



Outcomes Evaluation

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Evaluation Key Findings

An evaluation of the Jewish Learning Collaborative revealed significant positive outcomes for Learners, Educators, and partner organizations. The Jewish Learning Collaborative (JLC) demonstrates a powerful model for professional development that simultaneously strengthens Jewish knowledge, fosters personal growth, and enhances organizational capacity. Through personalized learning experiences that adapt to participant needs, JLC has created meaningful impact across multiple dimensions. The findings underscore JLC's potential as both a professional development resource and a catalyst for organizational culture change.

The following key findings illuminate the breadth and depth of JLC's emerging impact:

- 1** JLC's highly personalized approach allowed Learners to adapt their focus based on emerging interests, with many reporting that their learning evolved significantly over time as they built rapport with Educators. (p. 10-11)
- 2** Learning experiences deepened participants' Jewish connections, with most Learners reporting increased Jewish knowledge (78%), greater relevance of Jewish wisdom in their lives (60%), and engagement in new Jewish practices or rituals (41%). (p. 20-21)
- 3** Duration of participation in JLC was a stronger predictor of learning outcomes than frequency of sessions, suggesting organizations would benefit from frameworks encouraging longer-term participation while remaining flexible about meeting frequency. (p. 23)
- 4** Feeling understood by Educators was a stronger predictor of positive learning outcomes than worldview alignment. Learners who felt understood by their Educators experienced more profound personal transformation alongside their professional development. (p. 23)
- 5** Both Jewish and non-Jewish Learners reported increased confidence in Jewish professional settings. JLC helped non-Jewish Learners better understand organizational contexts and engage more meaningfully with Jewish colleagues. (p. 17-18, 23, & 31)
- 6** Learning with JLC created safe, personalized settings for exploring challenging topics, proving particularly valuable following the Hamas attack on Israel on October 7th, 2023. Learners reported increased comfort discussing complex current events, deeper understanding of historical contexts, and receiving both intellectual guidance and emotional support during this difficult period for Jewish communities. (p. 12 & 19)
- 7** Participation in JLC had meaningful professional impacts for Learners. Nearly half (44%) reported growing professionally, and more than one-third (37%) felt more confident in their organizational roles. (p. 17-19)
- 8** Most Educators (80%) experienced multiple professional benefits, including gaining new skills (62%) and strengthening their ability to teach Jewish topics (57%). (p. 27)
- 9** JLC helped infuse Jewish learning into workplace culture. Learners brought insights to staff meetings, incorporated learning into communications, and became advocates for Jewish learning within their organizations. (p. 31)

Background

The Jewish Learning Collaborative (JLC) was established based on the conviction that access to Jewish wisdom should be democratized. JLC aims to establish Jewish learning as a core practice and value of Jewish organizational culture. The program enables Jewish communal professionals and volunteer leaders to engage with Jewish wisdom during the workday, helping them connect more deeply with the wisdom, traditions, and values that inform their organizations' missions. This approach recognizes that engaging in Jewish learning can positively effect Learners both personally and professionally.

What began as an experiment at Moishe House in 2018 has evolved into a platform providing customized, one-on-one Jewish learning opportunities for professionals and volunteer leaders across the Jewish communal sector. Since its founding in 2021, JLC has actively expanded its reach: growing the number of Learners, learning hours, and partner organizations. JLC has also cultivated a growing cadre of Educators dedicated to transformative Jewish learning. **To date, JLC has served 42 organizations and supported 520 Learners who – in partnership with 149 educators – have collectively invested more than 14,600 learning hours.**

The program uses an adapted *chevruta* (partnership) learning method where each Learner works with a vetted Educator to determine their own pace, approach and subject matter. Learning partnerships are created through an intake conversation with the JLC Program Manager who helps match Learners with expert Educators who bring varied backgrounds, identities, philosophies, and experiences. JLC is designed to accommodate Learners across all levels of Jewish knowledge

and background, including both Jews and non-Jews, from those with no prior Jewish education to those with extensive knowledge. Participants range from entry-level staff to C-Suite executives and board members. The learning sessions occur weekly, biweekly, every three weeks, or monthly during working hours.

Topics are highly personalized and wide-ranging – some Learners focus on Jewish texts, traditions and history, while others explore specific concepts or challenges through a Jewish lens or focus on professional skill-building. This personalized approach allows Learners to choose topics that interest them, learn at their own pace, and progressively build depth and sophistication in their understanding over time.

Partner organizations share the cost of the program with JLC, covering 50% of Educators' teaching hours and providing employees time to learn during working hours. JLC contributes the remaining 50% of Educator fees and assumes all overhead expenses, resulting in an average annual investment of \$990 per Learner. This model exemplifies organizations' commitment to Jewish learning as a core value and a dynamic strategy for professional growth.

The JLC team engages in rigorous data collection through multiple channels, including new Learner intake information, quarterly pulse surveys, twice-yearly check-ins with Learners, and optional goal reflection surveys. They track engagement metrics such as session frequency, topics covered, total learning hours, and monthly participation rates.

The current evaluation was designed to provide a comprehensive examination of the program's implementation and impact, gathering insights to enhance program implementation and extend impacts as the initiative continues to expand.

Methods

The key objectives of this evaluation were to:

1. Understand how participating in JLC affected Learners and Educators, both personally and professionally
2. Identify aspects of the learning experience that contributed to positive outcomes for Learners
3. Explore how participating in JLC affected organizations and Educators

We used a mixed methods approach to achieve these objectives over the course of 18 months (July 2023-December 2024). Data collection included semi-structured interviews with organizational leaders, organizational liaisons, and Learners; surveys of Educators and Learners; and review of program document documents and JLC's internally collected data.

This approach ensured that findings included a variety perspectives from people involved in JLC in different roles and capacities. When possible, we cross-verified findings across multiple data sources, enhancing the rigor and reliability of results. We also sought to contextualize quantitative survey findings with corresponding qualitative information gleaned through open-ended survey questions and interviews.

Surveys

We designed two surveys that were parallel in structure but tailored to the experiences of Learners versus Educators. The surveys examined Learners' and Educators' motivations for participating in JLC, overall impressions of their JLC experiences, and perceptions of how participating influenced their personal and professional lives. The surveys also gathered background information, including demographics and prior Jewish learning experiences. In May 2024, the research team

sent survey links to all participating Educators and Learners, using administrative data provided by JLC. We sent several follow-up reminder emails between the time the surveys opened and when they closed in July 2024. **In total, 181 Learners (52% response rate) and 99 Educators (89% response rate) completed surveys.**

We cleaned survey data using Excel and RStudio. Data cleaning included an initial screening and treatment of missing and anomalous data and renaming of variables. We first conducted descriptive analyses (i.e., frequency, mean, median, and mode) to investigate the range of responses and average responses for all survey items. We then conducted inferential analyses (i.e., t-tests, analysis of variance, chi square, and multiple linear regression) to explore the impact of certain variables on others (e.g., how feeling understood by their Educators shaped Learners' outcomes). For ease of understanding, we do not report statistical information in this report; however, the results of all inferential analyses included in this report were statistically significant using the $p \leq .05$ convention. Statistically significant results can be considered potentially meaningful and hold the greatest promise for understanding how to improve JLC learning experiences.

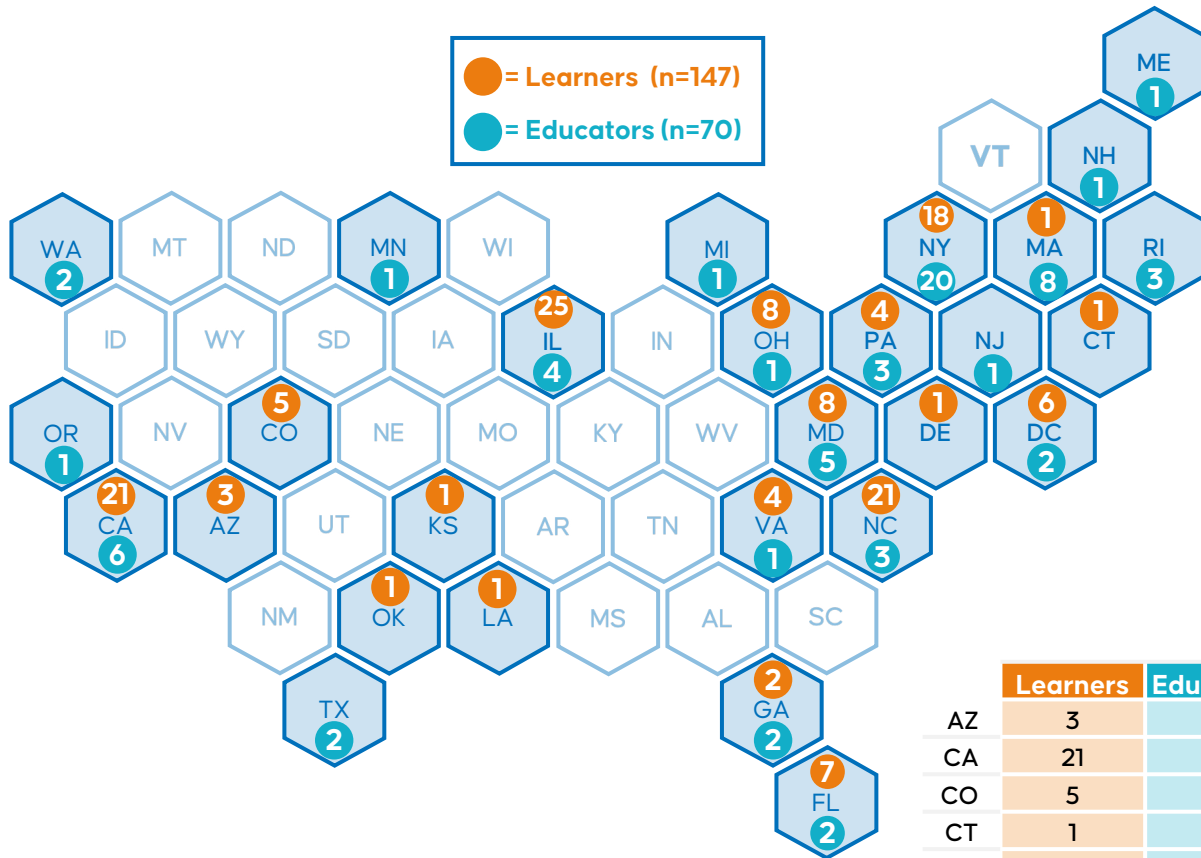
Interviews

Interviews were conducted with 31 stakeholders at 13 partnering organizations, including leaders (n=9), liaisons (n=10), and Learners (n=9). We designed a semi-structured protocol to gather interview participants' perspectives about how the initiative is unfolding in their organizations, including their experiences of implementation and their observations about emerging outcomes.

We analyzed interview data using a grounded theory approach, combining emergent coding (where codes were derived from themes that surfaced inductively from the text) and a priori coding (in which select codes were articulated before analysis). The coding process was iterative: we systematically grouped of recurring ideas into a series of codes, which were then organized by theme. Outlying responses were also investigated to ensure comprehensive analysis. ATLAS.ti software provided tools for coding and annotating primary data, as well as weighing and evaluating the importance of identified themes. This coding approach allowed findings to be firmly grounded in research participants' perspectives while also addressing predetermined areas of inquiry.

The mixed-methods design allowed for both broad assessment of program impacts through survey data as well as deep, contextual understanding through qualitative interviews. Consultation with the JLC team throughout the process helped ensure the evaluation generated actionable insights to inform program enhancement while telling the holistic story of individual and organizational outcomes.

Survey Respondents' Locations



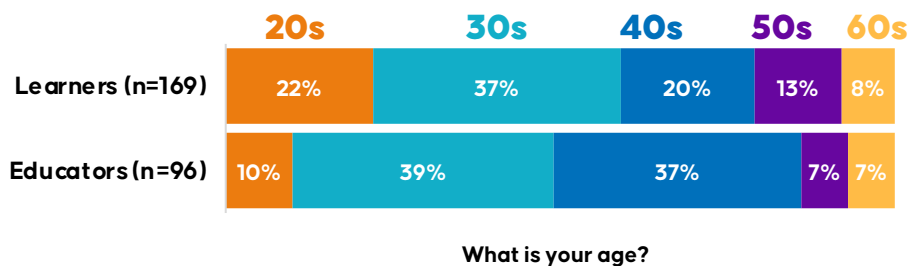
Learners and Educators who responded to the survey live in 28 states and nine countries outside of the US. Within the US, respondents were concentrated in states with large Jewish populations like New York (38 respondents), Illinois (29), and California (27). The larger number of responses from North Carolina (24), as well as other states with smaller Jewish populations like Kansas, Oklahoma, and Louisiana, illustrates how JLC is fostering Jewish learning beyond major Jewish population centers. Outside of the US, the program reached across multiple continents, highlighting how JLC is creating Jewish learning connections across geographic boundaries.

	Learners	Educators
Chile	-	1
Germany	-	4
Hungary	1	-
Israel	3	10
North Macedonia	1	-
Ontario, Canada	3	7
Poland	1	-
Spain	1	-
United Kingdom	1	-

	Learners	Educators
AZ	3	-
CA	21	6
CO	5	-
CT	1	-
DC	6	2
DE	1	-
FL	7	2
GA	2	2
IL	25	4
KS	1	-
LA	1	-
MA	1	8
MD	8	5
ME	-	1
MI	2	1
MN	-	1
NC	21	3
NH	0	1
NJ	7	1
NY	18	20
OH	8	1
OK	1	-
OR	-	1
PA	4	3
RI	-	3
TX	-	2
VA	4	1
WA	-	2

Demographics

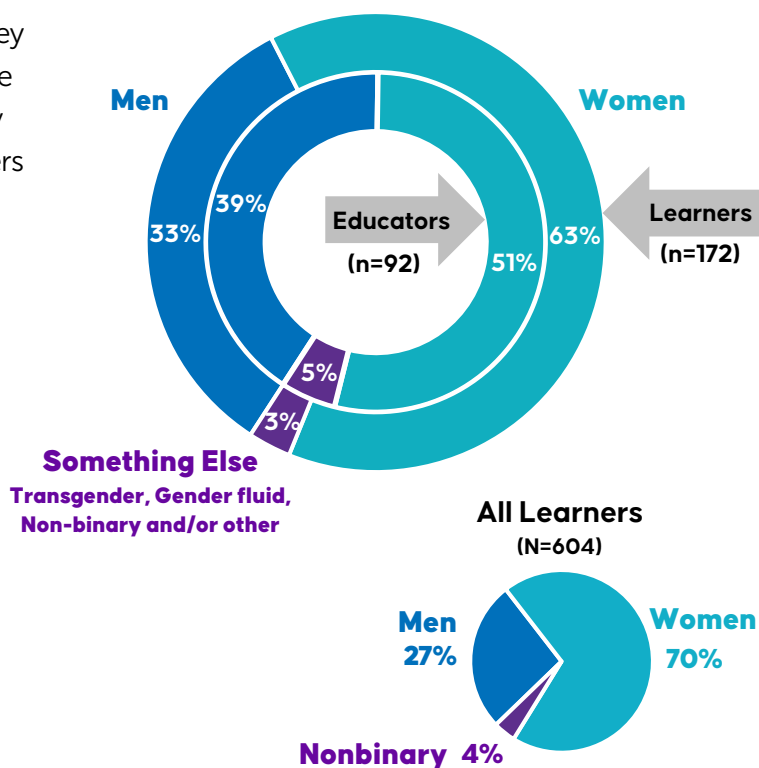
The age distribution differed between Learners and Educators. While both groups had about one-third of participants in their 30s, Learners tended to be younger, with 22% in their 20s. Educators, on the other hand, skewed older, with 37% in their 40s.



- Most survey respondents (90% of Jewish Learners and 91% of Educators) identified as Ashkenazi; the remainder identified as Sephardi, Mizrahi, or mixed.
- 5 Educators and 12 Learners identified as Jews of Color.
- 11 Learners converted to Judaism and 2 others are in the process.
- Non-Jewish Learners comprised 8% of of this sample (n=14), compared to 12% in the broader population of Learners (n=576).
- 75% of Learners who responded to the survey work as Jewish communal professionals or staff members. The rest are Fellowship participants (14%); Board members, lay leaders, or funders (9%); or two of those roles (4%)

More women than men responded to the survey among both Educators and Learners. Men were slightly overrepresented among Learner survey respondents: Men comprised 27% of all Learners but 33% of survey respondents. Conversely, women were slightly underrepresented in the survey, comprising 63% of respondents compared to their 70% share of the total Learner population.*

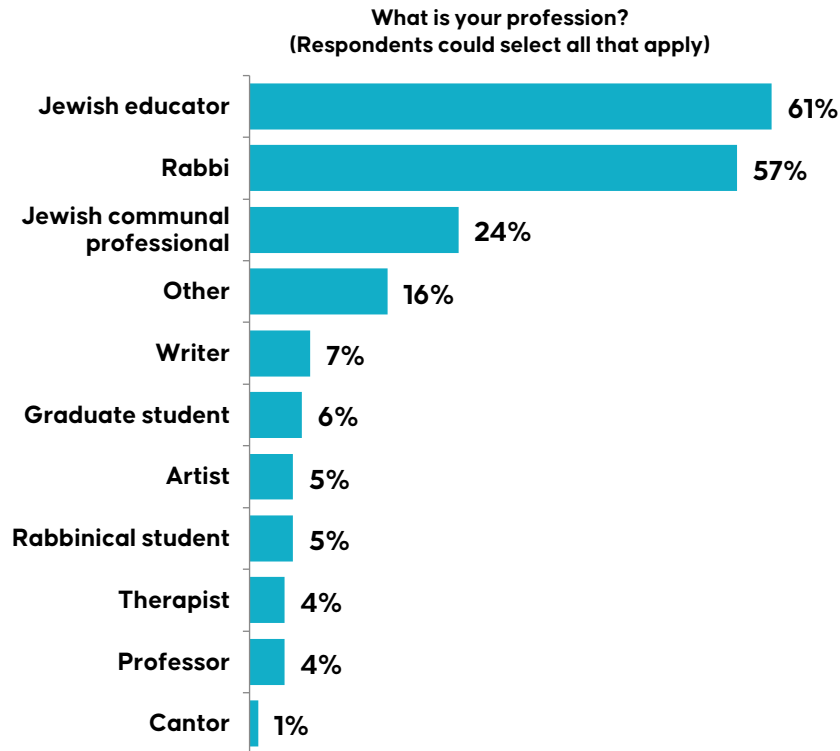
The presence of a small but measurable percentage of survey respondents who identify as transgender, gender fluid, non-binary and/or other (5% of Learners and 3% of Educators) suggests JLC is creating an inclusive learning environment that attracts diverse gender identities.



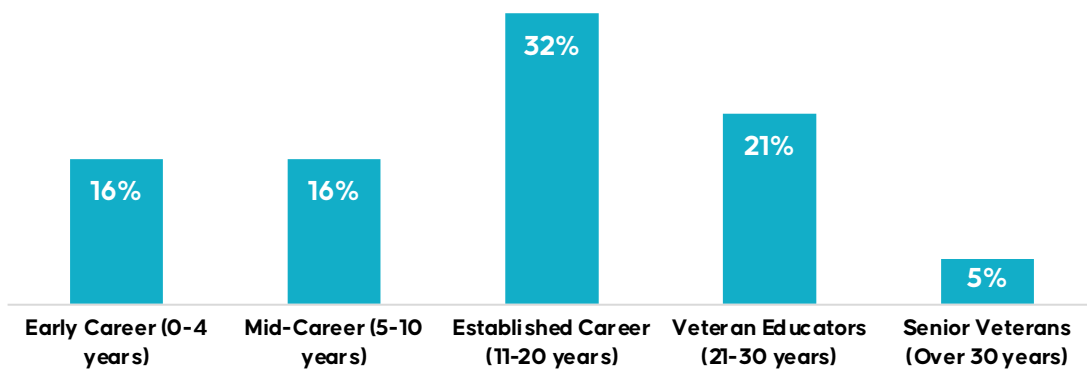
*Due to the absence of comprehensive demographic data on gender distribution within the Jewish communal sector workforce, we cannot empirically determine how representative our sample is of the broader field.

Educators' Professional Roles

Most JLC Educators wear multiple professional hats. Almost half of respondents (46%) indicated that they have two professional roles. Another 39% indicated three or more professional roles. The most common combination of professional identities among respondents was “Jewish Educator” and “Rabbi.” Only 14 respondents reported having one profession.



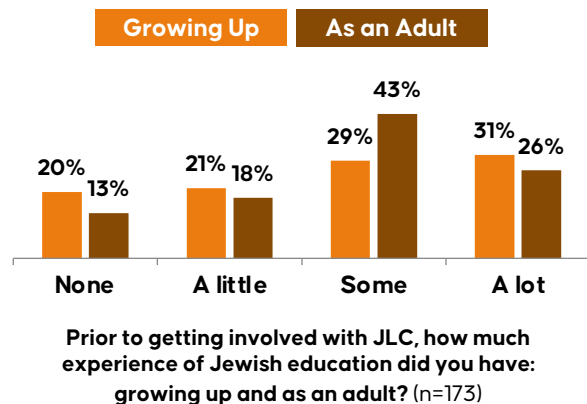
JLC attracts Educators across the full spectrum of experience levels, with the majority clustering in the established or veteran career range.



Prior to teaching through JLC, how many years had you worked as a Jewish Educator?

Previous Jewish Learning

Learners reported varying levels of prior experience with Jewish education.

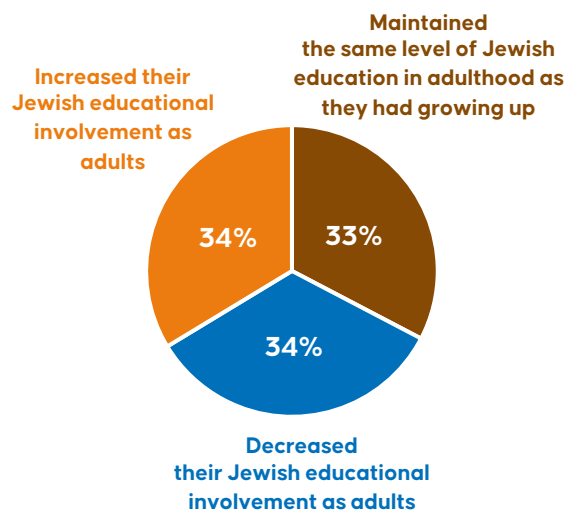


Most survey respondents (65%) characterized their Jewish educational experiences prior to learning with JLC as "good" or "excellent". Some (35%) described their experience less positively.



How would you describe your past Jewish educational experiences overall? (n=159)

Analyses of the relationship between respondents' childhood and adulthood learning experiences suggests JLC attracts Learners with varying Jewish educational trajectories. Prior to engaging with JLC, one-third (33%) maintained their involvement in Jewish education from childhood to adulthood. Another third (34%) increased their involvement in Jewish education during adulthood. The final third (34%) decreased their engagement in Jewish learning during adulthood. That two-thirds of respondents either maintained or increased their Jewish educational involvement before JLC suggests the program is attracting a self-selected sample of individuals who are already interested in Jewish learning. For the group that decreased involvement in Jewish learning in adulthood, JLC may provide an entry point for re-engagement.



I have a lot of amazing knowledge due to my background, but I feel a complicated relationship with the way I was taught. I didn't feel like I had much autonomy over my learning.

I have a typical American Orthodox Jewish day school background. I have a lot of issues related to Jewish learnings that I never resolved (which is one of the reasons why I welcomed this opportunity).

As a third grade Hebrew school dropout, I've never felt confident as a Jewish Learner—even after doing a Jewish learning Fellowship for adults. One-on-one learning is much more accessible to me.

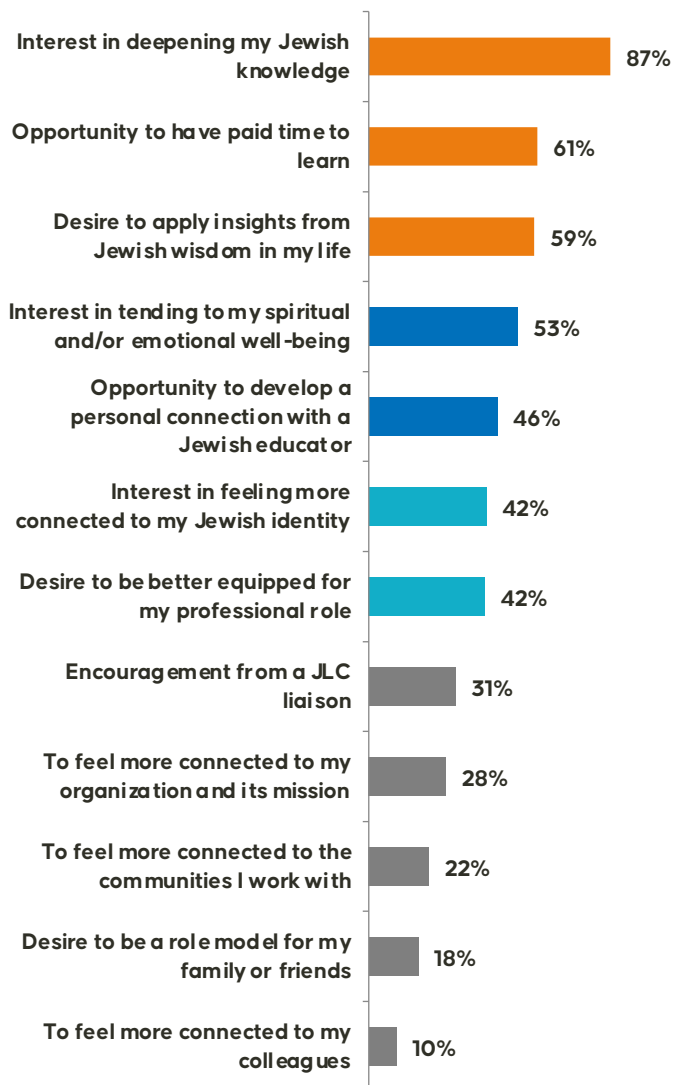
Learners' Motivations

Most survey respondents' motivations for learning with JLC centered around their desire to **deepen their Jewish knowledge** and pursue personal growth. Participants were strongly motivated by having **dedicated work time to pursue this learning** and **wanted to apply Jewish wisdom in their lives**.

There was also a significant spiritual and emotional component for many, who were seeking both **spiritual growth and personal connections** with Jewish Educators. **Identity and professional development** formed another key theme, with participants hoping to strengthen their Jewish identity while becoming better equipped for their professional roles.

The more organizational and community-focused motivations - like feeling connected to their organization's mission or the communities they work with - were less prominent drivers. Similarly, survey respondents were less likely indicate interpersonal motivations like being a role model for family/friends or connecting with colleagues.

Which, if any, of the following motivated you to participate in a Jewish learning experience? (Learners could select all that apply)



I wanted to fill in gaps in Jewish knowledge

I was encouraged by my supervisor to take the opportunity they were providing.

I'm very grateful my workplace covers the cost for me because I've been able to learn a lot. Jewish education isn't something I had a ton of access to as a child or adult. It's hard to afford doing this type of education for myself or my kids on my own, so I've been glad to have this as a professional development option.

I needed to be poured into as I spend my life pouring into community.

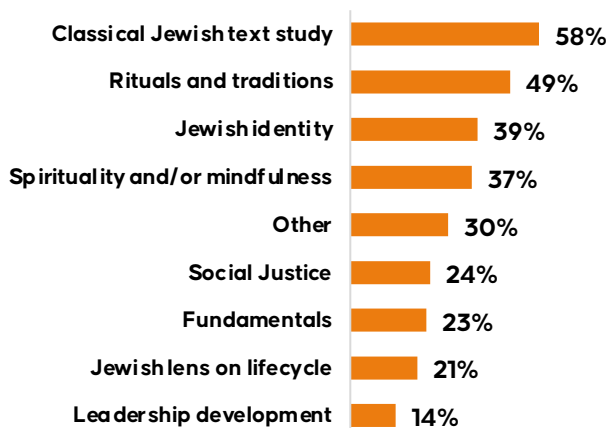
I was interested in building skills and knowledge for practical application in my work

Learners' JLC Experiences: Topics Studied

Survey respondents' overall appraisal of their JLC experience was highly positive. They rated their Jewish learning through JLC more favorably than their previous Jewish learning experiences. Almost all (98%) said they would encourage others to participate and 82% have already done so.

When asked about the focus of their JLC learning, survey respondents described engaging with a wide range of topics and approaches, with many reporting how their learning evolved significantly over time. As Learners built rapport with their Educators, their studies often became more personally meaningful and relational. Many appreciated the ability to adapt their learning journey based on emerging interests and changing circumstances. As one Learner explained, "We've created a personal connection that has enhanced our learning together and used that as a tool as we go from topic to topic."

What topics have you explored with your Educator so far?
(Respondents could select all that apply)



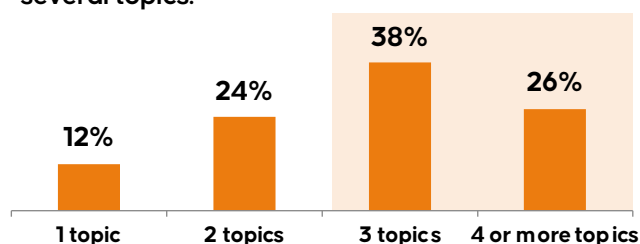
The evolution of learning was a common theme across responses. One Learner described their progression: "I needed to start with the very basics like vocabulary, but we have progressed and gone in many directions. The focus is for me to be able to connect with our Jewish history and story in a way that helps me personally to tap into our history to work towards our future." Another

was "originally focused on building a routine for prayer and understanding variations within the Amidah," and has moved "to prayerbook Hebrew literacy."

Within this dynamic framework, Learners pursued a diverse array of topics. Many focused on practical, foundational Jewish knowledge, including holidays, rituals, customs, and traditions. Text study featured prominently, with Learners exploring Torah, Talmud, Midrash, and other classical Jewish texts. Some pursued highly specific scholarly interests, such as studying "Ramban on Genesis" or "the Torah of Rabbi Kalonymous Kalmish Shapira, the Piecneza Rebbe and the Rebbe of the Warsaw Ghetto." Other Learners developed specific skills like Hebrew language or Torah trope. Still others explored particular historical periods – like Second Temple Judaism or pre-rabbinic Judaism – learning about various Jewish sects and their ideologies.

Many Learners delved into mystical traditions through Kabbalah, Zohar studies, and Jewish magic, while others engaged in broader philosophical and theological discussions about spirituality, ethics, and modern Jewish life or participated in comparative religious studies. Social justice themes were prominent, with Learners examining Jewish perspectives on contemporary issues like racial justice, environmental concerns, mental health, and economic inequality.

The majority of participants (64%) have explored several topics.



Topics Studied

Personal identity exploration emerged as another major focus, with Learners investigating their relationships with Judaism through various lenses including gender, LGBTQ+ perspectives, and intersectionality. Some explored highly specific intersections of Judaism with other interests, such as one who studied "the intersections of hip hop and Judaism" before moving into text study, or another who examined "Jewish mysticism - tarot, monsters, dreams, etc."

Leadership development was another common thread, with many Learners using Jewish texts and traditions to inform their professional roles and organizational leadership. For non-Jewish professionals working in Jewish organizations, the focus often centered on building cultural competency and understanding Jewish communal dynamics.

The flexible, one-on-one nature of JLC learning proved particularly valuable in allowing Learners to adapt their focus based on personal circumstances and current events. Many described how their sessions evolved from structured text study to more conversational learning approaches. As one respondent noted, "It has become less formal with new types of resources and modalities." Another described their sessions as "Jewish therapy," providing an open space for discussion and exploration of Jewish identity questions.

Learners described how their Educators skillfully connected their interests to relevant Jewish sources and perspectives, while remaining responsive to their changing needs. Some adapted their learning to align with major life events - as one Learner shared, "We discussed ways to meaningfully celebrate Jewish holidays with my young daughter and discussed birthing rituals and circumcision prior to my son's birth."

This adaptability became especially valuable following the October 7th Hamas attack, which emerged as a transformative moment that reshaped many learning relationships. Some Learners shifted their focus toward understanding Israel, its history, and the complex dynamics of the region. The one-on-one format provided both intellectual understanding and emotional support during this challenging period. One Learner shared,

JLC has been an incredible part of my life and I'm so grateful for the opportunity to engage in regular learning. Especially since 10/7, I have been grappling with some serious questions; having an opportunity to tap Jewish text and wisdom to address them has been extremely valuable.

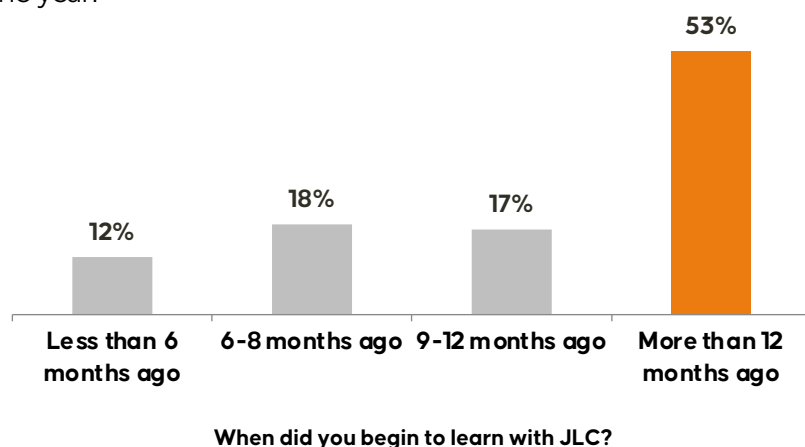
The program's flexibility particularly benefited non-Jewish staff navigating this challenging time. As one Learner reflected,

I didn't know a single Jewish person before I took this role, and a lot of my initial questions were about Israel. When October 7th happened, we had already set the stage with learning about the history and conflict and the IDF, so we could talk about it in a meaningful way.

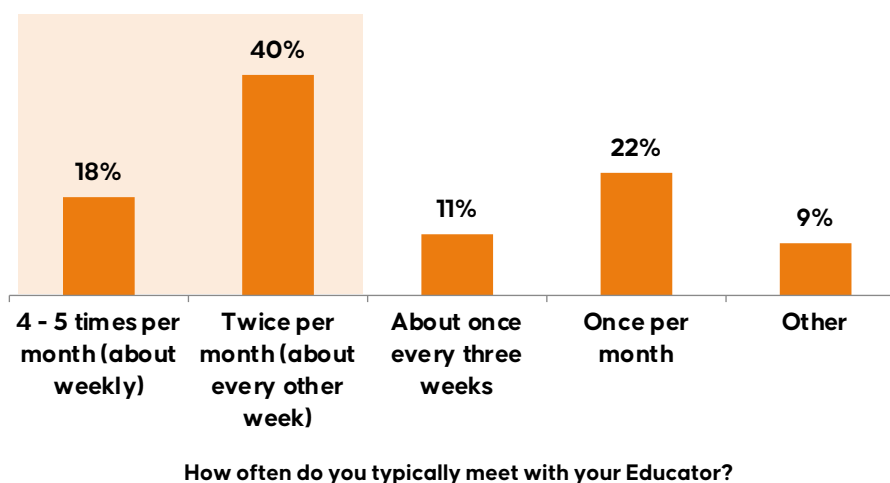
The capacity to respond to both personal circumstances and world events demonstrates how the JLC model successfully democratizes access to Jewish wisdom. By enabling Educators to facilitate relevant, customized learning experiences that serve both personal and professional development needs, the program creates meaningful learning trajectories that can evolve organically while remaining grounded in Jewish wisdom.

Duration and Frequency

JLC is retaining long-term Learners while also expanding to include new Learners. Most survey respondents have been engaged with the JLC for an extended period, with more than half starting more than a year ago. There's a relatively even distribution of newer participants across different time periods under 12 months, showing steady recruitment of new Learners throughout the year.

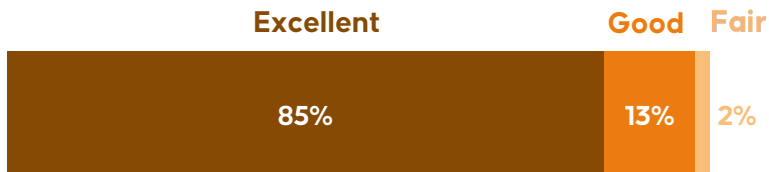


Research participants generally preferred a consistent bi-weekly or weekly rhythm for their learning sessions. The most common practice was meeting with Educators twice per month. A small portion of participants had alternative meeting schedules that did not fit into these standard categories.



Relating with Educators

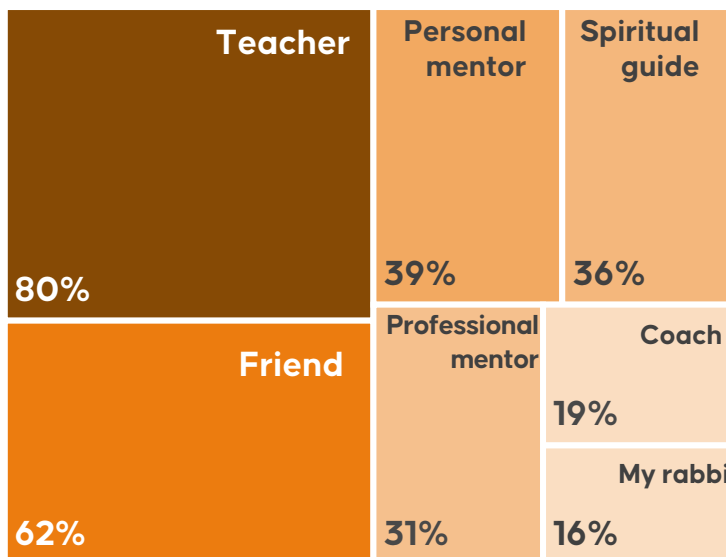
Almost every Learner (98%) described their overall experience with their Educator in positive terms. Just 2% of respondents rated their JLC Educator experience as "fair," with no "poor" ratings among the 175 responses.



How would you describe your experience with your JLC Educator overall? (n=175)

Learners described their varied relationships with their Educators, who fulfilled several distinct roles. Most Learners (89%) interacted with their Educators across multiple dimensions, seeking not only structured instruction but also mentorship, career guidance, and emotional support.

I see my Educator as...
(Respondents could select all that apply)



Before JLC, I was very much turned off by the boring and outdated approaches that are typical of most Jewish learning. JLC provides a customized focus on what is interesting to me, and a 1:1 environment with an outstanding Educator who provides a safe space for asking questions, no matter how big or small. It's made me really enjoy Jewish learning.

My expectations were high because I've been in a lot of education settings. I'm picky about Jewish education and also judgy about Jewish institutions. My Educator is amazing and challenges me on all sorts of things. I'm learning the assumptions I hold about different institutions are not totally accurate.

This is a unique type of relationship that I am now blessed to have in my life. It is a way to connect with someone you would otherwise never connect with in a profound meaningful way, while growing spiritually and maturing in Jewish knowledge.

Relating with Educators

Learners formed strong connections with their Educators.



89%

strongly agreed (39%) or agreed (50%) that they feel understood by their Educator

67%

described their relationship with their Educator as very close (26%) or close (41%)

60%

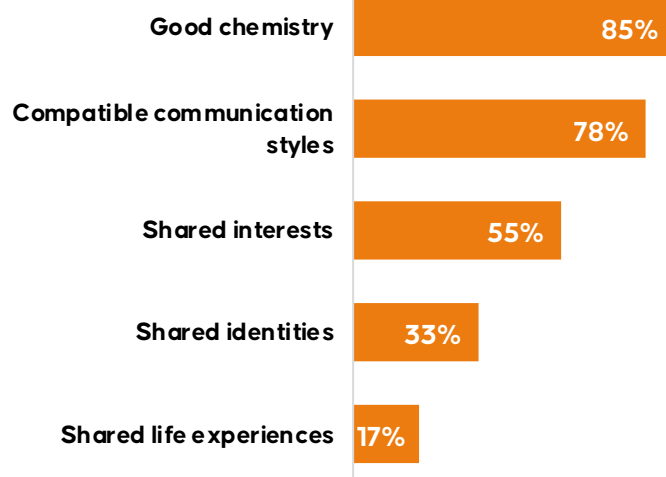
indicated they share very similar (15%) or similar (45%) worldviews with their Educators

I love my Educator.
We're partners in the education.
I'm a self-taught Jewish learner. I didn't go to day school. I memorized my bat mitzvah because I can't read Hebrew. They are flexible and forgiving. I picked them because I was learning about prayer and wanted to learn about something more spiritual. We're looking at the *mitzvot* in the *Shulchan Aruch*. I learn weekly, and every week I'm inspired by something I learn. My job is hard and it reminds me why I do this.

I have felt disinterested in learning with a Jewish educator in the past because of my formal Jewish background. JLC has been great because I was able to find an Educator who I feel connected to and comfortable with and I am able to learn in a completely different way than I had before.

When reflecting about factors that support compatibility with their Educator, most Learners prioritized the quality of interpersonal dynamics over demographic or experiential commonalities. They expressed a strong preference for "good chemistry" and "compatible communication styles." Shared identities and life experiences were important to fewer Learners.

When it comes to your compatibility with your Educator, which of the following qualities/characteristics are particularly important to you?
(Respondents could select all that apply)



OUTCOMES FOR LEARNERS

The pages that follow illustrate how JLC's flexible model successfully supported Learners' individualized experiences. This intentional adaptability empowered participants to pursue unique learning paths, inevitably producing a rich spectrum of multilayered professional and personal outcomes. Learners shared how gaining Jewish knowledge strengthened their relationships with colleagues and bolstered their confidence in their leadership capabilities. The meaningful connections Learners developed with Educators provided both spiritual guidance and professional mentorship. Jewish wisdom became personally relevant to Learners' lives. The program's personalized approach meant that some outcomes were experienced more widely than others.

For clarity, we organized outcomes for Learners into three categories: Professional, Jewish, and Personal. Each category contributes to a nuanced picture of how participating affected Learners' thinking and actions, while revealing the myriad ways these outcomes are interconnected. Collectively, these findings demonstrate that how JLC provides transformational learning experiences that extend well beyond the context of the Educator/Learner relationship.

DATA ANALYSIS

To support program enhancement, we focused data analysis on examining how two key characteristics of the JLC learning experience shaped Learner outcomes: Learner-Educator relationship quality and dosage (i.e., duration of JLC participation over time and frequency of learning sessions).

In the following pages, specific outcomes are indicated with the following symbols:



Learners who felt understood by their Educators were more likely to report these outcomes.



The longer Learners have participated, the more likely they were to report these outcomes.

PROFESSIONAL OUTCOMES FOR LEARNERS

Learning with JLC had a meaningful impact on most respondents' professional lives. About half (49%) described the impact as particularly influential.



Participating in JLC increased Learners' confidence and competence in Jewish spaces. Their learning experiences enabled both Jewish and non-Jewish Learners to bring Jewish wisdom and knowledge to their professional roles and board service. They were empowered to explore new topics and engage more deeply in their work.

Professionally - I feel much more confident in Jewish spaces and feel more connected with my colleagues because I understand a lot of the context so much better now. My JLC sessions give me so much food for thought. I keep thinking about the topics we discussed with my Educator for days after our session and share my learnings with my partner and my parents. It generates very interesting and deep conversations.

If not for my JLC experience, I would never have chosen Mysticism as a topic for one of the Jewish learning retreats I organized for young adults. My learning allowed me the level of confidence to choose areas I never explored before and bring that knowledge to my community.

I am not Jewish, and working at a Jewish organization has been an incredibly rewarding experience for me, personally and professionally. The things I have learned and topics I've discussed through the JLC have enabled me to be a better professional and colleague to my peers, as well as explore ideas through an interfaith lens in new and exciting ways.

When I completed my board service with a Jewish non-profit, the remarks that I shared with the rest of the board were deeply influenced by my JLC experience. I integrated many concepts from Jewish wisdom/text into my remarks and elevated the importance of my own Jewish identity in the board service experience. It was exceptionally meaningful.

80%
Were inspired to share ideas from their learning with their colleagues and co-workers



PROFESSIONAL OUTCOMES FOR LEARNERS

Learners grew in their careers while building deeper ties to their work's purpose and impact.

Nearly half (44%) reported that learning with JLC helped them to grow professionally. The experience also provided additional depth and context to their work. More than one-third of Learners reported feeling more confident in their role in their organization (37%) and more connected to the communities with which they work (36%).

Their JLC experience shaped how Learners approached their jobs. Approximately one third of

survey respondents reported feeling a greater sense of control over their professional development, feeling more connected to their organization and its mission, and having grown as a leader.

JLC learning also had implications for how Learners related to their colleagues. One-fifth of Learners (20%) reported feeling more connected to their colleagues and more valued as a member of their organization.

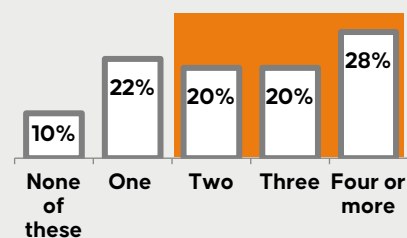
Almost every respondent (90%) indicated they experienced at least one of the outcomes below and most (68%) experienced two or more.

As a result of their Jewish learning experience, Learners:

(Respondents could select all that apply)



The majority of Learners indicated they experienced two or more outcomes.



PROFESSIONAL OUTCOMES FOR LEARNERS

JLC's learning model provided opportunities for Learners to explore challenging topics. Learners specifically pointed to their increased comfort discussing current events in Israel, with many noting that their deeper understanding of historical context enhanced their ability to engage in nuanced conversations with peers and colleagues.

As a result of their Jewish learning experience, Learners:

Felt more confident asking questions when they didn't know something

39%



Were more intentional about their life or decisions

24%

It has been great having a third-space to have someone outside of work to ask questions and gain another perspective on all things Jewish. In the past year, it has become an environment I feel comfortable asking difficult questions or sharing how I'm feeling as a non-Jewish professional that is deep in Jewish work at a particularly challenging time without fear of judgement or it impacting my job if I shared the same things with work colleagues.

The time spent deep into Israel's origins has helped me be more confident in discussing the current conflict and having dialogue with my peers about the situation.

From hearing my Educator's perspective on the climate in Israel, I feel I have more knowledge and talking points to bring to the table with my team at work.

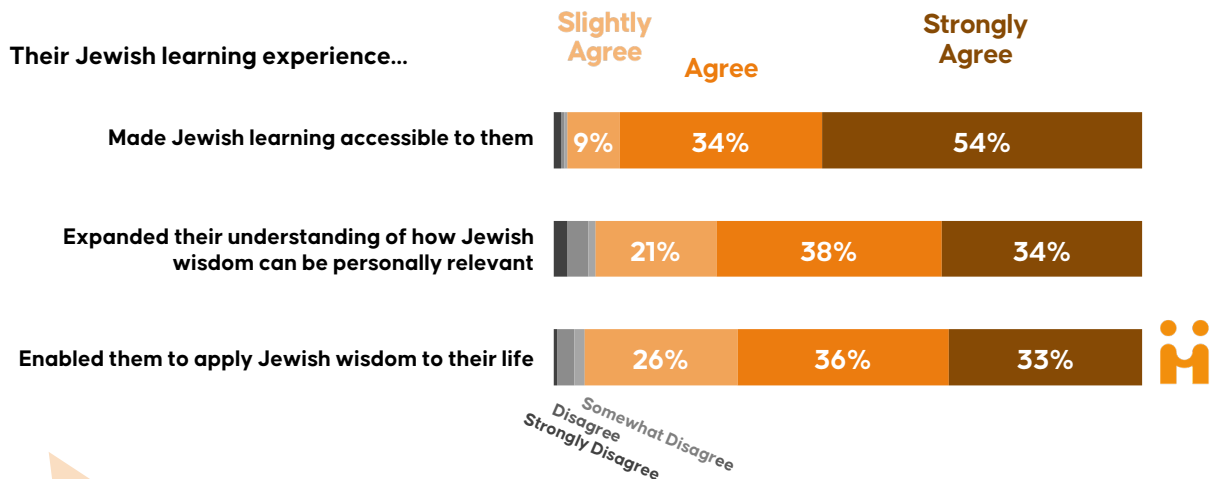
I have felt more comfortable talking to people about the conflict in Israel since I have a safe space to ask questions and learn about it in JLC!

JEWISH OUTCOMES FOR LEARNERS

JLC transformed how Learners engaged with Jewish wisdom by breaking down traditional barriers to Jewish learning. By creating personalized approaches to exploration and application, JLC enabled Learners to discover meaningful connections between ancient Jewish teachings and their contemporary lives.

60%

said Jewish wisdom was more relevant to their lives since learning with JLC



I was having a hard time making a personnel-related decision. My Educator pulled out a Jewish decision-making tree and used it to ask clarifying questions. They helped me use Jewish values to guide the decision I made, which was incredibly helpful.

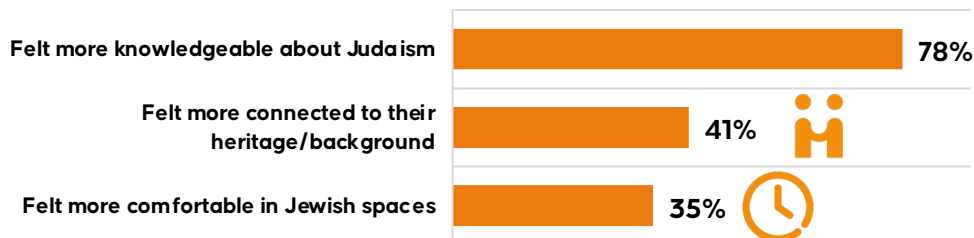
It's been interesting to see how influential Jewish texts and ideas from centuries ago are relevant to my life today. From how to view hostages to honoring aging parents, so many timely issues are deeply rooted in our tradition.

I learned how different musical modes exist for praying at different times of the day/week/month/chag. This helped me think about time – Jewishly, cyclically– in ways that differs from my otherwise Google calendar driven life.

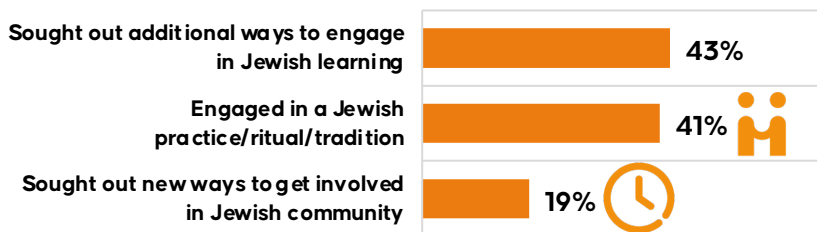
JEWISH OUTCOMES FOR LEARNERS

Learners felt more Jewishly knowledgeable, connected, and comfortable. JLC also influenced Learners to more actively engage in Jewish life. Through their learning experiences, participants gained knowledge and understanding that enabled them to more meaningfully engage with Jewish traditions, rituals, and community.

As a result of their Jewish learning experience, Learners:



Their JLC experience inspired Learners to:



82%

Want to continue expanding their Jewish knowledge

I've been unsure of my Jewish identity, since I wasn't born and raised Jewish. My lack of Jewish knowledge and experience has always left me feeling like an outsider. JLC is allowing me to take charge of this journey in a new way and is equipping me to create my own Jewish identity, rather than wonder and search for one that fits me.

I've always felt like I was on the periphery of the Jewish community because I didn't have the same Jewish upbringing, but now I feel like I can speak the same language

I have been able to have much deeper conversations about Judaism with my parents who are not Jewish because I now have a much more nuanced and full understanding of the Hebrew Bible. This has allowed me to have conversations with them about my conversion in a way that centers something they are already fairly comfortable with.

I've been planning my daughter's bat mitzvah throughout the time I've been participating in the JLC. My teacher/study partner has helped me see how this ritual is/can be meaningful to my interfaith child as well as to me.

I started observing more Jewish rituals due to my learning and higher awareness of the purpose of rituals, including lighting Shabbat candles, counting the Omer, and hosting a Tu B'Shvat seder.

Now I get the point of services. It's made them less overwhelming and I feel more included because I understand more. It's spiritual: I feel the presence and peace and connected. Also, I've been teaching what I'm learning to my kids.

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SUMMARY OF OUTCOME CORRELATIONS

We examined how two aspects of Learner-Educator relationship quality influenced Learners' outcomes: feeling understood and experiencing worldview alignment. Consistently, feeling understood by one's Educator was a more powerful predictor of positive outcomes among Learners compared to experiencing worldview alignment with one's Educator. Feeling understood by their Educators predicted a broad range of personal, professional, and Jewish outcomes for Learners. In contrast, worldview alignment with Educators, though still beneficial, predicted only four outcomes for Learners: the

overall learning experience, Educator relationships, leadership growth, and wellbeing improvements.

Our other analytic approach focused on understanding how the frequency and duration of the learning connected to learning outcomes. The findings decisively showed duration (how long the Learners engage with JLC over time) was a powerful predictor of positive learning outcomes, whereas frequency (how often Learners engaged) did not have a statistically significant connection.

As the previous pages illustrated:

Learners who felt understood by their Educators:



- Described JLC as personally and professionally influential
- Were inspired to share ideas from their learning with their colleagues and co-workers
- Grew professionally
- Were more confident in their role at their organization
- Grew as leaders
- Applied Jewish wisdom in their life
- Were inspired to engage in a Jewish practice/ritual/tradition
- Felt more connected to their heritage/background
- Helped them understand perspectives that differ from their own
- Improved their sense of well-being
- Gave them a greater sense of purpose or meaning
- Led them to reflect on their life

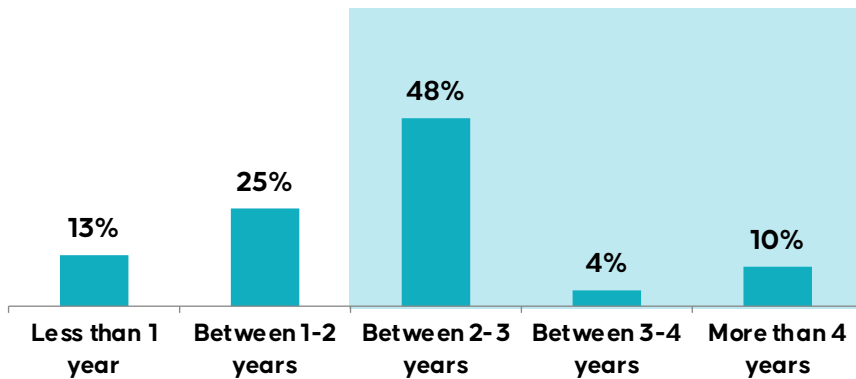
Learners who Participated longer:



- Described JLC as personally and professionally influential
- Were more confident in their role at their organization
- Felt a greater sense of control over their professional development
- Grew as a leader
- Felt more valued as a member of their organization
- Felt more confident asking questions when they don't know something
- Were inspired to seek out new ways to get involved in Jewish community
- Felt more comfortable in Jewish spaces

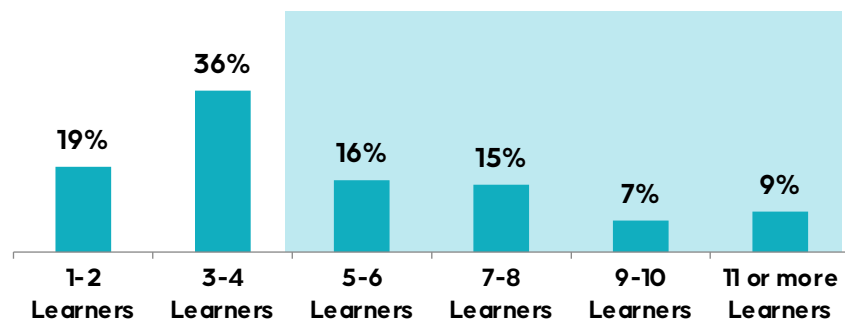
Educators' JLC Experiences

Most survey respondents (61%) worked as JLC Educators for two years or more.



How long have you worked as an Educator with the JLC?

Almost half of survey respondents (47%) worked with 5 or more Learners during their time as Educators. About three-quarters of Educators had learning partnerships that have concluded.



In total, how many Learners have you worked with?

Survey respondents characterized their experience as JLC Educators in highly favorable terms. They described working with JLC as "meaningful," "wonderful," and "the best job." Three-quarters of respondents (76%) indicated their overall experience has been "excellent" and another 20% said characterized it as "good". Nearly all (92%) said they would encourage others to become Educators and 71% have already done so.

Almost every survey respondent agreed the JLC team treats them with respect and values their contributions. The majority felt fairly compensated.

Most Educators agree:

The JLC team is respectful of their time.

98%

71% strongly agree and 27% agree

The JLC team appreciates their contributions.

98%

69% strongly agree and 29% agree

They are fairly compensated for their work.

85%

40% strongly agree and 44% agree

This work is nourishing. It supplements my part-time, freelance income, which is allowing me the freedom to pause so I can meaningfully discern my next big professional commitment and consider the future of my rabbinate.

Teaching with JLC is good opportunity to engage one on one with people meeting them where they are. I truly like the concept of individualized learning, which is difficult to have in other environments.

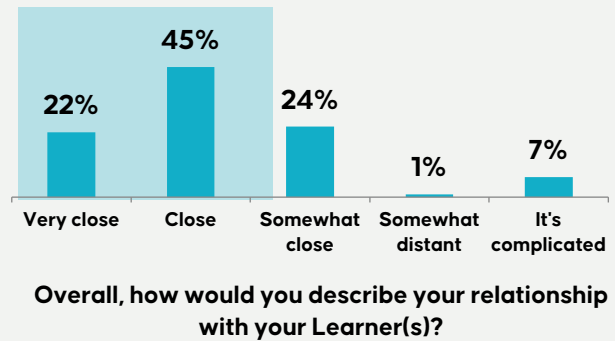
JLC is an incredibly fulfilling, well-paid position that allows for flexibility, creativity, and deep relational engagement with Learners. It's every Jewish Educator's dream.

It's a great opportunity for Jewish freelancers to get to do flexible work we love, with appreciative Learners and get paid a fair wage.

As a freelance rabbi and artist, one of the hardest pieces to navigate is the logistical and organizational side of teaching especially for one-on-one learning. It's so helpful that JLC really takes care of logistics, amassing students, and making it not feel exhaustingly transactional for everyone!

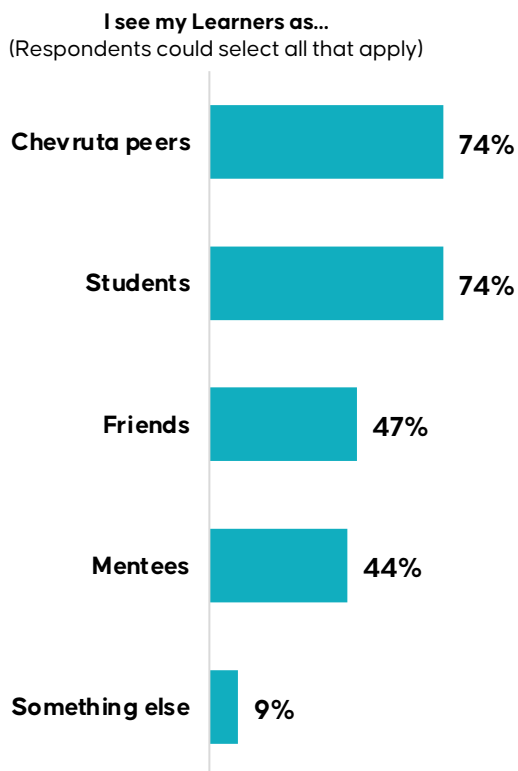
Relating with Learners

Two-thirds of Educators (67%) formed strong bonds with their Learners. Few (1%) described their relationship as "somewhat distant," suggesting that the matching process and learning structure generally facilitated positive connections. Those who indicated "it's complicated" explained that their experiences vary with each of their Learners.

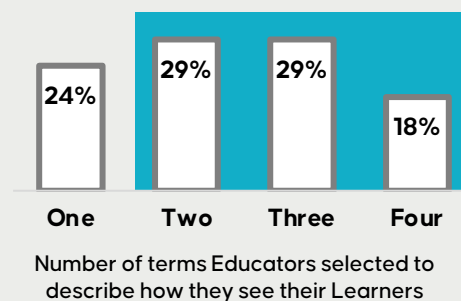


Educators' relationships with their Learners were multifaceted. About half of Educators (46%) described their relationships using three or four terms. Just 20% indicated they see their Learners in only one way. Those who chose "something else" explained that their relationships "are different with each Learner" or said they are both Learners in the relationship.

Most Educators they see their Learners as peers and students (n=97).

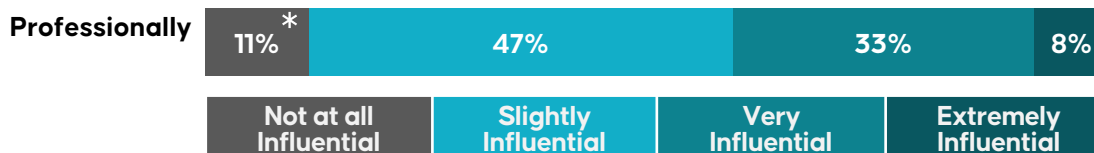


The majority of Educators (76%) indicated they see their Learners in two or more ways.



PROFESSIONAL OUTCOMES FOR EDUCATORS

How influential, if at all, has your involvement with JLC been to your life?



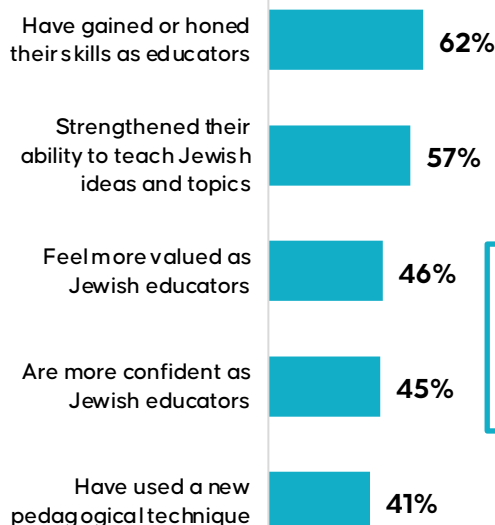
Their work as JLC Educators had a substantial, positive impact on many survey respondents' professional lives. The majority reported that their involvement with JLC has been professionally influential in some way, and more than one-third indicated the experience has been very or extremely influential. Educators gained new skills and felt more valued as Jewish Educators. The role helped the majority develop their pedagogical techniques, and some increased their confidence as Jewish Educators.

JLC's impact on Educators extended beyond individual skill development to include expanded professional networks and new career opportunities. Nearly half (46%) were exposed to colleagues they would not have otherwise met, and 40% indicated they feel like part of a network of Jewish Educators. JLC functioned as a professional development ecosystem, strengthening Educators' capabilities while building connections and opportunities across the broader field of Jewish education.

About one-third of survey respondents indicated that teaching with JLC:

- Increased their interest in using a greater diversity of texts (38%)
- Provided valuable content to enhance their teaching (34%)
- Exposed them to different approaches to teaching texts (33%)

As a result of their JLC experience, Educators:



80% experienced 2 or more of these outcomes

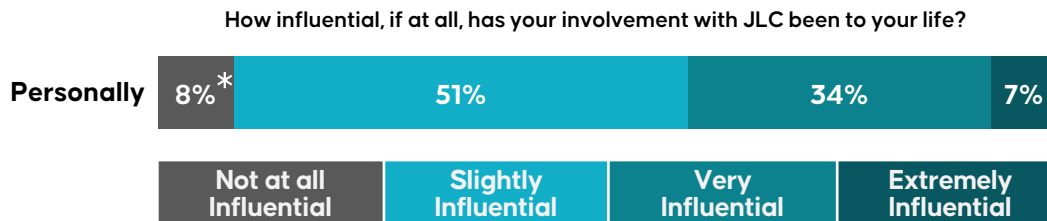
I am expanding my network of colleagues and friends across many cities in the Jewish world. I am now hoping to travel visit some of my Learners. This work has made me feel more confident as a Jewish Educator.

Making source-sheets to learn with my *havrutot* according to their interests has given me experience in gathering an interesting set of texts on any topic, which has served me in other professional roles.

*While they did not consider their JLC experience professionally influential, all of these 11 respondents rated their overall experience as "good" or "excellent" and indicated they experienced one or more specific outcomes related to their participation.

PERSONAL OUTCOMES FOR EDUCATORS

Almost every Educator reported experiencing personal growth as a result of their work with JLC. Forty-one percent indicated the experience has been very or extremely personally influential.



Most Educators indicated their JLC experience has been:

82%

Intellectually stimulating

Getting to share Jewish knowledge and finding the topics that excite my Learners has been extremely meaningful and helped me see new perspectives on the texts again.

This is some of the most fulfilling work I've done in my 15+ years as an Educator. Building deep relationships with my Learners, diving into complex and interesting topics, and tailoring learning to each of their interests has been challenging, personally interesting, fun, and so meaningful. I'm so grateful to get to be on this journey with my Learners and with JLC!

This experience has allowed me to develop my own personal curriculum and do research into topics that I'd never think to dive into had a Learner not asked for it. I have done my own learning and growing, thanks to this work.

More than half of Educators indicated their JLC experience has been:

66%

Spiritually fulfilling

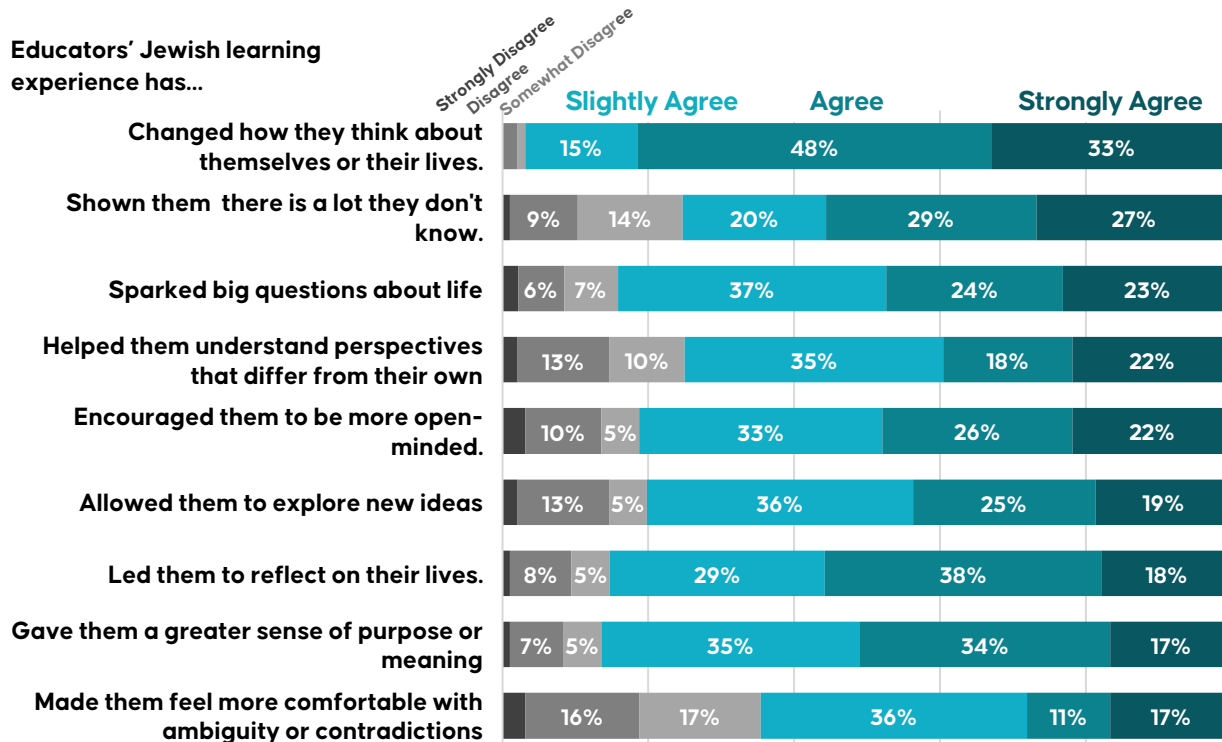
It has influenced me to connect to our rich, Jewish tradition and to be on a path of lifelong learning, which I am very grateful for. If it wasn't for JLC I would not be investing as much time learning/engaging with Jewish tradition, text, and learning.

I've been learning *Eicha* with a Learner and I think we were both surprised at how much added value our sessions took on after October 7. It was a space to process our own feelings of loss and devastation through the lens of text.

*While they did not consider their JLC experience personally influential, all of these 8 respondents rated their overall experience as "good" or "excellent" and indicated they experienced one or more specific outcomes related to their participation.

PERSONAL OUTCOMES FOR EDUCATORS

Their experience as JLC Educators prompted survey respondents' philosophical questioning and self-reflection. It changed how Educators thought about themselves and their lives and helped them understand and appreciate perspectives different from their own. For many, the experience fostered greater open-mindedness and willingness to explore new ideas. Their work gave Educators an enhanced sense of purpose and meaning.



I've had students in Georgia, Chicago, and Oklahoma Ranging in age from their 20s through 40s/50s, all at a variety of Jewish organizations and holding a broad range of personal and political worldviews. I regularly tell people that my JLC work gives me a mini 'state of the union' of the American Jewish climate each week, as I get the chance to hear so many different perspectives on our contemporary moment and on Jewish organizational life. I feel that my JLC work has made me a better rabbi by expanding my awareness of the landscape of experiences, responses, and organizational dynamics in a post Oct. 7 America. Having an opportunity to provide micro moments of pastoral care throughout the year has been rewarding, meaningful, and educational.

Organization Partners' JLC Experiences

Partnering organizations developed various approaches to implementing JLC, adapting the program to their specific contexts while maintaining its core elements. Some integrated the opportunity into their professional development strategy, while others positioned it as an optional educational benefit. Several organizations incorporated JLC into their staff members' onboarding, as part of their professional development offerings or employee benefits package.

Liaisons had varying levels of engagement with the program. They brought different approaches to promoting and integrating JLC learning within their organizations. Several described how they developed systems for maintaining ongoing communication about the opportunity. They utilized internal communication channels, incorporating program announcements into staff meetings and sending periodic reminders about participation opportunities. Liaisons noted that personal testimonials from current participants served as particularly effective recruitment tools, though some reported an ongoing challenge in finding the right balance between encouraging participation and maintaining the program's voluntary nature.

The administrative framework supporting organizational partners' implementation of JLC proved straightforward and efficient. Interview participants reported that billing and reporting processes operated smoothly, requiring minimal organizational overhead. They also appreciated how they could adapt the model based on their unique context. Some organizations made the opportunity available exclusively to program staff while others had Learners who were board

members and C-suite executives. Still others offered the opportunity to everyone on staff. Interview participants remarked on how the JLC teams' thoughtful matching of Educators and Learners made the opportunity accessible to staff members with different roles and backgrounds, supporting both Jewish and non-Jewish Learners.

JLC's emphasis on learning for its own sake, rather than toward achieving specific outcomes or deliverables, created a unique space for growth and development. The program's highly individualized and adaptable approach to learning emerged as a central strength. Learners particularly valued the ability to shape their learning journey according to their interests and needs. The quality and approach of the Educators emerged as another significant strength. Research participants consistently praised their Educators' knowledge, flexibility, and ability to build meaningful relationships. Several commented on how Educators' ability to pivot and respond to current events, particularly following October 7th, was especially valuable. The absence of prescribed outcomes allowed organizations to benefit from staff members' organic growth and engagement with Jewish learning.

These strengths combined to create a program that effectively served diverse organizational and individual needs while maintaining high standards of educational quality and operational efficiency. JLC's ability to balance structure with flexibility, and professional development with personal growth, emerged as a distinctive characteristic that participants particularly valued.

ORGANIZATIONAL OUTCOMES

JLC has infused Jewish learning into workplace culture and in doing so has begun to strengthen institutional capacity.

Multiple interview participants mentioned ways that participating in JLC has begun to infuse Jewish learning into their organizational culture. Some described how Learners brought insights to staff meetings, and incorporated learning into organizational communications and informal conversations among colleagues. A Leader explained that their organization sends a weekly Shabbat email – written by different authors – to 20,000 subscribers and noted how most of the volunteers are JLC Learners. Some interview participants mentioned that JLC Learners became advocates for Jewish learning. One said:

I have seen people over time internally talking about JLC and sharing the impact of the learning. It helps new Learners step in and want to do it too. I love that it's present in that way

Leaders emphasized how incorporating JLC participation into the workday demonstrated their organizational commitment to both Jewish learning and staff development. Liaisons mentioned highlighting the opportunity as a unique benefit during employee recruitment and onboarding. Several organizations noted that JLC helped differentiate them as employers who care about both professional and personal growth.

Interview participants valued JLC as a unique form of professional development that seamlessly integrated personal and professional growth. As one Leader said:

We see JLC as professional development. but there's a development of the self that we hope

happens through this; a connection to Jewish learning, community, and text. To be effective in their roles, our staff members need to have their own Jewish souls ignited. My hope is that our staff will sometimes bring what they're learning in their *chevruta* to the programs they're facilitating.

The program created a safe, personalized setting where participants could explore Jewish traditions, culture, and practices at their own pace. This environment encouraged Learners to ask questions freely while building their Jewish literacy, ultimately enhancing their ability to contribute to their organizations and engage meaningfully with Jewish colleagues and constituents.

JLC enhanced Learners' confidence in their ability to engage with Jewish content. Learners reported feeling better equipped to reference Jewish texts and traditions in their roles and to make decisions informed by Jewish wisdom.. Several mentioned how participating reduced their imposter syndrome. One Learner shared this direct impact on their work:

I've referenced my rabbi/JLC Educator in work conversations. I referenced Heschel to our CEO. I wouldn't have done that before.

Another shared:

It's given me more confidence to use Jewish learning as an actual guide to decision making. I'm able to share my Jewish knowledge in board meetings and more formal settings. In the past, I wouldn't have spoken up.

ORGANIZATIONAL OUTCOMES

Still another said:

Learning with JLC boosted my confidence. I had to do give an update report about one of my programs. Normally I would have a lot of angst about that, but the words came more easily. I did less second guessing. I really get the importance of my work in a different way.

Interview participants highlighted JLC's unique value for non-Jewish Learners. A Liaison who was also a Learner explained:

I'm not Jewish, but we support Jewish life and I we have Israeli colleagues. I didn't feel like I understood some of folks' perspectives. I recognized there were a lot of gaps in my knowledge and this was a great way to learn and connect with an Educator to help me figure out what I wanted to learn.

Leaders observed that non-Jewish staff members not only gained confidence in their roles but also developed a deeper understanding of the Jewish communal landscape. This growth became particularly evident during significant events, such as holidays or crises like October 7th. Beyond basic Jewish literacy, the program helped non-Jewish staff feel more integrated into their organizational culture and more deeply connected to their organizations' missions and values.

JLC was also transformative for lay leaders. Leaders shared how Board members who participated developed stronger connections to Jewish wisdom and their institutional missions, making them more effective governors and ambassadors. As one Leader explained, while boards typically focus on fiduciary duties and mission, JLC provided "a way for board members to be personally touched," deepening their connection to and investment in the organization.

These findings illustrate the ways that JLC's impact has begun to extend beyond individual learning to strengthen organizational capacity, deepen institutional connections, and enhance the ability of Learners from diverse backgrounds and in different positions to advance their organizations' missions effectively.

Concluding Thoughts

This evaluation illustrates the numerous ways the Jewish Learning Collaborative has positively affected Learners, Educators, and partnering organizations. The program's highly individualized approach curated meaningful partnerships between Learners and Educators that transcended geographic distances, making Jewish learning accessible to participants from a broad range of backgrounds, with varying levels of prior Jewish education. For Learners, participating in JLC fostered intellectual, emotional and spiritual growth and helped make Jewish wisdom more personally and professionally relevant. Participants pointed to tangible positive effects on their relationships, personal and spiritual wellbeing, and professional connections and confidence. The meaningful relationships Learners formed with Educators provided both intellectual understanding and emotional support during a period of communal and social disruption following the October 7th Hamas attack.

In addition to documenting outcomes, the evaluation examined how structural and relational aspects of the JLC model shaped Learners' experiences. These analyses were intended to generate findings to support effective implementation. Two key findings emerged: first, duration of participation in JLC proved more influential in predicting positive outcomes compared to frequency of JLC session. This finding suggests that organizations would benefit from implementation frameworks that encourage longer-term engagement while remaining flexible about meeting cadence. Second, relationship quality between Educators and Learners – particularly Learners feeling understood by their Educators – was a stronger predictor of positive outcomes than worldview alignment. This finding highlights the importance of focusing on

relationship-building skills during Educator onboarding and emphasizing the creation of safe learning environments where Learners feel deeply understood, regardless of differing perspectives or backgrounds.

The evaluation revealed that in addition to playing a key role in fostering positive outcomes for Learners, Educators also experienced benefits from their participation. JLC offered Educators intellectually stimulating and spiritually fulfilling opportunities that strengthened their teaching abilities and expanded their professional networks. Many Educators reported gaining new pedagogical techniques and developing deeper appreciation for diverse perspectives through their work with Learners across organizational contexts.

At the organizational level, JLC has begun to infuse Jewish learning into workplace culture. Learners brought insights to staff meetings, incorporated learning into communications, and became advocates for Jewish learning within their organizations. Both Jewish and non-Jewish staff members developed greater comfort and competence in Jewish professional settings, enhancing their ability to contribute effectively to their organizations' missions.

These positive outcomes demonstrate the promise of JLC's approach to providing a broad array of Learners with opportunities to engage with Jewish wisdom that contribute to both personal and professional development. As the program continues to expand, JLC has the potential to foster a vital transformation in Jewish organizational culture—one that places meaningful engagement with Jewish wisdom at the center of professional practice and organizational identity.