

### **The purpose of engagement and intended outcomes**

In the previous meeting, the group addressed the following questions: What is the purpose of engagement? And, what are the intended outcomes? The Panel Chair, Coordinator and Facilitator worked between meetings to capture the themes that emerged from this conversation in a concise 3-page document (Panel 2 Meeting 2 Summary). We agreed as a group that it was important to spend time on getting these notes right because they will serve as both an historical record of the group's process and as a communication piece within the greater St. Paul Jewish community and in other communities that may wish to learn from this process.

#### *Question posed:*

We began the third meeting by asking the panel members to review the document and share whether they felt the document captured the conversation for them and if not, to suggest additions or changes.

#### *Discussion:*

Some ideas were added that were discussed at the previous meeting but not reflected fully in the notes, such as a mention of Jewish ritual and rite of passage, Jewish wisdom, Jewish history, and the relationship between the Jewish community and Israel.

We also discussed the concepts of universalistic and particularistic values. It will be important for the group to what part of what drives us to reach out *l'dor v'dor* is universalistic, and what part is particularistic, relating to values uniquely within the Jewish community.

#### *Decision:*

Overall, consensus was that while these purposes may not be the final list, they are as clear as we can be at this point in the process. Once we have learned more, we will revisit the stated purposes to refine the list and/or tighten the language.

The group also reviewed the stated intended outcomes and likewise agreed that while these outcomes may not be the final list, they state our thinking as clearly as we can at this point in the process. We will revisit the stated outcomes once we have refined the stated purposes.

### **Target Audience**

Since the group agreed on the reasons “why” to do this work, it was time to move into a discussion of the “who”. We went around the table and asked people: Which age group do you feel we should focus on? Why you feel this is the most important group for us to focus on at this time? We agreed that after listening to everyone we would choose one-age band to focus on while acknowledging that all possible age groups are important.

### *Criteria*

A member asked what the criteria would be for selecting an age group. The chair suggested that we should choose the age group regarding which the panel members have passion and energy to reach out. Another lens we could use to select an age band is to choose an age band with the strongest intersection between need and opportunity— we should choose an age band that really needs the community to reach out to it (in part because we are not already effectively reaching out to it), and where there is great opportunity to make a difference.

### *Suggestions*

One person advocated for the 18-22 year olds because, in her experience, when her children come home for winter break or for the summer, they don’t have any opportunities for Jewish involvement. They’ve been cut off from USY and would like to have something else in the Jewish community. Until they turn 21, it is difficult for them to find ways to be involved. Another person who also has college-aged children said her daughter’s experience is the opposite. For her, “there’s nothing Jewish on campus but there is a rich experience here.”

Another panel member suggested that 22 years old signifies a time when individuals are seeking or finding a sense of permanency. He shared: “You’re getting your first job, picking out your community. I can’t get away from my personal experience that we were a little unsettled in college, there was Hillel and friends, there was home life, but when we had to get up in the morning for our first job that was a prime time to get into community.”

### *Questions posed during the dicussion*

- People are getting married later and a lot of the Pew Research focuses on married couples. How are we reaching single people?
- There’s a larger GLBTQ group now. How are we reaching out to them?
- We don’t want to lose single kids and single parents in this age group. They have a lot going on and it’s easy to become isolated in this community. How do we engage them?

### *Decision: "Emerging Adults"*

After hearing from everyone in the room the group picked the 22-35 age range as our focus. One member articulated: "At the age of 22, you're still trying to figure out, or people know what they want. My sister is 30 and involved. Some who are a little later are still trying to figure it out. It's giving them that time to figure it out."

We decided that we needed a name for this age range that included everyone. Young professionals, for example, excludes people who do not see themselves as professionals. One suggestion was "emerging adults".

The group agreed that other age bands are worth study as well. The group expects to include in its recommendations that other age bands get a close look in later processes.

### **Next Steps**

Now that the group has identified the "why" and the "who," it's ready to move into the question of "how?" Four different Methods were discussed.

1. Learning from experts in the Greater St. Paul Jewish Community
2. Learning from experts in other Jewish Communities
3. Learning from experts in non-Jewish Communities working to address the same issues
4. Learning from members of the community with the scope and focus of the panel.

Option 4 is an "other-centered" approach that is focused on really learning about the 22-35 year olds in the greater St. Paul community, their realities, their journeys, and their hopes and experiences around engagement. The case of Thmaris from the youth homelessness research was provided as an example of what an "other-centered" interview can look like.

We agreed that we would discuss the menu of options (see page 4) at the next Panel meeting and decide on a manageable amount of learning to undertake.

### **Review the charge**

We ended the meeting by reviewing the charge for this panel. The charge is to answer the questions: 1) What should the realistic aspiration goal be in this community? 2) What do we recommend as the path to get there?

### **Next Dates**

The dates for the next meeting were selected: Feb. 1<sup>st</sup> and 22<sup>nd</sup> at 8am

### Menu of Options

1. *Learning from experts in the Greater St. Paul Jewish Community*
  - a. *Some experts might include:*
    - i. Professor Riv-Ellen Prell has looked deeply at the Pew Study. She would likely agree to come speak to our group if we'd like.
    - ii. Director of lifelong learning at Temple Israel
    - iii. [Panel members -- please send other names]
  - b. *Approaches might include:*
    - i. Individual interviews conducted by panel members
    - ii. Individual interviews conducted by staff
    - iii. Presentation/conversation held during a panel meeting
2. *Learning from experts in other Jewish Communities*
  - a. *Some experts might include:*
    - i. [Panel members -- please send names]
  - b. *Approaches might include:*
    - i. Individual interviews conducted by panel members
    - ii. Individual interviews conducted by staff
    - iii. Literature review/read about other Jewish Communities
    - iv. Invite experts to present to the panel
3. *Learning from experts in non-Jewish Communities working to address the same issues*
  - a. *Some experts might include:*
    - i. YouthThrive
    - ii. Aretha Green-Rupert from The Bremer Otto Bremer Foundation
    - iii. Tony Sanneh-Youth programming development
    - iv. Gwen -Parks and Rec focusing on youth development.
    - v. [Panel members -- please send other names]
  - b. *Approaches might include:*
    - i. Individual interviews conducted by panel members
    - ii. Individual interviews conducted by staff
    - iii. Literature review/read about non-Jewish Communities
    - iv. Invite experts to present to the panel
4. *Learning from members of the community with the scope and focus of the panel.*
  - a. Individual interviews conducted by panel members
  - b. Individual interviews conducted by staff