



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 3: General Files, 1980–1993.

Box
8

Folder
10

Commission on Jewish Continuity. Detroit, Mich., 1988-1989.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

MLG

10/19

Marty Kraar
sent me this some
time ago. I should
have passed it on to
you sooner.
See Final Report NHZ



163 Madison Avenue • Detroit, Michigan 48226 • (313) 965-3939/Fax: (313) 965-5778

file Detroit

Office of the Executive Vice-President

** Share Detroit
material with M.G. + VFL
+ with ^{senior} consultants.*

August 1, 1989

Mr. Henry Zucker
Jewish Community Federation
of Cleveland
1750 Euclid Avenue
Cleveland, OH 44115

Dear Hank,

I certainly enjoyed being with you at the Commission on Jewish Education Technical Advisory Committee meeting last Sunday. I found the meeting enlightening and exciting.

Mort and I discussed the fact that because of the composition of this Committee, we will always be struggling with the difference between academic integrity and community pragmatism and watching that negotiating is fascinating. I indicated to Mort that I suspect I will be learning more than I am able to offer, but then again, the Commission will then be responsible for educating the new Executive of CJF.

Hank, we are just in the throes of completing a local process which deals with a number of the issues which you'll be dealing with in terms of community and financing. I thought I would send you some of the prototypes of materials that we have used. Recognize that the deliberations of this Committee are in three 4-inch notebooks at the present time so I picked some selected excerpts for you to look at.

I look forward to being in touch with you soon. Thank you for your warm hospitality during our brief but very pleasant meeting.

Sincerely,

Martin S. Kraar

MSK/smh

Enclosures

STUDY COMMITTEE ON JEWISH EDUCATION

SUMMARY OF TENTATIVE CONCLUSIONS

JANUARY, 1989

FUNCTION

TENTATIVE CONCLUSIONS

Developing, Encouraging and Supporting Quality Educators throughout the entire Jewish Educational System in Metropolitan Detroit

Create Higher profile for teachers in order to raise prestige of profession.

Create a Community Personnel Service for Training, screening, recruiting, and placing teachers.

Provide incentives for existing educators as well as newcomers into the field.

Involve quality lay leadership who have unique skills to lead sessions and classes in areas of their expertise.

Create a system for sharing quality teachers throughout the Jewish Education system in Detroit.

Hire MASTER TEACHERS within the system in order to create models for other teachers to follow and do in-classroom training.

Create system wide standards for teachers in order to raise the quality of classroom instruction. Create a Commission on Standards for Jewish Educators with appropriate continuing education opportunities.

Utilize experts and national figures in the Jewish Educational programs.

Create a major community afternoon and evening Community High School Program in order to stimulate student's desire to continue their Jewish Education

High school should be, whenever possible a part of the total program of existing institutions. The Community should put a number of different models in place in order to meet different needs of the varying size institutions.

Develop community standards and incentives to encourage institutions to work together to implement these standards.

Develop an approach for a joint venture relationship with the Synagogues and Temples with regard to high school programming.

An Israel experience should be offered to all youth completing high school education.

Develop community program opportunities that bring all youth together from all institutions for joint programs

Create a Family Expression Center in order to create meaningful Family Jewish Educational Experiences.

Coordinate all agencies and organizations in meaningful family program.

Develop Retreats, Programs and events; family life education programs, parent education programs, family travel programs, etc

Create a Marketing capability in order to market Jewish Educational opportunities to the entire Jewish Community

Create a lay and staff structure in order to provide reasonably price, but high quality marketing skills to the various programs and institutions in Detroit

Develop generic marketing materials on Jewish Education and synagogue and organizational affiliation.

Work with organizations and institutions in developing customized marketing and quality products.

Provide Marketing consultation to other programs and service such as the newly formed Cultural Commission.

* Develop a Coordinate program of services for Early Childhood Education

Hire a part time consultant on Jewish Education to be attached to JWF planning department in order build a team approach with institutions and reach out in a coordinated manner.

Insure that every child have an opportunity for a preschool Jewish experience regardless of their ability to pay.

Teacher Resource Center be established for utilization by the Detroit Jewish Community

Create a high level media center with the latest in audio visual equipment, curriculum materials, computer interactive programs and the like.

Create Teacher Training Center at this facility.

Hire resource specialists to develop programs and services and manage this concept.

Develop a Jewish Community Cultural Commission to coordinate and promote high level Jewish culture within the Detroit Jewish Community

In process through identity and affiliation process

Marketing for this program will be provided by the marketing system defined above.



DRAFT

DRAFT

DRAFT

JEWISH WELFARE FEDERATION
STUDY COMMITTEE ON JEWISH EDUCATION
MISSION STATEMENT

The JWF STUDY COMMITTEE ON JEWISH EDUCATION was created in the aftermath of a two year process of community involvement in understanding and evaluating the identity and affiliation needs and influences of the Jewish Community. Although this process will not culminate until March, 1988, the leadership of the Federation decided to proceed in looking at Jewish Education in Detroit-- dealing with some of the many issues which have emerged and making recommendations for change, as warranted.

This study committee is charged with the responsibility of:

--taking a broad look at Jewish Education --both formal and informal--children, adults and families-- in order to assess community strategies for dealing with Jewish Education issues in the next generation.

--define the nature and scope of the Jewish Welfare Federation's role in Jewish Education.

--explore the method and content of the delivery of Jewish Education services in order to meet the Federations obligation for future generations given limited human and financial resources.

The report of this Study Committee will be made for the Board of Governors of the Jewish Welfare Federation for ultimate decision making and implementation.

For Discussion Purposes Only
July 13, 1988

JEWISH WELFARE FEDERATION
STUDY COMMITTEE ON JEWISH EDUCATION

DEVELOPMENT OF A HIGH SCHOOL PROGRAM

Background

In March, 1988 the Study Committee developed a working paper on high school education in order to discuss a framework for the community to aggressively begin to focus on both Afternoon Education and Day School for High School.

This is seen as a major component in strengthening existing programs and creating new and innovative programs for the teens.

As a part of this, the Committee took on a task of looking at current programs and examining models of success which seemed to give a direction and focus to the future energies of the community.

This addendum to the "Function-High School Education" report is a reflection of this new information and focuses on a refinement of the Committee's previous information and conclusions.

This is presented for the Committee to review in order to facilitate consensus.

High School Education

The world of the high school student has been changing during the past two decades. Whatever instruments had been used in the past are not necessarily working today. High school programs, in order to be effective, must be integrative with the needs of teenagers. To translate this in operational terms would mean that Jewish educations for high school youth must reflect a social experience, peer relationships, high academic quality and some exciting programmatic dimensions.

The programs must give an opportunity for the youth to be exposed to teachers who are mentors and have the capacity for building relationships. They must also be broad-based and communal in their approach; giving the youth a sense of Jewishness and belonging. This has to be meshed in an environment where the program recognizes the pull and tugs on the available time of the youth and has to be special in order to be seen as a priority.

Possible Conclusions

Afternoon and Evening High School Programs

1. The Community is not monolithic and all institutions do not have the same needs. No one program can meet all the needs of high school education and the community should put alternate programs in place, in order to meet all individual and institutional needs.
2. There seems to be consensus that high school programming should, whenever possible, be defined as a part of the total program of an institution. It is recognized that only the large institutions are able to carry on significant programs within their facilities because they have the critical mass and the resources available to them. **The smaller institutions that don't have the ability to do this on their own should be helped to build consortiums or join other larger programs in similar institutions.**
3. The informal youth programming (BBYO, Temple Youth and Synagogue Youth) should be utilized in order to get teens involved in other more formal educational pursuits. There seems to be a relationship between quality high school education and active youth programs within religious institutions.
4. An Israel Experience should be made available to all youth completing high school Jewish education.
5. On a regular basis, the community should develop program opportunities which bring all youth together from all institutions and give them joint opportunities for social as well as educational pursuits. Using outstanding Jewish personalities who might be available in our community could be one technique used for this purpose and to enrich existing programs.
6. **Some of the conclusions discussed are applicable to Jewish education in general, such as:**
 - (a) The community should create a major resource center which would have the latest in curriculum, audio-visual, teaching tools etc. which would augment existing materials and be available to all schools. **All existing resources should be catalogued and a system created in order to encourage sharing from one institution to the other.**
 - (b) A system of recruitment, certifying, training and development for teachers should be created by the Jewish community and made available to the institutions.

- (c) Parent and Youth involvement is a must if Bar and Bat Mitzvah is not going to be seen as the culmination of the Jewish experience. Using JEFF or a similar program to get families involved in setting standards appears to be a high priority.

There should also be a program for parents which relates to their children's education. This could include such things as:

- 1) Using parents as teachers, when appropriate.
 - 2) Having parents host classes in their homes around special holiday celebrations (e.g. Chanukah, Purim).
 - 3) Parent visits to Detroit institutions where their kids are a part of the program.
 - 4) Parent and child learning together on a regular basis.
7. Special tracking program for day school graduates in order to utilize their special skills and to encourage their future education.

Summary and Conclusions

Jewish Education for high school teens is necessary in order to build for a long-term Jewish future in Detroit. No one program will meet the need and the community cannot and probably should not define the entire program at this stage, but rather focus on developmental stages. The concepts defined above seem to be natural first stages with all recognizing that certain changes will take place as program implementation begins.

JEWISH WELFARE FEDERATION
STUDY COMMITTEE ON JEWISH EDUCATION
DISCUSSION MEMO

I. GOAL:
QUALITY
JEWISH
EDUCATION
FOR EVERY
JEWISH
CHILD

WHAT COMMUNITY IS PRESENTLY DOING

- Provides education regardless of ability to pay.
- Large number of programs in community but very difficult to measure their quality.
- UHS re-designing programs to have measurable quality.
- Growth in day school enrollment supported by community.
- Jewish Education funding has doubled in 10 years.

I. WHAT HAS BEEN RECOMMENDED

- A. Continuum of education starting from pre-school.
- B. Need to create various tracks of education so that there is something for everyone. One of these tracks should be of the level that they attract scholars for study.
- C. Create attractive and innovative programs with substance.
- D. Change Hebrew schools to Jewish schools.
- E. Create community day high school.
- F. Synagogues should play more direct role in elementary education. Community services should focus on support services. High priority to be given to joint ventures with synagogues/temples.
- G. Major resource center needs to be developed so that community has all central place for teachers and students to build curriculum and to be trained and learn. High tech multi-media and computer equipment should be utilized.
- H. Federation should assist reform congregations in establishing day school.
- I. Engage in a planning process with all providers of Jewish Education to clearly define objectives and standardize criteria so that performance of students can be measured.
- J. Programs should be developed to bring high school kids from all institutions together for joint learning.

II. GOAL:
QUALITY
EDUCATORS
AS THE
KEY TO
QUALITY
JEWISH
EDUCATION

WHAT COMMUNITY IS PRESENTLY DOING

- Teacher training is priority of educators council.
- Teacher salaries are higher than national average.
- JWF funds Jewish Studies Program at WSU.
- Funded teachers participation in CAJE Conference in Israel thru UJC.
- UJC funded lectureship at U. of M. Center for Judaic Studies.

- K. Teen programs with social components, should be encouraged.
- L. An Educational Development Fund should be developed to promote new and innovative programs.
- M. Local institutions should take advantage of national resources in curriculum development, media and teacher training.

II. WHAT HAS BEEN RECOMMENDED

- A. Develop strategy to give rewards and status to teachers.
- B. Create teacher training center to provide support for teachers.
- C. Salaries must be developed in such a way that this is a full-time job for professional and not fill-in job.
- D. Develop clear standards and criteria for teachers.
- E. Create master teacher positions.
- F. Develop scholarship incentive programs for Jewish educators.
- G. Have dialogue with U. of M. to determine if special programs can be developed for Jewish educators.
- H. Schools and agencies should create coordinated joint positions in order to attract talented individuals.
- I. Greater use of national and international superstars in Jewish Educational pursuits.

III. GOAL:
FAMILY
INVOLVE-
MENT IS
CRUCIAL

WHAT IS PRESENTLY BEING DONE

- Jewish Experience For Families created, 1986.
- JCCenter dev. Parent/Child and Parent/Toddler Programs.
- Various synagogues focus on parent involvement.
- Family Camp at FAS has become program of choice.
- Adventure Center of FAS has encouraged family involvement.
- UHS/Midrasha programs foster parent involvement.
- Me and My Dad (JCC).
- Seven Congregations offer Parent/Pre-School Child experiences.

- J. Program should be created to encourage educated laity to teach in Jewish education system.
- K. Day school students should be actively recruited as teachers aids, etc.

III. WHAT HAS BEEN RECOMMENDED

- A. Parent involvement begins at pre-school.
- B. Daycare programs for children of working parents which include Jewish programming for parents and children.
- C. Require parent involvement as pre-requisite to Bar and Bat Mitzvah.
- D. Techniques should be developed to involve families in giving input on program.
- E. Must link families to positive Jewish experiences.
- F. Must promote to family that identity is crucial to community and Jewish survival.
- G. Must increase family trips to Israel.
- H. Given the changing family structures, it is recommended that special sensitivity be employed to include the special needs of unique families in Jewish Education pursuits.
- I. Programs must be developed which give families Jewish skills - e.g., Shabbat, holidays, etc.
- J. Ties between young families and congregations should be strengthened.
- K. A Cultural Committee should be developed in order to reach families on an informal basis and to use as a "loss" leader in encouraging involvement in educational programs.

IV. GOAL:
MARKET
JEWISH
EDUCATION
IN ORDER
TO
INCREASE
MOTIVATION
TO LEARN

WHAT COMMUNITY IS PRESENTLY DOING

- All Agencies and Organizations are developing programs to market their product.
- It is difficult to ascertain what is happening in this area as there are no clear-cut measuring tools.

IV. WHAT IS RECOMMENDED

- A. Jewish Education must be attractive to young people.
- B. Kids are forced to go. We must help them want to go.
- C. Boredom must be avoided at all costs.
- D. Goals must be modified to make it more attractive.
- E. There should be a system of rewards to enhance motivation.
- F. Aggressive marketing of Jewish Education must be a priority.
- G. Use high profile Jewish entertainers as a marketing tool.

V. GOAL: ISRAEL
EXPERIENCES
SHOULD BECOME AN
ACTIVE PART OF
JEWISH
EDUCATION

WHAT IS PRESENTLY BEING DONE

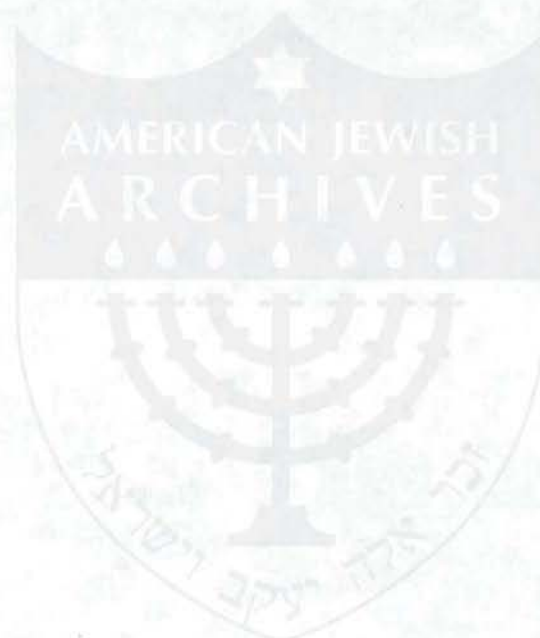
- JWF created Community Shaliach and Israel Resource Center.
- UHS/Midrasha offers a variety of programs and classes.
- JWF created OTZMA Volunteer Program for Young Adults.

V. WHAT HAS BEEN RECOMMENDED

- A. Develop Israel incentive plan with Family, Synagogue and Community participating.
- B. Develop a central clearing house for Israel Summer Program Information.
- C. Participate in a High School in Israel program.
- D. Develop Israel oriented curriculum material in order to give curriculum a greater priority.
- E. Family experiential trips to Israel will increase family commitment.
- F. Develop new types of Israel programs for special target populations.

VI. INFORMAL
EDUCATION

This material is voluminous. It appears in the packet of reports from the Commission on Identity and Affiliation and the pamphlet Connections.





REPORT

STUDY COMMITTEE ON JEWISH EDUCATION

FAMILY EXPRESSION CENTER

Introduction

For centuries, the institution in Jewish life responsible for the Jewish Education of children has been the **family**. Throughout recent years, as society became more complicated and Jewish Communities became more dispersed, other institutions began formalizing roles which were heretofore family responsibilities. As we move toward the 21st century, it has become more obvious that families have moved farther and farther away from playing their historical role.

Modern day Jewish Educators have reported on results of research that indicated that Families that participated in active and passive Jewish learning together, have greater results in that learning moving from generation to generation. The major concern of community education is that as we supplant roles which families have heretofore performed, we must insure that energy and resources are invested in helping and teaching families to be Jewish together. This approach, coupled with formal Jewish education, can reap top benefit for future generations.

Concept of Family Expression Center

The Jewish Community should create a **Family Expression Center** which could be coordinated by those agencies/organizations and religious institutions invested in family programming. This is not a new concept, but an extension of an existing concept--**Jewish Experiences for Families**.

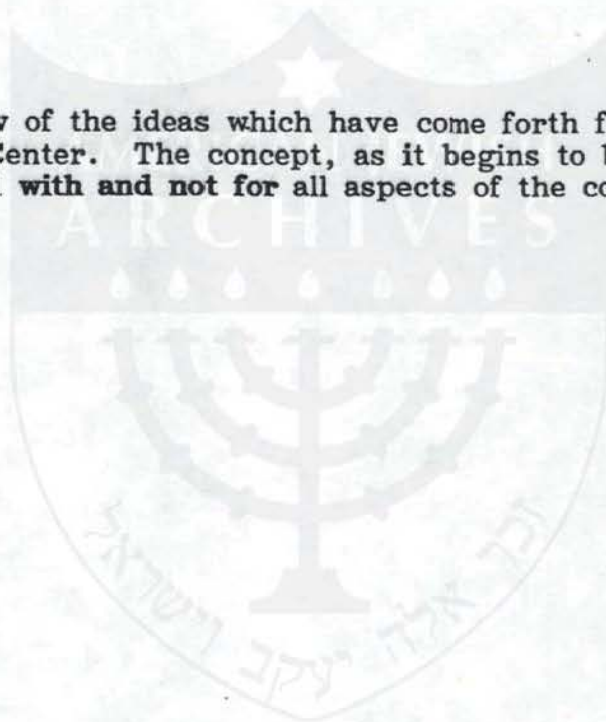
This new **center** should play the following roles.

1. To provide an **atmosphere** for families to have Jewish experiences together.
2. Coordinate all agencies/organizations and religious institutions in **developing meaningful family religious experiences**.
3. Provide an opportunity for families to **encounter each other** in areas of Jewish expression.
4. Develop **retreats, programs, and events** which teach families ways in which to celebrate Jewish holidays together.
5. Develop **Family Life Education Programs** in order to foster better communication around Jewish subjects within the family.
6. Develop **Parent Education Programs** which parallel the programs in which their children are participating in order to facilitate parent involvement in the educational process.

7. Gain **Family input** about curriculum and issues which they would like to see in the educational programs.
8. Develop a **Family Travel Program** in order to give the family an experience of seeing and understanding Jewish Communities world-wide (e.g. Israel, New York, Toronto, Poland, etc.).
9. Maintain an individual program of **Jewish Program Counseling** in order to help families meet unique and individual needs for their Jewishness within the Jewish Community.
10. Develop an ongoing program of support for **Synagogue and Temple affiliation** by developing a coordinated approach to encourage this major form of **Family Jewish Expression**.

Conclusions

These are but a few of the ideas which have come forth for this time of Family Expression Center. The concept, as it begins to be developed, **must be coordinated with and not for all aspects of the community.**





REPORT

STUDY COMMITTEE ON JEWISH EDUCATION

UPDATE - SEPTEMBER, 1988

AREAS OF CONSENSUS ON JEWISH EDUCATION ISSUES

- *Motivation as an important element**
- *Quality Jewish Education for every Jewish child**
- *Quality of Educators**
- *Family Involvement**
- *Marketing**
- *Israel Experiences**
- *Informal Education**

REVIEWED BY COMMITTEE AND PUT IN ABEYANCE

- *MARKETING PLAN**
- *HIGH SCHOOL (AFTERNOON)**
- *EARLY CHILDHOOD EDUCATION**
- *TEACHER RESOURCE CENTER**
- *CULTURAL COMMISSION(IN PROCESS)**

ISSUES REQUIRING MORE DELIBERATION

- *Family Expression Center**
- *Israel Resource Advisory Center**
- *Setting Educational Standards**
- *Enhancing Quality of Teachers**



REPORT

STUDY COMMITTEE ON JEWISH EDUCATION

ENHANCING THE QUALITY OF JEWISH EDUCATORS

INTRODUCTION

The Detroit Jewish Community has a wide range of programs in Jewish Education. These programs are managed by Synagogues/Temples, United Hebrew Schools, Day Schools, etc. and in almost every case, the overwhelming program facing them is recruiting, training and retaining **quality Jewish Educators**.

It has been clearly recognized that within Jewish Educational circles, the main aspect of **quality** lies in what happens in the classroom. In situations where there are quality teachers, a certain excitement takes place which becomes a motivating factor for children to learn.

Very few institutions have the resources to either recruit or train quality teachers and for the most part, salaries are relatively low. Trained educators are not a criteria in a great many settings, therefore unskilled, untrained, knowledgeable people are carrying the mantle for Jewish Education in a significant number of settings. The Jewish Educational setting is usually one of the jobs that a person has and it is frequently seen as an avocation and not a vocation.

To the extent possible in this setting, the community must insure that children leave the classroom with not only knowledge, but a value system which is creatively taught and conveyed. To that goal, **The Study Committee on Jewish Education** must look for creative ways to enhance the institutions ability to attract and retain quality teachers. Communal involvement in aiding Jewish Education institutions, in this regard, would be well received.

Objectives

- A. To encourage Jewish Education as a profession and motivate individuals to seek this opportunity.
- B. To develop training opportunities for people desiring to become Jewish Educators or those already teaching who need further training and support.
- C. To enhance the image and profile of teachers who are working in the Jewish Community in order to increase their status as Jewish Professionals.
- D. To encourage institutions and organizations in the Jewish Education Community to set consistent standards and follow these standards in their Jewish Educational Programs.

Some Recommendations which have been developed through the various processes of the community are:

1. Create a teachers resource center which would provide high quality curriculum material, a media specialist, and other resources.
2. Enhance the profile and image of Jewish Educational teaching by marketing it as a profession and providing opportunities to honor teachers publicly and with visibility.
3. Create a community personnel service for Jewish Educators which would recruit, screen, investigate, and promote quality teachers for hiring by Jewish Educational institutions. This would serve as a job bank and would centralize the process of recruitment.
4. Develop a **Teacher Training Center**. This would enlarge the program presently being offered by UHS in order to motivate teachers to learn more and create incentives for in service training.
5. Develop a Commission on Standards for Jewish Educators, which would set community wide standards for qualifications for teachers in the various settings. There could be different standards for different type settings (i.e. Afternoon Hebrew Schools, Day Schools, Sunday Schools, etc.).
6. Develop a joint program between the Program in Jewish Studies and Department of Education at Wayne State University and/or University of Michigan in order to offer a certification course for Jewish Educators. This could be funded on a fellowship basis by the University and the Jewish Community.
7. Provide incentives for continuing in Jewish Education and system of clear rewards for achievement.
8. Develop and train paraprofessionals who could work with teachers in offering special programs for children on a more individualized basis.
9. Provide community subsidy to allow teachers to have short-term training possibilities in Israel.
10. Create a professional organization for teacher membership which would focus on enhancing their ability to network with each other and do some peer learning and teaching.

Conclusion

The above are just a few of the concepts that have emerged in the community during the past several years. The overarching task is to develop a variety of opportunities in order to enhance the quality of Jewish Educators. The task of the Committee is to develop recommendations that will be most effective in reaching the objectives.

1/27/88



163 Madison Avenue • Detroit, Michigan 48226 • (313) 965-3939

JEWISH WELFARE FEDERATION
STUDY COMMITTEE ON JEWISH EDUCATION
MISSION STATEMENT

The Jewish Community, in response to the growing concern about the Identity and Affiliation, created a Commission to study this issue. The Commission is about to issue a report. The area of Jewish Education was a critical area, both as to the current problems of the institutions now delivering services and positive steps to enhancing Jewish Education in the Jewish Community.

This Study Committee is charged with the responsibility of:

- Taking a broad look at Jewish Education -- primarily in the age groups of nursery school through high school -- in order to assess community strategies for dealing with Jewish Education issues in both the short-term (5 to 7 years) and the long-term (future generations).
- Review the nature and scope of the Jewish Welfare Federation's responsibilities and capabilities for Jewish Education.
- Explore the method and content of the delivery of Jewish Education services in order to meet the Federation's obligations for future generations.

The report of the Study Committee will be made to the Board of Governors of the Jewish Welfare Federation.

CONFIDENTIAL FOR COMMITTEE USE ONLY

JEWISH WELFARE FEDERATION

STUDY COMMITTEE ON JEWISH EDUCATION

Introduction

During the past three meetings of the Study Committee on Jewish Education a number of exciting and novel ideas and concepts emerged. If implemented a new and innovative scope of services would appear on the scene. At the same time there was a significant discussion about some of the barriers which need to be solved before a revolutionary program can emerge.

Listed below is one hypothetical structure and concept which could be used to implement our thoughts and ideas. Obviously there are alternative structures which will be discussed in the future, but the following one is presented TO FACILITATE DISCUSSION.

GOALS AND OBJECTIVES

The overall goals and objectives of the JWF for Jewish Education are to provide a positive, high quality, enjoyable educational experience for the entire family and each individual member within it. The developed program must be creative, innovative, dynamic and constantly change to meet changing needs.

Prototype

CREATE A NEW AGENCY WITHIN THE JEWISH WELFARE FEDERATION SYSTEM CALLED THE JEWISH CENTER FOR FAMILY EDUCATION AND CULTURE.

FUNCTION

1. Set Standards

Create and monitor guidelines and criteria for all Jewish Educational Programs throughout the community. This would create a Community Standard which would serve as one basis for community funding towards such programming.

2. Encourage Innovation

Develop innovative and creative programs in the field of Jewish Education and/or invite other individuals, organizations, institutions and agencies to submit proposals on creative Jewish educational topics for demonstration funding.

3. Develop Teacher Resources

Develop a sophisticated program of recruitment, training and developing competent and experienced teachers in the field of Jewish Education in order to have a referral base of good teachers.

Create, administer and support a major teacher resource center in order to give curriculum support and training to Jewish Educators at all institutions. This should employ "state of the art" materials and techniques.

BARRIERS/ISSUES

- A) How to motivate all institutions to accept one standard.
- B) Formula for Funding a necessity.
- C) Criteria must be fair and measurable.

Note: I-D, I-F, I-I, IV-D, V-D

- A) Process must focus on creativity.
- B) System with UJC/Max M. Fisher Foundation must be developed.
- C) Planning for continuation of funding following demonstration.

Note: I-L, I-C, I-J, I-K, II-C, IV-B, IV-C, IV-E

- A) Need to standardize criteria for competent teachers by type of education.
- B) Need to create community "job bank" concept as the main or only pool that institutions utilize for hiring teachers.
- C) Salaries need to be standardized.

Note: I-G, I-M, II-A, II-B, II-C, II-D, II-E, II-F, II-G, II-H, II-J, II-K.

FUNCTION

4. High School Education

Investigate the feasibility of creating a Jewish Community High school (Day and Afternoon) that can be utilized by all members of the Jewish Community.

5. Cultural Advocacy Commission

Promote, coordinate, advocate and fund quality cultural expression throughout the Jewish Community. Utilize informal educational system by networking with formal education.

6. Marketing Plan

Develop and implement community marketing plan to encourage synagogue affiliation, family programs, educational experiences, cultural program, etc. As part of this plan, create a highly skilled advertising group to provide a central dissemination point for all programs at a reasonable cost directed to the entire community

BARRIERS/ISSUES

A) Community Organization process must be developed to involve all in process in order to gain community acceptance.

B) Market study to define potential--Parent involvement a must.

Note: I-B, I-C, I-D, I-E, I-H, I-J, I-K, III-D, IV-B, IV-C, IV-D, V-C.

1. Must access all organization and agencies programs in order to create master schedule and market this schedule.

Note: III-K, VI, IV-G

1. Cost for this must be borne by all program providers (formal and informal).

2. Must identify unaffiliated and access them.

Note: IV-A, IV-F, IV-G, II-A

FUNCTION

BARRIERS/ISSUES

7. Family Expression Center

Develop and implement a community wide family education center in order to provide direct and indirect educational experiences for families (extensionn to JEFF concept). This should focus on involving entire family in Jewish Community life.

1. Requires merging of concepts of formal and informal education and parent and child involvement.
2. Role of family servers in Federation system must be defined including FAS, JCCenter, JFS, as well as synagogues and Temples.

Note: II-D, II-F, III-A, III-I, III-J, III-K, V-E

8. Early Childhood Education

Coordinate with all early childhood programs in order to insure that every Jewish child can access a Jewish pre-school experience. Further develop some forms of Day Care under Jewish Auspices for working, divorced and special need families.

1. Recognizing that Jewish Education starts with Pre-school, this becomes a top priority.
2. Must get families involved with kids of this age in order to insure future involvement.

Note: I-A, I-B, I-D, I-F, III-B, III-E, III-H, VI

9. Israel Resource Advisory Center

Expand the existing concept of the Israel Resource Center in order to help families and youth access the right Israel experience for them. Further to develop concepts of Israel trips and programs within the formal and informal network.

1. Shaliach should be attached to this new agency to implement this program.

Note: III-G, V-A, V-B, V-C, V-F



REPORT

JEWISH WELFARE FEDERATION

STUDY COMMITTEE ON JEWISH EDUCATION

FUNCTION: HIGH SCHOOL EDUCATION

I. BACKGROUND

For several years there has been a decline in the Jewish education for high school students. In fact, there is national data to suggest that post Bar and Bat Mitzvah education is received by approximately 25 per cent of those children. In Detroit there is one community high school program which serves as the major program for a few conservative synagogues and has approximately 150 children enrolled. In addition there are various types of programs sponsored by reform and conservative synagogues.

With regard to Day Schools for high school students there is a small program at a couple of Orthodox day schools, but they are small and limited. At the present time there are 1200 to 1500 children in Day schools, but by and large they switch to public education in the 8th grade. This is due in part to the fact that there is no real alternative in the Jewish Community.

There are a number of reasons for the decline in high school afternoon and evening education as well as for no presence of a high school day school. Some of these reasons are programmatic and some are politics and differing perceptions on how to serve this age group.

II. GOALS

To develop an approach to creating a major afternoon and evening program for high school students which will stimulate their desire to continue their Jewish Education. This will require serious discussion with all institutions presently providing services in order to develop a comprehensive community plan.

To develop a study commission to evaluate the feasibility of the Detroit Jewish Community creating a high school day school program throughout the community, in order to facilitate the complete educational cycle.

IV. Tasks

A. The Community must assess all current afternoon and evening high school programs in order to determine the total numbers served, types and content of existing programs.

- B. The Committee must meet with all providers of high school education to determine if a central system can be employed which takes into account the individual needs of the institutions, the need for attractive and highly motivating programs for youth, and the differing ideological points of view.
- C. There should be a review of research programs which exists throughout the North America which may have applicability in the Detroit Jewish Community.
- D. As an initial step a Commission utilizing Day school leadership should be developed in order to determine the feasibility of a community wide high school day school program in Detroit.

V. Barriers/ Issues

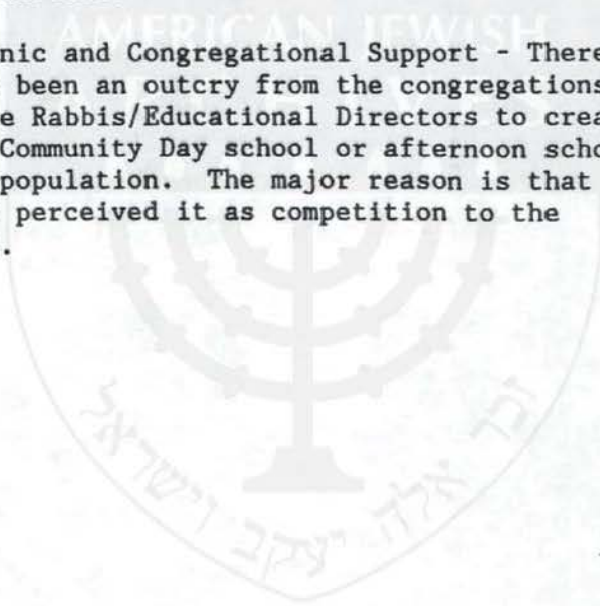
- A. A number of congregations feel that it is important, as a membership service, that high school programs be delivered within the local temples and synagogues. At the same time the temple/ synagogue is limited in its financial and staff resources to deal with this population and this limits the attractiveness of the program. What steps should the community take to deal with this issue effectively?
- B. Within Orthodox, Conservative, and Reform congregations there are different ideological frameworks and expectations. This affects the content of the program, the location of the program, and the faculty for the program. How can the community deliver a community high school program with different tracks for different ideologies and meet high academic and social criteria?
- C. Lacking from educational programs for high school students is the high social component. How can the community develop an approach that would meet the social and educational needs of the students? What is the role of informal youth groups in achieving this?
- D. The Commission on identity and affiliation recommended that the program for high school students serve the function of helping students from all over the community get to know each other through this program. How do we achieve this?
- E. There has been considerable discussion in the Jewish Community concerning a high school day school program. Some of the issues which have been raised and must be dealt with are:

1. Cost - Due to the unique nature of high school program it is much more costly to create a high quality education than it is in elementary and pre school.

2. Ideology -All of the present day school have varying degrees of ideological consideration. To have a merged high school program where all day school children could be attracted could present a problem in appropriate curriculum development.

3. Motivation - Although a large number of teens attend private schools in the Detroit Jewish Community, there is a perception that the Jewish Community could not have a program of equal quality due to the community restrictions and the limited universe.

4. Rabbinic and Congregational Support - There has never been an outcry from the congregations and/or the Rabbis/Educational Directors to create either a Community Day school or afternoon school for this population. The major reason is that some have perceived it as competition to the synagogue.





REPORT

JEWISH WELFARE FEDERATION

JEWISH MARKETING DIVISION

TENTATIVE STRUCTURE

MAY, 1988

Goals

1. Develop and Implement overall Jewish Community Marketing plan.
2. Encourage affiliation and involvement in formal and informal Jewish Education.
3. Provide high quality, modest cost services to all institutions and organizations which desire marketing services; this would include, but not be limited to such things as, brochure development, graphics, media relations, etc.
4. Provide opportunities for Joint marketing ventures intra-organizationally in order to reach the largest public with the widest spectrum of programs and services.
5. Develop generic materials on Jewish Education, synagogue and organizational affiliation, and other general Jewish community programs and services.
6. Develop ongoing contact with agencies and organizations in order to teach and demonstrate that quality Jewish Education marketing begins with product development.

Structure and Functions

1. The JEWISH MARKETING DIVISION will be part of our tentative culture and education body and will be composed of leaders in the fields of marketing, communications, public relations, media, professionals in Jewish Education, informal education (e.g. JCC, FAS, etc.), social work, rabbis, etc.

This overall division will have the responsibility of coordinating the entire marketing from planning to implementation. Subcommittees will most likely have to be created in order to meet the above goals. These subcommittees could include such things as: Outreach and Unaffiliated, Synagogue/Temple-Agency involvement, community-wide marketing and others from time-to-time that may be needed.

*Interesting
Concept*

Staff Needs

The staff needs for this new concept will need to be phased in over a three to five year period. Listed below is Phase One staff needs for the first 2 year period.

I. Director of Program - This should be a highly trained expert in marketing and communications. This person must have a track record in organizing, administering and delivering services and a demonstrated respect for committees and process.

II. Marketing Assistant- This should be a person with two to three years experience in developing marketing materials and approaches.

III. Graphics and Design Specialist

IV. Clerical support- Initially one person but shortly after the process begins this will probably be increased to two people.

BUDGET CONSIDERATIONS

The projected budget listed below is reflective of initial first year costs. Of course as the program develops these costs will increase in relationship to the increase in workload and service.

EXPENSES

Personnel

Director of Marketing	\$ 55,000	
Marketing Assistant	40,000	
Graphics and Design	30,000	
Clerical	27,000	
Fringes	<u>40,000</u>	
		192,000

Occupancy	20,000
Program/Service Costs	<u>30,000</u>
Total Operating Budget	242,000

INCOME

Fees for Service from Institutions	40,000
Jewish Welfare Federation	<u>202,000</u>
Total Income	\$242,000

Note: It is anticipated that there will be approximately \$70,000 of time invested in Institutional marketing for organizations and institutions. The cost for this is anticipated to be split between the Federation and the respective institution.

7/16/89

DRAFT

STUDY COMMITTEE ON JEWISH EDUCATION

Attached is a new hypothesis agency

* "Coordinating Center for Jewish Education and Culture"

This is being presented to the committee for discussion and review purposes only. After our committee meeting, we will divide into four subcommittees in order to more completely test our hypothesis and to build community consensus.

Sub Committee I - meet with National and International educators(and/or agencies) to (1) obtain their views on the feasibility of such a structure; (2) to determine if anything similar exists either in whole or in part; and (3) to find if funding is available for such an approach.

Sub Committee II -Meet with Synagogue/Temple/Day School professional leadership to get their reactions.

Sub Committee III -Meet with Agencies and informal education groups to get their reaction.

Sub Committee IV -Meet with United Hebrew School to get their reactions and to further define the afternoon day schools problems, concerns and opportunities.

It is important to keep in mind that certain overarching issues are important to the success and goals of this hypothesis. They are:

1. Every member of the Jewish Community is entitled to quality Jewish Education regardless of ability to pay.
2. The functions of the agency are: Jewish Education support services, Informal and Community based educational programs and academic programs.
3. The leadership of this agency must include representatives from all systems which provide Jewish education as well as consumer groups.
4. All funding for programs within this educational framework will continue to be processed through the Culture and Education Division of the Jewish Welfare Federation.

I. Academic Programs

A. Afternoon Hebrew Schools

Description:

Phase out of total program of direct service of elementary school and provide support for synagogues and Temples which comply with standards for Community Educational system.

Note: This plan would require that over a period of two to three years the United Hebrew School afternoon school program would be totally phased out and transferred to the participating synagogues. This would require that a method of funding continue until these synagogues could receive the funding on the same formula as other providers. The final formula could be based on:

- (a) Scholarship needs
- (b) Funding those not members of congregation(unaffiliated)
- (c) a portion of "cost of education"
- (d) per capita

Capital Costs:

Possibly some help to Synagogues and Temples for needed classroom space - needs to be defined.

Operating Costs:

Present expenditures to be utilized by existing UHS institutions during phase in period. In addition there will need to be funds for institutions operating within the guidelines. If this averaged \$100 per student for 2000 students the costs would be an additional \$200,000 (this will need to be defined later as process proceeds).

Time Line:

36 months phase out of existing program concept and 24 months phase in of new concept both running concurrently.

B. Day Care and Early Childhood Education

Description:

Develop coordinated marketing plan for Day care and Pre School under Jewish auspices; Help providers create common standard for program; Develop programs and services where

gaps exists; Work with Synagogues/Temples and Agencies in providing more services for changing family needs

Capital Costs: \$12,000 (Office and Equipment)

Operating Costs: \$65,000 includes staff, consultants, and production costs. The production costs (\$13,000) would be paid through IC above (marketing).

Time Line: 24 months

C. Jewish Community High School

Description: Continue raising quality of high school education; Provide greater services for unaffiliated, synagogues which can't provide for educational needs for this area; and for synagogue high school programs as a support.

Capital Costs: None

Operating Costs: \$40,000 (includes marketing and total city integrative programming) These costs would be paid through IC above (marketing).

Time Line: Immediate

D. Day Schools

Description: Provide support service to Day Schools for materials and program as well as opportunities for Day Schools to program together for certain programs. Provide marketing approach to community on Day Schools and develop strategies for funding financial aid for students in need. Provide Community incentives for Day School students

Capital Costs: None

Operating Costs: \$35,000

Time Line: 24 months

Special Note: The actual funding for academic programs, like all educational programs, will be administered by the Culture and Education Division of the Jewish Welfare Federation and not by this new entity.

II. Jewish Education Support Services

A. Teacher Resource Center

Description:

A physical facility, incorporating a Community Library which provides various learning centers for reinforcement and mastery learning. A central place for teachers from all institutions to share common ideas, strategies, and techniques. It will house all latest hi-tech and relevant curriculum materials.

The ultimate goal of such a project will be over the next several years to create a major facility which has all of the necessary multi media equipment and can serve the function of bringing teachers and student together from all areas of the Jewish Community. for This could be a more expansive and all encompassing facility costing between 1.5 and 2 million dollars. The plan would allow the community to begin the process more modestly, but to move to the ideal.

Capital Costs:

\$200,000 which includes office equipment and furniture, special equipment, materials and curriculum and Hebrew Language Lab.

Operating Costs:

\$65,000 per year

Time Line:

Implementation should begin Jan 1, 1990 to be open and operating Sept. 1, 1990. Immediate

B. Teacher Training and Recruitment Center

Description: A program which utilizes the teacher resource center to provide for in-service training, training of new and potential teachers, a personnel service with recruitment, placement, and training potential; also providing for lay leadership with special skills and visiting dignitaries to be available to the various Jewish Educational systems.

Capital Costs: \$15,000 for various materials and special equipment

Operating Costs: \$70,000 (includes Master Teacher, clerical, personnel recruiter, and some materials costs).

Time Line: 24 Months. To be implemented when Teacher resource center completed

C. Marketing Services

Description: Provide collaborative marketing support for all Jewish Education enterprises within the Jewish Community. Services will include joint brochures, aiding institutions to market their services more professionally and less expensively, and developing guidelines for joint marketing strategies.

Capital Costs: \$32,000 (includes equipment necessary to perform certain marketing and advertising functions).

Operating Costs: \$165,000 (includes staff and productions costs less net projected income from users).

Time Line: 24 to 36 months (time line is elongated to allow collaborative involvement of users in developing approach)

D. Financial Need and Subsidy

Description: A service which will provide for coordination of financial need requests to the various educational institutions, grant community scholarships (when warranted), create community standards for financial subsidy and administer program of scholarship aid and referral service.

Capital Costs: Minimal

Operating Costs: \$45,000 (includes caseworker, clerical and materials)

Time Line: Immediate. Process should be immediate and allow 12 months for operations. Involvement of all institutions in this directions through Federation Planning Divisions.

III. Informal and Community Based Educational Programs

A. Cultural Commission

Description: Coordinate the involvement of the community in Jewish Culture by producing calendar of cultural activities, marketing cultural programs and creating new and innovative cultural opportunities through the existing agency structure for the community.

Capital Costs: None

Operating Costs: \$40,000 (\$25,000 for Salaries and \$15,000 to be used for production through the marketing program (see

Time line: 12 months

B. Family Expression

Description: A program designed to coordinate and enlarge family program with various institutional partnerships within the Jewish Community. These programs will give greater involvement and importance to Jewish education as a family enterprise and will create a number of opportunities for the expansion of the JEFF concept throughout the community. All agencies and organizations involved in serving the families will be involved in design and implementation.

Capital Costs: \$20,000 (Construction of a Family Center)

Operating Costs: \$70,000 (net to include salaries and program subsidy where warranted)

Time line: 18 months

C. Israel Program and Resource Center

Description: A total merged program which offers materials and information on Israel for travel, study, and research. This would bring together the programs presently being managed by the Jewish Community Council and the Jewish Federation. The community Shaliach would serve as the staff resource and the data base would be enlarged to include all available community information for education, community relations, and programming. This program would also serve to bring all programs from the community relating to Israel into

one major distribution and information center.

Capital Costs: \$20,000 to cover costs of room and storage materials as well as data processing capability.

Operating Costs: \$20,000 net for staff and programming plus incentive grants for constructive programming(\$50,000)

Time Line: Immediate(All providers ready to develop joint approach)

D. Adult Jewish Education

Description: Provide wide range of formal and informal activities in Jewish Education for Adults; Coordinate and promote Adult Jewish Education throughout the community; produce materials which market Adult Jewish education in a combined way.

Capital Costs: None

Operating Costs: \$25,000

Time line: Immediate

Note: Due to the fact that many of the existing budgets of various agencies and programs are covering each of these items, the figures included herein only include the new dollars that will be needed in order to carry the various programs forward. The JWF staff is in the process of compiling the necessary data to give a total cost estimate.

Commission on Identity and Affiliation
Final Report to the Board of Governors

David K. Page, Chairman

AMERICAN JEWISH
ARCHIVES



Commission on Identity and Affiliation
Final Report to the Board of Governors

David K. Page, Chairman

AMERICAN JEWISH
ARCHIVES



June 1988

זכר אלה יעקב וישראל
אלה וישראל

For the shtetl, the community is an extended family. Within it are similar interrelationships, a similar network of obligations and duties. Within it, as within his family, a person is highly individualized and at the same time pre-eminently a part of the whole. Beyond the shtetl there extends the Klal Israel, the whole of the Jewish people, of whom he is also a part.

--Life Is With People

How different was the situation here in America! Here the bare conditions of geography and social statistics made liberalism the dominant principle of social organization. It was not so much revolution against an old regime that opened the door to assimilation for the Jews; it was the large extent of sheer formlessness in American society which allowed Jews and many other heterogeneous groups to live side by side, with the forms of their readjustment to each other to be determined.

--Ben Halpern
The American Jew

The revolution we're living through is the challenge of choice... Who is more qualified and obligated to deal with the question than Federation?...If we do our homework, this could be the beginning of a golden age for American Jewry.

-- Irving Greenberg
Jewish Welfare
Federation
Board Institute on
Jewish Identity and
Affiliation

CONTENTS

	PAGE
Executive Summary	
Beginnings.....	1
A Community Response.....	2
Charge to the Commission.....	3
Conclusions.....	4
Monitoring Process.....	7
Recommendations.....	8
Education.....	8
Israel.....	9
Family Life.....	10
Teens.....	11
Quality of Life.....	13
A Renaissance for Detroit Jewry.....	14
Appendix A: Report of Subcommittee on Education	
Appendix B: Report of Subcommittee on Israel	
Appendix C: Report of Subcommittee on Family Life	
Appendix D: Report of Subcommittee on Teens	
Appendix E: Report of Subcommittee on Quality of Life	
Appendix F: List of Ideas for Action	

EXECUTIVE SUMMARY

An important first for the Jewish community of Detroit took place at the Annual Meeting of the Jewish Welfare Federation on September 9, 1985. That day, Federation President Joel D. Tauber announced the formation of a Commission on Jewish Identity and Affiliation.

For one community, it marked the beginning of a dynamic process to confront gloomy predictions about the survival of Jewish life in America.

Despite Detroit's many achievements in the area of culture and education, there was a deeply felt need for strong measures to build a sense of Jewish identity and affiliation among a shifting Jewish population.

THE CHARGE TO THE COMMITTEE

To nurture that Jewish "connection", said Mr. Tauber, the community and its institutions must deal with the reality of change in family structure, increased mobility and a perceived decline in traditional observance. He set forth a three-point charge:

- . To identify and assess challenges posed to the organized Jewish community of Detroit by social, cultural and demographic changes affecting patterns of identity and affiliation.
- . To suggest those ways and means in which Federation and its agencies might significantly respond to the issues posed.
- . To propose ways in which Federation and its agencies might work with other organizations in the community to respond to those needs.

THE PROCESS

Under the chairmanship of David Page, a Commission of 45 members was selected, with the understanding that many more would be brought into the process. Over the next two years, 100 persons representing a broad range of religious affiliation, age and degree of communal involvement would meet for hundreds of hours to assess the scope of the issue and formulate recommendations for action.

The participants broke into five subcommittees: Education, Israel, Family Life, Teens, Quality of Life. Their task was to determine those needs the community was not addressing adequately.

Ideas came from many sources: agency executives, rabbis, teachers, students, consultants from national organizations and individuals without professional portfolios whose views were vital to a balanced perspective.

Action-oriented programs were put forth. Because each was viewed as necessary to move the community forward in its task, no priorities were assigned. The Commission was not asked to suggest ways of financing the programs, but they did recommend a variety of options, including private, government and community funding.

MONITORING PROGRESS

It was agreed the recommendations would be implemented through Federation's community planning process. A monitoring committee would meet every six months to assure that divisions and agencies were acting on the recommendations. Regular reports would be issued to the Federation Board of Governors.

Several programs were developed even before the Commission completed its report. These included the creation of J.E.F.F. -- Jewish Experiences For Families. Another was the reorganization of an Israel Program Center under the direction of a Federation-supervised community *shaliakh*. Establishment of The Neighborhood Project was a further boost to the Commission's efforts.

RECOMMENDATIONS

A detailed description of recommendations is provided in the report. Briefly:

- Good*
- . Education-- Programs to "put the joy back into Jewish education" ranged from family programs to weekend retreats as supplements to formal classroom education. Support of day school education and a study of afternoon education also were proposed, along with encouragement of careers in Jewish education.
 - . Israel-- To help create a sense of identity, especially among young people, Israel travel and study were encouraged. These include high school programs in Israel subsidized by a community co-sponsored incentive savings plan. Enhanced Israel curricula in the schools also was felt to be important.
 - . Family Life-- In recognition of the family's role in instilling Jewish values and commitment, the Commission stressed that all institutions should provide quality programming for the family. The special needs of single parents and intermarried couples, as well as working parents, were also addressed.
 - . Teens-- Training of youth leaders, volunteer opportunities and coordination of teen activities were among the Commission proposals to involve more young people in the organized Jewish community. Cooperation between the Jewish Community Center and BBYO was urged.
 - . Quality of Life-- Acknowledging that cultural programs can build positive feelings about Jewish identity, the Commission recommended the appointment of a cultural advocacy committee, creation of a cultural calendar and opportunities for individual expression.

TOWARD THE FUTURE

One question the Commission was asked to keep in mind throughout its deliberations was "Will my grandchildren be Jewish?"

Their findings represented only a first step in building identity and affiliation. But the Commission was optimistic that Detroit, with its history of achievement, could create an environment that would, indeed, make our grandchildren want to be Jewish.

BEGINNINGS

The seeds of this historic project were planted long ago, when American Jews began to realize the mixed blessings of their *Goldeneh Medinah*, their Golden Land. In their rush to embrace the new culture of seemingly unlimited freedom, they often abandoned the cultural riches of Jewish life in Eastern Europe. The loss of identity was both personal and communal.

// For American Jewry, assimilation and intermarriage became more than buzzwords. They became synonymous with the question of our very survival.

The Holocaust attached a new imperative to Jewish communal survival. Gone were the centers of Jewish culture that had been the source of our nourishment. It remained for this generation to discover that the richness of Jewish life could be put into a contemporary framework with meaning for all segments of American Jewish society.

As the educator Irving Greenberg said on a Detroit visit, American Jewry has been offered a "challenge of choice" in which the accident of birth as a Jew is no longer decisive but the choice to become a Jew is. "Education, cultural mixing and pluralism have brought new options of affluence and power, but they also have challenged the value systems nurtured in the sheltering society of the Old Country," he said. "The challenge in such an open society is to offer a high level of Jewish choice. It requires a major transformation of values, priorities and procedures, an upgrading of present institutions... and an investment by Federations in a variety of options."

Many other sociologists and educators explored the complex issue in countless books and articles. But never had an entire community undertaken an in-depth self-examination before charting a course to strengthen Jewish life now and into the future.

Not until Detroit.

A COMMUNITY RESPONSE

For decades, the Jewish community of Detroit had drawn universal admiration for its commitment to Jewish life. Its philanthropic achievements were without peer among large cities, and its development of innovative human services was widely recognized.

In the area of culture and education, Detroit was a leader as well. Its Jewish Community Center held the first Jewish Book Fair in the country. Hundreds were enrolled in Center Hebrew classes, and the nation's first Israel shaliach was headquartered there. The Jewish communal educational system, the United Hebrew Schools, was a model for other cities, and the Fresh Air Society created the largest community-sponsored residential camp complex in North America.

But there was recognition that Detroit could not live off past achievements -- not with the growing evidence of significant social, cultural and demographic shifts in the community: changes in family structure, increased mobility, a perceived decline in traditional observance. If our future was to be as bright as our past, the Detroit Jewish community would have to take extraordinary measures.

On September 9, 1985, at the Jewish Welfare Federation Annual Meeting, President Joel D. Tauber announced the formation of a broad-based Commission on Jewish Identity and Affiliation.

He explained that this Commission would draw upon the wealth of talent that this community has to offer. Its members would represent all streams of religious life, all ages, all degrees of communal involvement.

Because of that wealth of talent and the pluralistic nature of the Detroit Jewish community, selection of the Commission members turned out to be a difficult task. Eventually, 45 persons were named, with the understanding that many others would be called into

the process over a two-year period. By the conclusion of the study, 100 individuals would participate actively in the deliberations. They would hold 12 formal meetings and, breaking into five subcommittees, meet for hundreds of hours to explore identity and affiliation in all its facets.

CHARGE TO THE COMMISSION

Under the chairmanship of Vice-President David Page, the Commission was given a three-fold task:

- . To identify and assess challenges posed to the organized Jewish community of Detroit by social, cultural and demographic changes affecting patterns of identity and affiliation.
- . To suggest those ways and means in which Federation and its agencies might significantly respond to the issues posed.
- . To propose ways in which Federation and its agencies might work with other organizations in the community to respond to those needs.

From the outset, members of the Commission kept in mind two vital questions that every Jew must ask if the community is to be sustained: (1) Will my grandchildren be Jewish? And (2) Do I care enough about my community to want to give something back to it?

Over the course of the first year, the Commission brought a vast subject into focus. Some areas worthy of exploration were set aside for study at another time. Services to several groups, like the physically handicapped, would be taken under review by another task force. It emerged early on that there would be heavy focus on youth.

In the second year, general issues became particular. Meetings were held by five subcommittees: Education, Israel, Family Life, Teens, Quality of Life. Their task was to determine those needs the community was not addressing adequately.

The group culled ideas from many sources: agency executives, rabbis, teachers, students, consultants from national organizations and, just as important, those without professional portfolios whose views were vital to a balanced perspective.

Often, the creative application of these ideas would be left to individual agencies and institutions. This led to the development of several exciting programs and services even before the Commission issued its final report.

Because its members were assigned the sole task of identifying needs and recommending ways of addressing them, funding was not within the parameters of their discussion. However, a number of suggestions emerged-- suggestions for private and government financing, as well as community funding through Federation's Allied Jewish Campaign, United Jewish Charities and Federated Endowment Fund. Agencies would have to readjust their own budgeting priorities to accommodate new programs, but it was felt that Detroit had the will to turn its dreams into reality.

CONCLUSIONS: OPTIMISM TEMPERED WITH REALISM

...The large middle group of marginally affiliated American Jews comprise an ever-present feature of American Jewish life. For educators, communal workers and others concerned with creative Jewish survival, these Jews present both risks and opportunities, and offer a challenge as well as a source of hope.

--Steven M. Cohen
Journal of Jewish
Communal Service

Undaunted by dire predictions for the future of American Jewry, the Commission pursued its task with energy and enthusiasm. It emerged with positive signs for continued Jewish vitality: the almost

universal celebration of Passover and the High Holy Days, the overwhelming preference for Jewish marriage partners and Jewish friendship circles, broad support for Israel and other Jewish causes, and the desire of most parents to provide their children with some Jewish education.

At the same time, the Commission felt that the Jewish community and its institutions would have to build upon their impressive network of religious, cultural and educational services-- not only reaching out to the unaffiliated, but reaching inward to the under-affiliated and responding to their needs.

To accomplish this, many old ways would have to be discarded. It would require a sense of imagination, coupled with a sense of responsibility. It would require a creation of new partnerships and a reaffirmation of old ones: synagogues and Federation, agencies and organizations, public funding sources and private philanthropy.

The deeper the Commission delved into its complex assignment, the clearer it became that no one set of recommendations would apply equally to all institutions. It also became clear that many innovative programs could be implemented without waiting for the Commission's final report.

One of these was publication of a directory of community resources for Jewish identity and affiliation. Another was creation of Jewish Experiences for Families (J.E.F.F.), an imaginative program that would blend the resources of Fresh Air Society and local synagogues for the enrichment of family life.

Toward the final phase of the Commission process, the current Federation President, Dr. Conrad L. Giles, appointed a special committee to study Jewish education and its delivery system. Both the United Hebrew Schools and Hillel Day School began experimenting with informal Jewish education at the high school level, and Federation expressed support of plans for a Hebrew day school under Reform auspices.

A Center for Judaic Studies was inaugurated at Wayne State University to serve as a community cultural and educational resource. In addition, a committee was appointed to explore expansion of Judaic and community service programs at the University of Michigan. The Fresh Air Society opened discussion with the National Jewish Center for Learning and Leadership (CLAL) to develop programs at the Butzel Conference Center.

The Jewish Community Center added new cultural programs to its calendar, including a Spring Forum funded in part by the Michigan Council for the Arts. Another Center development was its discussion with the B'nai B'rith Youth Organization around joint programming for teen-agers. To carry out Israel-oriented recommendations of the Commission, the Israel program office was reorganized under the direction of a Federation-supervised community *shaliach*.

One of the most notable undertakings to emerge simultaneously with the meetings of the Commission was The Neighborhood Project. Sponsored by the Jewish Welfare Federation and United Jewish Charities, this far-reaching neighborhood enhancement program would call attention to the special ambience of Oak Park and Southfield. Reminiscent of the sense of neighborhood that embraced earlier generations of Detroiters, the project would draw many new families to the area and involve them in cultural and social events of every kind.

The Commission took great pains to recommend achievable, action-oriented programs. They chose not to prioritize; each of the recommendations was viewed as necessary to move the community forward in its task of promoting identity and affiliation.

Listed below are recommendations that emerged from the two-year process. Full reports of the five subcommittees are on file with the Planning Department of the Jewish Welfare Federation.

Once the report is approved by the Board of Governors, Federation's planning divisions can proceed with implementation, working together with agencies, synagogues and organizations.

MONITORING PROCESS

To move the process forward and involve community leadership at every step, the Commission regularly shared minutes and proceedings with agency and synagogue leaders and educators.

Carrying out the over-arching recommendations of the Commission and the specific proposals of the subcommittees will require the close cooperation of Federation's planning divisions and its agencies. Before the latter can integrate recommendations into their programs, it is vital that all appreciate the high priority our community is placing on the issue of identity and affiliation, as well as the investment of resources Federation was making to meet the challenge. This priority will have to be reflected in the planning divisions' discussions with the agencies.

The report calls for a number of approaches, involving modification of existing programs and introduction of new ones.

This will require additional funds, possibly through a community resource that has furthered many important projects -- the Max M. Fisher Jewish Community Foundation of Federation's United Jewish Charities. It will also mean a more active recruitment of innovative programs for funding by the Foundation.

A key to the report's implementation will be an ongoing monitoring process: first, the appointment of a monitoring committee to meet semi-annually and ensure that the Commission's mandate is being fulfilled, and, second, regular reports to the Board of Governors as to how the process is progressing. The Jewish community will be kept fully informed.

RECOMMENDATIONS

We Jews have much to give to each other. We have much to learn from each other. Our past teaches us the reality of our abiding optimism coupled with our capacity to cope, adjust, create, respond, anticipate, recover and proceed with the business of being Jews and being Jewish.

*-- Gerald Bubis
Journal of Jewish
Communal Service*

Education

The Commission suggested a new focus that would-- as one member put it-- "put the joy back into Jewish education". It would mean introduction of programs like Jewish Experiences for Families and encouragement of informal educational experiences -- from weekend retreats and summer camping to theater and art -- as supplements to formal classroom education. Educating the total family, not the children alone, was viewed as of critical importance. Further, synagogue affiliation was recognized as a key element in the transmission of Jewish culture and values.

Continuing support for day school education, including assistance in the establishment of a Reform day school, was considered vital, as was the creation of a community day school at the secondary level as another option to existing day high schools.

At the same time, recognizing that many children will continue to attend synagogue-sponsored afternoon schools, the Commission recommended that the Jewish Welfare Federation and its agencies participate in joint ventures with synagogues while mounting a comprehensive study of the entire system of afternoon education.

The Commission felt that teachers, camp counselors and youth directors should be viewed as role models of living Judaism. Thus, they should be exposed to more Jewish educational opportunities prior to and during service.

To encourage careers in Jewish communal service and education, a series of scholarship incentives and joint employment opportunities was recommended.

For a more detailed description of recommendations by this subcommittee, see Appendix A.

Israel

With Israel observing its 40th anniversary, there is a generation of American Jews without recollection of the historic events that preceded establishment of the Jewish State nor the personal impact its founding had upon their sense of identity.

However, the Commission recognized that Israel and its people continue to strengthen identity and affiliation among American Jews. Among their suggestions for enhancing that partnership is the establishment of a resource center to act as a clearinghouse for promoting Israel living experiences for all ages.

The Commission's near-term focus was on youth. Many fine opportunities for teen study and travel currently exist--opportunities to create a cadre of knowledgeable, committed young people. One of these programs allows junior and senior high school students to receive full credit for course work in an equivalent high school program in Israel.

The Commission felt that a community-cosponsored incentive savings plan would enable young people to finance an educational trip to Israel by matching their own funds with community subsidies.

Development of Israel curricula in the various school systems and support for in-service teacher training both here and in Israel also were recommended.

For the future, the Commission saw the need to reach a broad segment of the Jewish community. They urged involvement of family groups in Israel travel and suggested that serious thought be given to community involvement of return travelers-- a valuable resource for leadership. Raising Israel's profile through educational efforts and communitywide events were among the many ideas for long-term implementation.

A more detailed description of these recommendations is provided in Appendix B.

Family Life

Life in the shtetl begins and ends with tsdokeh... At every turn during one's life, the reminder to give is present... Every celebration, every holiday is accompanied by gifts to the needy. Each house has its round tin box into which coins are dropped for the support of various good works... Children are trained to the habit of giving... The gesture of giving becomes almost a reflex.

--Life Is With People

The Commission acknowledged the central role of the family in instilling Jewish values and commitment. Family experiences provide the basis for children to make Jewish life choices as adults. At the same time, the presence of children in the family causes families to be more consciously Jewish, frequently leading to synagogue affiliation for such life-cycle events as Bar/Bat Mitzvah and marriage. For those reasons, the Commission felt that all institutions within the community should provide quality Jewish programming for the family and, where possible, join forces across institutional lines.

Addressing the special needs of single parents, the Commission urged that outreach efforts be made to include them as part of the community. At the same time, many in this group face economic burdens that may require attention. A special subcommittee may have to deal with the broad range of problems they face.

To facilitate identity and affiliation programs for intermarried couples, the Commission suggested a survey be conducted among this group. They recommended a similar survey for those couples where one partner has converted to Judaism. Expansion of current activities for intermarried families should be encouraged, along with new cooperative efforts among congregations and communal institutions.

To meet the needs of working parents who desire Jewish experiences for their children, the Commission recommended a variety of services-- from day care and preschool to after-school and home-based programs -- with such Jewish components as Sabbath and holiday celebrations. These agency- and synagogue-based services would be provided on a sliding scale so that all in the community could participate. (It was noted by the group that the Jewish Vocational Service is developing a training program for in-home infant care providers.)

For a more detailed description of these programs, see Appendix C.

Teens

With some 25 percent of Detroit's estimated 5- to 7,000 young people involved in organized Jewish teen activities, the Commission viewed quality programming as of critical importance. Members recommended community action in the areas of teen recruitment and leadership development, personnel training, program enrichment and inter-organizational cooperation.

It was felt that day schools, synagogues and the Jewish Welfare Federation's Young Adult Division could provide a cadre of well-qualified youth group advisors. This will require active recruitment measures and in-service training in group dynamics, teen counseling and use of Judaic materials.

Recognizing that volunteer work can enhance young people's understanding of their community and stimulate their further involvement, the Commission recommended that Federation develop increased volunteer opportunities for teens through the Allied Jewish Campaign and leadership development programs. Just as synagogues have developed effective mitzva corps, it was suggested that the Jewish Community Center expand its JETS (Jewish Teens in Service) program, which combines agency volunteer work with leadership and career development workshops.

The Jewish Community Center was viewed as the appropriate site for coordinating youth activities and service, as well as convening a citywide council of teen groups. To make the Center more attractive to youth organizations, it was suggested that a teen area be set aside and that group rental rates be adjusted. Locating the B'nai B'rith Youth Organization (BBYO) at the Center also would encourage coordinated programming.

The Commission recommended that the Center, Jewish Family Service and various youth organizations work together to develop educational programming around such issues as substance abuse, pregnancy, teen suicide and AIDS awareness.

To expose teen-agers to campus Jewish life before they make decisions about college, it was proposed that the University of Michigan Hillel mount an outreach effort, possibly a weekend retreat.

For a more detailed description of these recommendations, see Appendix D.

Quality of Life

We seek to create an American Jewish Community, an American Jewish Culture, that works for us, that enriches our lives intellectually, spiritually, aesthetically and humanly.

-- Dr. John Ruskay

The Commission believed strongly that a wide variety of programs presented by synagogues, organizations, agencies and Federation offers creative ways for people to develop positive feelings about their Jewish identity. Such programs can reach those who are not involved in organized Jewish community life, as well as enrich the lives of those already affiliated.

It was felt that the organized community can do far more to fund and otherwise foster opportunities for individual self-expression in music, dance, art, writing and theater. Recognizing that a number of individuals in the Jewish community are involved in the cultural scene of our city, the Commission urged that these individuals be encouraged to take an active role in sponsoring Jewish cultural activities.

The Commission recommended the appointment of a blue-ribbon committee to take the lead in cultural advocacy: developing communitywide events of high quality and locating sources of funding, such as endowments, to make them possible.

Many excellent programs presented by organizations reach very small audiences due to the sponsoring groups' limited outreach. Besides providing marketing assistance, there would be an additional positive outcome in the creation of a cultural advocacy committee: the development of a cultural calendar, a clearinghouse that would minimize duplication and make better use of funding and program resources. The calendar would be published in The Jewish News, as well as on cable television, on community bulletin boards and in other newspapers.

Acknowledging the role of the Jewish Community Center in presenting and jointly sponsoring programs like the Jewish Book Fair, the Commission recommended that the Center further explore the potential for such cultural offerings. These include opportunities for individual expression that were presented in the past: dance, theater, chamber music and orchestra. The Institute for Retired Professionals and Readers Theater have already demonstrated the potential for this type of programming.

The Commission encouraged joint ventures between the Fresh Air Society and National Jewish Center for Learning and Leadership (CLAL) to establish retreat programs at the Butzel Conference Center in Ortonville.

For a detailed description of the recommendations, see Appendix E.

A RENAISSANCE FOR DETROIT JEWRY

...Life beyond 120 generations beckons the Jews as a group even as life up to 120 years is now within realm of the possible for individuals. Jews as human beings are ready to live. There is every evidence that the same is true for us as a people...

*-- Gerald Bubis
Journal of Jewish
Communal Service*

Over the past six decades, the Jewish community of Detroit has responded to victims of war and poverty, to the establishment of a Jewish state and the struggle of its people to build a homeland, to the needs of the community's aged and its youth.

In addressing these challenges, Detroit has demonstrated time and again a commitment to Jewish survival.

Today, our community faces a different kind of challenge-- but no less critical to our Jewish future. The question is, How do we nurture a sense of Jewish identity and affiliation -- a sense of "connection" -- among those who live in our ever-changing, choice-filled, contemporary society.

The Commission on Identity and Affiliation tackled this question from every perspective -- reflecting the various streams of Jewish life its members represented.

And yet, despite the widely divergent views, their common tradition brought them to enthusiastic unanimity on the need for a program of action for the Detroit Jewish community. Out of their deliberations emerged proposals for change in five broad programmatic areas, relating to education, Israel, family life, teens and quality of life. In addition, a number of suggested ideas for individual programs and activities were advanced. Some of these appear in Appendix F.

To their satisfaction, Commission members saw their undertaking bear fruit almost immediately. Many innovative programs were initiated over the two-year period, and many more are on the threshold of implementation -- awaiting approval by funding sources.

The Commission recognized that their recommendations were only a beginning. To succeed, the process would require a continual infusion of new ideas, as well as feedback, from individuals and institutions. Above all, it would require an appreciation by the community that investing sufficient energy and resources in the task was of paramount importance.

The Jewish community of Detroit has shown it has the wisdom and the will to surmount every challenge placed in its path. The Commission believes that meeting the challenge of Jewish identity and affiliation will prove to be our finest legacy to future generations.

APPENDIX A

RECOMMENDATIONS OF THE SUBCOMMITTEE ON EDUCATION

Family Education/Informal Jewish Education

- . Educating the total family, not just the child, needs to be considered of the utmost importance.

The degree to which Jewish education will be successful is determined, in large measure, by the way parents act out their Judaism in daily living situations. Synagogue affiliation can further enable the transmission of Jewish values.

While most parents desire to involve their children in Jewish activity, the Jewish family skills known to their own parents have, in many instances, been forgotten and need to be re-learned. Therefore, Shabbat and holiday experiences, family camping with Jewish content, and havurot (informal prayer/study groups) should constitute a core curriculum for families.

- . The subcommittee endorses the Jewish Experiences For Families program, which brings together synagogues and Federation agencies having group work and recreational expertise.
- . While another subcommittee has primary responsibility for services to families, the Education Subcommittee notes the changing family structures within the Jewish community. Among these are single-parent households, blended families (couples with children from an earlier marriage), families with two working parents and intermarried families. All of these require institutional sensitivity and the initiation of community-sponsored programs to meet their special needs. These needs include pre-school and latchkey children's programming, special scholarship assistance and support groups.
- . A high priority should be assigned to informal educational experiences which supplement and incorporate what has been taught in the classroom. Among these are weekend retreats, summer camping, youth groups, theater, art and substantive Israel experiences.

In today's environment--especially for the children enrolled in supplementary schools--Jewish education must compete with public school and extra-curricular activities for time and attention. The problem is compounded by the lack of priority assigned Jewish education by parents, the absence of Jewish celebratory events in the household and the often routine way in which Jewish subject matter is taught in the classroom. As one member of the committee stated, "The joy needs to be put back in Jewish education." While the denominational movements provide outstanding experiences for small numbers of youngsters, the majority are left untouched.

Clearly, the Jewish Community Center and Fresh Air Society have major roles in informal Jewish education and ought to enter into cooperative relationships with providers of formal Jewish education.

Day Schools

- . Recognizing that this is the most intensive form of Jewish education, Federation should continue its support of these institutions.
- . Federation should assist Reform congregations in establishing a communally-based Reform day school in order to make day school education more widely available.
- . More students should have the opportunity for a quality day high school experience. It was the feeling of the subcommittee that the community would benefit from a single day high school which could combine resources to offer the highest level of education.
- . Day high school students and graduates should be recruited and integrated into the communal system as teachers, teachers' aides, youth workers, counselors, etc.

This approach has the advantage of providing Jewishly literate role models for other young people, while providing day school graduates an opportunity to practice what they have learned in the classroom.

Afternoon Schools

For the foreseeable future, the majority of Jewishly educated youngsters will continue to be educated in synagogue-sponsored afternoon schools.

It is the impression of the subcommittee that afternoon schools, by and large, are trying to do too much with the resources and time allotted. Trying to please everyone, these institutions often end up pleasing no one.

- . To this end, educational institutions are encouraged to engage in a planning process involving parents, rabbis, administrators and teachers so that goals are congruent and clearly-defined objectives are established. The advantage of this approach is to enlist all of the key participants in a unified and common enterprise.
- . Therefore, the Education Subcommittee recommends that Federation and its agencies give high priority to joint

ventures with synagogues and temples around programming for youth, Jewish family life education, Jewish camping, retreats and other such activities in order to maximize the effectiveness of Jewish education.

Role of the United Hebrew Schools

- . The Education Subcommittee further recommends that Federation undertake a comprehensive study of afternoon education to determine how, through its planning and budgeting processes, Federation can better serve the totality of students enrolled in supplementary schools. This study should look at the distribution of students throughout the system and Federation's relationship to UHS/Midrasha, as well as that institution's relationship to other educational providers. The subcommittee recommends that this study move forward as speedily as possible.

Personnel

- . Recognition should be given for outstanding teaching:
 - by the community
 - by individual institutions
 - by the creation of master teacher positions
 - by the creation of programs which permit teachers to deepen their Jewish learning.
- . The community, in partnership with local agencies and in conjunction with national agencies, should sponsor a scholarship incentive program in Jewish education in return for specified communal service. There is national precedent for this approach in both the FEREP (Federation Executive Recruitment and Education Program sponsored by the Council of Jewish Federations) and JWB executive training programs. It is further recommended that the need for qualified educational personnel be included in discussions under way between Federation and the University of Michigan.
- . In meeting their personnel requirements, schools and agencies are urged to collaborate in order to create joint positions that will enable talented individuals to achieve full-time employment as Jewish communal workers and teachers.
- . Programs should be established which encourage educated laity to teach in our schools. This strategy would produce not only additional teachers but also role models who integrate Jewish knowledge with success in other professions.
- . Day school students should be actively recruited as teachers' aides, camp counselors and youth workers.

The subcommittee reviewed a number of alternative strategies for dealing with the teacher shortage, a critical problem in both supplementary schools and day schools.

Teenagers

- . The subcommittee recommends a substantive Israel experience for Hebrew high school seniors, as well as an incentive for youngsters to continue their Hebrew education beyond Bar and Bat Mitzvah.
- . An ongoing mechanism is proposed for bringing together students enrolled in Hebrew high school for meaningful Jewish learning and for social interaction. The subcommittee believes that the promotion of K'lal Yisroel resulting from such gatherings will contribute greatly to a sense of Jewish identity.
- . The community ought to give high priority to fostering and supporting the development of informal youth activities, integrating the resources of the Jewish Community Center with BBYO, synagogue and Israel-oriented youth groups.

Culture

- . The subcommittee feels that the high standards and mass participation in the Jewish Book Fair ought to be repeated through other events at the Center and urges a closer working relationship between the Center and the Midrasha to achieve this purpose.
- . Several members of the subcommittee noted the scattered library and media resources of the community. They suggested centralization of these resources so as to create a wider dissemination of Jewish materials.
- . The subcommittee urges establishment of a long-range planning committee to develop a detailed five-year educational plan for the community. This committee will work closely with the Jewish Welfare Federation's Culture and Education Division, which has responsibility for overseeing ongoing educational programming funded by Federation.
- . The subcommittee recommends that an educational development fund be established, either through the Max M. Fisher Jewish Community Foundation or through the Allied Jewish Campaign, to promote innovative educational programs.
- . The subcommittee believes that aggressive marketing of Jewish education is critical to our collective future. It urges that Federation, in its upcoming demographic study, give high priority to collecting data that will provide educational institutions with information how to attract and retain larger numbers of students of all ages.
- . The subcommittee recommends that local institutions take advantage of national resources developed by the Jewish Educational Service of North America, JWB and the various religious movements. There are areas, such as curriculum development, media and teacher training, that can best be achieved under national auspices. The Detroit Federation should lead in encouraging such national ventures.

APPENDIX B

RECOMMENDATIONS OF THE SUBCOMMITTEE ON ISRAEL

. Israel Incentive Savings Plan

This plan offers a unique opportunity for students and their families to finance an educational trip to Israel. The participants and community together contribute \$150 per school year to Israel Incentive Savings Plan accounts for each student. This annual sum is matched each year (up to seven years maximum) by an \$80 appropriation from the community. Any student in an Israel Incentive participating school may enroll. These savings can be used toward an approved trip during high school years, after 9th grade, and prior to January 1st following the completion of grade 12.

. Summer programs in Israel for youth/ Clearinghouse for people interested in Israel-related programs

A wide variety of Israel programs for young people are offered locally, nationally and by Israel itself. It is in the community's best interest to send as many of our youth as possible to Israel. The positive, long-term ramifications are difficult to measure, but clearly it would serve the community's interest to develop an American Jewry that is knowledgeable about the dynamics of Israel.

Toward that end, it would also be desirable to create a clearinghouse for the broad range of programs that are available for Israel travel, work and study. So that individuals of all ages will have one information resource to which they can turn, the community shaliach program should be broadened and supported.

. High School in Israel program

This program provides students with the opportunity to spend a portion of their junior or senior year in an equivalent high school program in Israel. Students participating in this program receive full credit for the course work to which they subscribe at their local high school. Careful coordination between local schools and the High School in Israel program is necessary. Initially, students would participate in existing High School in Israel programs. Detroit might consider developing its own program at a later date. This would depend upon the initial success.

. Working to develop better curricula for schools in the area

Developing better curricula for schools in the area has enormous ramifications and many different levels. It is the subcommittee's sense that Federation should explore with our various school systems ways to enhance Israel curricula.

It is felt that schools will be receptive to making Israel a high teaching priority and that Federation can provide valuable support. Suggested approaches might include bringing in consultants, developing teaching workshops and helping upgrade current curricula in the schools.

A second level includes the need for students to participate in educational programs in Israel. This is alluded to in other segments of the recommendation. Clearly, Israel education can best be taught in Israel.

Future Considerations

- . Further expansion of scholarship programs for individuals who wish to participate in Israel educational programming
- . Expansion of the use of subsidies to test their impact on participation in Israel missions
- . Significant investment in teacher education to make certain that contemporary Israel history is being taught effectively
- . More and better programming that focuses on the family unit
- . Broadened clearinghouse to include Israel programs for all, with emphasis on the family unit
- . Need was expressed for better record-keeping to involve travelers to Israel in community-building activities.
- . Development of pre- and post-Israel educational opportunities is believed necessary to help reinforce the Israel experience. The community misses out when it fails to call upon the energies and enthusiasm of returning visitors to Israel. Computer systems to accomplish this should be developed and perhaps coordinated through the new Israel Program Center. The development of better Israel promotional information should also be developed and coordinated through the Program Center.
- . The community should consider developing new types of programs for new target populations. Encouraging new people to visit Israel is an important investment in our future.
- . The community should consider developing a "reverse shaliach" program. There is great merit to having Americans spend time in Israel helping Israelis understand American society, much in the same manner as our new community shaliach (Israel emissary) operates.
- . More intensive Israel education for all Jewish professionals in our community must be explored.
- . The community should give more stature and support to communitywide Israel events. Raising Israel's profile in this manner can have impact on community homogeneity.

APPENDIX C

RECOMMENDATIONS OF THE SUBCOMMITTEE ON FAMILY LIFE

- . The subcommittee identifies child care services as its single most important recommendation. It has the potential to impact the greatest number of families, while meeting a critical need of the Jewish population.

The Jewish Vocational Service has expressed interest in developing and coordinating a program that will both train and place child care personnel. Calls received by the Jewish Information Service and the Jewish Community Center indicate that Jewish parents will utilize quality child care services offered under Jewish community auspices.

Adding a Jewish component to child care services offers a powerful opportunity to enhance the identity and affiliation of participating families. Thus, staff training should incorporate an orientation to Jewish family life. Rates for child care services should be on a sliding scale in order to make them available to the entire community.

- . The subcommittee recommends the creation of a community-wide task force to better understand the needs of single parents. Task force members should represent agencies, Federation, synagogues and organizations offering services to single parents, as well as single parents themselves.

The goals of the task force will be to determine the needs of single parents and how community institutions can assist them in living Jewishly. Areas of focus would include economic needs, community sensitivity and marketing.

- . The subcommittee recommends that intermarried couples and couples where one partner has converted to Judaism be surveyed to identify their ideas of what services and programs can add to their identification with the Jewish community. Local efforts should be continued and expanded. Cooperative programs, including those designed for the children of intermarried couples, should be developed between congregations and communal institutions.

- . The subcommittee recommends that Jewish Experiences For Families increase its outreach efforts to unaffiliated and under-affiliated families, particularly single-parent families and those where one parent has converted to Judaism.

. The subcommittee recommends that J.E.F.F. use its Jewish programming expertise in conjunction with the well-regarded group counseling programs developed by Jewish Family Service to create a Jewish family life education program.

Jewish family life education programs offer the opportunity for families to discuss the positive and unique aspects of creating a Jewish home. With the assistance of synagogues, such programs can reach families at different life cycle events, including marriage, birth, Bar/Bat Mitzvah, etc.



APPENDIX D

RECOMMENDATIONS OF THE SUBCOMMITTEE ON TEENS

- . Caring, well-qualified youth advisors are critical to the success of youth groups. The subcommittee recommends active recruitment of well-qualified individuals from among day school graduates, synagogue youth leaders and members of Federation's Young Adult Division to serve as teen advisors. For volunteer youth advisors, the subcommittee further recommends in-service training in group dynamics, teen counseling and use of Judaic materials.
 - . Jewish teens should be encouraged to learn more about the community through volunteer involvement. The subcommittee recommends that the Jewish Community Center expand its JETS (Jewish Teens in Service) Program and that Federation develop increased opportunities for teens to become involved in the Allied Jewish Campaign through Super Sunday, Walk for Israel and leadership development.
 - . Federation agencies have an important role to play as community resources. In particular, the subcommittee recommends the development of a multi-dimensional Jewish Community Center teen activities department, working with community youth organizations to explore ways to reach the 75% of teens currently unaffiliated. It is felt that there is a long-term benefit to making teens frequent visitors to the Jewish Community Center.
- The subcommittee sees the Jewish Community Center as the focal point for citywide coordination of youth activities and service. These are especially in the areas of teen leadership training, program materials, citywide calendar of teen events and athletic and social programs. The Center also should serve as a convener of a citywide council of youth groups. Attractive, easily-accessible space at the Center should be set aside as a teen area.
- The subcommittee further recommends that the Center adjust its rental rates to teen groups to encourage their use of the Center. Presently, cost deters many Jewish youth groups from using the Center.
- . Community-wide coordination of programs among teen organizations is encouraged, especially those that affirm a sense of unity. As a first step to such programming, the subcommittee supports coordinated efforts between the B'nai B'rith Youth Organization (BBYO) and the Jewish Community Center.
 - . The subcommittee recommends that the Jewish Community Center and Jewish Family Service, in conjunction with various youth organizations, examine how best to develop educational programming around potential teen problems of suicide, substance abuse, pregnancy and AIDS.

- . Participation in intense Jewish experiences, such as summer camping and study in Israel, has demonstrated a positive impact upon the Jewish identity of youth and their future affiliation. The subcommittee favors more scholarships and an Israel/teen program information clearinghouse.
- . Teens must be encouraged to continue their religious education following the Bar/Bat Mitzvah year. The subcommittee praised such efforts currently under way at several schools. Another suggestion is that free High Holy Day tickets be made available to interested youth who are unaffiliated with a synagogue.
- . Finally, the subcommittee urges cooperation among the three Michigan campus Hillel Foundations in reaching out to young people. As one example, the University of Michigan Hillel could offer weekend retreats in Ann Arbor to expose teens to Jewish options on the college campus.



APPENDIX E

RECOMMENDATIONS OF THE SUBCOMMITTEE ON QUALITY OF LIFE

. The subcommittee recommends that a highly visible and prestigious cultural advocacy committee be appointed under the auspices of Federation, the Jewish Community Center or jointly, with appropriately qualified professional staff to:

- . provide a resource to agencies interested in enhancing the Jewish content of their programming
- . assist in the development of marketing plans to help sponsoring organizations and synagogues reach wider audiences
- . help manage the sponsorship, placement and communications related to community-wide cultural activities
- . work with Federation's Endowment Department to develop funding for Jewish culture
- . coordinate periodic community-wide, cooperatively-sponsored cultural programs

. A cultural advocacy committee would lay the groundwork for a cultural calendar to minimize duplication, encourage organizational outreach and make better use of fiscal and programmatic resources. Since local media currently provide no central listings of Jewish cultural activities, this subcommittee should pursue the use of cable television public access and community bulletin boards, metropolitan newspapers and, of course, The Jewish News.

. The subcommittee further recommends that the Jewish Community Center re-examine its role as a community cultural center. The annual Jewish Book Fair, which draws tens of thousands of visitors, as well as the success of the Anne Frank exhibit demonstrate the potential of jointly-sponsored programs using the Center as a home base. The Commission also encourages the Center to revive dormant programs that, in the past, provided opportunities for individual expression in dance, theater, chamber music and orchestra. The Institute for Retired Professionals and the Readers Theater demonstrate the potential for this kind of programming.

. The subcommittee encourages the concept of joint ventures between the Fresh Air Society and National Jewish Center for Learning and Leadership (CLAL) to establish retreat programming at the Butzel Conference Center. The extensive physical facilities of the Fresh Air Society and Jewish Community Center afford the Detroit Jewish community conference and retreat facilities that, with proper programming, would allow our Jewish community to experience a Jewish cultural renaissance.

APPENDIX F

LISTING OF SERVICES PROPOSED IN SUBCOMMITTEE SESSIONS

Education

- 1) Full-time positions in Jewish education
- 2) Marketing Jewish education to the unaffiliated and under-affiliated
- 3) Lending Federation's prestige to the teaching profession (e.g., a community awards dinner for outstanding teachers and educators)
- 4) Community forum for teachers from different institutions to exchange ideas and approaches
- 5) Community afternoon Hebrew high school with at least 500 teenagers engaged in both formal and informal learning
- 6) Resource center and media library for use by community teachers
- 7) Year-long scholar-in-residence programs
- 8) Resident experts in particular areas of Jewish education, including curriculum development, media, teacher training and teaching methodologies
- 9) Better coordination of existing programs
- 10) Marketing day school education to non-Orthodox families
- 11) Mentor programs linking students to adults who will serve as Jewish role models
- 12) Opportunities for students to participate in community tzedaka and service projects
- 13) Training teachers in informal education skills and encouraging them to serve as advisors or staff of Jewish recreational programs
- 14) Teaching advanced Judaica to camp counselors, youth leaders and others who work in recreational settings
- 15) Enriching the years immediately preceeding Bar/Bat Mitzvah for both parents and children so that Jewish education will be perceived as vital to the child's continued development
- 16) Instructional videotapes on home rituals for families
- 17) Integrating Judaic content into the regular programming of recreational agencies

Israel

- 1) Israel Incentive Savings Plan for high school students
- 2) Clearinghouse for Israel-related programs
- 3) High School in Israel and summer programs for youth
- 4) Development of materials on Israel for schools and teacher education in modern Israel history
- 5) Israel education for Jewish professionals
- 6) Expansion of scholarship programs for Israel study
- 7) Subsidies for participants in Israel missions
- 8) Israel programming for families
- 9) Record-keeping to involve returning Israel travelers
- 10) Marketing to increase travel to Israel
- 11) "Reverse shaliach" program
- 12) Support for communitywide Israel events

Family Life

- 1) Day care, pre-school and after-school programs for children of two-working-parent and single-parent families
- 2) Weekend family retreats
- 3) Jewish parenting centers
- 4) Surrogate grandparenting programs
- 5) Programming keyed to life cycle events
- 6) Programming for single-parent families
- 7) Community programming centered around Jewish holidays, Holocaust, Israel
- 8) Synagogue havurot (informal prayer/study groups)
- 9) Community holiday celebrations and workshops
- 10) Joint agency/synagogue programming for families
- 11) Community-based programs for intermarried couples and their families
- 12) Expansion of Jewish Experiences For Families

Teens

- 1) Central community site for teens to gather informally
- 2) Utilization of University of Michigan and Wayne State University to provide advanced placement college credit courses in Judaica to high school seniors
- 3) Programs which bring together children from different streams of Judaism, creating mutual respect and reinforcing their commonality as Jews
- 4) Cooperation with campus Hillels to train college students as camp counselors and supplementary school teachers
- 5) Enhancement of Jewish content in teen programming
- 6) Consultation with teens to determine what activities attract Jewish youth
- 7) Cooperation among youth groups and Jewish agencies
- 8) Use of currently involved teens to recruit other teens
- 9) Intensive teen leadership development
- 10) Establishment of a clearinghouse and program resource center
- 11) Promotion among parents and teens of programs that demonstrate exciting and personally rewarding aspects of community involvement
- 12) Creation of a position to coordinate citywide teen activities

Quality of Life

- 1) Community-wide cultural events (Jewish Book Fair, music festival, arts exhibit, ethnic fair)
- 2) Jewish Bookmobile (Culture-on-Wheels program)
- 3) Jewish Great Books program
- 4) Inter-city cultural programming using Federation's satellite network facilities
- 5) Annual competition for creating Jewish ceremonial art
- 6) Coordinated use of guest speakers
- 7) "Jewish cultural information hotline" through Jewish Information Service or special recorded announcements

- 8) Jewish video cassette lending library
- 9) Local competition for creative video work on Jewish themes
- 10) A cultural section as a regular feature of The Jewish News and in other press
- 11) Use of cable TV local access channels and bulletin boards for cultural program listings
- 12) Listings of local galleries showing Jewish art
- 13) Monthly community cultural calendar by mail subscription or in The Jewish News
- 14) Artist-in-residence programs
- 15) Programs to recognize outstanding local artists
- 16) University networking, such as the Wayne State University Center for Judaic Studies and Oakland University's Fine Arts program
- 17) Home-based cultural parlor programs
- 18) Active solicitation of private and public foundations to support Jewish culture
- 19) Annual community forum for lay leadership
- 20) Community archives and cultural center based in a central agency
- 21) Programs to increase awareness of modern Israeli culture
- 22) Exhibitions of Jewish art, photography, crafts, film, etc.
- 23) Outreach to private camps which attract large numbers of Jewish youth to help intensify their Jewish program content
- 24) Utilization of community issues and current events as catalysts for strengthening Jewish identity

COMMISSION ON IDENTITY AND AFFILIATION

- Steering Committee -

David K. Page
Chairman

Peter M. Alter
James M. August
Mandell L. Berman
Robert Bluestein
Selwyn Isakow
Lawrence S. Jackier
Diane J. Klein

Michael W. Maddin
Beatrice Rowe
James A. Safran
Mark E. Schlussel
Hon. John H. Shepherd
Jane Sherman
George M. Zeltzer

- Commission Members -

Marvin W. Berlin
Harold Berry
David L. Bittker
Elaine Block-Victor
Martin E. Citrin
Leon S. Cohan
Margot Coville
Eugene Driker
Dr. Joseph N. Epel
Douglas M. Etkin
Stanley D. Frankel
Joel D. Gershenson

Lynda Giles
Laura Gold
Rabbi Elimelech Goldberg
Gerald Greenwald
Rabbi Irwin Groner
David B. Hermelin
Irwin T. Holtzman
Prof. Armand Lauffer
Hon. Charles L. Levin
Marsha Miro
Dr. Henry L. Nadler
Robert H. Naftaly

Andrea Nussbaum
Aviva Robinson
Edwin G. Shifrin
Robert A. Steinberg
Frieda Stollman
Rabbi M. Robert Syme
Joel D. Tauber
Anita Taylor
Charles H. Tobias
William M. Wetsman
Jack Zwick

- At-Large Members -

Irwin M. Alterman
Guy Barron
Harmon S. Bayer
Ruth Beitner
Anaruth Bernard
Linda Binkow
Dr. Donald R. Blitz
Suzanne Bluestein
Paul Borman
Seymour Brode
Ruth Broder
Susan Citrin
Hon. Avern L. Cohn
Warren J. Coville
Karen Demetriou
Michael Egren
Natalie Eichen
Dr. S. Joseph Fauman
Dr. Paul C. Feinberg
Dr. Joseph Fischhoff
Donald Fox
Sidney Freedland
Milton R. Gilman

Dr. Barbara C. Goodman
Brooke Grace
Hugh W. Greenberg
Dr. Dan G. Guyer
Dr. David L. Harold
Sharon Hart
Julius J. Harwood
Doreen Hermelin
Stuart E. Hertzberg
Austin Hirschhorn
John E. Jacobs
David B. Jaffe
Rose Kaye
Dr. Richard Krugel
Sol P. Lachman
Robert M. Lask
David Lebenbom
Linda Lee
Marcie Lefkowitz
David Levine
Dan Levitsky
Rabbi Harold S. Loss
Paul S. Magy

Suzanne Marx
Berta Meyerson
Marlene Moss
Allan Nachman
Norman Naimark
Marvin R. Novick
Dr. Irving Panush
Stuart J. Rogoff
Dulcie B. Rosenfeld
Florine Mark Ross
Charles Ruben
Sheri Schiff
Dr. Claude Schochet
Joel M. Shere
Robert Slatkin
Jessie Stern
Phillip Stollman
Julian S. Tobias
Gary Torgow
Nissen Uten
Peggy Winkelman
Carol Wolfe
Susan Yorke

- Staff -

Martin S. Kraar, Executive Vice President
Michael E. Berke, Executive Director
Allen S. Juris, Associate Executive Director
Charlotte Dubin, Director of Communications
Lawrence M. Ziffer, Planning Director
Randie Levin, Planning Associate
Tom Wexelberg-Clouser, Planning Associate
Charles Zibbell, National Consultant