towards achieving Nadiv’s short-term outcomes.
- Document the growth and changes of the Nadiv Program, providing insights into aspects of the Nadiv model and its implementation.
- Assess the potential viability and effectiveness of the Nadiv model, overall.
- Inform the implementation of the final two years of the five-year pilot program.

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# Evaluation Questions & Methods

This phase of the evaluation addresses the following three evaluation questions:

1. **Camp outcomes:** How and to what extent, if at all, has the quality of Jewish education improved at participating camps, and how did the camp/school partnership and the Nadiv Educator affect these changes?
2. **School outcomes:** How and to what extent, if at all, has Jewish experiential education improved for students at participating schools, and how did the camp/school partnership and the Nadiv Educator affect these changes?
3. **The Nadiv model outcomes:** How and to what extent, if at all, has Nadiv contributed to sustainable, mutually beneficial camp/school partnerships?

It is important to keep in mind that **the Nadiv pilot is currently just past its half-way point**; this evaluation reports on the first two years of the four years of implementation. Nadiv's short-term benchmarks are intended to be achieved at the end of three years of implementation—that is, at the end of the 2014 camp season and the end of the 2014-2015 academic year—but data were collected after two years of implementation. Therefore, this evaluation measures progress toward, rather than achievement of, Nadiv's short-term outcomes.

This evaluation does not measure intended outcomes related to financial sustainability of the camp/school partnerships or changes in enrollment or recruitment at camps. FJC is responsible for assessing progress toward these outcomes.

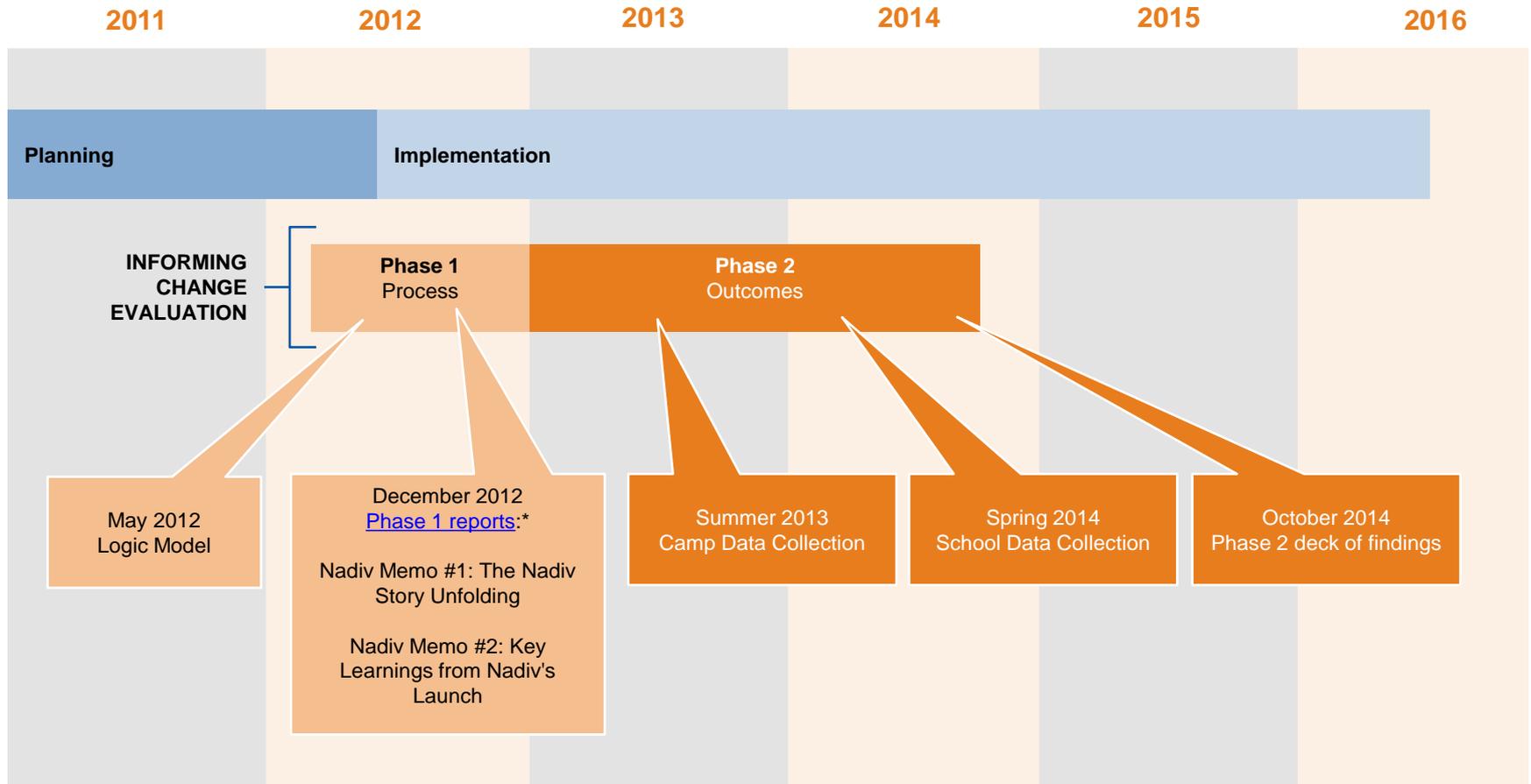
## DATA COLLECTION METHODS\*

1. Thirty-five key informant interviews
2. One site visit to each of the six Nadiv partner schools and six camps
3. Survey of camp counselors and faculty at Nadiv camps (n=529)
4. Survey of staff in Nadiv schools (n=145)
5. Document review

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\* Please see the appendices for further information on the data collection methods; outcomes, indicators and benchmarks, and evaluation strengths and limitations.

# Nadiv Evaluation Timeline



\* Memos from Phase 1 of the evaluation are available at <http://jimjosephfoundation.org/evaluations/foundation-for-jewish-camp-nadiv-program/>

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# Improving Jewish Education at Camp

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*Findings*

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## **Nadiv's rollout at camp sets the stage for understanding the progress to date and the potential for future change.**

**Nadiv Educator roles at camp:** While titles vary, Nadiv Educators all serve in senior leadership positions at camp, and all are focused on directing Jewish education across the entire camp.

**Learning before doing:** Nadiv Educators' first summer at camp (2012) deliberately focused on observing, learning and building relationships, and less on making changes. In the second summer of camp (2013), Nadiv Educators' focus shifted, and they began making more improvements to Jewish education at camp.

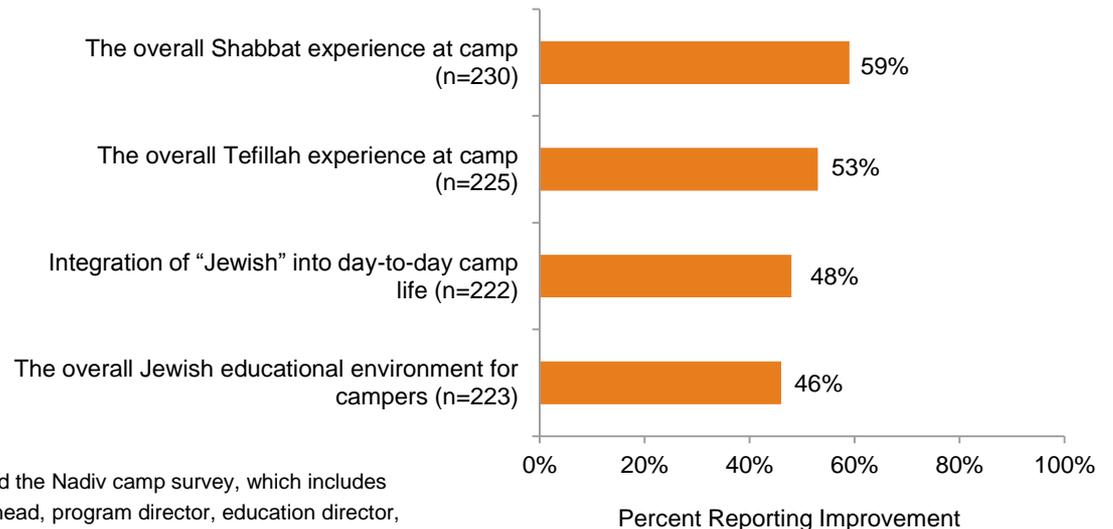
**Delivery of Jewish education at camp:** In the three URJ camps, Jewish education is led primarily by faculty, who are visiting rabbis, educators and Jewish professionals who hold educational responsibilities in rotating one- to two-week blocks of time. In the other camps, Jewish education is led by a Jewish education team and/or camp counselors.

**Change between Years 1–2 & Years 2–3:** There is anecdotal evidence that the trajectory from the first two summers, as captured in this evaluation, has continued in a positive direction for the third summer. Stakeholders note improvement in Jewish education between the 2013 and the 2014 camp seasons and describe clearer goals, better planning, more confident Nadiv Educators and more receptive staff, all of which contributed to better implementation of Jewish education.

## Overall, from the first to the second summers, there was incremental progress towards improving Jewish education at camp.

Nearly half (46%) of staff\* report improvements in the camp's overall Jewish educational environment for campers from summer 2012 to summer 2013 (Exhibit 1), with greater numbers reporting improvements in specific elements of Jewish life. Interviews illuminate that Nadiv's biggest contribution at camp is in elevating the intentionality of Jewish education. Further, with five of six Camp Directors and all Nadiv Educators reporting improvements in the quality of Jewish education, Nadiv has nearly achieved its short-term benchmark of all Camp Directors and all Nadiv Educators identifying improvements.

Exhibit 1  
**Staff Reported Improvements in Jewish Education at Camp**



\*Unless noted otherwise, staff refers to all who completed the Nadiv camp survey, which includes the following positions: bunk counselor/madrich(a), unit head, program director, education director, specialist and URJ faculty. For the sake of brevity, this deck refers to "bunk counselors" which encompasses staff who identify as a bunk counselor or as a madrich(a).

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## Improvements in the Jewish educational environment were largely due to emphasizing quality and making incremental, targeted changes.

**Pockets of change:** Most changes were in small pockets at camp, such as in specific age units or areas of camp programming (e.g., Teva), or in better relationships with and utilization of URJ faculty. Camp Directors tend to see more change in the quality of Jewish education at camp than staff.

**Emphasizing quality:** Nadiv Educators made an intentional effort to improve the quality, not quantity, of Jewish educational programming. While a few camps added new programs or events for a specific age group, only one Nadiv Educator reports an increase in the *overall* quantity of Jewish education at camp, suggesting room for growth to the aspirational benchmark of two-thirds of Nadiv Educators reporting increased quantity. However, stakeholders are pleased with the focus on quality over quantity, believing it to be a more appropriate and realistic goal.

**Attribution vs. Contribution:** Most positive changes around Jewish education are attributed to the Nadiv Program and the Nadiv Educator, though some stakeholders also reference the importance of the active, ongoing commitment of camp leadership, Jewish educational teams or improvements in staff hiring.

### EXAMPLES OF NEW & IMPROVED JEWISH EDUCATION AT NADIV CAMPS

- Integration of Jewish into *teva* programs and others perceived as “not Jewish”
- New models of Jewish education (e.g., integrated camp-wide Jewish education)
- Camp-wide themes for Jewish education
- New Tikkun Olam programming
- Improved Shabbat programming
- New camp song and *tefilah* sheets
- “Lunch & Learn” for Camp Staff to explore Jewish topics of interest

*“Jewish education is less siloed within the camp structure. I think this is because the full-time educator resource is there to connect the dots in places that there weren’t the resources to do before.”*

– Stakeholder

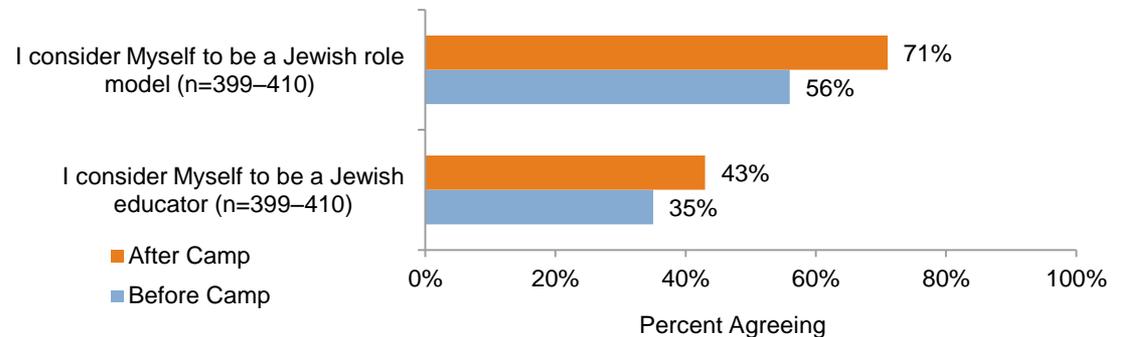
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## A growing number of staff\* see themselves as Jewish role models, which is an explicit aim of Nativ, though fewer consider themselves Jewish educators.

### After a summer at camp...

- **71% of staff see themselves as Jewish role models.** This surpasses the Nativ benchmark of having 65% of camp staff seeing themselves as a Jewish role model by the end of summer 2014. While still meeting the benchmark, only 65% of bunk counselors see themselves as Jewish role models, compared to 85% of other camp roles (e.g., unit heads, specialists, program directors).
- **43% of staff overall see themselves as Jewish educators.** This is less so for bunk counselors (32%). Given the various staff roles at camp, it is to be expected that fewer staff, overall, would see themselves explicitly as Jewish educators compared to those who see themselves as Jewish role models. It is notable, if not unexpected, that almost all URJ faculty consider themselves to be both Jewish educators and role models, both before and after camp.

Exhibit 2  
Self-Perceptions of Camp Staff



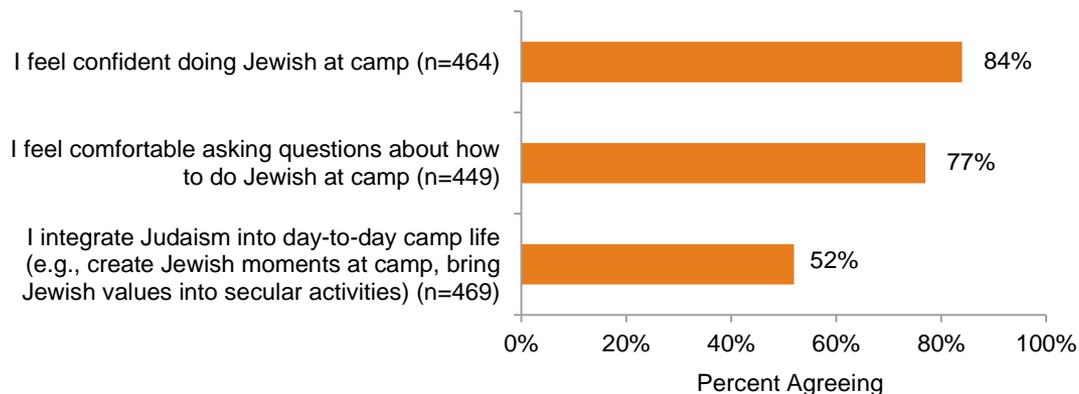
\*Excluding URJ faculty

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## Camp staff are mostly confident asking about and doing “Jewish” at camp, though they are less comfortable integrating Judaism into camp life and delivering Jewish education to campers.

- **While most staff have positive feelings about being Jewish, they are less comfortable integrating Judaism into day-to-day camp life.** Compared to other staff, bunk counselors struggle more to integrate Judaism into day-to-day camp life and may require additional support and training to do so. Nadiv Educators and Camp Directors underscore this point: generally, staff are young counselors, most of whom have limited Jewish knowledge and very few of whom have program design or Jewish pedagogic experience.
- Interviewees report that Nadiv Educators are more successful in energizing staff to integrate “Jewish” into camp life and become Jewish role models to campers when they receive tangible supports and ideas for connecting Jewish values to camp life.
- These data suggest that, while Nadiv is making some progress towards ensuring camp staff deliver high-quality Jewish education to campers, there is more work yet to be done.

Exhibit 3  
Staff Comfort with “Doing Jewish” at Camp

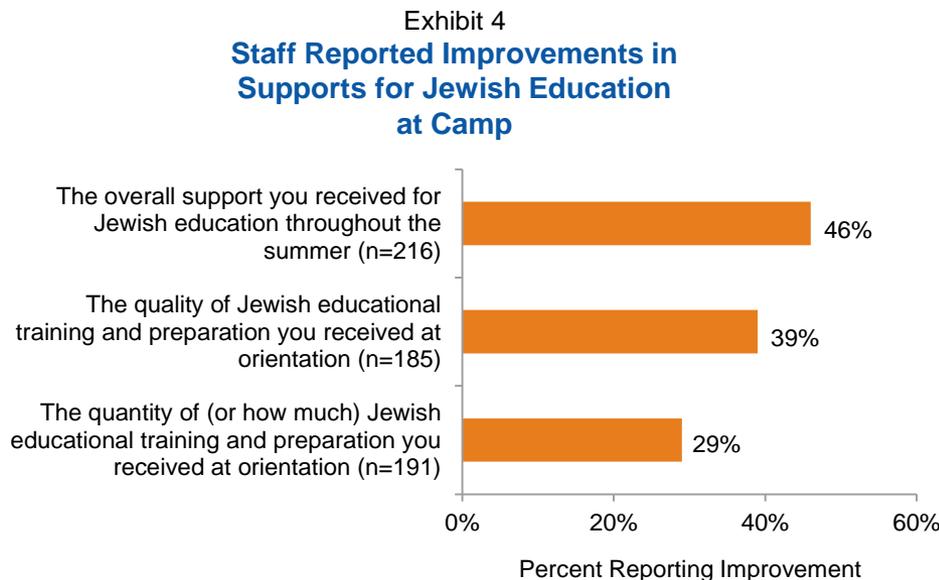


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## Camp staff report some limited improvements in the supports and training they received to deliver higher-quality Jewish educational programming to campers.

Nadiv Educators provide staff with Jewish education training, supports and resources during staff orientation and throughout the summer to enhance their ability to implement Jewish programs and create “Jewish teachable moments” for campers. Beyond serving campers, these supports are also intended to support the ongoing Jewish journeys of camp staff.

**Nearly half of staff (46%) report an increase in the overall support received for Jewish education throughout the summer**, indicating progress towards Nadiv’s benchmark of having two-thirds of camp staff reporting an increase.



However, staff at all six camps report more limited improvements in the Jewish educational training and preparation at orientation: 39% report improved quality and 29% report improved quantity (staff at one camp reported substantially lower improvement rates than other camps). This may be due, in part, to the timing between the end of school and the beginning of camp, which constrains Nadiv Educators’ time at camp orientation. These data suggest that there is room to improve in order to reach the benchmark of all camps having new or enhanced orientation resources that emphasize staff as Jewish educators and role models to ultimately serve both campers and staff themselves.

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## All Nadiv camps see opportunities to continue improving the quality and continuity of Jewish education, yet must overcome some barriers to do so.

Nadiv Educators, Camp Directors, and other interviewees believe that there is ongoing potential to improve the Jewish educational platform at camp. Most describe a need to develop systems that ensure educational continuity over time, structures that better support staff, and opportunities for both targeted (e.g., unit-wide, elective) and camp-wide (e.g., *tefillah*) programs. They also describe ongoing culture change opportunities and the need for consistently high-quality Jewish role models over time. However, there are two overarching barriers to this:

- **Camp culture is change-averse:** Camp cultures and traditions have often developed over multiple generations, and staff, who were raised as campers with certain traditions, are not easily convinced to change their ways. For example, staff who were previously campers at the Nadiv camps rate changes to *tefillah* lower than staff who did not attend that camp as campers. Camps whose Jewish educational platforms are historically perceived as “uncool” or “unpopular” are also finding that change is slower and more difficult.
- **Prioritization of Jewish education:** A few Camp Directors are comfortable with Jewish education as it currently stands, and, while pleased to have a returning Jewish educator, are seeking consistency rather than major changes. With other camp priorities (e.g., administration, recruitment, operations), it can be difficult for Camp Directors to focus their attention on Jewish education. Without a clear mandate for improving Jewish education from the Camp Director down to seasonal staff, it will be difficult for Nadiv Educators to lead change.

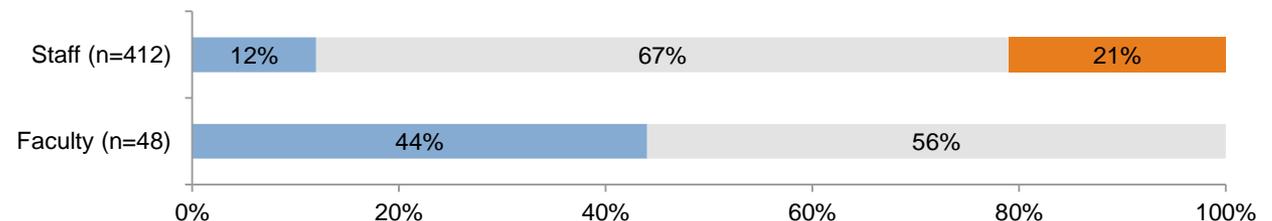
*“We’re making adjustments slowly, a little at a time. I’m ok waiting three years for certain things to materialize. We’re not rocking the boat.”*

– Camp Director

## Staff perceptions of “Jewish” at camp influence whether Nadiv can create a culture shift that facilitates improvements to Jewish education.

- **Most staff (66%) perceive that “Jewish” at camp is about right.** Not surprisingly, staff who think the prominence of “Jewish” at camp is about right tend to also rate improvement in the Jewish environment higher than other staff and/or faculty.
- **There is substantial variance between staff and faculty perceptions of the prominence of “Jewish” at URJ camps** (Exhibit 5). Faculty generally have a vision for more and greater Jewish education at camp, with 44% reporting that camp is less Jewish than they would like. At the same time, 21% of all staff—and 28% of bunk counselors—report that camp is more Jewish than they would like. These differences are driven by the fact that faculty are generally adult Jewish professionals, often rabbis, cantors and Jewish educators, who live at camp for a relatively short part of the camp season. Their major role is to provide, and often to increase, Jewish education at camp. By comparison, bunk counselors are younger, more deeply immersed in camp culture and more likely to be embedded in long-running camp tradition, especially those who transitioned to staff from being a camper.

Exhibit 5  
Perceptions of the  
Prominence of  
“Jewish” at Camp



*“There are a lot of changes, some of which I agree with and some I don't, that the camp doesn't seem ready for.”*

– Camp Staff

- Camp is less "Jewish" than I would like
- "Jewish" at camp is about right
- Camp is more "Jewish" than I would like

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## Staff perceptions of and relationship with the Nadiv Educator are emerging as major factors of success in creating change in “Jewish” at camp.

- Staff who describe their Nadiv Educator more favorably than others also rate change in Jewish education at camp more highly. Similarly, Nadiv Educators who report that camp staff support making improvements to Jewish education are able to implement Jewish programming more easily with campers. This suggests that strong relationships and shared goals between the Nadiv Educator and camp staff—year-round and seasonal staff—is a lynchpin for the Nadiv program to successfully improve Jewish education at camp.
- Survey and interview data point to the importance of “meeting camp where it is.” For example, Nadiv Educators are more successful when changes are gradual (e.g., introducing a new melody for a prayer rather than rolling out an entire new prayer program).
- Interviewees note that staff orientation and staff week are key times to begin developing relationships and buy-in for improvements to Jewish education. Some savvy Nadiv Educators recognized this earlier on and dedicated time to get to know staff and discuss goals for Jewish education.

*“I think the environment is growing at a good pace for this community. If we tried to push too much at once, you would get push back from staff and campers, and the idea is to have them be part of the conversation and growth.”*

– Camp Staff

*“[It’s important to] have an educator who is organized, can communicate well with both staff and campers, has a love for camp, a positive attitude, and who engages with campers and staff daily.”*

– Camp Staff

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# Enhancing Jewish Experiential Education in Schools

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*Findings*

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## The Nadiv Educators had different focus areas at each school in their first two years.

**Enhancing school capacity:** Not all schools joined Nadiv to enrich Jewish experiential education. For some, Nadiv was a way to hire a strong Jewish educator from a national pool of candidates who could fill school needs and expand capacity (e.g., classroom teachers). Additionally, the grant-subsidized Nadiv Educator position was attractive to schools whose leaders frequently reference budgetary challenges.

**Jewish experiential education:** Schools started in different places with regard to their quality and quantity of Jewish experiential education, as well as their commitment to improvement in this area.

**Nadiv Educator positions:** As a result of different organizational needs and structures, Nadiv Educators' school positions vary in function, seniority, scope of responsibility and the degree to which roles incorporate Jewish experiential education (see Appendix B). Across the partnerships, three general approaches have emerged, with two schools in each category:

1. Primarily responsible for school-wide Jewish experiential education, without classroom teaching responsibilities
2. Primarily an administrative role for a Jewish congregational school, with little direct teaching
3. Primarily a classroom teacher, with additional responsibilities of Jewish experiential education on the side

The roles of the Nadiv Educators in schools continue to evolve in Year 3. At least one Nadiv Educator has taken on more responsibility, and others have shifted responsibilities or areas of focus (e.g., age groups, amount of classroom teaching).

**Stakeholder expectations:** It is important to note that stakeholders expected differences across the six Nadiv schools. At Nadiv's onset, stakeholders hoped that schools would be satisfied with a camp partnership and a shared educator. While they envisioned that Nadiv in school would focus on richer integration of Jewish experiential education, they intentionally left latitude for schools to determine the Nadiv Educators' exact positions and responsibilities.

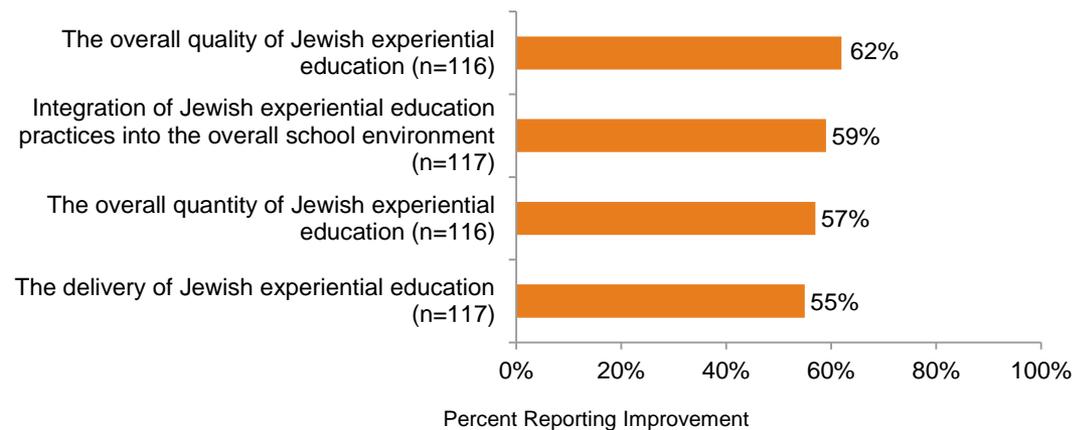
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## Staff report improvements to the quality, quantity and integration of Jewish experiential education in school.

**Over half of staff report increased quality (62%) and quantity (57%) of Jewish experiential education.** Schools are making progress towards the Nativ evaluation benchmark of 80% of teachers reporting an increase in the quality *and* quantity of experiential education by the end of the 2013–14 academic year.

**Staff identify some challenges with regard to Jewish experiential education.** Day school staff in particular report some difficulty balancing experiential education with “academic content.” Survey comments suggest that they can be perceived as mutually exclusive, rather than as complementary tactics for a broader educational goal. Some day school staff push back on the value of experiential learning in a rigorous academic setting. Finally, teachers identify some logistical and administrative barriers; they mention limited time to thoughtfully prepare experiential education in the context of a demanding curriculum, difficulty coordinating schedules to prepare high quality experiences and limited physical space in the school building.

Exhibit 6  
**Staff-Reported Improvements in Jewish Experiential Education at Schools**



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## The variance in the nature and scope of improvements in Jewish experiential education at schools is largely due to the different positions of Nadiv Educators and the various school priorities.

**Within congregational schools:** Nadiv has increased congregational schools' access to high-quality, returning part-time staff. In congregational schools, Nadiv Educators focused on making improvements to curriculum development and implementation, such as developing new Hebrew and Jewish curricula and improving family engagement programs. They also improved one-off programs, such as holiday celebrations, school-wide programs and annual *Shabbatot*. Changes in congregational schools are more school-wide than changes in day schools. Further, with five of the six School Directors reporting increased satisfaction with their schools' overall approaches to Jewish experiential education, Nadiv schools are making progress towards this benchmark.

**Within day schools:** Two day schools whose Nadiv Educators focused on Jewish experiential education have seen school-wide improvement, especially in areas like *tefillah* and holiday programming. Two other schools utilized their Nadiv Educators primarily as classroom teachers, thereby expanding the school's capacity and meeting urgent classroom needs. As a result, Jewish experiential education was not a focus, and changes were more limited (e.g., lower school music).

*"What works well with Nadiv is attention to detail to make an experience thoughtful. Nadiv has helped bring into the forefront the ability to weave in a lot of [experiential Jewish] themes."*

– School Director

### EXAMPLES OF NEW OR IMPROVED JEWISH EXPERIENTIAL EDUCATION AT NADIV SCHOOLS

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#### Day Schools:

- Improved content and integration of school-wide Jewish holiday programming
- New family engagement/education programming
- Improved *Tefillah* and *Music*
- Middle school *tzedakah* programs
- Better integration of Jewish values into trips and social action projects

#### Congregational Schools:

- More "hands-on," less frontal curriculum
- New grade-level curricula
- Reimagined Hebrew curriculum

**School staff feel supported in providing Jewish experiential education *and* believe that the amount of Jewish experiential education in school is about right.**

**Supports for providing Jewish experiential education:** With nearly three-quarters (71%) of staff reporting that they feel supported in providing Jewish experiential education, schools are on the way to meeting the 80% benchmark. Further, more than half of staff surveyed (55%) indicate that the support they received for Jewish experiential education has improved in the past year.

**Prominence of Jewish experiential education:** Almost all staff surveyed believe the amount of Jewish experiential education at school is about right (66%) or that there could be more (27%).

Exhibit 7  
**Staff Feel Supported in Providing Jewish Experiential Education**  
 (n=137)

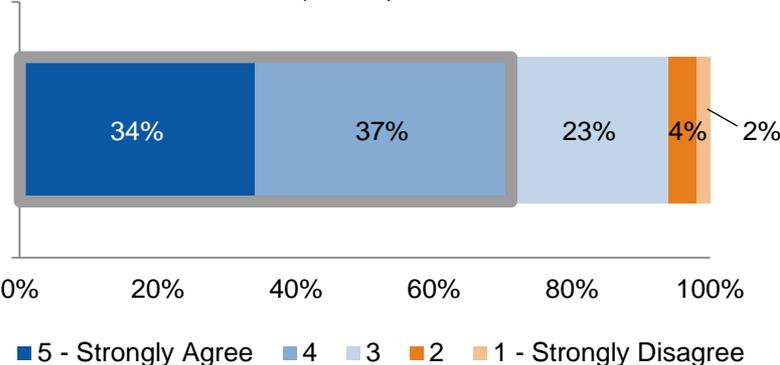
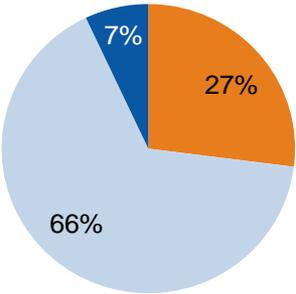


Exhibit 8  
**Staff Perception of Prominence of Jewish Experiential Education at School**  
 (n=139)

- There is less Jewish experiential education than I would like
- The amount of Jewish experiential education at school is about right
- There is more Jewish experiential education than I would like



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## While school leaders appreciate Nativ's lofty goals, they are not entirely clear about Nativ's intentions in school or what is expected of them.

**Role clarification:** School Directors and supervisors of Nativ Educators appreciate having flexibility in determining how they utilize their Nativ Educator. At the same time, they seek further clarity regarding whether they are meeting the program's expectations. They also want to understand the Nativ program's expectations for Jewish experiential education in schools and whether the roles of their Nativ Educators are in line with the program's goals (i.e., whether a Nativ Educator primarily serving as a classroom teacher is acceptable).

**Realistic outcomes:** While schools know of the overarching benchmarks for Nativ, they are interested in exploring what outcomes they should reasonably expect in their own school environment as a result of how they customized the Nativ Program in their school.

*"Sometimes I'm fighting to do things that I thought I was hired to do."*

– Nativ Educator

*"I don't know if a model of one person can change the school.... We have many students and I am not sure it is a doable task or expectation."*

– School Director

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## Even in day schools with a demonstrated commitment to improving Jewish experiential education, the Nadiv Program is not a top priority. Some suggest that congregational schools may be more conducive to program goals.

**Nadiv in day schools:** Day schools have multiple priorities, some of which are naturally and necessarily higher priorities than Jewish experiential education, such as secular education, recruitment, financial management and even Jewish education, overall. As such, Nadiv's focus of Jewish experiential education in day schools is a "bonus" or an "add-on." This is in contrast to camps, where Nadiv Educators serve in essential roles.

Additionally, making major improvement to Jewish experiential education in day schools requires a clear directive from school leadership. The fact that some staff would like to see more and that staff feel supported to provide Jewish experiential education suggests that this can be done. However, it is possible that this is bigger than what the Nadiv Educator position was designed to deliver.

**Nadiv in congregational schools:** There are early murmurings that congregational schools, by their nature, may be more conducive to experiential education. With their vested interest in Jewish experiential education, some interviewees perceive more opportunities to enrich the broader school environment and garner staff buy-in for this. Further, they note that the promise of a year-round returning Jewish educator is compelling to congregational schools, who struggle more with retaining educators than do day schools.

*"I'm not having any discernable effect on [Jewish experiential education], at least at this point, on the culture of this school, because I'm not in a position to do so and it hasn't been a point of emphasis."*

– Nadiv Educator

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# The Experience of the Nativ Educator

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*Findings*

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**While the opportunity to do different types of work is rewarding for Nadiv Educators and is what drew them to these positions, being a shared employee of a summer camp and school comes with a number of associated challenges.**

*“There’s never time to thoughtfully, intentionally plan and there isn’t time for vacation. School ends and the next day they need to be at camp or vice versa. In some cases we’ve seen it actually happen where they end up with 12 hours between the switch. That’s a real challenge.”*

– Stakeholder

## **Structural Issues**

**Winding down while gearing up:** The overlap between the end and beginning of camp and school is personally and professionally challenging. Nadiv’s designers tried to mitigate these challenges, however the reality remains: there are two months in the year when Nadiv Educators are consistently pulled into two directions. A few Nadiv Educators could not attend all of camp or school orientation, a key moment to build relationships and buy-in.

**Vacation time:** The Nadiv Program does not have a natural break for vacation. While teachers usually have a summer vacation, Nadiv Educators are busy at camp. With assigned days to work at camp during the school week, it is difficult to take time off during the academic year. This and competing demands from camp and school make it hard for Nadiv Educators to use their vacation time for much-needed rest and rejuvenation.

**Professional development:** With most school professional development opportunities offered in the summer and most camp opportunities offered during the school year, it is difficult to access ongoing learning and networking opportunities.

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## Roles & Responsibilities

**Managing up and across:** Nativ Educators who manage up, proactively manage expectations for their role and advocate for better communication between their partner organizations seem to be experiencing more success in the position. Not all have this skill set, yet this is emerging as a key factor for success.

**Role clarification:** Documentation of expectations helps Nativ Educators manage the steep learning curve of being a shared employee. Written job descriptions and work plans clarifying roles and responsibilities have helped them navigate their roles. Also, advance planning and scheduling of their time has helped surface potential challenges and troubleshoot, as needed.

*“Even with relationships in positive places, you have two supervisors who may have differing expectations. Expectations are really the main thing, whether its details of hours or content or something else. That is always tough. It’s tough enough having one supervisor.”*

– Stakeholder

## The Nativ Model

**Supports:** Nativ Educators, on the whole, feel supported by their camps and schools, and they value supports from FJC and URJ-NAC. In particular, mentors provide essential and timely supports (e.g., talking through difficult situations at work, designing programs) based on their needs. While the Community of Practice provides a welcome reminder that they are not alone, it is not a key source of tangible support, largely due to variance in their school roles and the difficulty of virtual community building.

**Perceptions on sustainability:** Nativ Educators are not convinced that one could maintain this position for more than a few years. Most think that this position is best suited for educators who are single and without children. However, it is important to remember that few early professionals remain in a position for more than a few years.

## FROM NADIV EDUCATORS: REFLECTIONS ON THE EXPERIENCE

“What I love most is that I am doing so many different things, with so many different people in so many different contexts. I can go from writing curriculum to chasing animals, to visioning the next step of Jewish education at camp. It might not fit all personalities, but it's exactly what I want to be doing. I just need to get that day off.”

“It's very challenging. There is natural winding down, when you can see the finish line at the end of school or end of camp and you say 'finally I can breathe.' But you can't. You have to get right back up again and right into the swing of things.”

“What doesn't work so well is when I'm rushing back from a camp weekend in order to teach. That is an example of when the competing demands really, really compete. It doesn't work well when I need to miss school programs because I need to be at a camp retreat or vice versa. Yet, I don't think we can schedule my time much differently.”

“I feel really lucky to be a part of this pilot. I have a lot of space to be creative... You need to be a certain kind of person to take a job like this. This work has to come from your soul. It's not like at the end of the day you go home and are done.”

“I essentially work two full-time jobs part time. I'm not sure I'm giving anyone my full attention. It may be as much as I'm able, but not as much as it should be. I don't think the way it's set up now is sustainable. I love what I'm doing, but I'm tired.”

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# The Nadiv Partnerships

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*Findings*

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## Nadiv partners are communicating but not fully collaborating. While each is getting some value out of the partnership, there is not yet evidence of “true” partnerships beyond an employee share.

**Communication:** Within each of the six partnerships, the frequency of communication ranges from “barely” to “semi-regularly.” While relationships are friendly and professional, communication most commonly focuses on coordinating schedules or troubleshooting particular issues. As such, partnerships are not making progress toward the Nadiv benchmark of all Camp and School Directors speaking monthly to collaborate on activities and education.

**Mutually beneficial relationships:** The camp and school partners are mostly satisfied with the employee share *and* are getting some or most of what they want out of Nadiv—namely, a subsidized employee who returns for multiple years and the opportunity to be part of a national program. In this sense, there is some limited progress towards the benchmark of increasingly beneficial camp/school relationships.

**Shared goals:** Although a few partnerships identified shared goals based on common interests as they launched Nadiv, they did not develop a work plan or delegate responsibilities to achieve these goals. They have not made progress towards the benchmark of all Camp and School Directors reporting cooperative efforts toward one or more shared goals.

**Active collaboration:** Camp/school partnerships are not actively collaborating (e.g., co-developing Jewish educational resources, addressing community issues together). There have been, however, a few efforts in space-sharing. As of data collection, camp and school leaders do not have plans for increased partnership or to support each other beyond sharing the Nadiv Educator. As such, they are not meeting this benchmark.

*“We both love  
[Nadiv Educator].  
We both want  
[Nadiv Educator]  
in our institutions.  
That is the extent  
to which I feel  
like it is a  
partnership.”*

*– Camp Director*

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## Aligning the needs and interests of camp, school and the Nadiv Educator is a difficult, yet necessary, task for a successful partnership that can be sustained in the long term.

**Camp & school alignment:** Each partnership defines success differently, which then influences expectations for, and satisfaction with, Nadiv. Partnerships that share an understanding of purpose, however they describe it, are more satisfied and likely to continue with Nadiv. In this sense, half of the Nadiv partnerships are making progress towards the benchmark of all Camp and School Directors referencing a common vision, goals, constituencies and/or objectives of their Nadiv partnerships, with the caveat that their shared vision and goals may not be as lofty as those of the funders. For example, in one partnership, camp and school are both highly satisfied with Nadiv thus far, but this is due primarily to benefitting from a subsidized employee. In another example, one partner is disappointed because it perceives its counterpart as not being as interested in pursuing shared goals.

**Nadiv Educator fit with camp & school:** Nadiv partnerships require an educator who can adapt to the needs and cultures of the more formal school environment and the informal camp environment. This includes a comfort with a variety of Jewish expressions (e.g., *tefillot*, *minhagim*) and adaptability to different professional environments. To illustrate, in the case of one camp, even though a Nadiv Educator was new to camp's "style" of Jewish life, the Nadiv Educator quickly learned new prayers, songs and camp lingo, adapting an approach to Jewish education that fit with the camp culture and its Jewish educational needs. Nadiv Educators need skills that match *both* camp and school in order to provide value to each, yet their skill sets and approach are sometimes better matched for one partner or the other.

"Synergy is really hard. I was really excited about it, and right now I have no idea what it would look like. It's not as clear as I thought it would be. It's not like Nadiv is the magic bullet."

– Nadiv Educator

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## **Five of the six partnerships continued with Nadiv into the second half of the pilot, yet it is too early to make a definitive statement about the sustainability of the Nadiv Educator positions beyond the pilot.**

This evaluation was not explicitly designed to measure whether there is “emergent evidence of financial sustainability of shared camp/school educator position.” This is being assessed by FJC, however, the following data shed light on this issue:

- Among the Camp and School Directors, there are varying degrees of commitment to Nadiv. All camps and all but one school plan to commit resources for their share of Nadiv through the end of the pilot. Two of the partnerships would like to continue Nadiv following the completion of the pilot, contingent upon whether funding will continue to be available, while the other partnerships are not sure. For at least half of the partnerships, the question of continuing is a function of whether the current Nadiv Educator will continue in this position.
- School and camp leaders are not yet making concrete plans for how to financially support the Nadiv Educator position after the grant funding ends, though some are beginning to consider this with more seriousness and urgency than others.
- A few Camp Directors are not convinced that their camps need a high-level Jewish educator. Either they believe that they can improve Jewish education at a lower cost than with Nadiv or they believe that they could better serve their mission by reaching more potential campers, rather than focusing on the quality of Jewish education.
- Camp Directors report that the cost of a Nadiv Educator is significantly more expensive than other Jewish educator positions and disproportionate with salaries for camp leadership positions. They worry that camps cannot pay at this level after the subsidy ends, thus putting into question the long-term viability of the position. Some note that they could hire a year-round full-time staff person for less than what they are paying the Nadiv Educator, which they have access to only on a part-time basis in the off season.

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## The expectation that Nadiv would yield increased enrollment at partner institutions to help subsidize the cost of Nadiv seems unlikely.

Nadiv's design anticipated that fruitful partnerships would yield increased enrollment at each partner institution, which, in turn, would help to subsidize the cost of the Nadiv Educator position over time. In reality, several issues foil this assumption:

- At least half of the camps are operating at nearly full capacity, such that they are not in a position to accommodate more campers referred from the partner school or elsewhere.
- Schools—particularly community day schools—are reluctant to suggest that one camp is preferred over others, since their student body attends a number of overnight summer camps.
- The Nadiv Educators have not focused their efforts on cross-recruitment. This is not part of their job responsibilities at camp or school, and given the many existing demands on their time and other barriers to cross-recruitment, it is unlikely to be added to their responsibilities.

Based on these issues, interview informants are skeptical that significant levels of cross-recruitment can happen as a result of Nadiv and do not believe that cross-recruitment could generate a revenue stream that is sufficient to subsidize the Nadiv Educator position.

**Note:** This evaluation does not report on cross-recruitment between camp and school. FJC will provide data on the increased number of students who go to an overnight Jewish camp, and vice versa. These data, however, will not be able to assess causality—meaning the degree to which any changes are due to the efforts of Nadiv.

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## FJC supports have been effective in helping to establish and nurture Nadiv.

- **Management:** Entrusting Nadiv's management to a seasoned, trusted professional has enhanced the project's legitimacy and leadership and heightened the public face of Nadiv. Schools, camps and Nadiv Educators describe the Project Director as supportive and accessible and appreciate the facilitation of conversations to help partnerships troubleshoot and problem solve.
- **Supports:** On the whole, school leaders, Camp Directors and Nadiv Educators find the suite of supports provided by FJC to be appropriate and helpful.

*"The most challenging part of the Nadiv model is that while there is some overlap between mission and goals of camp and school, they're two different programs with two different sets of needs. If the Nadiv Educator is this person who brings everybody together and the Nadiv program unifies the fronts, then I don't think that is realistic. That's a taller order."*

– Nadiv Educator

## There is confusion about who is responsible for creating a mutually beneficial camp/school partnership that works together to achieve shared goals.

Most interviewees believe this should be the responsibility of senior leadership in each partner institution. This is both because Nadiv Educators likely do not have capacity for these additional responsibilities and, more importantly, because actualizing these goals requires senior-level buy-in and involvement. School and camp leadership, however, do not claim ownership of this goal.

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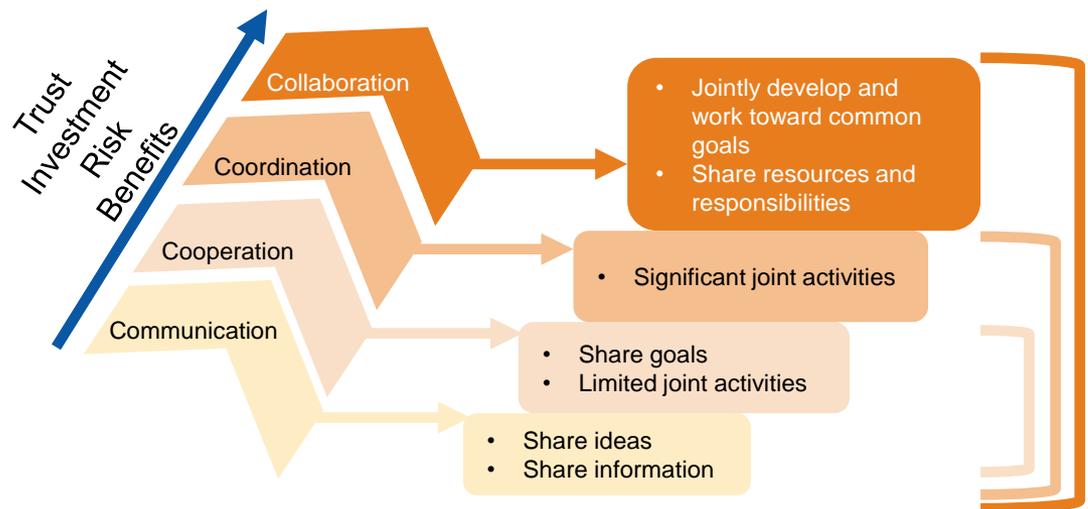
# Observations on the Nadiv Model

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**Nadiv’s aspirations as a synergistic, collaborative partnership may not be attainable. It remains too early to say whether the Nadiv Program is or is not sustainable as a shared employee partnership.**

A collaboration between Jewish camps and schools, in theory, makes good sense; they are both Jewish educational institutions with overlapping goals, with nesting timeframes and serving a similar community—sometimes even the same families. A collaboration, though, needs something to make it “stick”—a quality, such as a shared vision or mutual need, that makes it worth pushing through the challenges and risks inherent in partnerships. **As much as Nadiv partnerships are willing to communicate, share and cooperate over a shared employee, however, neither schools nor camps consistently report an overarching need or a sense of urgency that is driving them to collaborate towards a common vision.**

In a full collaboration, a shared resource—such as a shared Jewish educator—is a means to an end. **At this point in the Nadiv pilot, though, partners see the shared educator position as the end, not the means.** Nadiv partners do not yet see that the benefit of a true collaboration could outweigh the investment of time, trust and other resources.



\* Model inspired from Peter Drucker’s *Meeting the Collaboration Challenge* (2002)

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## Beyond the challenges inherent to any collaboration, there seem to be some additional factors that limit the likelihood for full collaboration among Nadiv partnerships.

**Initiation of the collaboration:** The Nadiv partnerships did not grow organically out of a mutual need shared by two organizations. When presented with the idea of Nadiv and offered an opportunity to participate, and to receive a subsidized employee, Nadiv camps and schools were certainly compelled by the possibilities of collaboration. However, this was not their primary motivation to participate in the pilot. It is not clear if they were aware of or ready for the demands of true collaboration.

**Onus of collaboration:** Collaboration requires the capacity to lead change and invest organizational resources, including, but not limited to, time. However, as noted, Nadiv Educators neither have the time nor the positioning to drive significant collaboration between both partner institutions, yet nobody else in these institutions has stepped up to identify or begin working towards shared goals.

**Organizational challenges:** Collaborations are particularly challenging in risk-averse settings, particularly institutions without cultures of sharing and collaborating; in fact, driving forces within institutions may be overwhelmingly stronger than the forces that make them seek out collaboration and partnerships. It seems likely that Nadiv camps and schools are bumping up against some of these challenges.

In sum, while it is only mid-way through the Nadiv pilot and changes can and will happen, the key ingredients of “vision” and “mutual need” are missing from camp/school partnerships, to date.

*“We keep trying to talk about synergy. But we haven’t found it. Maybe it’s not there. And maybe we’re just too busy.”*

– Camp Director

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## This evaluation is beginning to surface preconditions for creating a successful organizational partnership as well as an employee sharing model

Even in the best of circumstances—when there is a compelling force for collaboration, when there is trust and when partners have experience collaborating—partnerships are hard and require time to build. That said, stakeholders can take steps to set themselves up for success.

### Successful partnerships share these qualities:

- Shared purpose and goals
- Clear roles and responsibilities
- Shared expectations
- Mutual commitment to partnerships
- Mutual respect, understanding and trust
- Appropriate resourcing and pace of change
- Partners see partnership as in their self-interest

### Successful shared employee models share these qualities:

- Clear roles and responsibilities
- Advance coordination of schedules
- Mutual respect, understanding and trust
- Commitment to resolving challenges
- An employee who can “manage up”
- Strong supervision

### These practices can help set the stage for healthy partnerships and employee sharing models:

- Existing relationships
- Good communication
- Defined structure and management
- Ongoing monitoring and assessment of progress, with adjustments as needed
- Starting small
- Allowing for flexibility and compromise when possible

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# Recommendations & Considerations

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# Recommendations

The recommendations in this section draw from the Nadiv Program to date and are offered as tactical ideas to help support the pilot in its final two years. They are directed to the organizations participating in the Nadiv Program: FJC, the funders, the camp/school partnerships, as well as camps and schools individually.

## For FJC

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- Continue providing **supports** to the Nadiv Educators and partner institutions, as they offer valuable guidance and help with troubleshooting as Nadiv evolves.
  - Continue providing the in-person convenings and annual site visits, as difficult as they can be to schedule.
  - Assess the structure and content of the Nadiv Educator Community of Practice, and consider shifts that could improve upon the relevance of these discussions for the Nadiv Educators, such as addressing questions they have raised about “what happens” when the Nadiv grant ends.
- Initiate conversations with each partnership about the **feasibility of the partnership and the degree of “partnering”** each party wants from the relationship. Take an active role in helping them to identify specific goals and build work plans to make progress towards those goals.
- Develop a mechanism to ensure that **school interests are well integrated into Nadiv**, as happens for camps with FJC playing a management and support role. For example, consider bringing in advisors or consultants with particular knowledge of day and congregational schools.
- **Compare and assess Nadiv’s implementation in day and congregational schools.** Gather perspectives from those familiar with each and consider whether one is better suited to the current model’s aspirations.

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# Recommendations

## For Camp/School Partnerships

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- Document roles, responsibilities and expectations in writing for Nadiv Educators, supervisors and organizational leadership in support of the Nadiv partnership generally and the Nadiv Educators specifically.
- Proactively and collaboratively identify and agree to vacation days for the Nadiv Educators.
- Commit to having regular communications about Nadiv—ideally every four–six weeks

## For Camps

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Ensure that Nadiv Educators develop strategies to support camp staff both as an input—a key resource in delivering high-quality Jewish content to campers—and as an audience to be supported on their own Jewish journeys. In particular, highlight ways in which camp staff can act as Jewish role models for campers.

## For Schools

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Clarify the extent to which it is important for the school that the Nadiv Educator focus their efforts specifically on Jewish experiential education versus focusing on Jewish education more broadly. Share this with the camp partner to understand where it may (or may not) suggest opportunities for greater synergy.

## For Funders

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- Continue investing in ongoing learning and evaluation of the Nadiv model throughout the pilot, measuring changes to Jewish education in camps and Jewish experiential education in schools, and documenting partnership development.
- Provide processes and feedback loops to support real-time learning.

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# Considerations

Reflecting on the progress and challenges of Nadiv to date, we offer the following questions for consideration about the Nadiv model overall:

- **Collaboration:** Based on Nadiv's experience to date, what kind of collaboration and partnership is realistic to expect of Nadiv partners? Is a shared employee enough? Must Nadiv be a concept of shared vision? Could sharing an employee be the start to something more in the future?
- **Jewish education at camp:** Given that Jewish education at camp serves both campers and staff, does the Nadiv model prioritize one audience over the other? Is there a need to strike a balance? How does this affect what models of Jewish education may be more appropriate (e.g., integrated models that require specialists to have Jewish knowledge, unlike a Nadiv Educator-led model)?
- **Supports:** How can supports help build trust and facilitate success among partnerships? What should funders and FJC do, and what are the responsibilities of individual partnerships? The early years of Nadiv have seen leadership transition in camps and schools, a shift in a Nadiv Educator, and a school depart the program. With the inevitability of turnover, what can be done to facilitate transitions that are as smooth as possible?
- **Leveraging learnings:** Where are there opportunities to leverage Nadiv's hard-earned lessons and enhanced capacity for undertaking complex projects and partnerships? How can stakeholders integrate these learnings into future endeavors?
- **Aspirations:** Are Nadiv goals, as currently articulated, too aspirational? If so, what does that say about future hopes for synergistic efforts in the Jewish community?

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# Appendices

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# About the Evaluation: Methodology

## SURVEYS

**Camp staff/faculty** were surveyed at the end of the 2013 camp season. The overall response rate to this survey was high:

- 67% response rate overall (529 of 790 staff/faculty)
- Response rates ranged from 44% to 83% across the six camps
- A few respondents (33, or 7% of all staff/faculty) indicated they are not Jewish and were excluded from the analysis

**School teachers and staff** were surveyed during the spring of 2014. The overall survey response rate was similar to that to camp staff/faculty:

- 68% response rate overall (145 of 214 staff)
- Response rates ranged from 46% to 100% across the six schools

## INTERVIEWS & SITE VISITS

During Phase 2 of the evaluation, we conducted one **site visit** to each of the six Nadiv camps during the summer of 2013 and one site visit to each of the six Nadiv schools in the spring of 2014 (12 total).

We conducted 35 **interviews**, representing 30 individuals, in person during site visits or by phone. Interviews included:

- Six Nadiv Educators (twice each)
- Six Camp Directors
- Five Key Nadiv School Contacts
- Four Day School Heads of School
- Two Funders
- Two FJC Implementers
- Two Mentors
- One Associate Camp Director
- One URJ/NAC Representative

# About the Evaluation: Design Considerations

Following are key considerations about the design of this evaluation.

- **The Nadiv pilot is currently just past the half-way point.** Nadiv's short-term benchmarks are intended to be achieved at the end of three years of implementation, but data were collected for this evaluation after only two years of implementation. Therefore this evaluation measures progress toward, rather than completion of, Nadiv's short-term outcomes. In addition, it does not assess completion of Nadiv's intended long-term outcomes.
- **With Nadiv being a pilot program, the benchmarks of progress were aspirational.** Stakeholders intended to revisit their feasibility over time, as they learned about the model and its implementation.
- Since the time when the data were collected for this evaluation, camps have completed their third summer, and schools are now started their third year. Therefore, **camps and schools have likely made further progress towards outcomes that is not captured in this evaluation.**
- **This deck reports on findings from the school that has left the Nadiv partnership and from the two Nadiv Educators who are no longer in the program,** because they were still in the program at the time data were collected.

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# About the Evaluation: Strengths & Limitations

## STRENGTHS

- The evaluation uses multiple methods, which enabled Informing Change to triangulate findings to reach conclusions supported by multiple data sources. This gives Informing Change greater confidence in the findings and resulting implications.
- The overall survey response rate is 67%, ranging from 44–100%. There is generally strong representation from each camp and school, which prevents skewed responses, especially given the range in camp and school sizes.
- Data were collected at multiple points in time, building a deeper understanding of the initiative and its evolution.

## LIMITATIONS

- The primary data sources used in this evaluation are self-reported (i.e., surveys and interviews), which may present some bias. However, this evaluation bases findings only on commonly mentioned responses across multiple informants.
- This evaluation assesses contribution toward outcomes rather than attribution. It is not possible in this evaluation to determine the degree to which results are due solely to the efforts of the Nadiv pilot.
- This evaluation does not assess the impact on students and campers or their families. Neither does it assess Nadiv Educators' growth nor their career trajectories.

# Summary of Nativ Educator Roles in School

School type	Nativ Educator title	Focus on experiential Jewish education	Classroom teacher responsibilities	Leadership role	Supervisory role	New or existing function	School-wide position
Day school	Jewish Experiential Educator	Yes	No	Middle	No	New	Yes
Day school	Forthcoming	Yes	No	Middle	No	New	Yes
Day school	Coordinator of Jewish Life	Some (limited)	Yes (mostly)	No	No	Both	Mostly
Day school	Director of Jewish Life	Some	Yes	Middle	Both	Existing	Mostly
Congregational school	Coordinator, MASA Coordinator and Pathways Director	Yes (mostly)	Yes (family education)	Yes	Yes	Existing	Mostly
Congregational school	Nativ Associate Director of Congregational Learning	Some	No	Yes	Yes	Existing	Mostly

## Evaluation Outcomes & Indicators<sup>1</sup>

### 1. CAMP OUTCOMES: How and to what extent, if at all, has the quality of Jewish education improved at participating camps, and how did the Nativ partnership and the Nativ Educator affect these changes?

Short-Term Outcomes	Indicators	Benchmarks by End of 2014 Camp Season <sup>2</sup>	Data Collection Methods
1. Camp staff deliver higher quality Jewish education to campers	a. Camp staff report an increase in supports and resources for Jewish education b. Camp staff report increases in the Jewish educational components of their work as a result of a Nativ Educator (NE) sponsored activity (e.g., camp training, consultation) c. Camp directors report improvements in the quality of Jewish education in camp d. NEs report improvements in the quality of Jewish educational programs, events, activities and ‘Jewish teachable moments’ e. NEs report an increase in the quantity of Jewish educational programs, events, activities and ‘Jewish teachable moments’	a. 2/3 of camp staff report an increase in supports and resources for Jewish education b. 2/3 of camp staff identify increases in the Jewish educational components of their work with campers that directly resulted from Nativ c. All camp directors identify improvements in the quality of Jewish education in camp d. All NEs report improvements in the quality of programs, events, activities and ‘Jewish teachable moments’ e. 2/3 of NEs report an increase in the quantity of programs, events, activities and ‘Jewish teachable moments’	<ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• Camp Staff Survey</li> <li>• Camp Site Visits</li> <li>• Materials Review</li> </ul>
2. Seasonal program staff increasingly perceive themselves to be Jewish educators	a. % of targeted program camp staff who describe themselves as Jewish educators and/or Jewish role models b. NEs and camp directors report changes in targeted program camp staff self-perception as Jewish educators and/or Jewish role models c. Training materials and resources for new staff emphasize seasonal staff as Jewish educators and/or Jewish role models	a. 65% of targeted program camp staff characterize their job functions and responsibilities as ones of Jewish educators and/or Jewish role models b. All NEs and camp directors report changes in targeted program camp staff self-perception as Jewish educators and/or Jewish role models c. All camps have new or enhanced staff orientation resources that emphasize staff as Jewish educators and/or Jewish role models	<ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• Camp Staff Survey</li> <li>• Camp Site Visits</li> <li>• Materials Review</li> </ul>

<sup>1</sup> Based on our understanding of the work, it is our hope that these preliminary indicators and benchmarks are both attainable and aspirational. We look to the Evaluation Advisory Team, and FJC in particular, to assess their feasibility and to suggest indicators during upcoming discussions that more accurately characterize the numeric change Nativ expects and aspires to see.

<sup>2</sup> As noted in the evaluation plan, benchmarks are intended to be achieved at the end of 3 years of implementation, but will be measured after 2 years of implementation. Therefore Informing Change will measure progress toward, rather than completion of, Nativ’s short-term outcomes.

**1. CAMP OUTCOMES: How and to what extent, if at all, has the quality of Jewish education improved at participating camps, and how did the Nadiv partnership and the Nadiv Educator affect these changes?**

Short-Term Outcomes	Indicators	Benchmarks by End of 2014 Camp Season <sup>2</sup>	Data Collection Methods
3. Increased camper enrollment (at the 6 Nadiv camps) <sup>3</sup>	a. % change or total number increase of campers	a. All camps report 5–10% increase in number of campers from summer 2011 to summer 2014 <sup>4</sup>	• Materials Review
4. Camps commit resources for their share of continuing a joint educator partnership with the school <sup>5</sup>	a. The number of camps that commit to fund the position at or higher than agreed in the Memorandum of Understanding between the camp and school, for both current and future years	a. All camps meet the agreed match (\$ amount or %) in the Memorandum of Understanding between the camp and school	• Materials Review

**2. SCHOOL OUTCOMES<sup>6</sup>: How and to what extent, if at all, has Jewish experiential education<sup>7</sup> improved for students at participating schools, and how did the Nadiv partnership and the Nadiv Educator affect these changes?**

Short-Term Outcomes	Indicators	Benchmarks by End of 2014–2015 Academic Year <sup>8</sup> (Congregational Schools)	Benchmarks by End of 2014–2015 Academic Year (Day Schools) <sup>9</sup>	Data Collection Methods
1. Richer integration of Jewish experiential education practices in the broader school environment (e.g., school- and grade-wide activities, family engagement, youth	a. School teachers report improved supports and resources for Jewish experiential education b. School teachers report improvements in the delivery of Jewish experiential education	a. 80% of congregational school teachers report increased support for Jewish experiential education b. 75% of congregational school teachers report improvement in Jewish experiential education	a. 80% of day school teachers report increased support for Jewish experiential education b. 75% of day school teachers report improvement in Jewish experiential education	• Stakeholder interviews • School Educator Survey • School Site Visits • Materials Review

<sup>3</sup> Informing Change will rely on FJC to provide this data.

<sup>4</sup> Nadiv is a pilot and this benchmark in particular may prove more aspirational than feasible. A variance in camp bunk capacity and availability will significantly influence whether this benchmark is appropriate. As such, this benchmark will continue to be revisited.

<sup>5</sup> Informing Change will rely on FJC to provide this data.

<sup>6</sup> Please refer to the Phase 2 Evaluation Context in the evaluation plan narrative for additional context about data collection methods in schools.

<sup>7</sup> Please refer to the evaluation plan narrative for Nadiv’s working definition of Jewish experiential education.

<sup>8</sup> As noted in the evaluation plan, benchmarks are intended to be achieved at the end of 3 years of implementation, but will be measured after 2 years of implementation. Therefore Informing Change will measure progress toward, rather than completion of, Nadiv’s short-term outcomes.

<sup>9</sup> As noted in the evaluation plan, benchmarks are intended to be achieved at the end of 3 years of implementation, but will be measured after 2 years of implementation. Therefore Informing Change will measure progress toward, rather than completion of, Nadiv’s short-term outcomes.

**2. SCHOOL OUTCOMES<sup>6</sup>: How and to what extent, if at all, has Jewish experiential education<sup>7</sup> improved for students at participating schools, and how did the Nadiv partnership and the Nadiv Educator affect these changes?**

Short-Term Outcomes	Indicators	Benchmarks by End of 2014–2015 Academic Year <sup>8</sup> (Congregational Schools)	Benchmarks by End of 2014–2015 Academic Year (Day Schools) <sup>9</sup>	Data Collection Methods
programs, Hebrew learning, experiential <i>tefillah</i> , classroom-based experiential education)	<p>c. School directors report greater satisfaction with the school’s overall approach to experiential education</p> <p>d. School calendar of events includes an increase in the quantity of experiential education activities, including both Jewish and secular efforts</p> <p>e. School calendar of events includes an increase in the quality of experiential education activities, including both Jewish and secular efforts</p>	<p>c. 100% of school directors report increased satisfaction with the school’s overall approach to experiential education</p> <p>d. 80% of congregational school teachers report an increase in the quantity of experiential education at school</p> <p>e. 80% of congregational school teachers report an increase in the quality of experiential education at school</p>	<p>c. 100% of school directors report increased satisfaction with the school’s overall approach to experiential education</p> <p>d. 80% of day school teachers report an increase in the quantity of experiential education at school</p> <p>e. 80% of day school teachers report an increase in the quality of experiential education at school</p>	
2. Schools commit resources for their share of continuing a joint educator partnership with the camp <sup>10</sup>	a. The number of schools that commit to fund the position at or higher than agreed in the Memorandum of Understanding between the camp and school, for both current and future years	a. All schools meet the agreed match (\$ amount or %) in the Memorandum of Understanding between the camp and school		<ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• Materials Review</li> </ul>
3. Increased number of students who go to an overnight Jewish camp <sup>11</sup>	a. % change or total number increase of campers	a. All schools report 5-10% increase in number of students going to camp from summer 2011 to summer 2014		<ul style="list-style-type: none"> <li>• Stakeholder Interviews</li> <li>• Materials Review</li> </ul>

<sup>10</sup> Informing Change will rely on FJC to provide this data.

<sup>11</sup> Informing Change will rely on FJC to provide this data, which is not limited to the Nadiv partner camp. Informing Change will report on camp enrollment, but will not be able to assess causality, the degree to which results are due solely to the efforts of the Nadiv pilot.

**3. THE NADIV MODEL OUTCOMES: How and to what extent, if at all, has Nadiv contributed to sustainable, mutually beneficial camp-school partnerships?<sup>12</sup>**

Short-Term Outcomes	Indicators	Benchmarks by End of 3 Years of Nadiv Implementation	Data Collection Methods
<p>1. Mutually beneficial relationships between the participating Jewish camps and schools</p>	<p>a. Camp and school directors report communication to coordinate activities and education (e.g., camp recruitment events at school, educational resources, troubleshoot together, emergent conversations around affordability)</p> <p>b. Partner organizations identify, work toward, and report on one or more shared goals</p> <p>c. NE’s and FJC staff report mutually beneficial camp-school relationships</p>	<p>a. All camp and school directors speak monthly to coordinate activities and education</p> <p>b. All camp and school directors report cooperative efforts toward one or more shared goals</p> <p>c. All NEs and FJC staff report increasingly beneficial camp-school relationships</p>	<ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• School Site Visits</li> <li>• Camp Site Visits</li> <li>• Materials Review</li> </ul>
<p>2. Leadership of camps and schools perceive each other as true partners</p>	<p>a. Camp and school directors describe common vision, goals, constituencies and/or objectives for their partnerships</p> <p>b. Camp and school directors identify additional ways in which they work to support each other beyond the Nadiv partnership</p>	<p>a. All camp and school directors reference common vision, goals, constituencies and/or objectives of their Nadiv partnership</p> <p>b. At least 4 partnerships report that they work to support each other beyond the Nadiv partnership</p>	<ul style="list-style-type: none"> <li>• Stakeholder interviews</li> <li>• Camp Staff Survey</li> <li>• Camp Site Visits</li> <li>• Materials Review</li> </ul>

<sup>12</sup> This evaluation will not measure the third short-term outcome, “Emergent evidence of financial sustainability of shared camp-school educator position,” which is being assessed by FJC.