



RFP Challenge #1- Full Guide

How do we prevent the sharp drop in Jewish engagement that occurs when young adults leave home and lose their primary Jewish anchors?

Call for proposals to develop innovative models to strengthen the transition among teens completing high school, from Jewish engagement to adult life, to ensure continuity (Hand Off), reduce the drop-off phenomenon (Drop Off), and create new entry points for Jewish engagement for young people who were not connected to frameworks during high school.

Among young Jews completing high school, the transition from educational and communal frameworks to adult life constitutes a significant transition point in shaping Jewish identity, belonging, and engagement. While during high school Jewish identity is supported to a large extent by educational, communal, and social frameworks, after high school young people are required to move from engagement supported by frameworks to engagement that is based more on personal, independent, and ongoing choice.

One of the central phenomena characterizing the transition between the high school years and adult life is the absence of continuity mechanisms and Hand Off processes, which enable young people to continue and deepen their engagement in Jewish life over time. In many cases, this transition does not include connections between frameworks, ongoing social networks, or continuous support, and as a result a decline in Jewish engagement after high school may develop (Drop Off).

Despite the significant investment in educational experiences and Jewish engagement during the high school years, the transition from participation in an educational framework to ongoing Jewish engagement does not occur consistently. In many cases, meaningful experiences are not translated into continued participation, ongoing belonging, or Jewish engagement over time.

For young people who are not affiliated, or who are barely affiliated, with Jewish frameworks during the high school years, this challenge is even more significant. For them, there is a need to develop new, relevant, and accessible entry points for meaningful Jewish engagement. Alongside this, there is a need to strengthen continuity mechanisms for young people who are already engaged in Jewish life, in a way that is adapted to the changing lived realities of young Jews.

Accumulated experience in the field points to the importance of an ongoing continuum of experiences, relationships, communities, and social networks in creating Jewish engagement over time. When the transition between life stages does



not include such a continuum, even meaningful experiences are not necessarily translated into continuity in Jewish engagement.

The absence of continuity and hand-off mechanisms may be expressed in the absence of connection between youth frameworks and follow-on frameworks, the weakening of ongoing peer networks, insufficient support by significant figures (Mentorship), and the absence of a transition from the role of participant to the role of initiator, leader, or active partner in Jewish life.

As a result, an actual decline in Jewish engagement may develop. This decline may be reflected in several central dimensions:

- Institutional Continuity: Decline in participation in Jewish frameworks
- Identity & Belonging: Weakening of the sense of Jewish belonging and identity
- Jewish Practice :Decline in engagement in Jewish practices and Jewish life
- Jewish Social Capital: Weakening of Jewish social networks and Jewish social capital

This decline in engagement does not necessarily indicate disconnection from Jewish identity, but sometimes reflects a weakening of the social, communal, and educational infrastructures that enable Jewish engagement to continue to exist in an ongoing and meaningful way.

From this understanding, this call for proposals seeks to encourage the development of innovative, relevant, and scalable models to strengthen continuity in Jewish engagement after high school, reduce the Drop Off phenomenon, and create new entry points for Jewish engagement for young Jews after high school and during the transition stages into adult life.

Organizations may submit proposals under this call for proposals, based on their work and their interest in engaging in the areas of activity detailed below and with the relevant audiences:

Areas of Activity:

- Development and implementation of models to strengthen the transition and create continuity in Jewish engagement at the transition point after high school.
- Creating mechanisms that connect between frameworks and programs for young people in the transition from the end of high school to the next stage in their lives.
- Development of solutions to strengthen the continuum and continuity of Jewish engagement after high school, alongside the creation of new entry points for engagement for young people who were not connected to educational frameworks during high school.
- Development of programs, frameworks, or follow-on pathways intended for high school graduates.



- Adapting responses to the lived realities, needs, and patterns of action of young people in the stage after high school.
- Development of models that generate ongoing engagement beyond the endpoint of existing educational frameworks.
- Any other activity that provides an effective response to the challenges of the transition after high school.

Relevant Target Audiences:

- Young people up to age 20.
- In addition, one or more of the following:
 - Young Jews after high school
 - Graduates of Jewish education programs (formal and informal).
 - Young people who are at a transition point between educational, communal, or identity frameworks.
 - Young people who do not continue to Jewish frameworks after high school
 - Young people who are not connected to Jewish programs or organizations during high school, or whose connection to Jewish identity was partial, inconsistent, or not within a formal framework.

Specific audiences will be determined in accordance with the organizations selected and the activities proposed.

Emphases for Submission of Proposals:

- The proposal should clearly present how the program responds to the transition point after high school.
- The continuity mechanism or the connection between frameworks should be detailed.
- The proposal should demonstrate how the program reduces drop-off and encourages continued engagement.
- Details should be included regarding the measurement and control tools for the proposed activity (accompanying research/mapping/surveys, etc.).
- It is recommended to present the potential for expansion, adaptation, and replication of the model.
- It is recommended to attach a narrative explanation of the expenses included in the proposed budget.

Success Indicators (Examples):

- An increase in the rate of participation of young people in Jewish frameworks or activities after high school.



- A decrease in the drop-off rate from Jewish engagement at the transition point.
- The number of participants who continue to a follow-on framework or activity.
- The length of time young people remain engaged after high school.
- Creation of new follow-on pathways or strengthening of existing pathways.
- Improvement in indicators of Jewish identity, belonging, and connection to Israel among participants.