

Methodological Appendix

About the Study: The Generation Now project is the result of years of collaboration among funders, researchers, and practitioners in youth engagement and education in an effort to create shared outcomes, indicators, and measurement tools to understand Jewish teens involved in Jewish activities. This report, *GenZ Now: Understanding and Connecting With Jewish Teens Today*, was designed to use these outcomes to improve practice among professionals in Jewish youth-serving organizations. The full dataset will be made public through the Berman Jewish Policy Archive in the summer of 2019.

Study Design: In designing this study of today's Jewish teens in the United States and Canada, we chose to pursue a *program-focused model*, partnering with 14 Jewish youth-serving organizations to reach their teens. Because of this important feature of our study design, the majority of teens reached by the survey are those who have been involved in at least one Jewish communal organization.

Leadership and Participating Organizations: This study was co-planned by The Jewish Education Project and Rosov Consulting, carried out by Rosov Consulting, and funded by the Jim Joseph Foundation, Lippman Kanfer Foundation for Living Torah, and the Charles and Lynn Schusterman Family Foundation. Importantly, the study's success was the result of the unique collaboration with and among 14 Jewish youth-serving organizations across the spectrum of the field in North America, including BBYO, Bnei Akiva, Bronfman Fellowship, CTeen (Chabad), Diller Teen Fellows, Habonim Dror, JCCA, Jewish Teen Funders Network, Moving Traditions, NCSY, NFTY, Tzofim (Israeli Scouts), USY, and Young Judea.

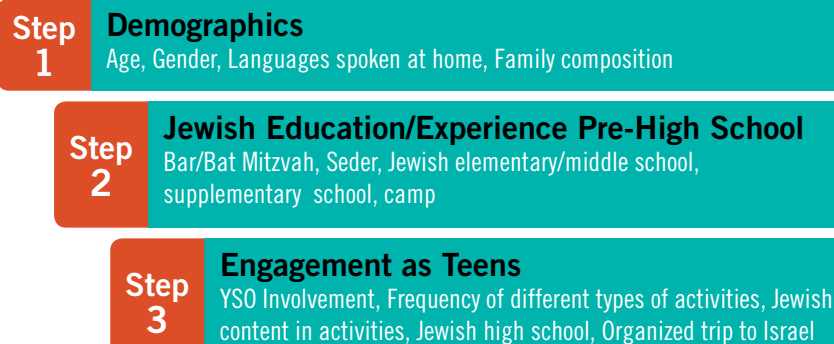
The Survey Instrument: The survey instrument had 58 questions covering four core components: demographics, Jewish background, current engagement, and the Teen Jewish Learning and Engagement Scales (TJLES). These questions (piloted with a smaller group of YSOs in early 2016 with 5,300 respondents) have been in regular use as part of community-based evaluation studies sponsored by the Jewish Teen Education and Engagement Funder Collaborative. Additionally, each YSO was able to include three to five unique questions, which only appeared to those teens who indicated involvement with that YSO. Cognitive tests of the instrument were conducted with 40 teens, whose contacts were provided by the YSOs.

About the TJLES: The Teen Jewish Learning and Engagement Scales were developed by a team of social science researchers in consultation with other field experts to assess teens' progress toward the 14 GenNow outcomes. See <https://www.jewishedproject.org/genznw> for information on the development of the TJLES. While the TJLES items don't capture all dimensions of the outcomes they seek to measure, they provide researchers and professionals who work with Jewish youth a reliable and valid way to assess how and to what extent a teen's engagement in Jewish activities can promote adolescent thriving.

Fielding the Survey: The survey was in the field from December 11, 2017, through January 21, 2018, through Qualtrics, an online platform. Participants were recruited through two major pathways: YSO participant lists and an anonymous link circulated on social media. Teens were incentivized to take the survey through offers for 763 Amazon/VISA gift cards ranging from \$50 to \$1,000.

Response Rate: A total of 88,649 email invitations to the survey were sent. After the data were cleaned of incomplete responses, duplicates, and suspicious responses, there were 17,576 respondents. Because of how the survey was distributed, we cannot know how many teens saw the anonymous link or were verbally invited to take the survey via text message. Therefore, we cannot calculate an overall response rate. We can calculate response rates based on the emailed survey invitations for the 12 YSOs that supplied a list of email contacts. YSO response rates ranged from 12% to 42%, with a mean of 23% and a median of 23.5%.

Regression Analysis Model



Eligibility for the Study: Any teen in the United States and Canada between the ages of 13 and 19 years old was eligible to complete the survey. Teens did not need to participate in a youth-serving organization, identify as Jewish, or come from a Jewish family to participate. Teens who responded both that they themselves were not Jewish *and* that their family members were not Jewish were excluded from all analyses in this report. For more information about the survey respondents, including gender, age, geographic distribution, and other demographic information, please see: <https://www.jewishedproject.org/genznw>.

Data Analysis: To compare outcomes for different groups of respondents (for example, those who participated in YSOs versus those who did not participate), we used the method of *Analysis of Covariates (ANCOVA)*, controlling for background and earlier educational experiences. Means reported based on this analysis are adjusted for these background variables and represent estimates for the population of Jewish teens. Statistically significant differences are noted in the charts. We used $p < 0.05$ as the threshold for statistical significance in this report, meaning that the likelihood that the differences we see are due to chance are less than 5%. We also report on findings from a *regression analysis*. In particular, we used hierarchical multiple linear regression models with three steps: demographics, experiences before high school, and experiences as teens. This approach allows us to understand the extent to which elements of teens' background and experiences predict TJLES scores and how much each set of predictors (i.e., each step) contributes to understanding the variability in teens' outcomes.

Finally, some of the information presented in this report relies on a *factor analysis*, a statistical technique that uncovers how survey items organize into underlying, overarching latent constructs. We found that the TJLES items fell under four main constructs (factors). We also found the factors to have good to excellent reliability (as measured by Cronbach's alpha) with all four factors having internal consistency greater than α of 0.75.

The Interviews: After preliminary analysis of the survey data, we conducted 31 open-ended interviews with teens who met the survey eligibility requirements. Teens were recruited from two main pathways: respondents to the 2018 survey and teens who saw information posted about the interviews from cooperating organizations (Interfaithfamily.com, Bechol Lashon, and *JGirls Magazine*). A purposive quota-based sample was selected using key variables, including gender, age, U.S. region, Jewish family composition, and formal Jewish educational experiences. Approximately half of the teens in our sample were from families teens described as "some of us are Jewish, some of us are not." Approximately one-quarter of our sample reported having attended a Jewish day school. Approximately half were engaged in a YSO since seventh grade.

The full survey instrument and a frequency report for each item are here: <https://www.jewishedproject.org/genznw>

Slides with additional data and analysis are here: <https://www.jewishedproject.org/genznw>

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TJLES Survey Items by Factor

Factors	Survey Items
Self and Relations	Participating in Jewish activities makes me feel good about myself.
	Jewish programs are among my most favorite activities.
	I feel a strong connection to my Jewish heritage
	The things that I've learned about Jewish life make me want to learn much more.
	My participation in Jewish activities has helped me develop skills that I can use in my life.
	I've made some really good friends in Jewish activities.
	I have had close supportive conversations with counselor or other staff whom I met at Jewish activities.
	Going to a Jewish program/activity makes me feel that I belong somewhere.
Jewish Peoplehood and Israel	I feel very close to the Jewish people worldwide.
	I have a special responsibility to take care of Jews in need around the world.
	I feel a strong sense of connection to Israel.
	I know about Israel's achievements and challenges.
Social Action	I learned from Jewish activities how I can work or volunteer in similar programs in the future.
	I am a leader in my community (congregation, school, youth organization, other extracurriculars)
	Jewish concepts of contributing to the world (for example, Tikkun Olam) inspire me to make the world a better place.
	Participating in Jewish activities has helped me become a more caring person.
	I see community service and volunteering as part of my Jewish life.
	Doing volunteer work is important to me.
Jewish Life	I believe in God or a universal spirit.
	I often reflect on what being Jewish means to me.
	It is important to me to make Shabbat feel different than the rest of the week.
	I like spending time with my family around the Jewish holidays.
	I ask my parents questions about Jewish life.

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