



CJP Boston Jewish Teen Education & Engagement Initiative Evaluation

Phase 3 Report: 2017-2018

October 2018

Prepared for
Combined Jewish
Philanthropies of
Greater Boston

Prepared by
Informing Change

INFORMING 
CHANGE

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EXECUTIVE SUMMARY

Introduction

The Greater Boston Jewish Teen Education and Engagement Initiative (the Initiative), launched in January of 2014 by Combined Jewish Philanthropies of Greater Boston (CJP) and the Jim Joseph Foundation, aims to enhance Jewish teen lives in the Greater Boston area. This report provides an overview of key evaluation findings and considerations from data collected in Phase III of the Initiative's evaluation. The evaluation used a mixed-methods approach, including surveys with two key informant groups and interviews with members of three additional groups.

Key Findings

The Initiative in the Community

As a group, Initiative stakeholders have a sense of its general focus, and define it in terms of one or more key components. However, stakeholders do not appear to have a consistent and shared understanding of the Initiative as a whole. Various individuals involved with the Initiative have noted continued confusion over the name and nature of Initiative.

Significant developments in 2017-18 involved two strategies for outreach to and engagement of teens in the community. Community members shared enthusiasm for the collaborative calendar of teen offerings anticipated to launch in December 2018, which CJP spearheaded in consultation with the Jewish Teen Initiative (JTI; formerly North Shore Teen Initiative). Community stakeholders also consider the peer-to-peer leadership program (Peer Leadership Fellows, implemented by JTI) to be a promising strategy for improving teen awareness of programs.

Multiple stakeholders noted that staff transitions and turnover at CJP have not only led to some confusion in how the community perceives the Initiative overall, but have also slowed progress and limited the impact of the Initiative.

Funding remains a challenge for some grantee organizations, despite CJP's attempt to increase the self-sustainability of grantee organizations through grant-matching. In addition, many informants believe the Greater Boston community needs to increase its capacity—including available funding—to recruit and retain highly skilled youth professionals (educators).

While some interviewees still perceive a degree of competition among organizations serving Jewish teens in the Boston area, they are in general agreement that the Initiative has supported greater collaboration among professionals and programs than was the case last year.

Teens

Most participating teens in 2017-18 have "modest" Jewish backgrounds and primarily find out about Jewish programming from people they know personally (e.g., friends, family members, and adult leaders).

Teens with substantial Jewish backgrounds were much more likely to be fully engaged in Jewish programming. When asked directly about changes they had experienced, a majority of teens reported that participation in Jewish programming had contributed to a greater sense of connection, community involvement, knowledge and sense of self.

On average, teens experienced similar outcomes—and to similar degrees—in 2017-18 as they did in 2016-17. Surveyed teens are often finding what they seek from Jewish programming. As in prior years—though at a slightly lower rate—teen learning and engagement is greatest with respect to social action on a number of key indicators.

Teens reported slightly weaker levels of learning and engagement with regard to Jewish life and heritage; however, engagement and perceived outcomes in this area do not lag far behind.

Professionals

Professionals are primarily motivated by working with teens, and specifically by wanting to support teens to have formative Jewish experiences. They generally feel well prepared in their roles as educators, particularly in relation to their direct work with teens.

Generally, CJP's professional development offerings are well received. Professionals, Initiative staff, and the Jim Joseph Foundation Program Officer are generally in alignment in their understanding that a main goal of educator professional development is to generate and strengthen a network or "community of practice" among youth professionals in Boston.

CJP's professional development opportunities are increasing commitment among professionals to stay in the field. As a group, they believe that collaboration—and a network of professionals—within the community has either improved or stayed the same over the past year.

INTRODUCTION

The Greater Boston Jewish Teen Education and Engagement Initiative (the Initiative), launched in January of 2014 by Combined Jewish Philanthropies of Greater Boston (CJP) and the Jim Joseph Foundation, intends to enhance Jewish life in the Greater Boston area for Jewish teens. CJP works to strengthen partner organizations so that they can best provide meaningful and engaging opportunities for teens. It does so through strategic grant-making, creating impactful connections, and providing high-quality opportunities for professional growth and learning.

This report provides an overview of key evaluation findings and considerations from data collected in Phase III of the Initiative's evaluation. It provides a point-in-time assessment and, where possible, includes comparisons to Phase II evaluation findings. The evaluation used a mixed-methods approach, including surveys with two key informant groups and interviews with members of three additional groups.

Methods Overview

Three primary data sources informed this Phase III evaluation (see Appendices A and B for additional information on methods, data sources and response rates):

- Teen Survey (n=419)
- Professionals Survey (n=37)
- Community Stakeholder Interviews (n=15)

THE INITIATIVE IN THE COMMUNITY

Initiative Identity & Branding

As a group, stakeholders have a sense of the general focus of the Initiative, and define it in terms of one or more of its key components. However, they do not appear to have a consistent and shared understanding of the Initiative as a whole. Most stakeholders interviewed defined the Initiative as involving at least one of the following three components: 1) reaching teens, 2) organizational

"I generally describe [the Initiative] as working to serve teens throughout Greater Boston and in particular those who have a bar or bat mitzvah but then may be less likely to engage."

— Community Stakeholder

collaboration, and 3) professional development for youth educators (professionals). While some pointed to all three components of the Initiative, others describe it in terms of just one of the three components (e.g. reaching teens or collaboration among organizations).

Various individuals involved with the Initiative have noted continued confusion over its name and nature. Compounding this confusion, the previously named North Shore Teen Initiative (NSTI) has recently rebranded as the Jewish Teen Initiative (JTI). Together with this organization's heightened role in overall Initiative implementation, this has led to some identity-blurring for community members between *the Jewish Teen Initiative* (a conglomeration of associated programs funded by CJP) and JTI (the organization, and one of CJP's grantees). When asked to describe the Initiative, at least one stakeholder instead described the organization JTI. Another stakeholder wondered aloud whether CJP implementers have perhaps made a conscious decision not to define the Initiative.

Community members shared enthusiasm for the collaborative community calendar of teen offerings anticipated to launch in December 2018. Roughly half of all stakeholders interviewed noted that the community calendar—to be hosted on JewishBoston.com and developed by CJP in collaboration with JTI—is a key tactic for the Initiative to respond to the need for more integrated marketing of opportunities for teens.

JTI's Evolving Role

In spring 2018, CJP and JTI initiated conversations about how to position JTI more strategically within the Initiative and community. As a continuing grantee organization, JTI will, in 2018–19, take on primary responsibility for convening the network of Initiative grantee organizations as well as aggregating opportunities throughout the Greater Boston area to make them easier to identify. To this end, JTI has received an additional stream of funding to serve in the “convening” role as well as to gather information for the community calendar of all Jewish teen programming in the area.

JTI has also received attention within the community—and nationally—for the Peer Leadership Fellows program. Community stakeholders consider JTI's peer-to-peer leadership program a promising strategy for improving teen awareness of and engagement in programs. Other communities in the national collaborative are beginning to pick up this model for teen outreach and engagement. Interview informants were near-unanimous in their buy-in to the program, expressing hope, enthusiasm, and high expectations for the model. Unsurprisingly, as the JTI/CJP collaboration has only recently taken shape, none could yet offer specific examples of the program's impact (e.g., no one could say the program has increased teen participation, awareness, or progress-to-outcomes).

“Arguably, we are in a better position than ever to champion the work of teen engagement.”

– CJP Staff Member

Leadership, Capacity & Prioritization

CJP Turnover

Multiple stakeholders noted that staff transitions and turnover at CJP have not only led to some ambiguity in how the community perceives the Initiative overall, but have also slowed progress and limited the impact of the Initiative. More than one stakeholder noted that turnover within CJP has posed challenges to the continuity and progress of the Initiative. However, within the context of significant turnover, informants also noted that Margie Bogdanow has been a consistent and stabilizing presence. Multiple individuals

“It's... hard to have a long-term, productive, collaborative conversation when we're restarting the conversation with new folks so often.”

– CJP Staff Member

also expressed confidence that the new leadership of CJP will continue to champion teen work. One stakeholder noted that CJP's new President, Marc Baker, who was previously the head of Gann Academy, "cares deeply about this age group."

Funding Challenges

Funding remains a challenge for some grantee organizations, despite CJP's effort to increase the self-sustainability of grantee organizations through grant-matching. In 2018, CJP offered five organizations a grant-matching opportunity (ranging from \$15,000 to \$20,000), "in hopes that [grantees] would then be able to take on more of their own fundraising, even without CJP being able to continue [funding] in perpetuity." CJP staff indicate that all five organizations presented with this opportunity in the past year achieved their target grant match amount.¹

In addition, many informants believe the Greater Boston community needs to increase its capacity—including available funding—to recruit and retain highly skilled youth professionals (educators). CJP staff indicate that a shortage of youth professionals in Boston is not necessarily the cause of challenges related to recruitment of talented professionals—and that in fact "if anything, we have people looking for work in this field." Youth professionals themselves suggested that more funding is critical to hiring and keeping youth educators in the field, and that increased compensation for educators, specifically, would help the Initiative to recruit and retain talented individuals. While at least one key stakeholder believes turnover among youth professionals in the field is natural and not a barrier to sustaining strong programming², several others perceive turnover among youth professionals as not only directly correlated with funding and compensation but a core challenge and obstacle to the quality and sustainability of Jewish teen programming in Boston.

"We have to recreate relationships far too often than what is optimal. I think addressing... longevity and tenure of educators and professionals is very important because, really, relationships make things happen more fluently."

— Community Stakeholder

Interviewees shared that it is difficult generally to raise money for teen engagement, due in part to competing community priorities. Multiple stakeholders noted that crises or populations in need, as well as families with young children, are common competing priorities. For some programs, however, collaborating with other organizations has enabled them to receive grants to expand programming in Boston (e.g., TELEM partnered with JTI to expand the Martin Luther King Day of Service initiative in Metrowest).

"One of the really unfortunate things that tends to happen as we get into this fundraising head space, is we don't build each other up. We tend to tear each other down, even if we're not meaning to, and end up competing for dollars. And it's really problematic and it's stressful."

— Community Stakeholder

¹ This evaluation did not investigate whether organizations in Boston more broadly have been able to access sustainable funding outside of CJP's grant-making.

² This individual said the goal is not "necessarily that any one person would stay in the field any longer than they were planning to." Rather, as this stakeholder perceives it, the goal should be to ensure that "the community will always have a talent pool to choose from."

Community Synergy—Improvements and Continued Challenges

While some interviewees still perceive a degree of competition among organizations serving Jewish teens in the Boston area, they are in general agreement that the Initiative has supported greater collaboration among professionals and programs than was the case last year. According to some, programs are competing for the same funding or already-engaged teens (i.e., those in day school or affiliated with a synagogue). However, while some stakeholders perceive organizations as still territorial about their teens or geographic area, others in the community believe “there are [fewer] turf wars than there were before.” Some stakeholders also observed a reduction in unnecessary duplication in offerings this year.

“I think [the Initiative is still] really just at the beginning and that people in organizations are justifiably a little territorial about their programs, their teams, their geographic area. It’s going to take some more work yet to get them to really collaborate.”

– Community Stakeholder

In addition, some interviewees indicated that Jewish programming competes with secular opportunities for teens’ attention. For example, one stakeholder noted that teens are often choosing to participate in extracurricular activities available through schools over non-school-based Jewish opportunities. Ready access to extracurricular activities through school may be one of the key reasons why successfully engaging unaffiliated Jewish teens continues to be a challenge.

A number of teens indicated a desire for a greater variety of opportunities—suggesting that existing programs may not saturate the market. However, teens and community stakeholders broadly observe that teens don’t have enough free time to participate in additional activities outside of school time. This suggests that the primary barrier to participation is teen availability—rather than programming options.³ Half of teens (53%) who shared thoughts on what it would take for them to dedicate more time to Jewish programs said that they don’t have any extra time to dedicate to new activities.

“With ... all of my extracurricular activities, it would take having more time to dedicate more to the programs.”

– Teen Participant

TEEN BACKGROUND & ENGAGEMENT

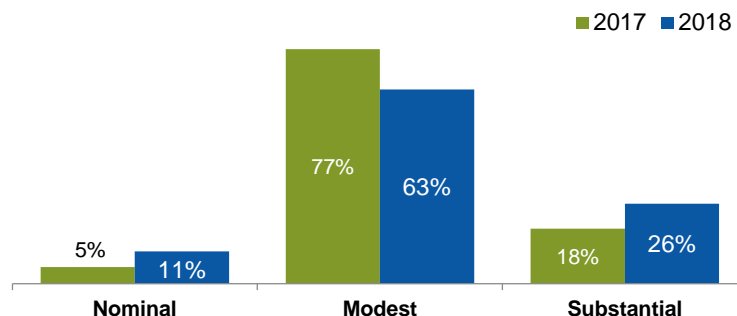
Teens’ Jewish Backgrounds

Most participating teens in 2017–18 have “modest” Jewish backgrounds (Exhibit 1).⁴ Compared to last year, the Initiative is doing somewhat better at reaching less involved (“nominal” background) teens, but the shift is not dramatic. In addition, a greater proportion of teens have a “substantial” Jewish background this year compared with last year. Correspondingly, there was a decrease in the proportion of teens who have “modest” Jewish backgrounds between 2016–17 and 2017–18.

³ Though some hypothesize that if Jewish teen programming options are compelling enough, teens will choose them over other extracurricular activities.

⁴ See Appendix C for data specific to the 53 teens who completed the survey in both 2016–17 and 2017–18.

Exhibit 1
CCE Background Classifications
 2017 n= 111 | 2018 n= 418



Awareness of Programming & Motivations

Teens find out about Jewish programming primarily from people they know personally (e.g., friends, family members, and adult leaders). They are motivated to participate in programming by the opportunity to spend time with new Jewish friends or other Jewish teens. Additionally, teens want to participate in Jewish programming because it “sounds fun” and because they are interested in opportunities to volunteer.

In 2018—compared to the prior year—**parents’ desires to see their teens participate in Jewish programming factored less** into teens’ decisions to participate in Jewish teen activities.

Based on an analysis of data from 53 “dual-year” teens who completed the survey in both years. (See appendix C for more information.)

Engagement in Jewish Programming

Most teens are moderately engaged to engaged in Jewish programming, with the remaining teens nearly evenly divided between being very engaged and minimally (or not) engaged (Exhibit 2). While engagement levels largely mirror those in 2016–17, a noticeably higher proportion of teens are “fully” engaged this year. Approximately 1 in 7 teens (14%) are fully engaged this year, compared to just 1 in 17 teens (6%) last year. This shift seems to correlate with a difference in teens’ Jewish backgrounds between 2016–17 and 2017–18.⁵

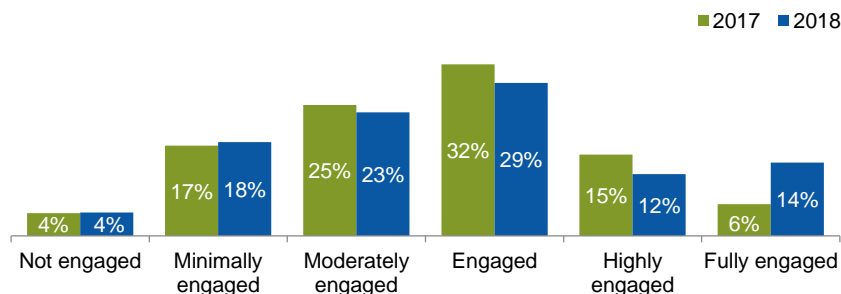
Teens who participated in JTI (formerly NSTI)...

- Were *less* engaged in Jewish programming in 2017–18 compared with other teens. This suggests that JTI may be reaching the less engaged teens as intended through its peer-to-peer network model.
- Had similar backgrounds to all other teens who completed the survey.

Teens with a “substantial” Jewish background were much more likely to be “fully” engaged in Jewish programming. One in three teens (35%) with a substantial background were “fully” engaged in 2017–18, compared with just 1 in 16 teens with a nominal or modest background. Differences in levels of engagement between teens with “nominal” and “modest” backgrounds were unremarkable. A slightly higher proportion of teens with a “modest” or greater Jewish background were at least “moderately” engaged (79%), compared to teens with a “nominal” Jewish background (68%).

⁵ We identified an error in the background classification findings we reported in 2016–17. In addition, updates have been made by our colleagues at Rosov to their CCE background classification and engagement taxonomies for 2018. We have retroactively corrected and applied all updates to the 2016–17 data so that the two years are comparable in this report.

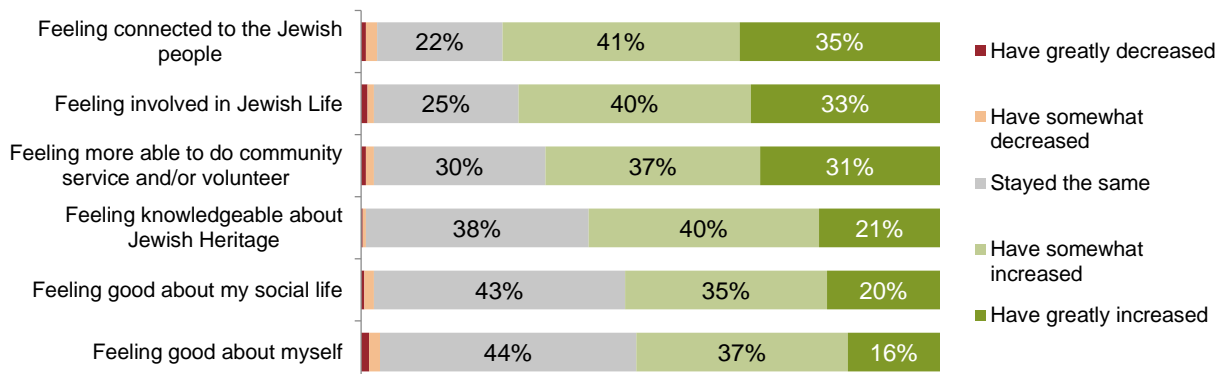
Exhibit 2
CCE Taxonomy of Current Engagement
 2017 n= 117 | 2018 n= 411



Impact on Teens

When asked directly about changes they had experienced, a majority of teens reported that participation in Jewish programming had contributed to greater sense of connection, community involvement, knowledge and sense of self. In particular, participation in Jewish activities over the past 12 months contributed to three in four teens feeling more connected with Jewish people (76%) and more involved in Jewish life (73%) (Exhibit 3).

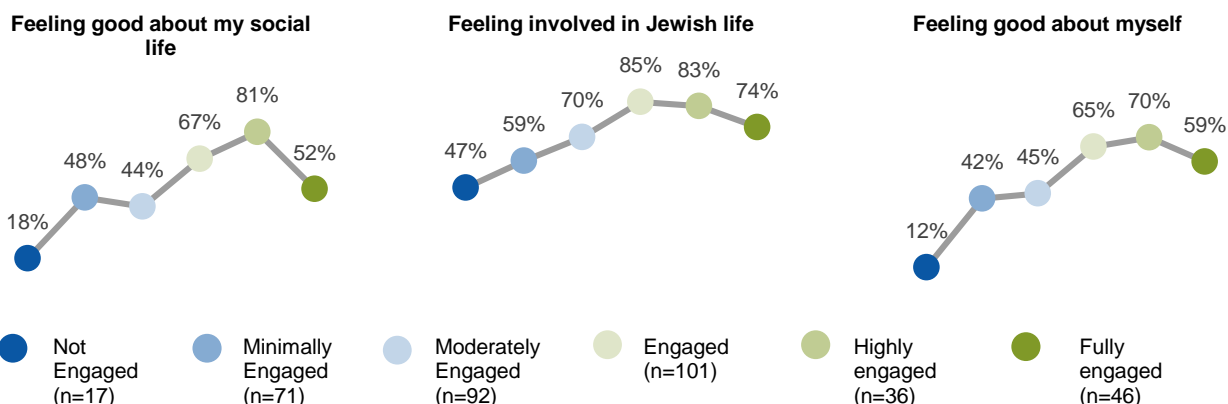
Exhibit 3
Changes as a result of participation in Jewish activities in the past 12 months
 n= 364



As might be expected, most outcomes experienced by teens are positively correlated with teens' level of engagement in Jewish programming. With the exception of Jewish heritage, teens with greater engagement in Jewish programming reported feeling good, connected, involved and able to volunteer at a significantly higher rate than teens with lower levels of engagement in Jewish programming. In particular, engagement was strongly associated with teens feeling good about their social life, feeling good about themselves and feeling involved in Jewish life (Exhibit 4). An initially perplexing dip in the correlation between engagement and teens who are at the highest levels of engagement ("fully" engaged) may potentially be explained by a high association between teens who are "fully" engaged and those with "substantial" backgrounds—as these teens may be more accustomed to the benefits and contributions of Jewish programming and activities from years of involvement in similar types of Jewish programming and activities.

Influence of Engagement on Key Outcomes

% of teens who say this has increased as a result of participation in Jewish activities over the past 12 months



As in prior years—though at a slightly lower rate—teen learning and engagement is greatest with respect to social action.⁶ This outcome is not entirely surprising given that one of the top motivations for participating in Jewish programming is volunteerism. Teens place high importance on giving back to their community. In fact, nine in ten teens say that having a meaningful and positive impact in their community is highly important to them (89%). Two-thirds of teens reported that participation in Jewish activities in 2017–18 contributed to their feeling that they are better able to do community service and/or volunteer (68%).

Teens are often finding what they seek to gain from Jewish programming. In addition to volunteerism, the chance to socialize was a key motivating factor for participation in Jewish programming and teen outcomes aligned as well with this area of interest. In addition to social action, teens consistently provided positive self-assessments with respect to their levels of learning and engagement in most areas—not least in relation to their social lives. Roughly one in two teens who participated in Jewish programming said the activities have contributed to “feeling good about (their) social life” (55%).

On average, teens experienced similar outcomes—to similar degrees—in 2017–18 as they did the year prior. There were no significant differences in the types of outcomes experienced by teens between 2016–17 and 2017–18.

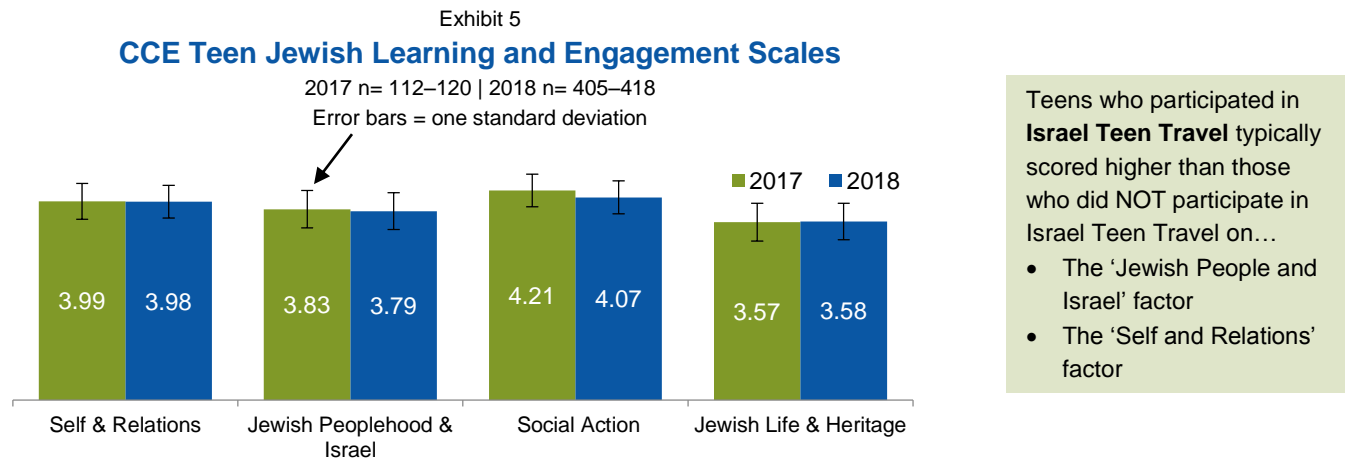
When directly comparing outcomes for a sample of 53 teens who participated both years, there are minor differences. In 2018—compared to 2017—participation in Jewish activities had less of an effect on...

- **How good teens felt about themselves** in the 12 months prior.
- **How able teens felt about volunteering and community service work** in the 12 months prior.

There are a number of potential explanations for these two differences in outcomes. For example, it may be that teens who experienced growth in these dimensions in 2017 perceive growth less noticeably in 2018. Alternatively, it is possible that 2018 Jewish teen programming may not have been as successful at contributing to outcomes for teens in these areas to the same degree as the year prior. Another explanation could be that teens have already achieved outcomes to the extent possible in these areas and additional years of participation in Jewish teen programming may not contribute to greater outcomes.

⁶ This finding references the TJLES (Teen Jewish Learning and Engagement Scale) Factors and the “Social Action” Factor in particular (see Exhibit 5 on page 9). See Appendix E for additional information on the TJLES.

Teens reported relatively lower levels of learning and engagement with regard to Jewish life and heritage (religious/sacred factor) overall, however engagement and perceived outcomes in this area do not fall far behind other areas (Exhibit 5). Slightly lower levels of engagement with respect to Jewish life and heritage are not particularly surprising given that only one in three teens indicated that they were seeking to learn about Judaism and Jewish life. Interestingly, however, roughly 7 in 10 teens reported that many or most of the programming they participated included “Jewish” stuff and a similar number of teens (approximately 6 in 10) reported feeling more knowledgeable about Jewish heritage.



YOUTH PROFESSIONALS

Motivations

Professionals are primarily motivated by working with teens, and specifically by wanting to support teens to have formative Jewish experiences. Professionals are inspired to work with teens by the opportunity to ensure that other teens have experiences like they had as youth, or in some cases like they *didn't* have—but wished they'd had). Above all, professionals are interested in supporting teens to develop skills they can use throughout their lives.

“I want to empower teens to gain the skills and resiliency they need to change the world and strengthen the Jewish community.”

— Youth Professional

Strengths and Needs

Professionals generally feel well prepared in their roles as educators, particularly in relation to their direct work with teens. As a group, they express the greatest frustrations with how many priorities compete for teens' time, as well as with the absence of professional development support that is *unrelated* to their direct work with teens (e.g., operations training, management, fundraising, recruitment and writing).

“My greatest challenge is with the commitment level of teens due to their being over programmed and prioritizing other commitments (sports, dance, Model UN, etc.) over involvement in Jewish activities.”

— Youth Professional

Reflections on Professional Development Offerings

Generally, CJP’s professional development offerings are well received. Many professionals found the connections they had made with other youth professionals valuable, while others were most grateful for the direct support provided by CJP staff or the skills they gained through workshops and other offerings.

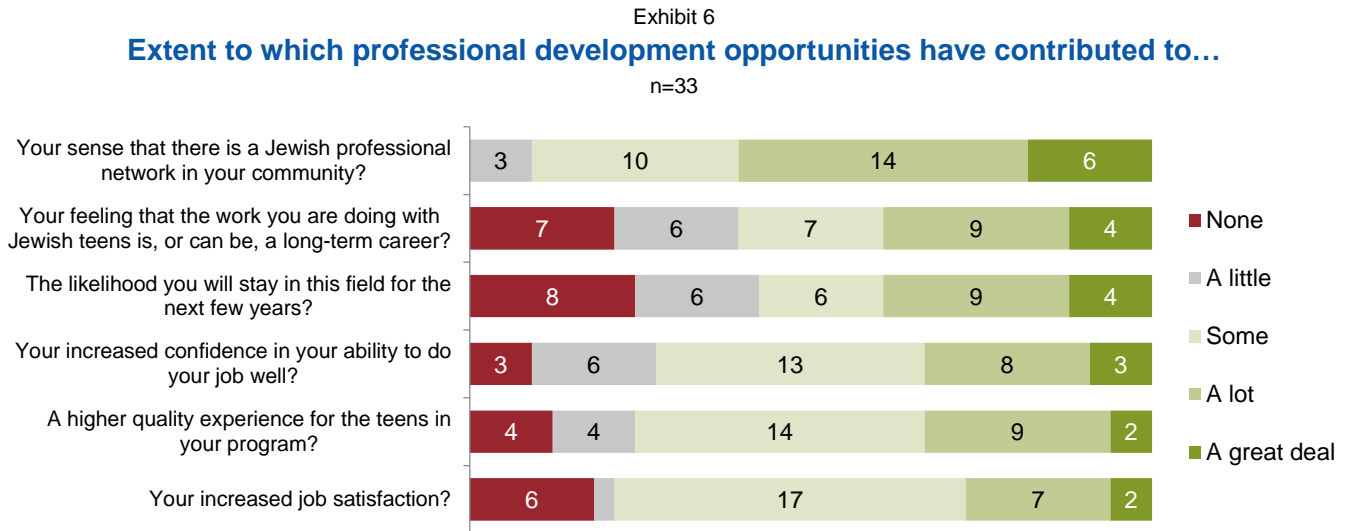
“CJP’s professional development programs... have given me an excellent network and made me feel incredibly supported, both by my colleagues and by knowing that there are people like Margie who are working to make this profession as easy and interconnected as possible....”

– Youth Professional

Professionals, Initiative staff, and the Jim Joseph Foundation Program Officer are generally in alignment in their understanding that a main goal of educator professional development is to generate and strengthen a network or “community of practice” among youth professionals in Boston. Informants also shared that “training” and “support” (broadly defined) are important goals of professional development in Boston. Interestingly, however, levels of understanding with regard to this aspect of the Initiative varied widely among professionals. Some youth professionals noted that they did not always feel that the purpose of available opportunities was well-defined. One professional noted that s/he is serving as a mentor to another professional, but was unsure as to whether this mentorship was intended to be a component of the Initiative. Other educators questioned whether the focus of the professional development was primarily on developing professionals themselves or on developing relationships among them.

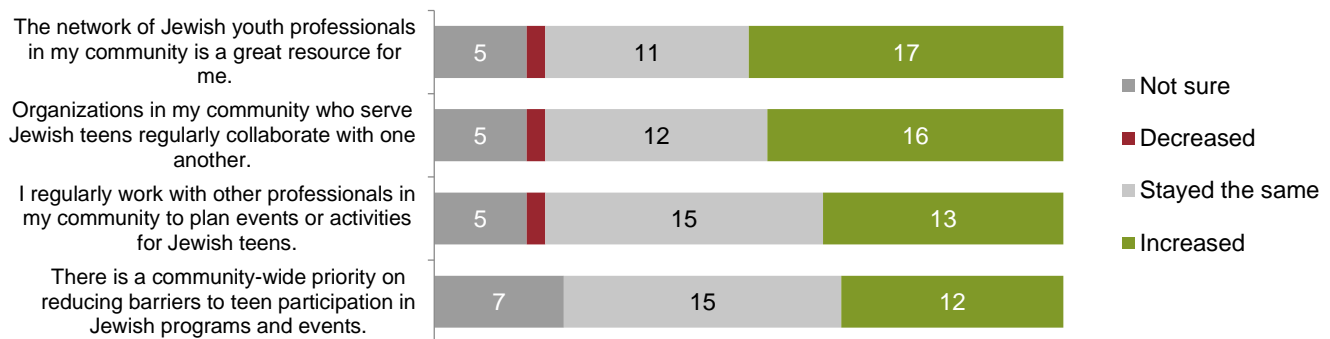
Outcomes

CJP’s professional development opportunities are increasing commitment among professionals to stay in the field (Exhibit 6). Three-quarters of professionals reported that the PD opportunities they participated in during 2017–18 (e.g., sessions, seminars, workshops) contributed at least “a little” to their likelihood of staying in the field for the next few years (if not the long-term), and two in five said these opportunities contributed “a lot” to their likelihood of staying in the field.



Professionals, as a group, believe that collaboration—and a network of professionals—within the community has either improved or stayed the same over the past year (Exhibit 7). One in two professionals felt more strongly than they did 12 months ago that the network of youth professionals in their community is a great resource for them, and a very similar proportion believe that organizations that serve Jewish teens regularly collaborate. However, although stakeholders reported improvements in collaboration this year, they indicated there is still some distance to go. Several informants suggested that incentivizing collaboration through funding—in addition to mentoring/training—would further support professionals individually and the network of youth professionals in Boston collectively.

Exhibit 7
Changes in the Jewish community and network of professionals over the past 12 months
 n=34



RECOMMENDATIONS

Based on the findings described in this report, we recommend that the Initiative:

- Continue clarifying and honing the Initiative’s network model of leadership—including articulating, branding, and marketing.** Explicitly act and describe CJP as a network leader or hub to enable Initiative programming to reach more, and more diverse, teens through better-coordinated marketing, fundraising, and program design efforts.
- Present the collaborative community calendar as an example of the Initiative’s umbrella strategy and network model of leadership.** Harness the roll-out of the new community calendar as an opportunity to convey the overarching goals of the Initiative. Consider a messaging frame for presenting the community calendar that stresses—and furthers—the Initiative’s core strategy of driving vibrant teen programming in the Greater Boston area.
- Strengthen communications to inform key stakeholders and the broader community of important updates related to the Initiative.** Moving forward, it would be to the Initiative’s advantage to anticipate and proactively address questions that may arise about shifts in the Initiative’s leadership structure (e.g., related to CJP staff turnover, the evolving role of JTI, or other changes) to mitigate potential confusion and uncertainty stemming from these shifts.
- Consider expanding the grant-matching program to support grantee organizations in strengthening their sustainability.** Given that grantees have taken full advantage of the grant-matching opportunities they have been presented with to date *and* funding remains a challenge for many organizations, explore options for further motivating organizational sustainability through expanded grant-making opportunities or other avenues for generating long-term financial stability.

- **Reassess the overall composition of program offerings and the types of teens targeted to strive for a greater proportion of teens with modest and nominal backgrounds.** Community stakeholders anticipate that JTI's new peer-to-peer leadership program (Peer Leadership Fellows)—which intends to connect Jewish teens to opportunities in the community—will directly support this objective. Consider what additional program offerings might further support increased participation by these teens.
- **Given the positive feedback on, and reported impact of, the Initiative's professional development programming, stay the course, and consider digging deeper.** Examine the core elements driving the positive outcomes observed (e.g., the stability of leadership for the professional development component, aspects of the professional development programming that entice professionals to stay in the field) and explore how these elements might enhance other aspects of the Initiative.
- **For future evaluations of the Initiative, follow a core cohort of teens (e.g., the dual-year teens) to assess and understanding longer-term outcomes and impacts over time.** Findings from analysis of 53 dual-year teens did not uncover positive shifts in outcomes. To understand the evolving impact of Jewish teen programming, continue to collect data from teens who have participated in prior years rather than limiting data collection to current teen participants.
- **Continue to share learnings with other communities in the Funder Collaborative.**

Appendix A:

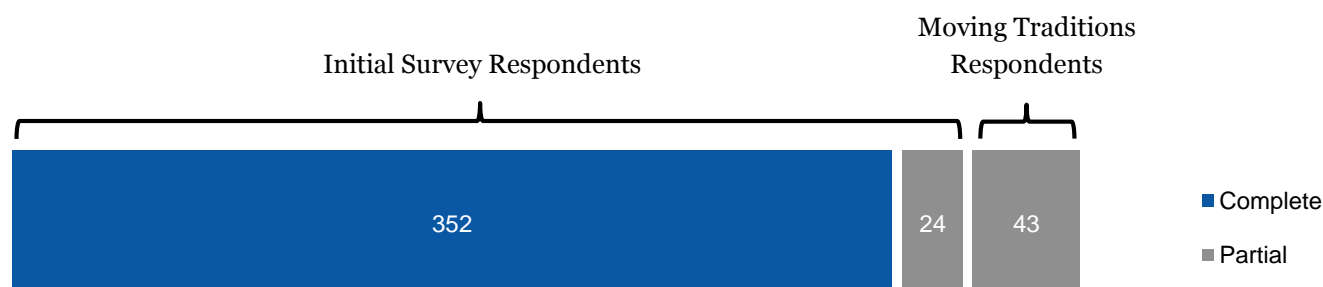
CJP Boston Teen Survey Data Tables

INTRODUCTION & RESPONSE RATE

Below are the aggregated survey results from the 2018 survey of Jewish teens affiliated with the Combined Jewish Philanthropies (CJP) of Greater Boston. The overall target population for Boston Jewish teens was comprised of 1,684 individuals, whose contact information was provided by CJP grantee organizations. The survey was administered via a web link from early May until early June, during which responses from 488 teens were collected. After cleaning duplicated and partial data out of this bank of responses, 376 responses remained for analysis, including 24 partial responses. Additionally, we were able to incorporate 43 partial responses from a Moving Traditions survey for a total of 419 respondents. Please note that this equates to a 4% margin of error on these analyses, at the standard 95% level of confidence.

Outreach for the teen survey included 2016–17 contacts to capture additional teens who may have not been on the 2017–18 contact lists we received from programs but who may have continued to be involved with programming for Jewish teens in the Greater Boston area. In the Program Response Rate table on A2, the count of responses and estimated total number of contacts reflect duplicated teens (that is, a teen could be counted within multiple programs). The overall number of contacts (1,684), however, is still greater than the sum of the estimated number of contacts per program because 2016–17 teens are included in the overall number of contacts.

COMPOSITION OF DATA SET



APPENDIX A – TABLE OF CONTENTS

Program Response Rates	A2
Background	A3
Engagement	A6
Impacting Jewish Teens	A11

PROGRAM RESPONSE RATES

Below are the response rates for each Jewish teen program we targeted for this survey. Response rates for individual programs were calculated in a 2-part process: first, the number of unduplicated survey respondents for each program was divided by the total number of teens in the contact sheets of each program. After these numbers were calculated, we then searched for survey respondents who had self-reported that they were participants in these programs *even though they were not listed on the program contact sheets*.

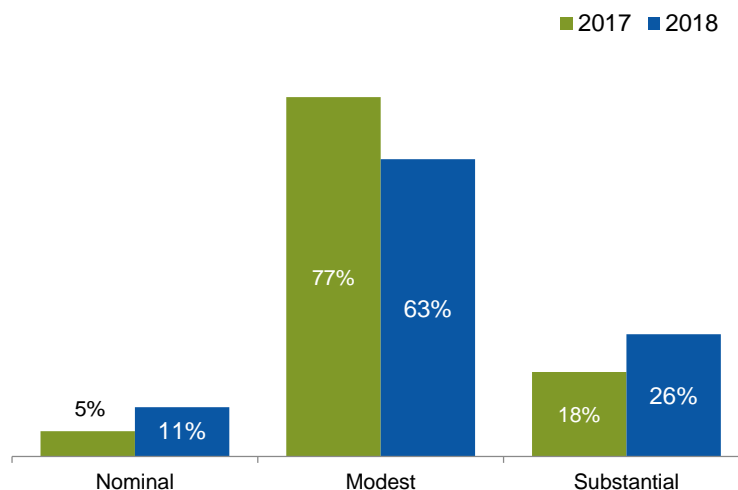
Using Design Lab as an example, 7 survey respondents were identified as Design Lab participants from the contact sheet we obtained from Design Lab, which had a total of 11 participants. Thus, our initial response rate for Design Lab was 64% (7 of 11). However, within the survey itself, an additional 17 respondents identified themselves as Design Lab participants, even though these teens were not listed on the Design Lab contact sheet. These 17 respondents were therefore added to the numerator and denominator of this response rate calculation, resulting in the 86% (24 of 28) response rate listed below. As another example, we received no contact sheet information from The Tent, so our estimated population of participants for The Tent was only as big as the number of respondents who reported that they participated, resulting in the 100% response rate below.

Please note that these response rates are **only reflective of those teens who were part of these programs in 2017–18**.

Program	Count of Responses	Estimated Total Number of Contacts	Response Rate
Design Lab	24	28	86%
Gateways	48	93	52%
Jewish Teen Initiative	100	411	24%
JTFGB	49	83	59%
MetroWest Collaborative	49	347	14%
NETC	25	88	28%
Temple Aliyah	15	38	39%
Y2I	68	208	33%
Mayyim Hayyim	5	8	63%
TELEM	61	123	50%
Israel Teen Travel	106	145	73%
Jookender	9	30	30%
The Tent	47	47	100%
Moving Traditions	43	Unknown	N/A

BACKGROUND

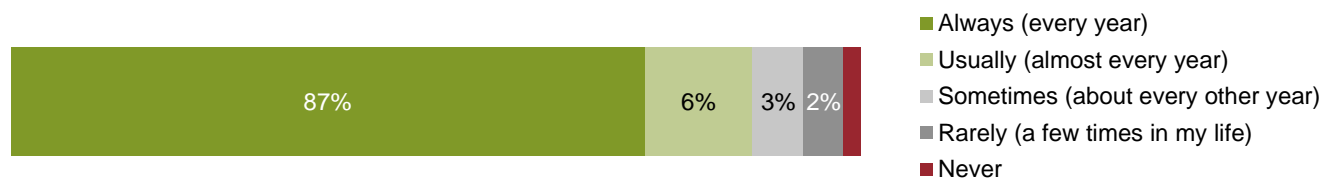
CCE Background Classifications (2017 n=111 | 2018 n=418)



Question 39: Have you had a Bar or Bat Mitzvah ceremony? (n=394)



Question 41: Before high school, how often had you attended a Passover Seder? (n= 394)



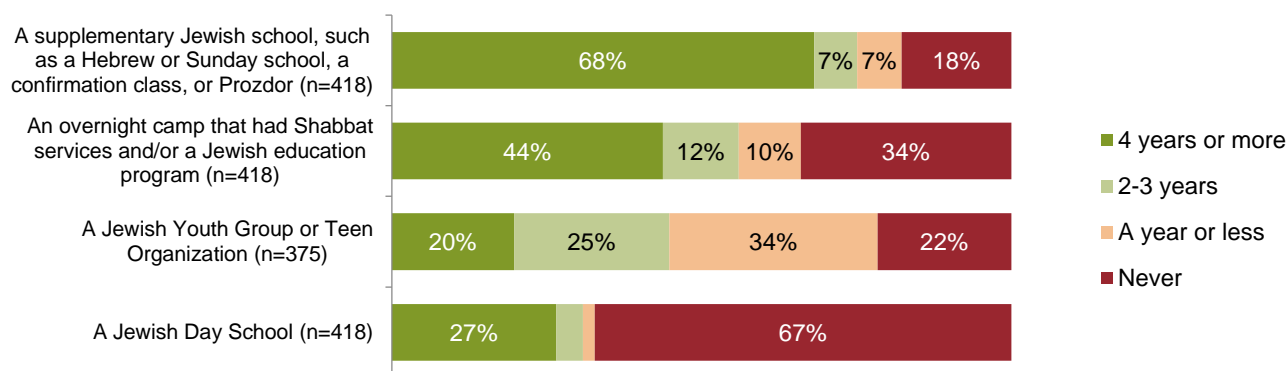
Question 45: Which of the following best describes your family? (n= 394)



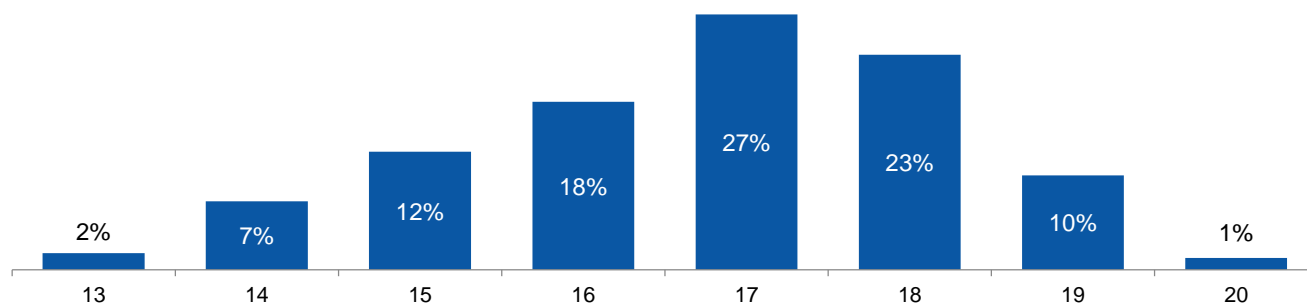
Question 46: Is anyone in your household(s) currently a member of a synagogue, congregation, minyan, or havurah? (n= 351)



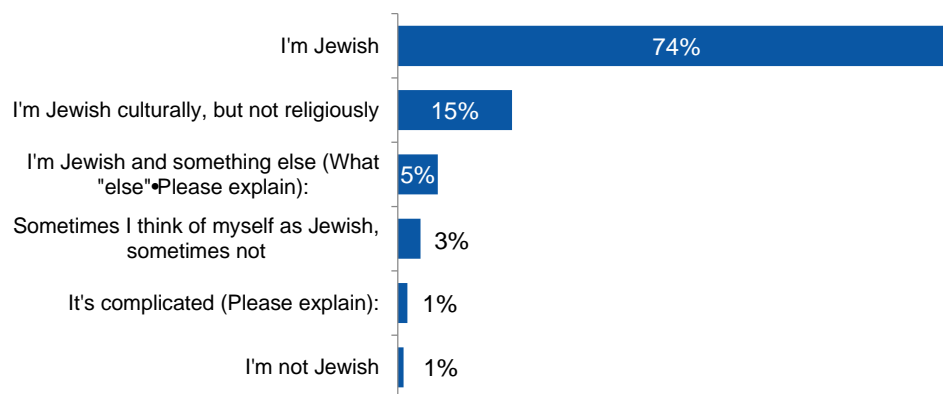
Question 5: How many total years had you participated in each of the following, before high school? (n=375–418)



Age (derived from dates of birth; n= 401):



Question 43: Which of the following best describes you? (Select one; n= 394):

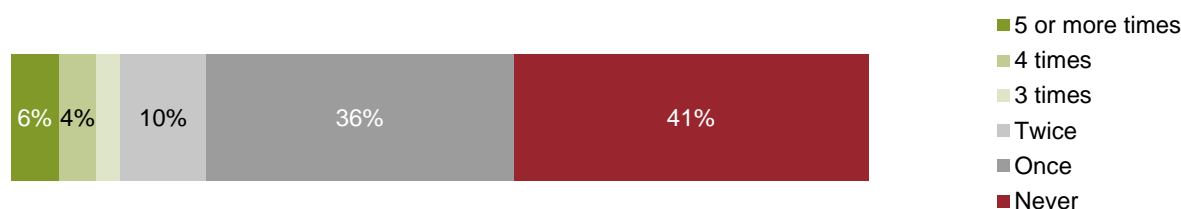


I'm Jewish and something else responses:

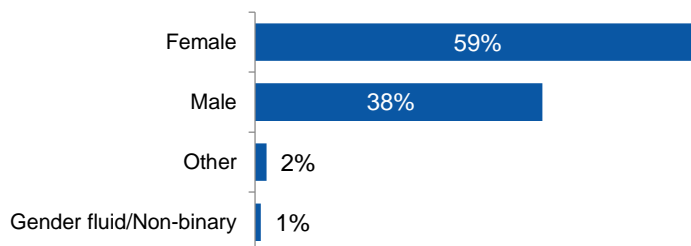
- Jewish religiously, but not culturally.
- I come from a multi-religious family (also Christian) and feel connected to that side of myself as well
- I was raised Jewish. My dad is from a Catholic family and never converted so I don't think I can completely ignore that part of me
- Jewish and Christian parents
- I'm Jewish religiously but don't make it obvious in public places and I am an American Jew.

- I am Bi Racial. My mom is Indian and my dad is a Massachusetts born Jew. My cousins are Chinese. I Am very Bi-Racial.
- I have Jewish values and believe in heaven, but not g-d
- catholic
- Buddhist
- Black
- ISRAELI
- My father is catholic but I have been raised Jewish and been bar mirvah\'d.
- Israeli
- culturally and religiously
- Israeli
- My dad is Jewish and my mom is catholic but celebrates Jewish holidays.
- a witch
- I\'m half Chinese and a Jewish convert and I often grapple with my identity, however after 10th grade confirmation I have felt more Jewish and have grown into my identity as a Jewish person
- American
- Jewish and Israeli
- Korean

Question 40: Have you ever visited Israel? (n= 351)



Question 48: With which gender do you identify? (Select one; n= 394)

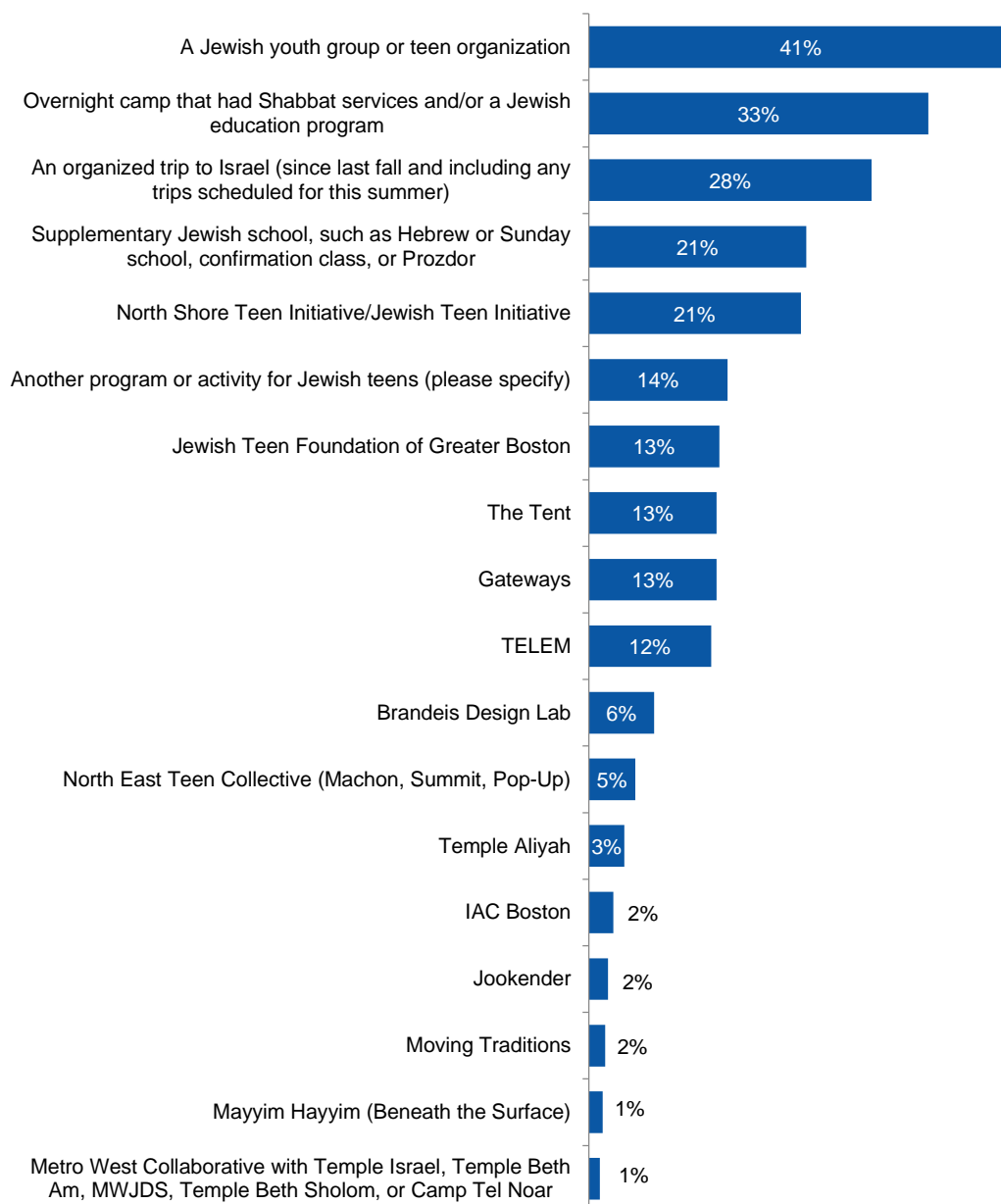


Other responses:

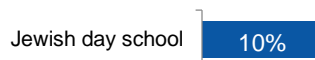
- All of the above
- All of them combined
- Attack helicopter
- Something else
- Ummmm....
- With what purpose does this question matter to the survey?

ENGAGEMENT

Question 1: In the past 12 months, did you participate in any of the following programs? (Select all that apply; n= 376)

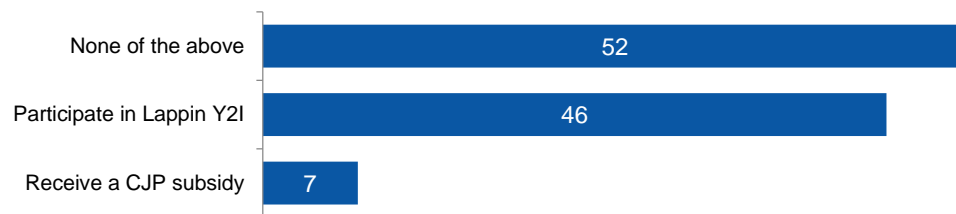
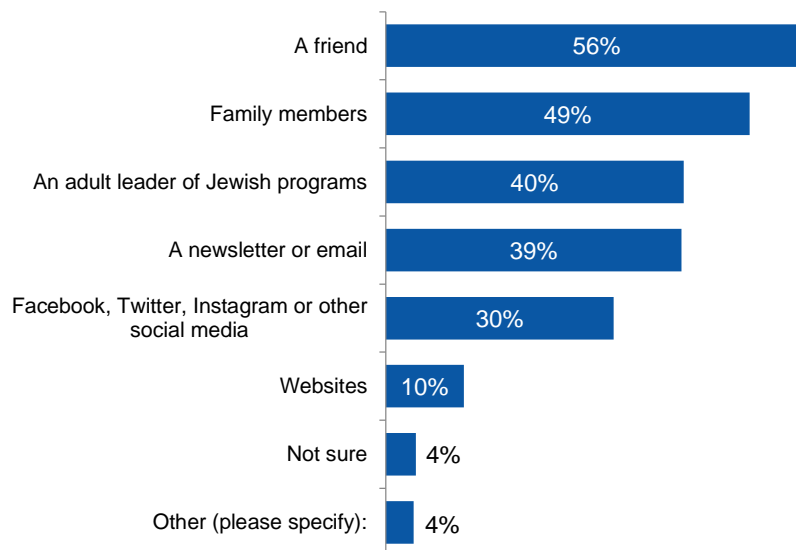


Question 1 (cont'd): In the past 12 months, did you participate in any of the following programs? (n= 418)



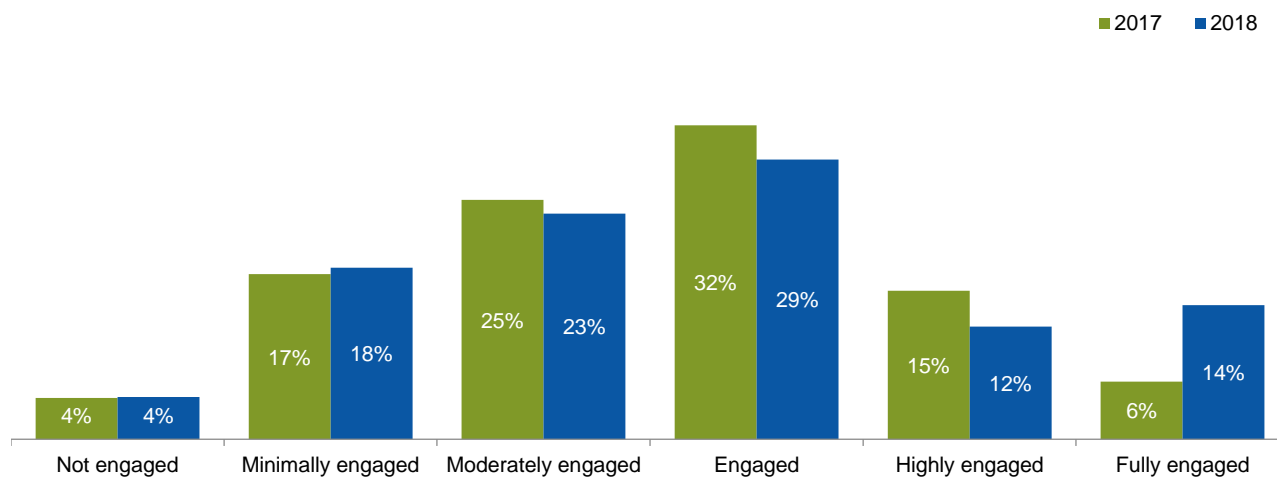
“Another Program or Activity for Jewish Teens” Responses:

- 6 points sci tech
- BBYO
- Being a teacher\'s helper at a supplementary Jewish school
- Choir at my synagogue (Congregation Shirat Hayam)
- Cooking and Kibitzing
- Diller
- Diller Teen Fellows
- Diller Teen Fellows
- Diller Teen Fellowship
- Firemans
- Friendship circle
- Grossman (Jewish day camp)
- HaZamir
- Hillel
- Hillel at Brown University
- I went on the New York trip with you guys this year
- I work as a madricha at Temple Ahavat Achiem
- Israel Advocacy
- Israel Advocacy Class
- Israeli Advocates
- Israeli Scouts
- Jewcrew
- Jewish community center, temple
- Jewish overnight camp summer Israel trip
- J-serve
- Kehillah High
- L\'Taken
- Lappin Foundation, Stand With Us
- Maccabi Games
- Mitza menches
- Mitzvah Mensches
- My Hebrew school in West Rox.
- Nashir NFTY
- NFTY
- NFTY-NE
- Prozdor
- RYFTI
- Shishi Israeli
- Temple Emanu-El programs
- tzofim
- tzofim (Israeli scouts)
- URJ Heller High, URJ Mitzvah Corps
- Volunteering, with other Jewish teens (to emphasize Jewish morals)
- Yachad

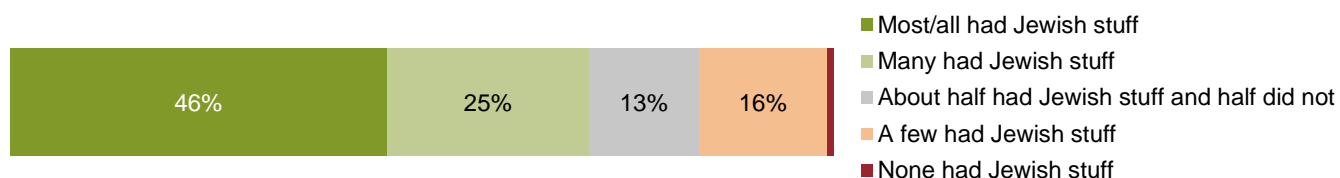
Question 2: For your trip to Israel, did you...? (Select all that apply; n= 104)**Question 3: How do you usually find out about Jewish activities for teens? (Select all that apply; n= 375)****Other Responses:**

- at my congregation
- At school
- Camp
- E-mail
- from temple Beth David
- I plan a lot of events so I always know when events at my temple are happening
- I served on the board of teens for Temple Israel of Boston\'s youth group
- Israeli scouts
- My synagogue
- Prozdor
- School
- Through temple

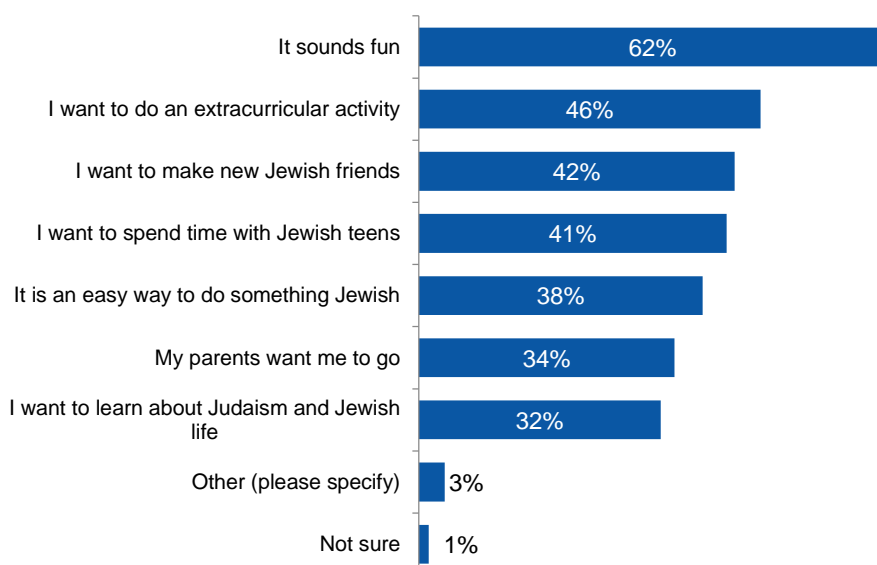
CCE Taxonomy of Current Engagement (2017 n= 117 | 2018 n= 411)



Question 9: Thinking about all the Jewish activities you have participated in over the last 12 months, how many included Jewish "stuff"? (n= 391)



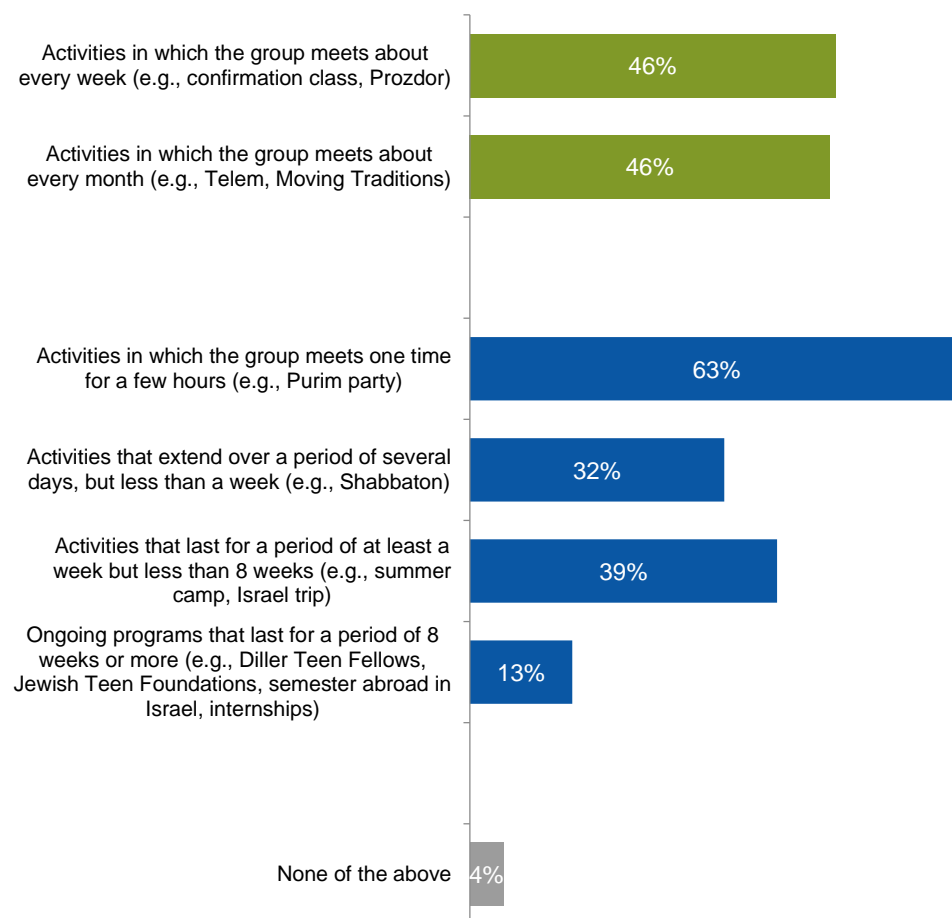
Question 4: Why do you usually decide to participate in Jewish activities for teens? (Select all that apply; n= 375)



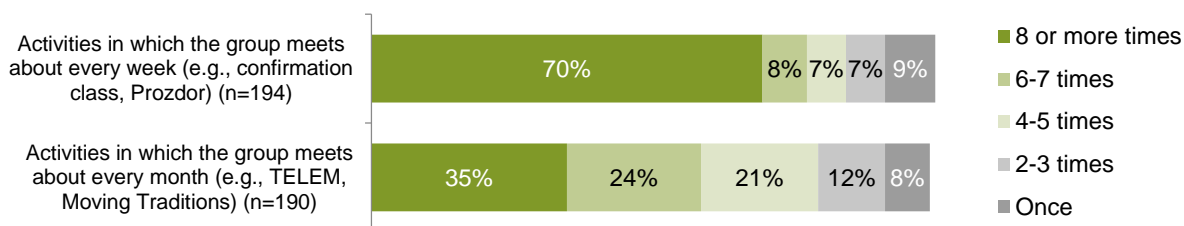
Other Responses:

- Community Service
- I don't
- I like helping out
- I like taking a leadership role at events
- I like to volunteer
- I want to be a special education teacher and also want to learn more about Judaism.
- I want to learn how to be a leader in the Jewish community
- participate in social justice work
- RYFTI is amazing!
- To give back to my community
- usually volunteer opportunity

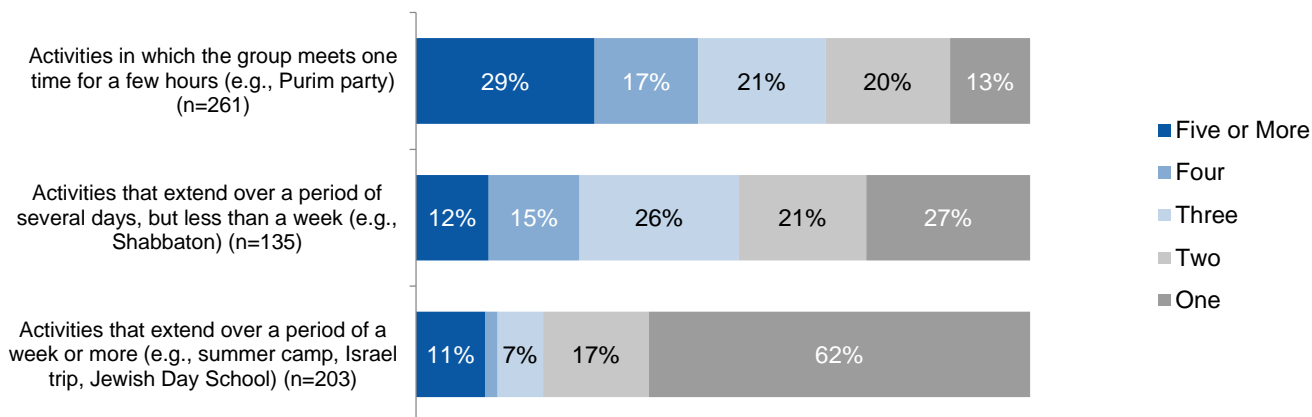
Question 8: Which of the following activities have you attended in the last 12 months? (Select all that apply; n= 418)



Question 8: How often have you participated in these activities? (n= 190-194; only respondents who confirmed they had engaged in these activities)

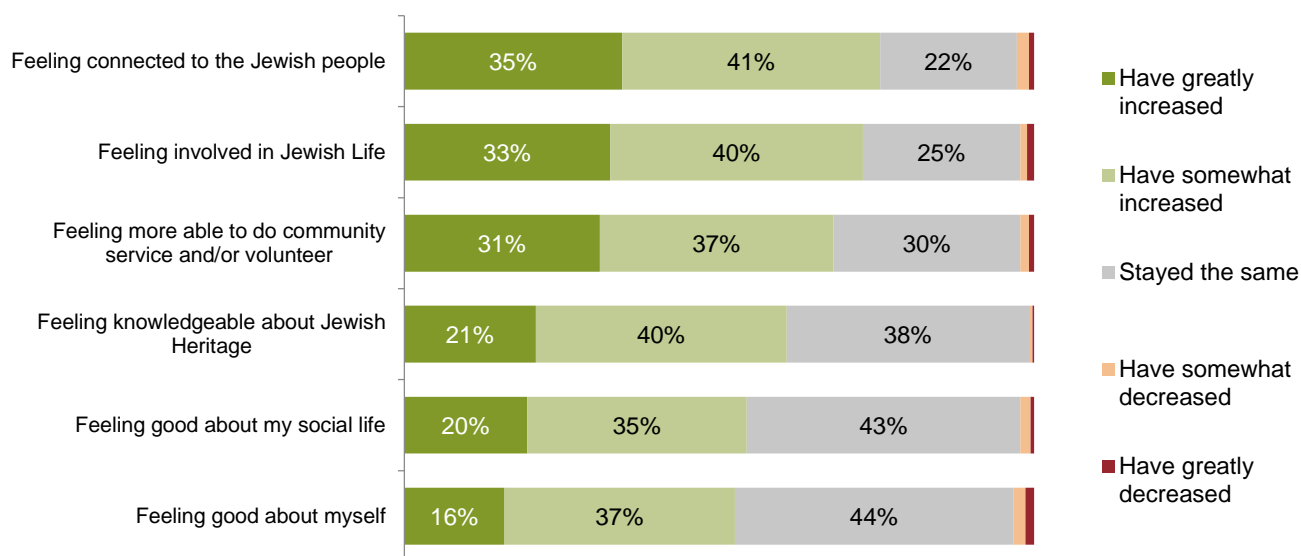


Question 8: How many of these types of activities have you attended in the last 12 months? (n= 135-261; only respondents who confirmed they had engaged in these activities)



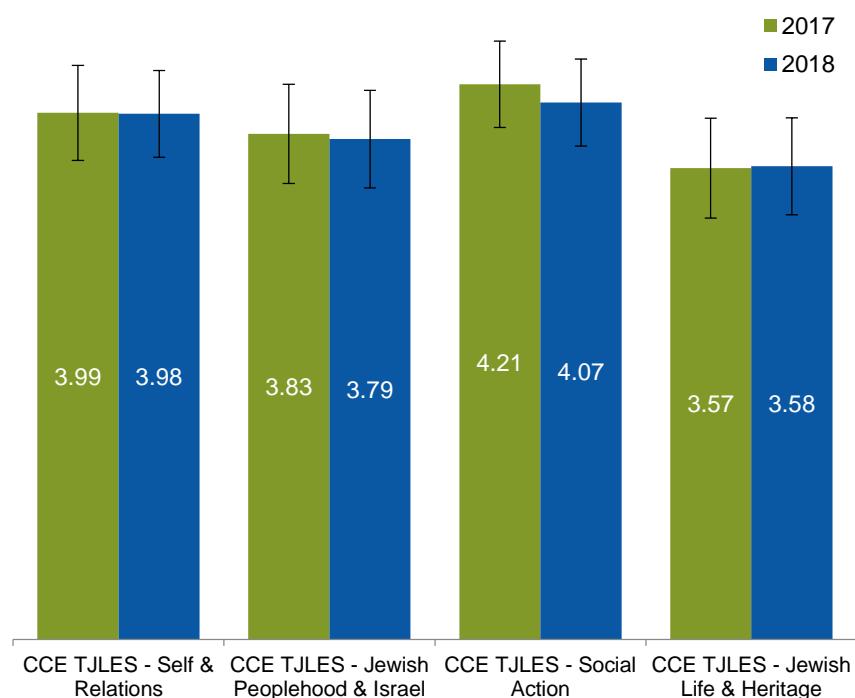
IMPACTING JEWISH TEENS

Question 10: Please rate to what extent the following has changed, if at all, as a result of your participation in Jewish activities in the last 12 months (n= 364)

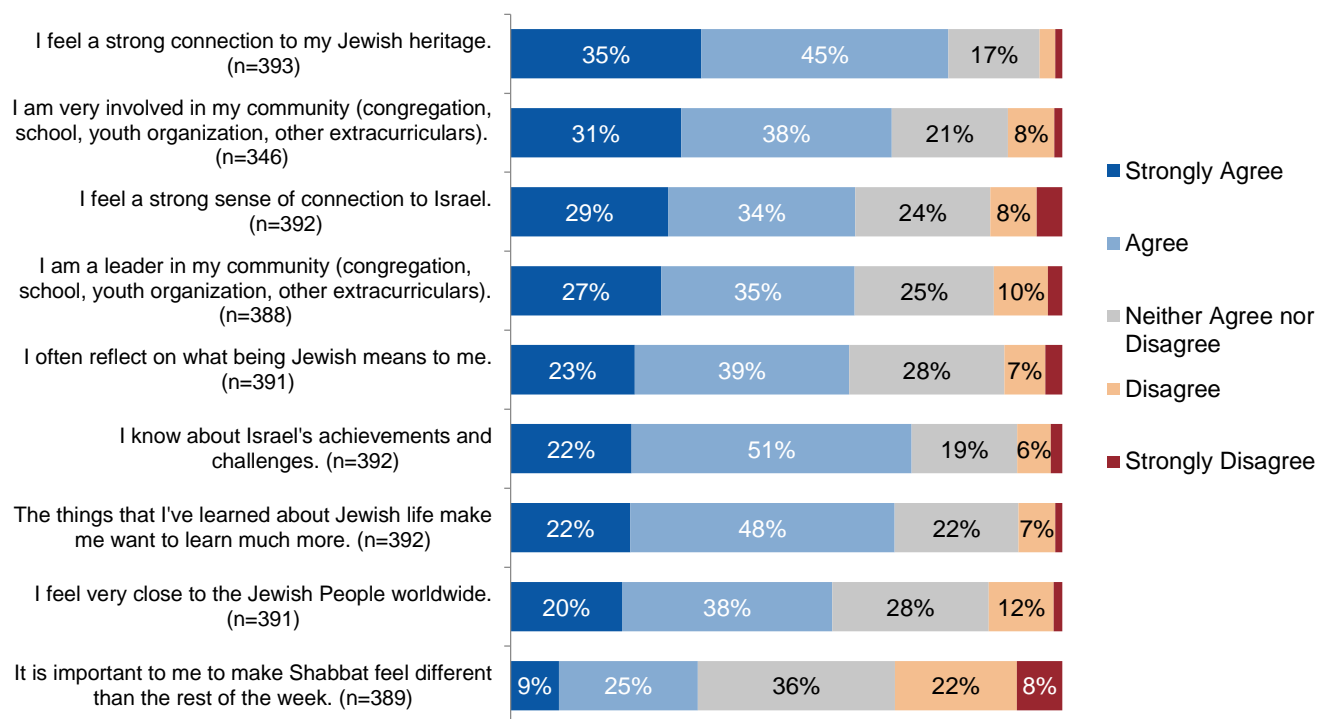


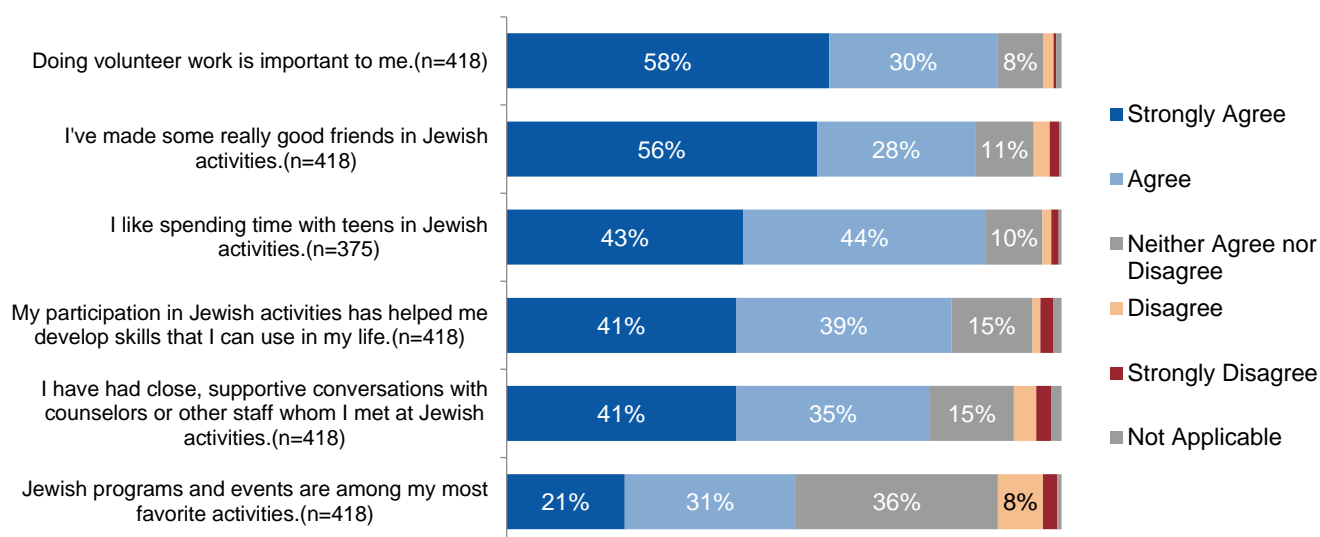
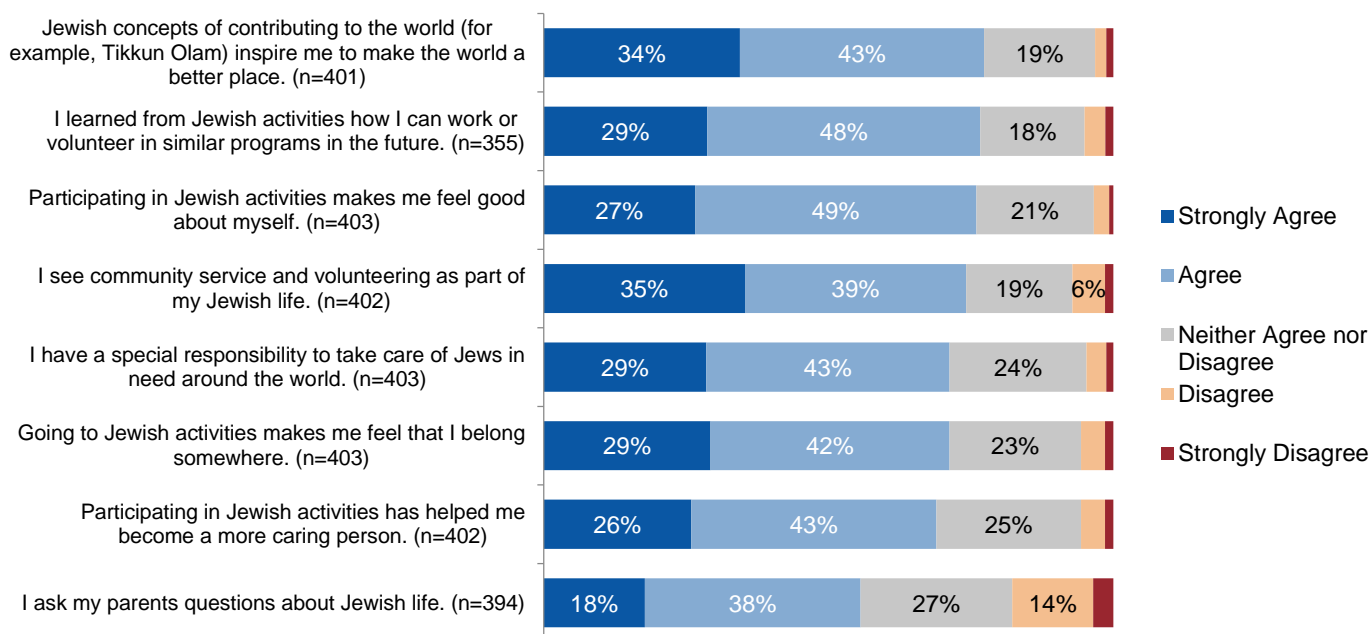
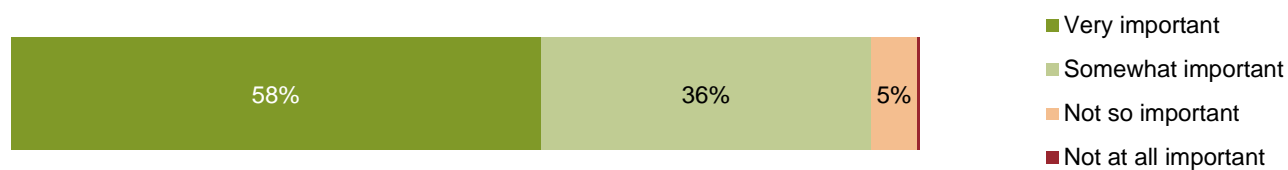
CCE TJLES Scales – averages & standard deviations (2017 n= 112-120 | 2018 n= 405-418)

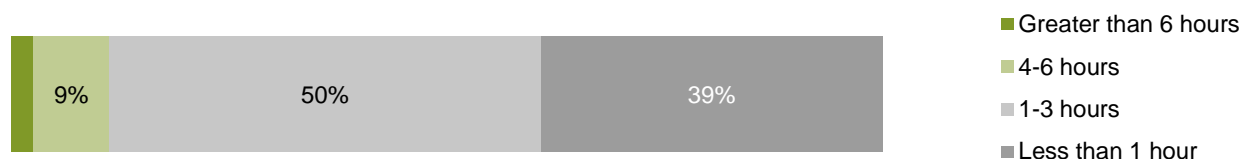
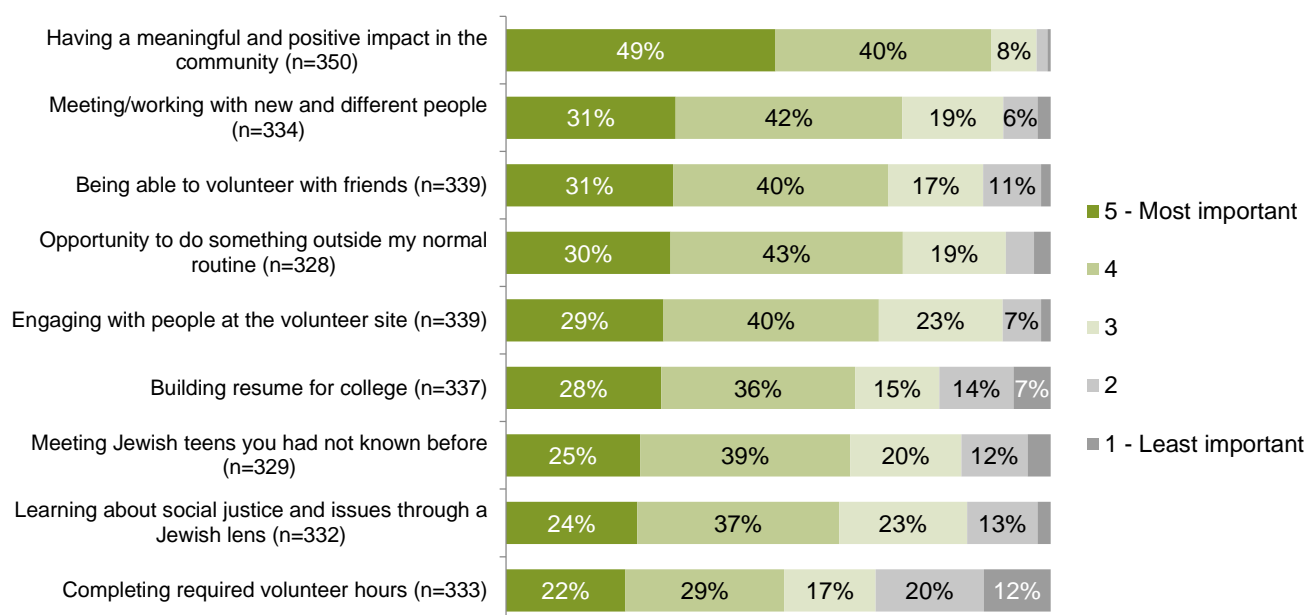
Note: error bars represent the standard deviations of each data column



Question 42: To what extent do you agree or disagree with the following items (n= 346 – 394)



Question 7: To what extent do you agree or disagree with the following items (n= 375-418)**Question 11: To what extent do you agree or disagree with the following items (n= 355-403)****Question 44: How important is being Jewish in your life? (n= 391)**

Question 14: How many hours a week do you currently dedicate to social justice/volunteerism? (n= 357)**Question 12: On a scale of 1-5, with 1 being the least important and 5 being the most important, please rate the following aspects of a social justice/volunteer program based on its importance to you. (n=328–350)****Question 13: Please describe any other aspects of a social justice/volunteer program that are important to you. (Open-ended; n= 110)**

- Advocating for Israel/Learning more
- almost every part is important
- Anything that could potentially better the community.
- anything that helps people have a voice
- Being able to be knowledgeable about what is going on in the world around me.
- Being able to learn and grow from the opportunity.
- Being able to notice the tangible impact of my work on a community
- Being able to see that my work has a meaningful impact on the people that it is supposed to support.
- Being able to show and teach others what being Jewish means
- Being able to work with others with a similar state of mind and with a common goal to succeed.
- Being active and not just learning about issues
- Being Jewish is very important to me after I attended Israel
- Being part of something greater, being able to really help others.
- Being social!

- Connecting with kids I work with and learning different skills.
- doing something that makes an impact on the things I love (ex. music)
- Doing something to benefit a community or family besides my own.
- engaging with kids
- Engaging with my community and friends
- Everything is!
- Experiencing or learning about something I wouldn't have the opportunity to do outside of a volunteer opportunity.
- Feeling as though I'm making a difference
- Feeling satisfied at the end.
- For me, these programs are important because they teach valuable lessons about how to help others and make changes in the world. They also physically demonstrate the importance of mitzvot to Judaism.
- Gaining experience with working with others and learning new skills and information is important to me.
- Getting to know other Jewish teens.
- Getting to see the impact I can make alongside a group of friends.
- Giving back
- Giving back to my community, regardless of the people affected being Jewish or not
- Having a positive impact on community, helping others lead better lives, and building new relationships through helping others
- Having fun (2)
- Having fun and feeling good.
- Having fun and getting stuff done
- Having the ability to make an impact and change the world
- Having the opportunity to help people and improve the better the community.
- Helping
- Helping less privileged people
- helping locals who need it
- Helping others (3)
- Helping out less fortunate people and communities; whether that be Jewish or secular communities, helping them is important nonetheless.
- Helping out, spending time with people.
- Helping people in need to improve their lives.
- Helping people in need.
- helping people or environmental work
- helping people who struggle but cannot get help for it as easy as me
- Helping the greater good
- Helping those in need.
- I am in Tzofim, very fun and interesting. Responsible counselor...
- I enjoy volunteering at gateways because once a week I get to be reminded of how lucky I am to have such a unique opportunity to help the community in fun ways.
- I feel incredibly fortunate myself and I just really like helping. I don't think of it as a chore or anything. I just genuinely like to do work and help people. I haven't actually put that much thought into why it's important to me. I just do because I enjoy it a lot of the time.
- I feel like I am making a difference
- I find it very rewarding to help those that are less fortunate than me.
- I get an enormous amount of personal satisfaction from helping people. In fact, because of my close ties with the Jewish Teen Initiative I am going to major in social work.

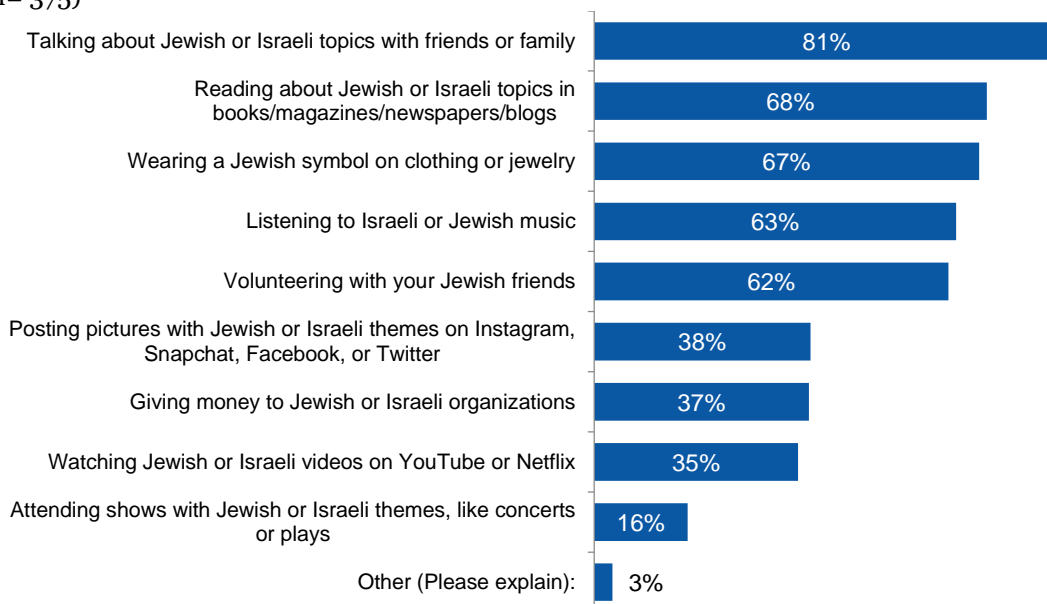
- I got to meet new Jewish teens and I got to learn about issues that important to me.
- I just really enjoy being active about social justice issue and to stand up for my beliefs.
- I like being able to learn and hear about the opinions of other Jewish teens.
- I like being able to see the difference I'm making to individual people or a community/group.
- I like doing things that help people it makes me feel like I'm doing something good for others.
- I like engaging with the non-Jewish people that work at the volunteer sites.
- I like making others feel good and happy, because it makes me feel happy.
- I like the ability to be able to do something new and a little out of the ordinary, or maybe even difficult.
- I like the community in the tent
- I like to help people in my communities.
- I love working with people and actually seeing the impact I have on someone's life, for example, at Gateways.
- I really enjoy hearing from my peers about issues in today's society that they really care about and are connected with, I think this work is really important especially for teens because as we grow so do our thoughts and actions which we have to use in society as we become leaders.
- I really enjoy helping people out and especially when it is with my friends.
- I really enjoy the aspect of making the world a better place. It makes me feel accomplished and happy.
- I really love being involved in my community.
- I think that another very important part of community service is the feeling that you made a difference in your community and the world.
- I think that everyone who is able has a moral responsibility to give back to the community, and I like being able to fulfill that responsibility.
- I want to help those in need, and also volunteer and participate in things that colleges will like.
- If I learn something or genuinely help the community
- In volunteer programs, I feel that it is very important to have new experiences and opportunities to better yourself and help the others around you.
- Inclusion
- Interacting with rabbis/cantors/adults
- It is important for me to cook for homeless people and volunteer at events at our temple.
- It is important that I am able to volunteer for programs that I would have been unknowledgeable about prior to the activity. I am able to learn more about services in my community.
- It is important to me that I know other people in the program.
- It is important to me that I learn about different opportunities to help in my community.
- It is important to me to make connections with other Jewish teens on the North Shore and expand my social circle to include more Jewish teens.
- It is important to meet like-minded people and learn and discuss with them.
- It sounds like something that will actually make a difference and help people.
- It's fun and it's a good feeling!
- It's important to me to stay connected to the Jewish world.
- It's inspiring to do good volunteer work with positive teens! The events become memorable and fun when they're enjoyable to be at.
- Just helping others.
- Just to have fun and do something good while fulfilling my requirements. I like meeting new people too.
- Learning about the Jewish values and/or traditions that correspond to the program.
- Learning why you are doing what you are doing.
- Making a difference, making the world a better place.
- Making new friends and enjoying Jewish life.

- Making others feel good about themselves.
- Meeting new people
- Meeting new people, making new friends, while doing something productive.
- Participating in discussions/activities
- Participation
- Perhaps meeting with leaders of social justice movement or meeting with representatives in government that will help students learn how to lobby for social change Receiving resources that will allow teens to learn how to support their argument for positive social change Learning how to create a movement in support of social change Learning how to affectively debate and research how to solve a social justice issue
- Should build leadership skills
- Something that a lot of people can go to, so my friends and I can have fun while volunteering.
- Something that interests me but still helps people
- Teaching diversity to little kids at a school
- The Israeli scouts are important to me because I all my good friends there and I like to go there and I have fun every time that I go there
- the potential of meeting new people
- Volunteering with friends
- -what I am volunteering for -knowing that volunteering is helping
- What is amazing is that you are constantly learning new things even just by exposing yourself to people with different views and mindsets.
- Working directly with kids with special needs make me feel happy and proud of their accomplishments.

Question 15: What would it take for you to dedicate more time to these types of programs? (Open-ended; n= 217)

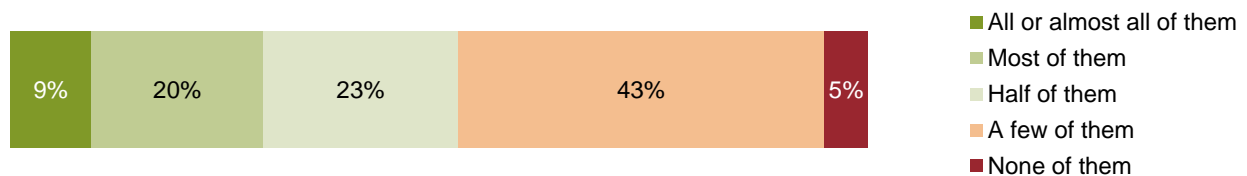
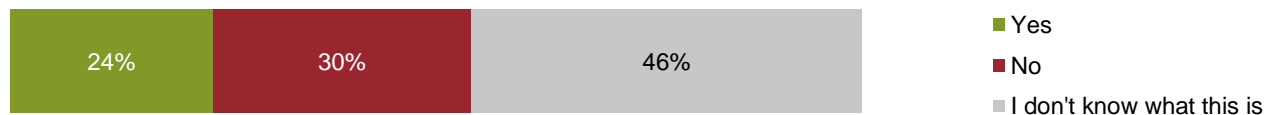
Due to the number of responses to this question, full responses have been omitted from this summary. Please refer to the full data set, provided alongside this summary, for the full responses.

Question 6: Which of the following activities have you engaged in during the past 12 months? (Select all that apply; n= 375)



Other responses:

- Bar mitzvah studies
- Confirmation
- Going to Israel
- Going to Israel Advocacy Classes
- going to Jewish ceremonies and keeping Jewish traditions
- Israel Independence Programs
- Israeli scouts
- living in Israel for 4 months
- None
- Read Torah 3 times
- visited is real with family
- Watching Israeli movies

Question 47: How many of your closest friends identify as Jewish? (n= 393)**Question 16: Have you connected with a North Shore Teen Initiative/Jewish Teen Initiative Peer Leadership Fellow this year? (n= 353)**

Appendix B:

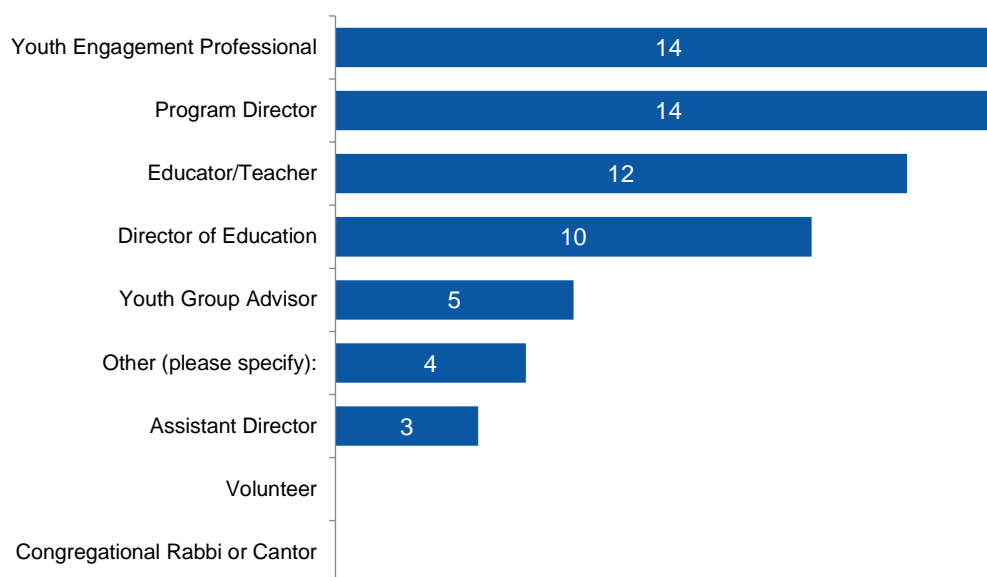
CJP Boston Professionals Survey Data Tables

INTRODUCTION & RESPONSE RATE

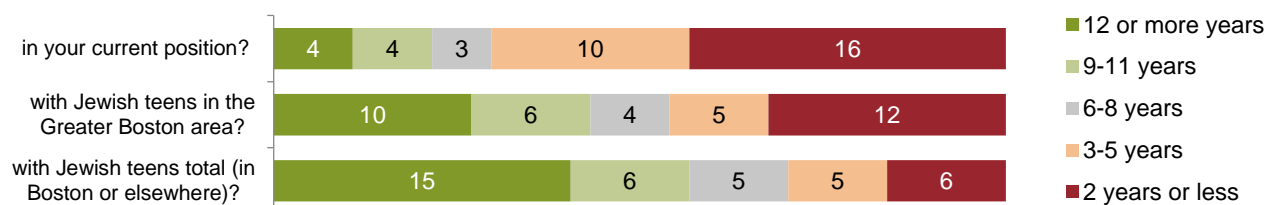
Below are the aggregated survey results from the 2018 survey of Jewish teen educators affiliated with the Combined Jewish Philanthropies (CJP) of Boston, Massachusetts. The overall target population for Boston Jewish teen educators was comprised of 70 individuals, whose contact information was provided by CJP. The survey was administered via a web link from early May until early June, during which responses from 42 professionals were collected. After cleaning duplicated and partial data out of this bank of responses, 37 responses remained for analysis. Please note that this equates to an 11% margin of error on these analyses, at the standard 95% level of confidence. Included in the 37 survey responses received were 20 responses from 'high impact' Jewish teen educators in the Boston community (the response rate for this group was 74%, or 20 of 27).

PROFESSIONALS' ROLES

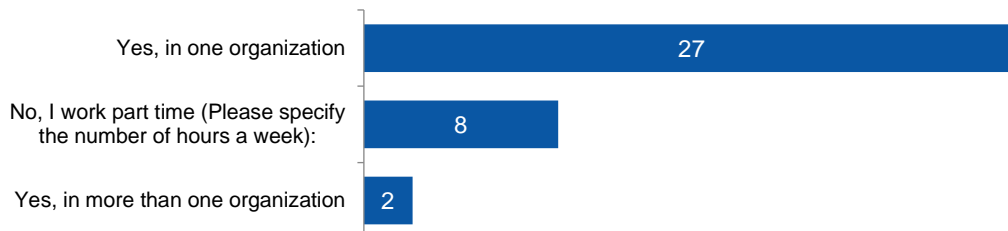
Question 1: Which of the following reflects your role or title in working with Jewish teens? (Check all that apply; n = 37)



Questions 2-4: How many years have you been working...? (n=37)



**Questions 5-7: Are you currently employed full-time (35 hours or more) in your work with Jewish teens?
(Select one; n=37)**



- If more than one organization, how many (n=2)?
 - “3”
- Why do you work in more than one organization (n=2)?
 - Both respondents selected “I need the extra money”
 - 1 respondent selected “I have not been able to get a full-time position”
 - 1 respondent selected “I feel committed to more than one organization”

MOTIVATIONS FOR WORKING WITH JEWISH TEENS

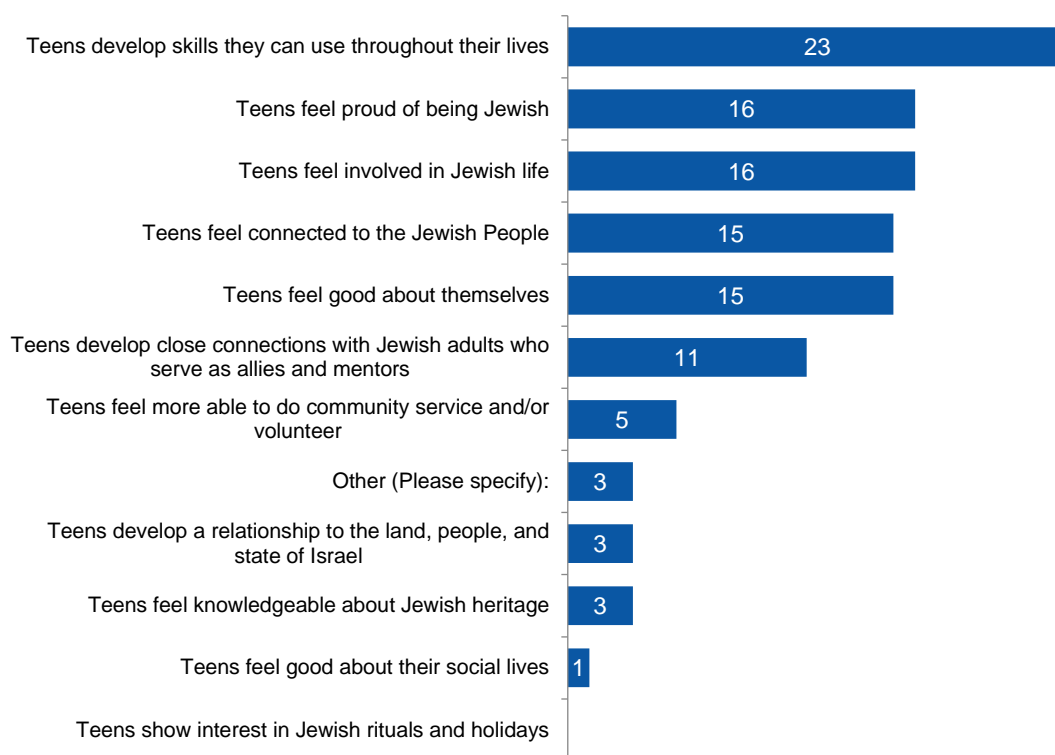
Question 8: Please select your top three motivations for choosing to work with Jewish teens (n = 37)



- Other Responses (n=7):
 - “I believe Judaism has something wonderful to offer teens, families and people in general ... and I want to be a part of connecting more young people to opportunities that are good match for them.”

- “I want to empower teens to gain the skills and resiliency they need to change the world and strengthen the Jewish community”
- “I wanted to work at a nonprofit”
- “It felt like a calling. I am inspired to do this work.”
- “part of my job responsibilities”
- “Wanted to participate in meaningful identity formation for Jewish teens”
- “Wanting to work in a Jewish socially progressive context.”
- To which program did you feel a special connection? (n=7)
 - “Lappin Foundation’s Youth to Israel Adventure”
 - “Moving Traditions”
 - “Teen leaders, Shaloh House”
 - “Telem”
 - “Temple Beth Shalom’s Mayim”
 - “Temple Etz Chaim Senior Youth Group”
 - “Yachad”

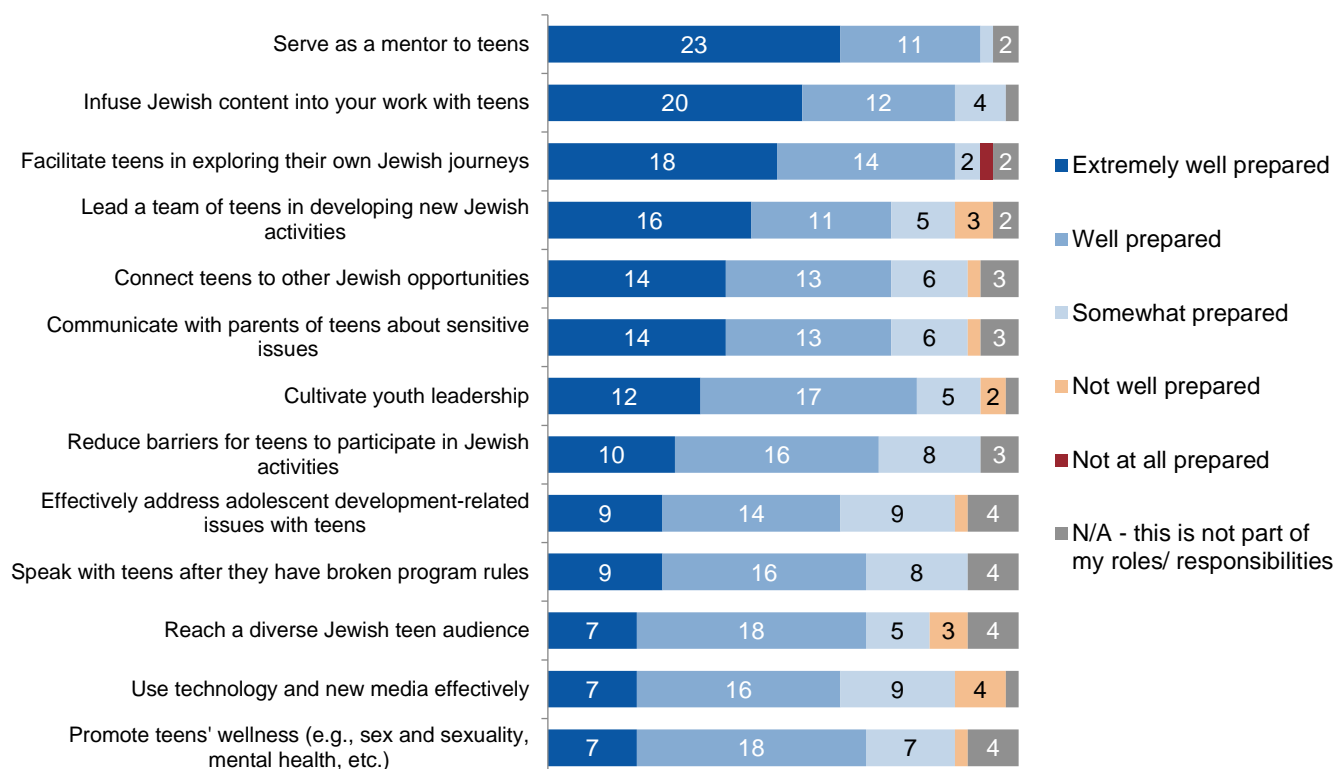
Question 9: When you think about your biggest goals for the Jewish teens with whom you work, which are your top three? (n=37)



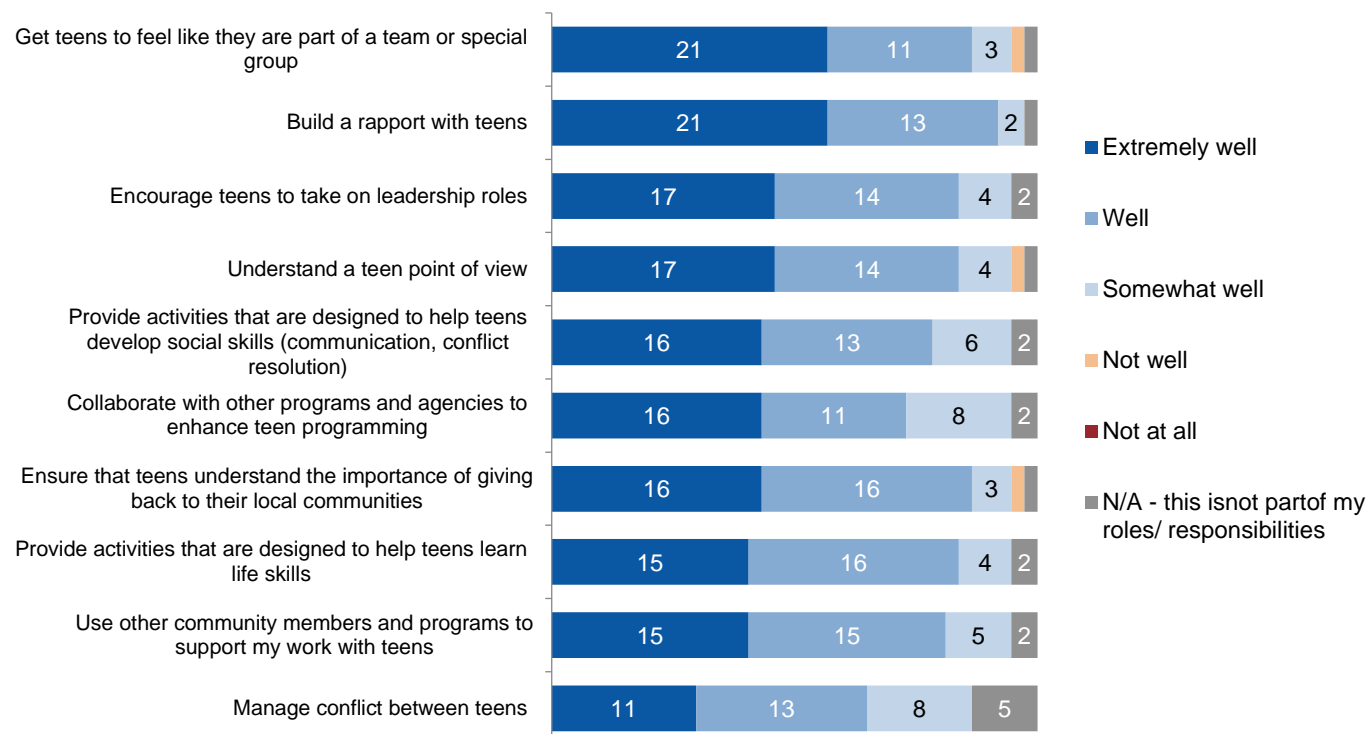
- Other Responses (n= 3)
 - “Teens develop skills and personal disposition to making the world a more just and humane place.”
 - “Teens feel that being engaged citizens of the world is part of living a Jewish life.”
 - “teens see that being and doing Jewish can enrich their lives”

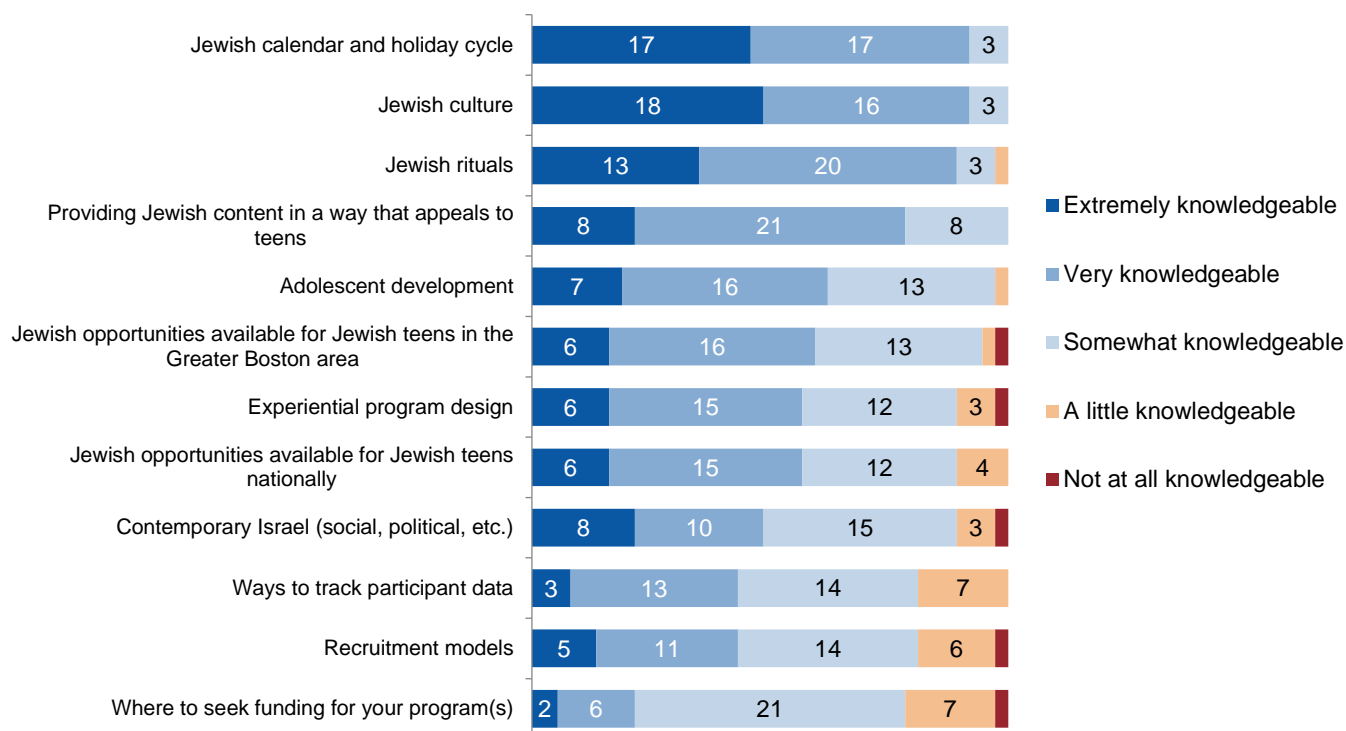
SKILLS, PROFESSIONAL DEVELOPMENT, & COMMUNITY SUPPORTS

Question 10: How well prepared are you to do the following things? (n=37)



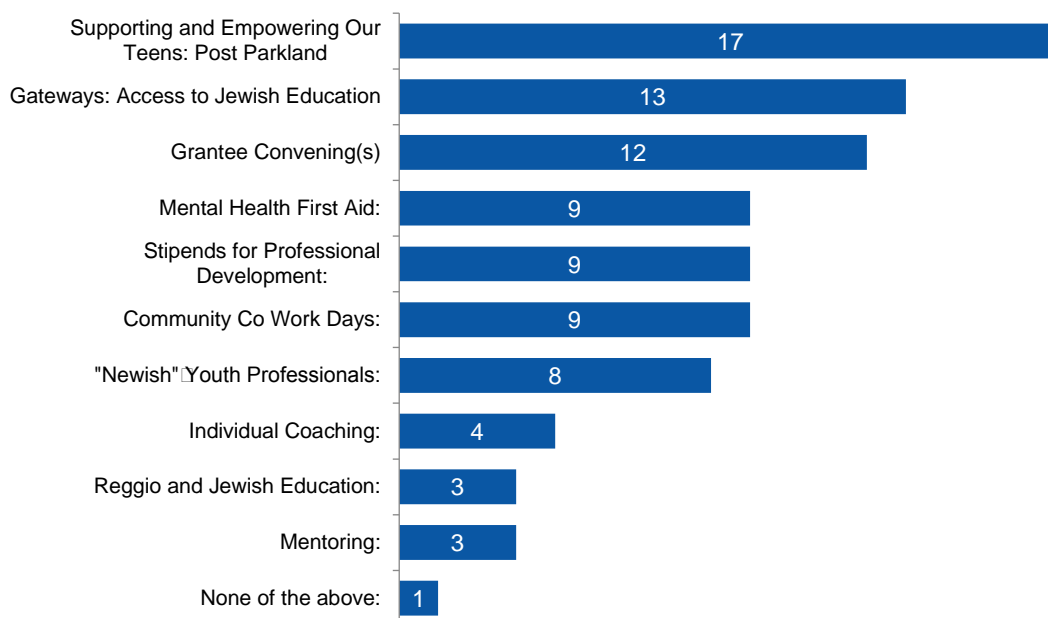
Question 11: How well can you do the following things? (n=37)



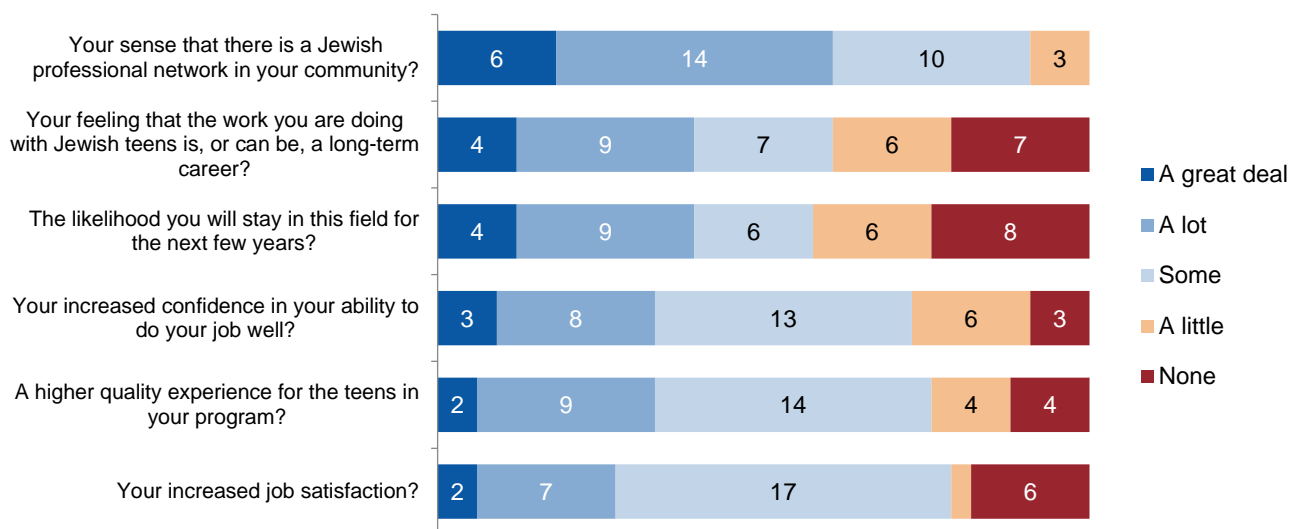
Question 12: Please rate your level of knowledge about the following (n=37)**Question 13: Please elaborate on any specific challenges you face in your work with Jewish teens (n=14):**

- Being able to communicate on social media
- Getting teens to consistently be interested in attending programs and events.
- Greatest challenge is commitment level of teens due to their being over programmed and prioritizing other commitments (sports, dance, Model UN, etc.) over involvement in Jewish activities. This has gotten worse over the past 8-10 years and parents are less committed as well to shul involvement so makes it a challenge.
- Having them find time in their busy lives to prioritize Jewishly-organized activities.
- Helping them balance outside activities with those they are involved with at our synagogue.
- Lack of funding and resources including time. There are only so many hours in the day, and we're expected to do so much with very little real training.
- Lack of specific structure in our congregation to appeal to teens and to provide them with valuable content and opportunities to learn and grow together.
- Many of my teens are spectrum. Balancing their needs and behaviors with the needs and behaviors of neurotypical teens is a challenge.
- Our teens need more support, in particular around mental health
- Programming around teens' full and hectic schedules
- Sometimes I disagree with what they are being taught/what I am asked to teach regarding Israel.
- Teens are overscheduled, overcommitted, and under-rested.
- There is an unfortunate amount of tension among Jewish agencies between the perceived conflicting goals of getting MORE kids to THEIR own programs versus connecting teens with programming that is the best match for THEM.
- they are over-programmed

Question 14: Which of the following sessions, seminars, workshops, reflection groups, or communities of practice did you attend in 2017-18? (Choose all that apply; n=37)



Question 15: Thinking of those opportunities that you checked above, how much, if at all, have they contributed to... (n=33)



Question 16: Please share any comments you may have about the professional development experiences you've had through CJP's Jewish leadership and learning offerings, including how they may have impacted you and the work you do with teens. (n=28)

- Being a veteran educator I pick and choose what I think are important things to attend and some programs are more impactful than others. The MH training was somewhat useful and I enjoy the camaraderie with colleagues but time is short and I want to make sure I am focused on my job at the temple so will usually choose that over social events or programs that I do not particularly see as useful
- CJP's generous professional development program has allowed me to learn new skills, see best practices modeled, make connections with colleagues on both a local and national level, and given me a valuable opportunity to participate in serious Jewish learning programs.
- CJP's professional development programs, especially NJP, have given me an excellent network and made me feel incredibly supported, both by my colleagues and by knowing that there are people like Margie who are working to make this profession as easy and interconnected as possible, and are thinking about the challenges we face as young Jewish professionals.
- CJP's support and learning opportunities have helped make me a better Jewish educator, youth professional and member of the community.
- generally high quality
- Helpful
- I always gain something to enrich my skills working with teens.
- I appreciate the meetings/opportunities to hear what other programs are doing to find new ways to collaborate
- I did not think the JJF grantee convenings were a great use of time and the organization's representatives weren't overly collaborative (ALL across the board), although they would probably say that they were.
- I felt very disappointed in the Gateways program. It was a sales pitch for what they are offering, and didn't provide any training whatsoever.
- I find it mostly unhelpful
- I find the workshops valuable because they spark ideas and help me stay current, but I am committed to staying in this line of work, so I don't think that my participation has contributed to my overall job satisfaction.
- I found working with Margie to be invaluable. She directly helped me in shaping a grant proposal which was ultimately successful in garnering funds to work with our Jewish teens (the grant was from a non-Jewish organization)
- I helped lead "Jewish Teens Join March for Our Lives Boston" which was bolstered by these gatherings. I have come to feel a collegiality and camaraderie among my cohort at the CJP workshops I attend, which I appreciate, but I do not feel that these workshops or meetings represent professional development for me.
- I think this year I have felt more welcomed into the CJP youth professional community. It's been great to feel a small part of a group rather than a complete outsider.
- It has been very helpful to connect with others. I want to do it more!
- It was good to hear other professionals view on their jobs, relationships to teens/parents/clergy, and outreach ideas.
- It was helpful to feel part of a bigger network of youth professionals.
- It's been very helpful to meet other professionals. I have gained a better sense of the programming other organizations are doing.
- I've enjoyed the opportunity to network with colleagues and work together on mutually beneficial projects!
- Over-all being a part of these offerings enhances a sense of professional community and support. The networking often helps to spur creative ideas and it is helpful to bounce ideas and challenges off each other to get different perspectives.

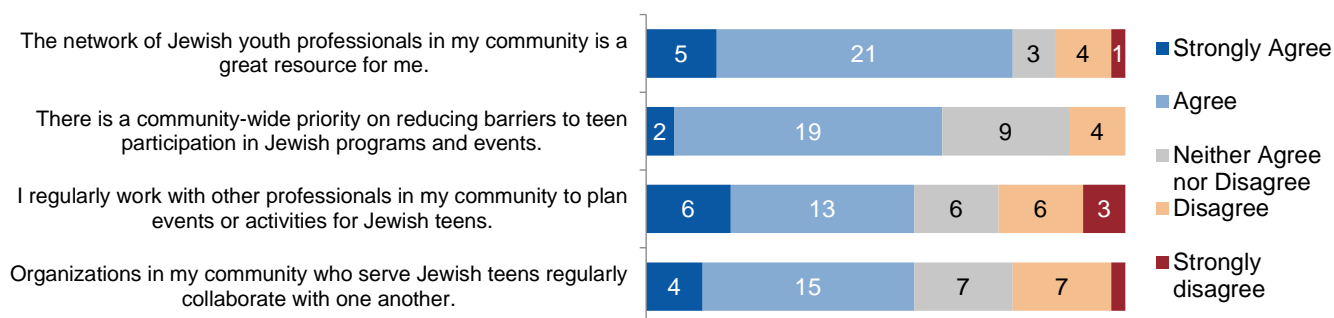
- The co-working days are a great opportunity for networking and collaboration.
- The mentoring program is amazing. We have only met 2 times so far but I already feel I have grown and I look forward to our relationship growing over this next year.
- The professional development grant enabled me to attend a conference from which I was able to bring back both content and pedagogy to use in the teaching and mentoring.
- The workshops last year 2016-17 were very helpful. I would have liked to see that continue.
- They helped me better understand the resources at my disposal.
- Was great. Really really applicable and worthwhile.
- When I inquired about professional development opportunities for my staff from 2 CJP professionals, none gave me any specific opportunities. There was grant money to be applied for but a lack of clarity of the examples of its use. Then three different teen educators all said they could lead training. I found this lack of transparency about the cost and content of these sessions disturbing. I am also bringing it up because it came on 3 different occasions with 3 different professional. I found this to be nepotistic and not helpful to our community's professional development. I sought resources for Teen Community outside the Jewish community since within our community the lack of sharing was disappointing and unhelpful.

Question 17: Based on your work with Jewish teens, what additional training or support would make you feel more successful or equipped to do your work? (n= 26)

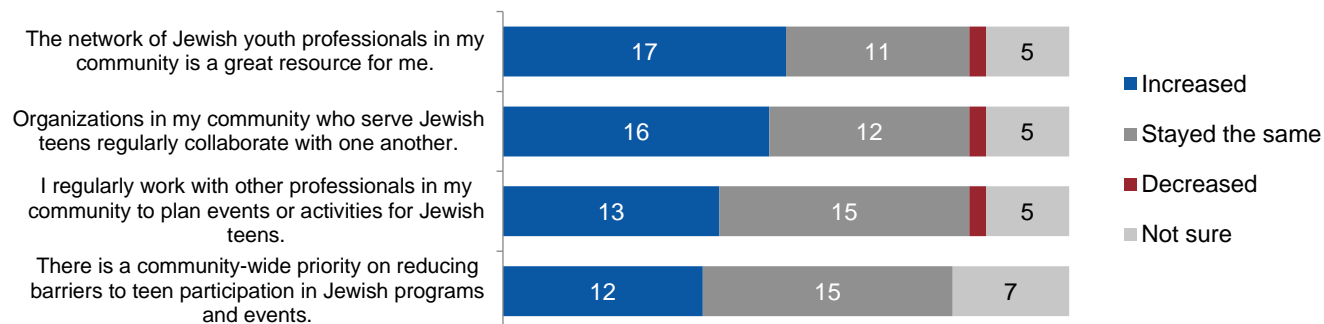
- All of the current offerings seem to cover my needs. I just was not able to attend all of them since I was working part time while in school. So for some of them, maybe just offering additional time opportunities might have made them more accessible to me. But overall, I was very satisfied with what was offered.
- Better, more specific Reggio training and any applications it has in working with a teen population
- Curriculum writing workshops.
- Development of a cohort of folks who are doing this work as professionals, as opposed to youth advisors or folks who are doing this work as in between college and grad school, etc.
- Experiential programming
- How are the resources supporting the Teen Professional as a community organizer? How are we investing in this professional and the sustainability of their work?
- How to include teens with special needs or who need extra social support.
- I think a neutral collaborative work space would be very valuable.
- I think my main needs are related to the bureaucracy of my organization, or would be found in something like a grad class, which I don't have time for.
- I think small cohorts around specific skills like writing, fundraising, data collection etc.
- I wish some of the CJP programming for youth workers happened in the afternoons or evenings so part-time staff members who work directly with teens could attend.
- I would love more professional development around project management and elevating programs. Ex adding Jewish pieces to programs and events that isn't overwhelming to teen audiences.
- I would love to do more that has to do with developing tangible and applicable skills, like design thinking and mental health first aid, especially relating to raising resilient teens and developing leadership, as well as planning programs (and working with teens to do so). I would also love to do text study with Rabbi Alan Ullman!
- I would love to have some more training that is based on designing meaningful programming that has deep roots in Judaism and is experiential, hands on and exciting for teens
- Ideas to find more funding
- Marketing and recruitment, use of social media
- More high-level professional development. I've been in the field for twenty years and would love to learn at that level.

- More information on teen trends (the further I get from that age the harder it is to stay current). I have a teen of my own as well as some early twenty-somethings but I'm not sure that I'd say their experiences are necessarily fully transferable to today's teens.
- More learning on non-profit management and fundraising.
- Networking, Torah and Teens, Managing up to Parents and Clergy, Neurodiversity Training, Putting the Jewish back into Jewish Experiential Education.
- perhaps restart the "veteran" educators group who have more in common with one another and are usually older and more experienced
- Recruitment and marketing
- Salary negotiation, Fundraising, and "mental health level 2" training
- Stresses and pressures on Jewish teens today, effective social media practices and newest tools for teen outreach/inreach
- video-conferencing
- What if CJP/JTI could leverage their position to offer more benefits for "members of the network" including personal financial counseling/resources at a discounted or free rate (since this part of the field of Jewish ed is not professionalized at the level it should be), as well as shared resources (how many different orgs in our network have separate subscriptions/purchasing trends, and how much money could we save if we connected the dots, etc.)

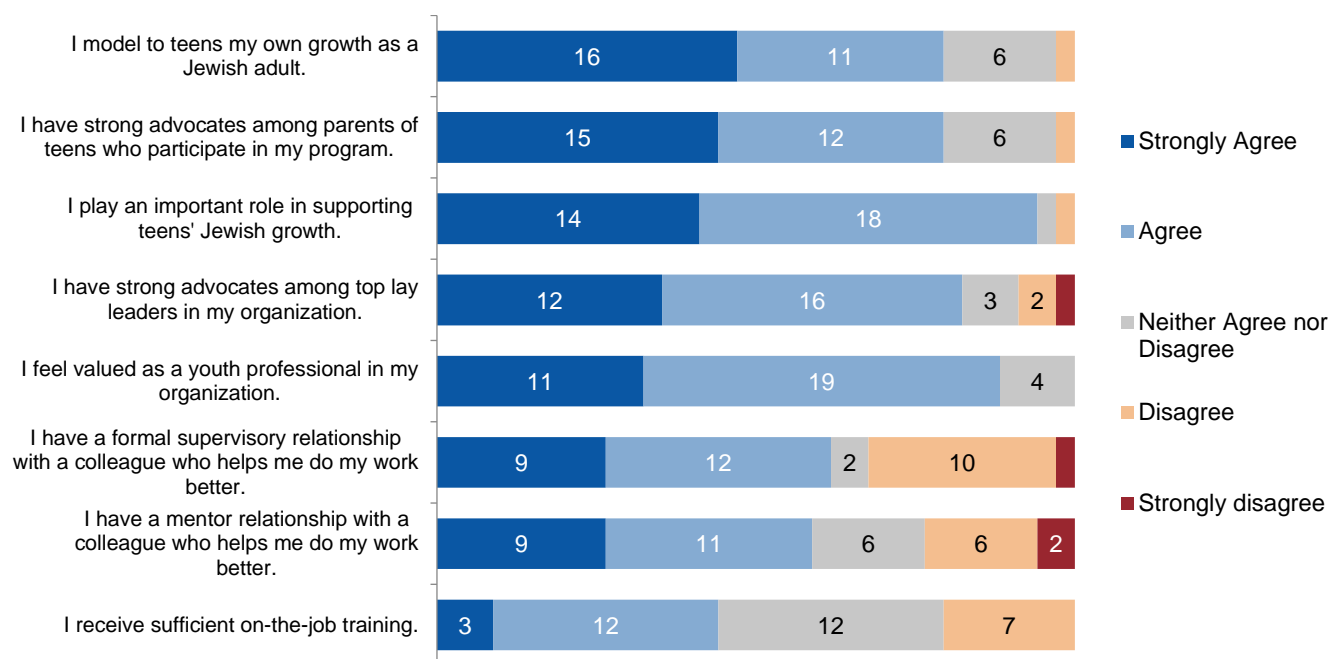
Question 18: To what extent do you agree or disagree with the following statements about Jewish teen education and engagement broadly in your community? (n=34)



Question 19: From your perspective, how have each of the following changed, if at all, over the past 12 months? (n=34)

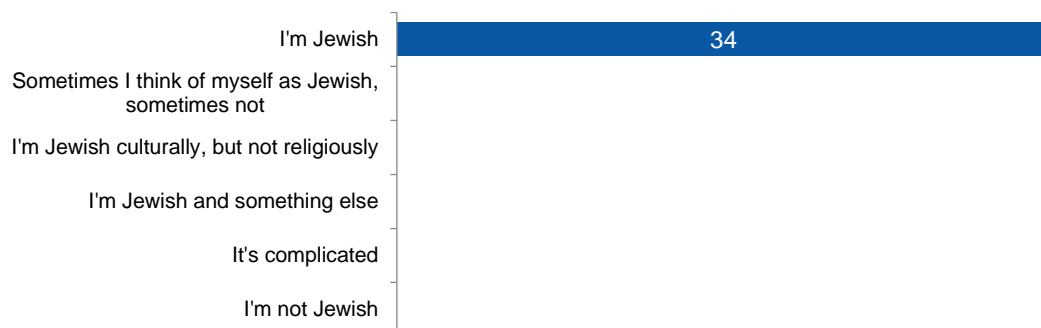


Question 20: To what extent do you agree or disagree with the following statements about your experience in your current organizational setting? (n=34)

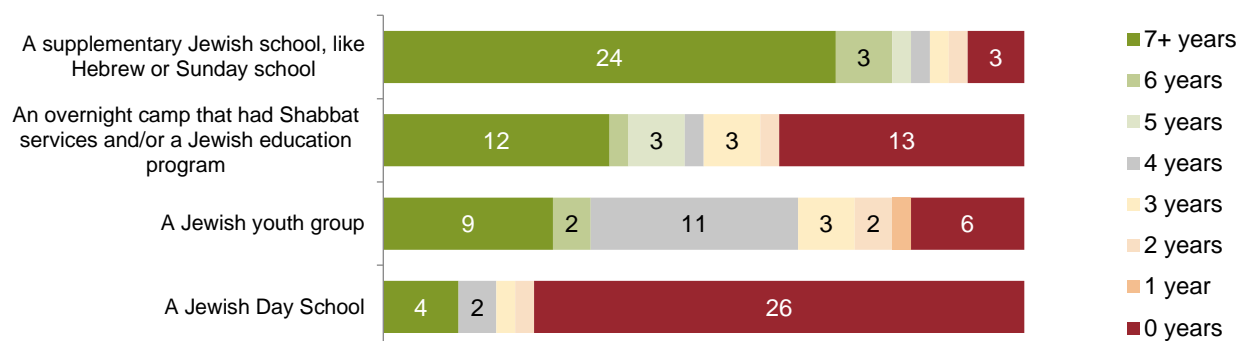


PROFESSIONAL PROFILES

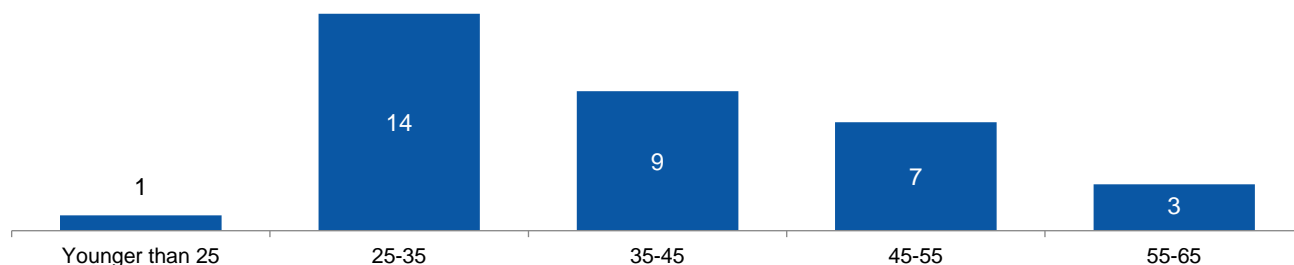
Question 21: Which of the following best describes you? (n=34)



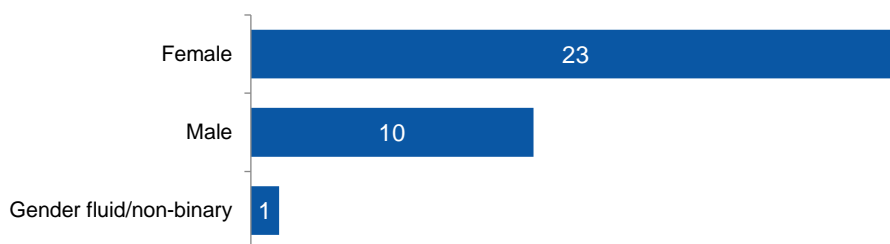
Question 22: Growing up, how many years have you attended each of the following? (n=34)



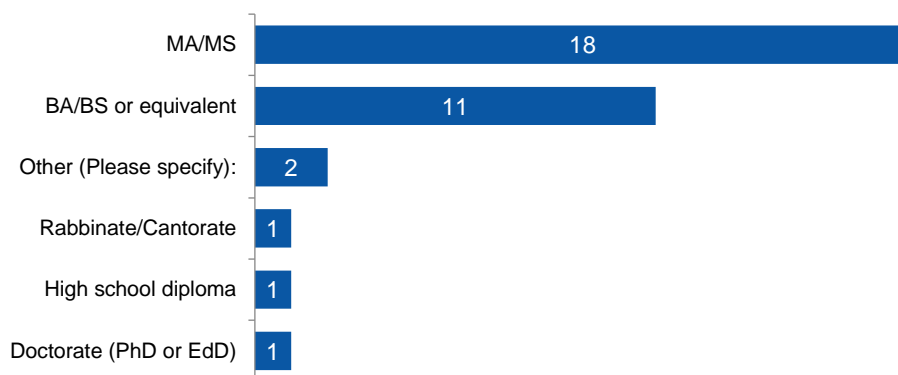
Question 23: Age (derived from Year of Birth; n=34)



Question 24: With which gender do you identify? (n= 34)



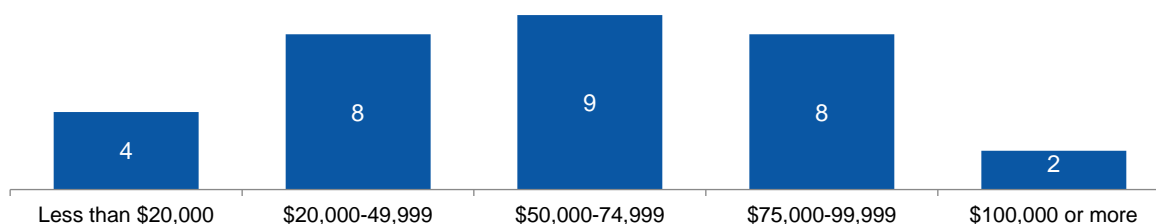
Question 25: What is the highest degree you have completed? (n= 34)

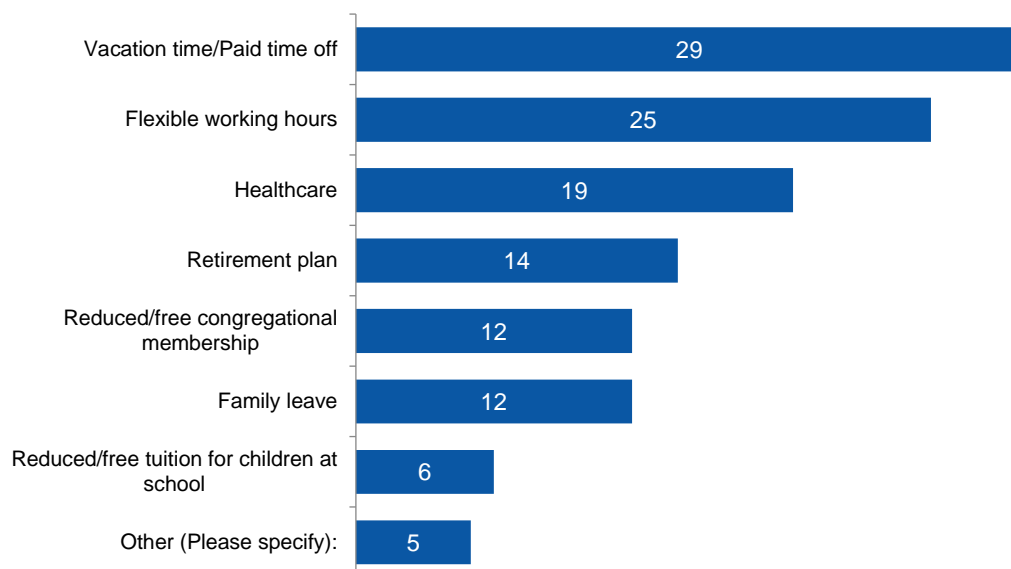
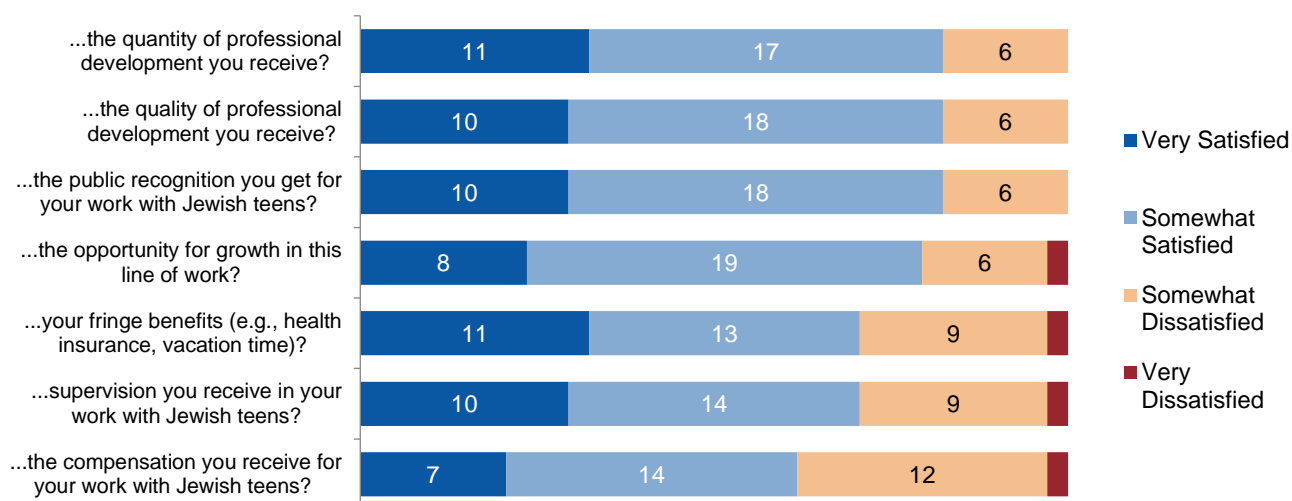


Other Responses (n= 2):

- It's complicated
- MSW

Question 26: What are your total combined annual earnings, not including benefits, from your position(s) working with Jewish teens? (n=31)



Question 27: Which of the following employee benefits do you receive? (Check all that apply; n=35)**Question 28: How satisfied or dissatisfied are you with... (n=34)****Question 29: Is there anything else you want to tell us about your experience as a youth professional in Boston? (n=9)**

- Am happy to help CJP and Marc Baker look at what we are doing now and how to move the youth agenda forward in the Boston area.
- How are we building a community of Teen professionals where professionals have access to professional growth?
- I am so grateful for Margie's guidance, influence and support!
- I feel incredibly lucky to have worked with the amazing staff at CJP and Temple Aliyah. They are incredibly supportive and helpful.
- I wish us all success!
- It has been incredible and rewarding, and I can identify a number of "low hanging fruit" areas that might make youth professionals a bit happier and feel more valued.

- More collaboration amongst organizations--don't be afraid to "share" teens across the board; teens can be a good fit for one program and not the other--it's not always necessary to hide a list of all of your teens' names because you're afraid of losing them.
- People are still not collaborating. Simply saying we will share info with JTI is not collaborating.
- Working outside greater Boston is completely different than my colleagues who work closer to town. There are less resources, less colleagues who want to collaborate because of territorial-ism, and less access to quality programming and talented staff.

Appendix C: Dual-Year Teen Analyses

INTRODUCTION

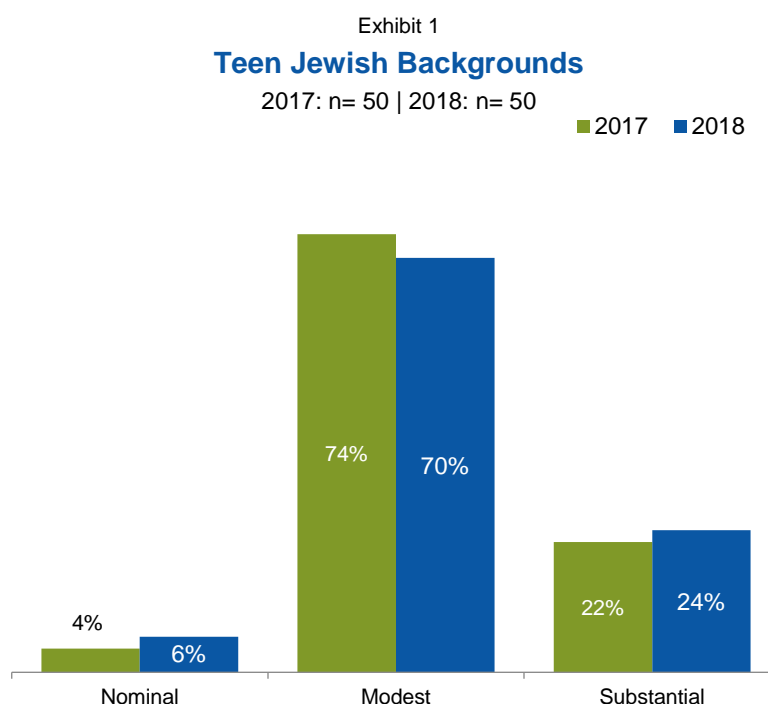
The following is a comparison of the dual-year teens (teens who were found to have taken both the 2017 and 2018 Greater Boston Area Jewish Teen Initiative teen surveys) on three CCE scale items—Background Classification, Current Engagement Taxonomy, and Teen Jewish Learning and Engagement Scale (p.1-3)—as well as other survey items (p.4). Statistical tests we conducted to examine specific changes in these teens from 2017 to 2018 are explained in the following Methodology paragraph.

Methodology: Paired T-tests

When comparing dual-year teens' responses from 2017 and 2018, we conducted statistical tests to determine whether apparent differences between responses were strong enough that they were likely true of the greater population of Jewish teens in Boston, and were therefore worthy of additional consideration (p-values close to or below 0.05). While most of these tests did not result in this type of finding, a few did and the results of those tests are described below.

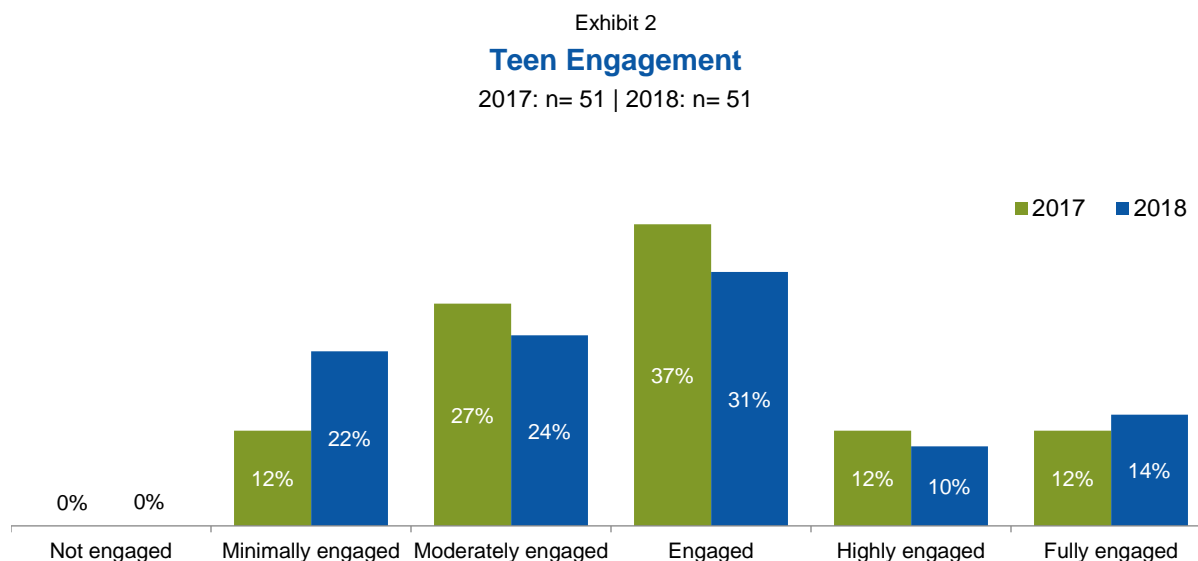
BACKGROUND CLASSIFICATION

Scores for the CCE's Background Classification scale measure how strong an individual's Jewish background is, and takes into account how they describe their family and observation of Jewish holidays before high school (see Appendix D for full explanation). Given that the data below represent the same individuals one year apart, the differences we see here are exclusively attributable to inconsistencies in how teens self-reported, as these values represent attributes which were set *before* high school and therefore would not have changed with time.



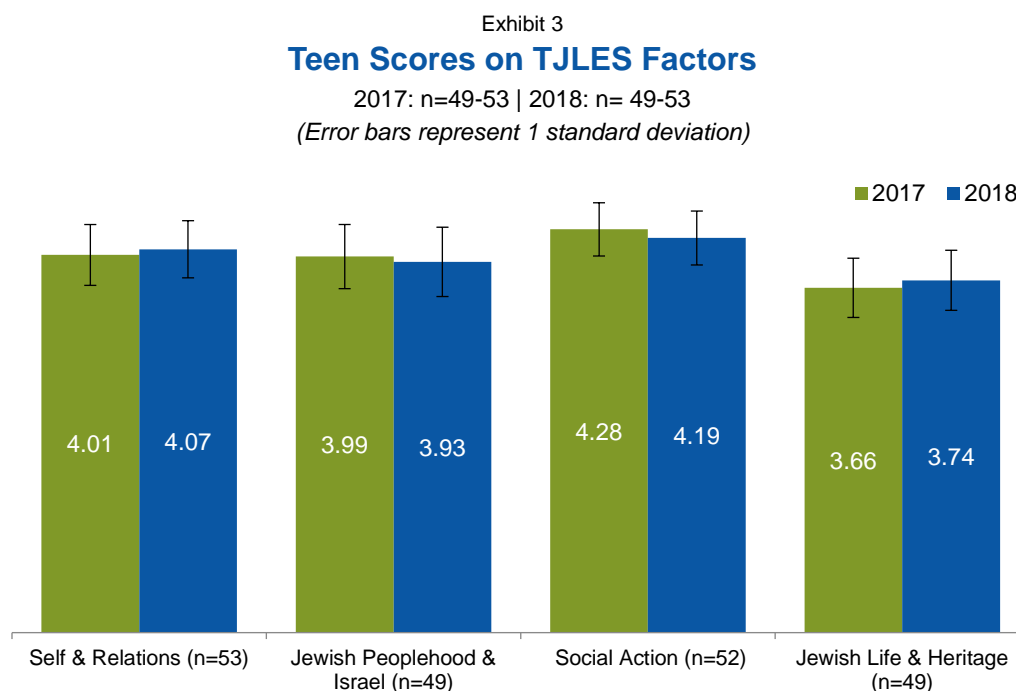
ENGAGEMENT TAXONOMY

The CCE Taxonomy of Current Engagement determines how engaged teens have been in Jewish activities in the past 12 months (see Appendix E for full explanation). Compared to their scores in 2017, some teens increased while others decreased. However, overall, teens decreased in engagement slightly between 2017 and 2018.



TEEN JEWISH LEARNING AND ENGAGEMENT SCALES (TJLES)

The CCE team developed a series of 23 items mapped to four factors to understand how teens perceive their Jewish selves (see Appendix F for full explanation). Compared to results from when these teens took the survey in 2017, these teens did not change substantially in these four factors, as the difference between the means represented by the columns below is miniscule compared to the variability of values within each column—represented by the error bars (Exhibit 3). To confirm this statistically, a paired-samples t-test revealed no changes year-to-year for these individuals.



ADDITIONAL FINDINGS

In addition to assessing differences between 2017 and 2018 dual-year teens for the CCE items above, we examined how the 53 dual-year teens varied between 2017 and 2018 in terms of reasons for engaging in Jewish activities, how their lives changed as a result of participating in Jewish teen programming, and questions of Jewish identity and knowledge. Three items resulted in statistically significant—or near significant—results at the $p < 0.05$ level. The first two items stemmed from the following question—“To what extent has the following changed, if at all, as a result of your participation in Jewish activities in the last 12 months¹”—and corresponding specific statements:

- 1) “Feeling good about myself”
- 2) “Feeling more able to do community service and/or volunteer”

Results with respect to both statements indicated an average decrease in scores between 2017 and 2018, with “Feeling good about myself” dropping an average of 0.27 response categories² and “Feeling more able to do community service and/or volunteer” dropping an average of 0.23 response categories³ on a scale of 1 to 5.

Paired Samples T-Tests: “To what extent has the following changed, if at all, as a result of your participation in Jewish activities in the last 12 months:”

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
Feeling good about myself: Please rate to what extent the following has changed, if at all, as a result of your participation in Jewish activities in the last 12 months: (2018 scores – 2017 scores)	-.271	.765	.110	Lower	Upper	-2.454	47	.018
Feeling more able to do community service and/or volunteer: Please rate to what extent the following has changed, if at all, as a result of your participation in Jewish activities in the last 12 months: (2018 scores – 2017 scores)	-.229	.805	.116	Lower	Upper	-1.972	47	.055

The third paired t-test, which yielded a statistically interesting result, was a comparison of 2017 and 2018 scores with respect to the question—“Why did you decide to participate in Jewish activities for teens?”⁴ and the following response option:

- 3) “My parents want me to go”

Compared to in 2017, dual-year teens in 2018 selected this option less often.⁵

¹ The response options for this question were a 5-point Likert scale ranging from “Have greatly decreased” to “Have greatly increased”, with a neutral option “Stayed the same” in the middle of the scale. For the purposes of these t-tests, these response options were recoded as a numeric scale ranging from -2 (have greatly decreased) to 2 (have greatly increased), with 0 in the middle (stayed the same).

² With a drop of ‘1’ being associated with a full shift from one response category to another) and associated with a p-value of 0.018 (see statistical table).

³ Associated with a p-value of 0.055.

⁴ Note that for the change in mean below, the -0.113 represents a decrease in the average selection rate for this item, where ‘1’ signifies that this item was selected and ‘0’ signifies that it was not selected.

⁵ A finding which was associated with a p-value of 0.057 (see statistical table).

Paired Samples T-Test: “Why do you usually decide to participate in Jewish activities for teens?”

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
My parents want me to go: Why do you usually decide to participate in Jewish activities for teens? (Choose all that apply) (2018 score – 2017 score)	-.113	.423	.058	-.230	.003	-1.947	52	.057

Appendix D: CCE Background Classification Framework

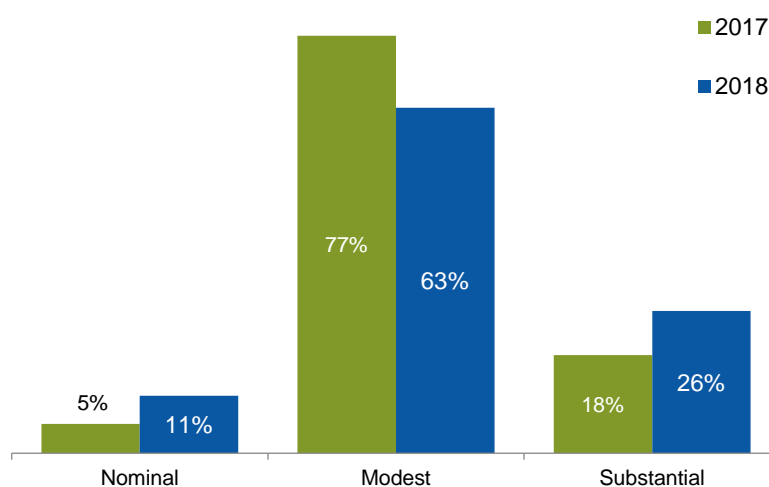
We used the CCE team's Background Classification Framework to define teens' levels of Jewish experiences growing up. The Background Classification Framework is composed of four demographic questions, which we scored using the point system below to classify teens into three background categories: **Nominal** (0–2.5 points), **Modest** (3–5.5 points), and **Substantial** (6–8 points). About two-thirds of teen respondents fall within the “Modest” background category (Exhibit 1).

Survey Question	Score		
How many total years had you participated in Supplementary Jewish School before high school?	0–1 years (0)	2–3 years (0.5)	4+ years (2)
How many total years had you participated in Jewish Day school before high school?	0–1 years (0)	2–3 years (1)	4+ years (3)
Have you had a Bar or Bat Mitzvah ceremony?	No (0)	Yes (1)	
Before high school, how often had you attended a Passover Seder?	Never (0)	Rarely or Sometimes (0)	Usually or Always (1)
Which of the following describes your family?	We are not Jewish (0)	Some are Jewish (0.5)	All are Jewish (1)

Exhibit 1

Teen Jewish Backgrounds

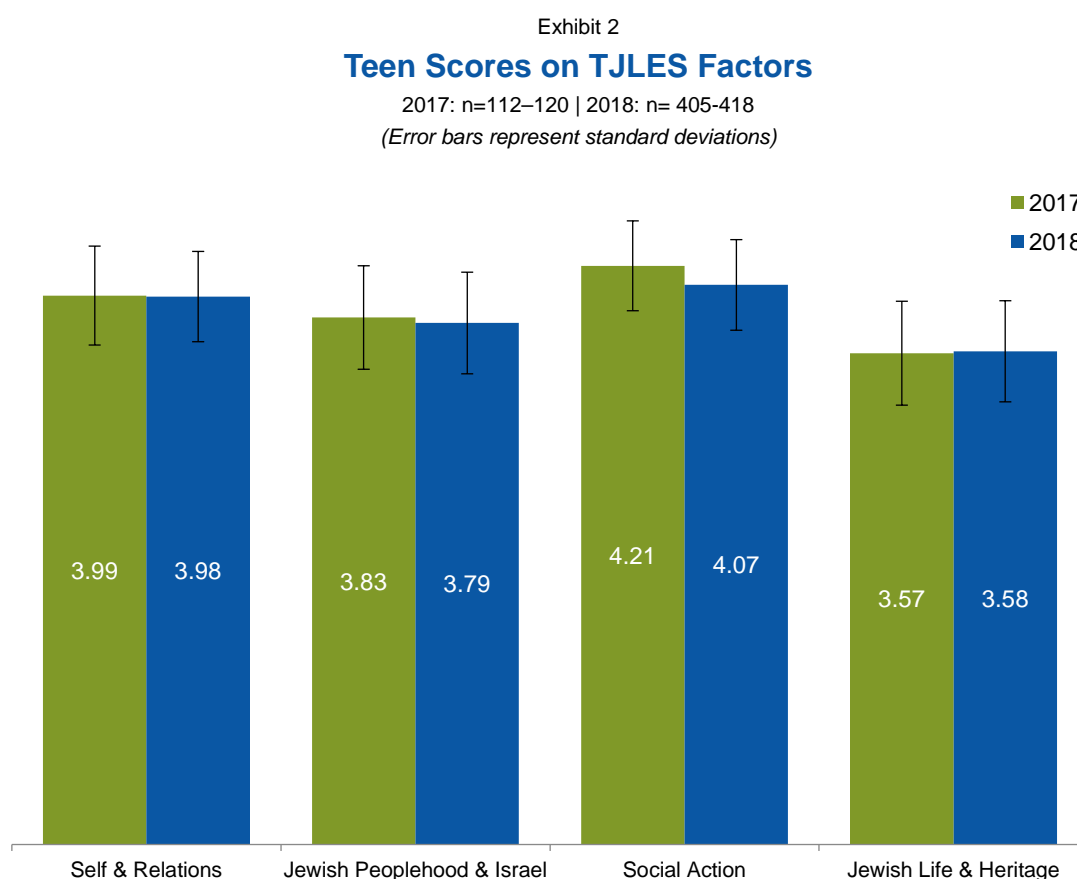
2017: n= 111 | 2018: n= 418



Appendix E: Teen Jewish Learning and Engagement Scales (TJLES)

The CCE team developed a series of 23 items mapped to four factors to understand how teens perceive their Jewish selves. Our evaluation includes 21 of these items. For each statement, participants were asked to rate the extent to which they agree or disagree on a 5-point scale.¹

Compared to results from last year's survey, teens did not change substantially in these four factors (Exhibit 2). However, given that the typical Jewish background of teens in this 2018 survey was less Jewish than those of 2017 survey respondents, the lack of substantial change in TJLES scores is a positive outcome.



¹ Participants also had the option of selecting "Not Applicable" for any of these items.

Appendix F:

CCE Taxonomy of Current Engagement

We used the CCE team's Taxonomy of Current Engagement to determine how engaged teens have been in Jewish activities in the past 12 months. We scored teens' responses to the three questions below using the rubric developed by the CCE team. We then totaled the points (with a possible range from '0' to '133') for each teen to classify them into six engagement groups: **Not Engaged** (0 points), **Minimally Engaged** (1–5.5 points), **Moderately Engaged** (6–11.5 points), **Engaged** (12–25.5 points), **Highly Engaged** (26–40.5 points), and **Fully Engaged** (41 points or more).

How many of these types of Jewish activities have you attended in the last 12 months?	One	Two	Three	Four	Five or More
Activities in which the group meets one time for a few hours (e.g., Purim party)	1	2	3	4	5
Activities that extend over a period of several days, but less than a week (e.g., Shabbaton)	3	6	9	12	15
Activities that last for a period of at least a week but less than 8 weeks (e.g., summer camp, Israel Trip)	5	10	15	20	25
Ongoing programs that last for a period of 8 weeks or more (e.g., Diller Teen Fellows, Jewish Teen Foundations, semester abroad in Israel, internships)	10	20	30	40	50

How often have you participated in these types of Jewish activities in the last 12 months?	Once	2–3 Times	4–5 Times	6–7 Times	8 or More Times
Activities in which the group meets about every week (e.g., confirmation class, Hebrew high-school)	1	2.5	4.5	6.5	9
Activities in which the group meets about every month (e.g., <i>Rosh Hodesh: It's a Girl Thing!</i>)	1	2.5	4.5	6.5	9

	No	Yes
Day School Attendance in Past 12 Months	0	20

Exhibit 2
CCE Taxonomy of Current Engagement
2017 n= 117 | 2018 n= 411

