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July 30, 1991

The Best Practices Project
Barry W. Holtz

I. Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69). The primary purpose of this inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model Lead Communities, "local laboratories for Jewish education." As the Lead Communities begin to devise their plans of action, the Best Practices inventory would offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

Thus the planners from a Lead Community could ask the Council "where in North America is the in-service education of teachers done well?" and the Council staff would be able to find such a program or school or site some place in the country through consulting the Best Practice inventory. It is likely that the inventory would not be a published document but a resource that the Council would keep or make available to particular interested parties.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice. As Joseph Reimer describes this in his paper for Commission, these are educational projects which have weaknesses and do not succeed in all their goals, but which have the strength to recognize the weaknesses and the will to keep working at getting better. "Good" educational practice, then, is what we seek to identify for Jewish education.

A project to create such an inventory begins with the assumption that we know how to locate such Best Practice. The "we" here is the network of people we know, trust or know about in the field of Jewish education around the country. I assume that we could generate a list of such people with not too much difficulty. Through using that network, as described below, we can begin to create the Best Practice inventory.

Theoretically, in having such an index the Council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for

advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

I say "theoretically" in the paragraph above because we will have to carefully examine the way that the inventory of good educational practice can best be used in living educational situations. Certainly significant stumbling blocks will have to be overcome. In what way, for example, will viewing the Best Practice of "X" in Boston, Atlanta or Montreal offer confidence building and programmatic assistance to the person sitting in the Lead Community? Perhaps he or she will say: "That may be fine for Boston or Atlanta or Montreal, but in our community we don't have 'A' and therefore can't do 'B'."

Knowing that a best practice exists in one place and even seeing that program in action does not guarantee that the Lead Communities will be able to succeed in implementing it in their localities, no matter how good their intentions. The issue of translation from the Best Practice site to the Lead Community site is one which will require considerable thought as this project develops. What makes one curriculum work in Denver or Cleveland is connected to a whole collection of factors that may not be in place when we try to introduce that curriculum in Atlanta or Minneapolis. Part of this project will involve figuring out the many different components of any successful practice. As we seek to translate and implement the best practice into the Lead Communities, it will be important also to choose those practitioners who are able to communicate a deeper understanding of their own work and can assist the Lead Communities in adapting the Best Practices ideas into new settings.

The Best Practices initiative for Jewish education is a project with at least three interrelated dimensions. First, we will need to create a list of experts in various aspects of Jewish educational practice to whom the CIJE could turn as it worked with Lead Communities. These are the consultants that could be brought into a Lead Community to offer guidance about specific new ideas and programs. For shorthand purposes we can call this "the Rolodex." The Rolodex also includes experts in general and Jewish education who could address questions of a broader or more theoretical sort for the benefit of the CIJE staff and fellows-- people who would not necessarily be brought into the Lead Community itself, but would help the CIJE think about the work that it is doing in the communities.

The first phase of the Best Practices project-- stocking the Rolodex-- has already begun as the CIJE staff has begun working. It will continue throughout the project as new people become known during the process.

Second, the project will have as its primary mission the use of Best Practices for assisting the Lead Communities. For shorthand purposes we can call this "the data base." This will be described in detail in the next section of this memo below. Third, the project has implications for a much larger ongoing research project. For shorthand purposes we can call this "the long-range plan." The long-range plan is a major study of Best Practices in Jewish education-- locating, studying and documenting in detail the best work, the "success stories," of contemporary Jewish education. (I say "contemporary" here, but a research project of this sort might well include a historical dimension too. What can we learn about the almost legendary supplementary school run by Shrage Arian in Albany in the 1960s should have important implications for educational practice today.) Such a project should probably be located in an academic setting outside the CIJE. We could imagine a Center for the Study of Excellence in Jewish Education established at a institution of higher learning with a strong interest in Jewish education, in a School of Education at a university or created as a "free-standing" research center. Obviously, this project intersects with the research plan that the CIJE is also developing.

"Best Practices for assisting the Lead Communities" and "the long-range plan" are not mutually exclusive. The latter flows from the former. As we begin to develop a data base for the Lead Communities, we will also begin to study Best Practices in detail. The difference between the two projects is that the Lead Communities will need immediate assistance. They cannot wait for before acting. But what we learn from the actual experience of the Lead Communities (such as through the assessment project which will be implemented for the Lead Communities) will then become part of the rich documentation central to the long-range plan.

II. Best Practice and the Lead Communities

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the (good enough) Hebrew School, JCC, curriculum for teaching Israel, etc. The first problem we have to face is defining the areas which the inventory would want to have as its particular categories. Thus we could cut into the problem in a number of different ways. We could, for example, look at some of the "sites" in which Jewish education takes place such as:

- Hebrew schools
- Day Schools
- Trips to Israel
- Early childhood programs
- JCCs
- Adult Education programs

Or we could look at some of the subject areas which are taught in such ^{sites} sights:

- Bible
- Hebrew
- Israel

Other modes are also possible. Hence the following question needs to be decided: What are the appropriate categories for the inventory?

We propose to choose the categories based on a combination of the following criteria:

a) what we predict the Lead Communities will want and need, based on a survey of knowledgeable people (see step 1 below) and b) what we can get up and running quickly because we know the people and perhaps even some actual sites or programs already, or can get that information quickly.

III. Suggestions for a process

What has to be done to launch and implement the Best Practice project for Lead Communities? I would suggest the following steps:

1. Define the categories

To do this we should quickly poll a select number of advisers who have been involved in thinking about the work of the CIJE or the Commission to see what categories we can agree would be most useful for the Lead Communities.

Our main focus should be the Commission's "enabling option" of developing personnel for Jewish education ("building the profession"). (A second enabling option-- mobilizing community support for Jewish education-- will be dealt with as the Lead Communities are selected and as they develop. Although in principle the "Best Practices" approach might also apply in this area--e.g. we could try to indicate those places around the country in which community support has been successfully mobilized for Jewish education-- the Best Practices project will be limited to the enabling option of "building the profession." A different subgroup can be organized to investigate the Best Practices for community support option. The option of the Israel Experience, viewed as an enabling option, could also be studied by a different subgroup.)

The enabling option of "building the profession" comes to life only when we see it in relationship to the ongoing work of Jewish education in all its many aspects. A number of these dimensions of Jewish education were discussed during the meetings of the Commission and twenty-three such arenas for action were identified. These were called the "programmatic options" and the list included items such as early childhood education, the day school, family education, etc. Although the Commission decided to focus its work

on the enabling options (rather than any specific programmatic options) because of their broad applicability to all areas of Jewish education, it is appropriate for the Best Practices project to turn now to explore the specific programmatic options which can be of most benefit to the Lead Communities. Indeed, it is this list, coupled with the enabling option of building the profession, that can help us begin the process of deciding what specific areas of best practice we ought to analyze.

The method of work will be to use the enabling option of "building the profession" as a lens through each of the chosen programmatic options (from the original list of twenty-three) are viewed. Each chosen programmatic option would be viewed specifically in the light of best practice in building the profession within its domain. For example, what is the best practice of building the profession within the domain of the programmatic option called "adult education" or "early childhood education."

2. Commission a document (a "definitional guide") for each option.

The definitional guide is a document which is prepared for each category. Its purpose is to offer guidance as we seek to determine best (i.e. "good enough") practice within the category.

One advantage of focusing on the enabling option of personnel is that in the Commission report we already have a headstart in defining the how we should go about studying the programs we will examine. A Time To Act (pp. 55-63) analyzes "building the profession" in the light of six subcategories: 1) recruitment, 2) developing new sources of personnel, 3) training, 4) salaries and benefits, 5) career track development, 6) empowerment of educators.

These six subcategories can be the filter we use in looking at the programmatic options under consideration. Thus, if one chosen programmatic option is supplementary school education we could ask: where are the good programs for recruiting personnel to the supplementary school? who does a good job of developing new sources of personnel for the supplementary school? where is the training of personnel for the supplementary school done well? who has done an interesting job in improving salaries and benefits? Has any place implemented outstanding programs of career track development? Are there examples that can be found of the empowerment of educators? The same six points of building the profession can be applied to any of programmatic options.

The definitional guide will take these six subcategories and flesh them out and refine them as an aid which can be used by the "location finders" (see below) who will help us locate specific examples of current best practice in the field. The guide should also include a suggested list of "location finders" for each area. The CIJE staff would react to these papers but we anticipate that this should be a fairly fast process.

3. Identify the location finders

Once we define a list of categories and definitional guides for each, we would then want to find a group of "location finders" who would recognize or know about "Best Practice." It may also require a meeting of people to brainstorm places, sites, people as well. There probably also should be a group of well-traveled Jewish educators who could suggest the "location finders" to the CLJE.

4. Get the lists

Once we have the "location finders" for each category and the definitional guides, we can then put together the suggested lists of best practice for each category. This could come via meetings (as mentioned above), through phone calls or simply through getting submissions of lists from the location finders for each category.

Yet another approach that also can be implemented is a "bottom up" attack on this issue. The CLJE can put out a call to the field for suggestions of best practice to be included in the inventory. One model we ought to investigate is the National Diffusion Network, an organization in general education which seeks to disseminate examples of best practice around the country through this bottom up approach. We would need to explore how the Network deals with questions of quality control to see if it is applicable to our needs.

5. Evaluate the choices

Once we receive the proposed lists in each category, we are going to need to implement some independent evaluation of the candidates for inclusion. As stated above quality control is an important element of the Best Practices project. It will be important, therefore, to have outside experts at our service who could go out into the field to look at those sites that have been proposed as examples of Best Practices. Before we can pass on these exemplars for use by the Lead Communities, we must be able to stand by what we call "best."

6. Write up the reasons

Here this project begins to overlap with other research concerns mentioned in the report of the Commission. The evaluation that has begun in the step above now must move on to another stage. We have to go beyond mere lists for the inventory so that we can try to determine what it is that defines the "goodness" of the good that has been identified. Otherwise the general applicability of the inventory will never be realized. We will certainly get some of this from the location finders. They will need to tell us the reasons for their choices. The outside evaluators will also need to write up the projects that they visit. In this way we can begin to develop a rich source of information about the success stories of Jewish education and how they might (or might not) be translated into other situations.

7. Translate to Action for the particular Lead Communities

What in each Best Practice case can be translated to the Lead Community and what cannot? This is a complicated question and requires the job described in #6 above, at least for those cases in which the Lead Community is planning to implement action.

It then requires a careful monitoring of what is going on when the attempt to translate particular Best Practices actually is launched. This monitoring is the intersection of the Best Practices project with the research and assessment that will be conducted in each Lead Community. How the two matters are divided-- Best Practices Research and Lead Communities Assessment-- is a matter that needs further clarification as the work proceeds.

But another issue that forms the background to all of this work is an important additional research project that probably should be undertaken by the Best Practices project (in consultation with the researchers working on the Lead Communities). That is an investigation of the current knowledge and state of the art opinion from general education on the question of implementing change and innovation into settings. A second and related issue is the question of research on implementing change into sites which are larger than school settings since this seems to be applicable to the ambitious goals of the Lead Communities project.

IV. Timetable

What of these seven steps can and should be done when? Probably the best way to attack this problem is through successive "iterations," beginning with a first cut at finding examples of best practice through using the network of Jewish educators whom we know, then putting out a call for submissions to the inventory, and getting preliminary reports from the "location finders." A second stage would evaluate these first choices and begin the writing up of reasons that can lead to action in the Lead Communities. During the process we would, no doubt, receive other suggestions for inclusion on the list and the final inventory of Best Practices would get more and more refined as the exploration continued. On successive investigations we can refine the information, gather new examples of practice and send out researchers to evaluate the correctness of the choices. The important point is that the Best Practices project can be launched without waiting for closure on all the issues. Thus we will be able to offer advice and guidance to the Lead Communities in a shorter amount of time.

V. Lead Communities: Beyond Best Practices

In the view of A Time to Act the "Lead Communities would be encouraged to select elements from the inventory" (p. 69) of Best Practices as they developed their educational plan. It is with this goal in mind, that we wish to initiate the Best Practices project. But it is important to add a caveat as well: Innovation in Jewish education cannot be limited only to implementing those programs that currently work into a new setting called the Lead Community. If Jewish education is to grow it must also be free to imagine new possibilities, to reconceptualize as well as to replicate. One practical approach to this matter would be an investigation of innovative ideas that have been written about, but have never been tried out in Jewish education. A search of literature for such ideas should also be undertaken either under the rubric of the Best Practices Project or through any research project put into operation by the CIJE.

"Best Practices" should be only one dimension of Lead Communities. The crisis in Jewish education calls for new thinking: Bold, creative, even daring "new practices" must also play a role in our thinking as the Lead Communities search for ways to affect Jewish continuity through Jewish education. Under the banner of the Best Practices Project we should create the Department of Innovative Thinking for Jewish education. This would be the arena in which new ideas or adaptations of ideas from other contexts could be formulated and eventually funded for Jewish education. This could be done through conferences, commissioned think pieces or through the investigation mentioned above of ideas that have written about, but never tried out. The Best Practices project gives us a chance, in other words, to dream about possibilities as yet untried and to test out these dreams in the living laboratories established by the Lead Communities.

October 18, 1991

To: Steve, Shulamith, Seymour, Annette:
From: Barry Holtz
Re: The Best Practices Plan (Revised)

Dear Friends,

This memo will propose the "final" plan for the Best Practices Project, based on my meeting on September 5, 1991 with Seymour and Shulamith and on subsequent discussions with both of them.

The plan as it currently stands is an attempt to find an efficient and realistic way to implement the Best Practices Project. It tries to work, "quick and dirty," evaluating itself as it goes along and using what is well-known to us as a way to learn about how to understand the unknown. We would work like this:

ARCHIVES
YEAR ONE

A. We would decide on the four main areas or categories (such as "the supplementary school" or "early childhood programs") that the Best Practices Project should focus on. The suggestions would come from polling senior policy advisers and other "friends" of the CIJE and they would come by looking at the local Commission reports to see what those communities suggested were their needs-- on the assumption that the Lead Communities would in all likelihood resemble the local communities who have had commissions on Jewish education.

B. We would then work in the following manner

Round One

We would try out the following exercise: Assume that we had only one month to help a Lead Community. We would take one of the four categories of "A" above and play it out. We would take the category that we felt that we already had some good contacts and ideas about. Most likely candidate: the supplementary school. We would gather (ideally for 2 days) five good people with knowledge of that area. These five are people we know or know of through our current contacts and we wouldn't worry at this point about all the good people whom we haven't included. Eventually we will gather others.

Phase One

The group of five would look at our category and ask the question what do we mean by Best Practice in the realm of X (e.g. sup-

plementary school)? In answering this question matters-- to use the language of A Time to Act and the Commission-- of both a programmatic and enabling type would surely emerge. In other words, we would hear about good programs (e.g. "how to teach Hebrew in the supplementary school") and we would hear about successful attempts at "building the profession" (e.g. "how one school implements a good staff training program").

Once we generated this list of ideas or components, we would then ask: 1) What examples in real life do we know of the Best Practice of these components? 2) And knowing these examples, now what would all this mean for the Lead Communities? How useful is it? After that discussion, the group of five would go home and do some "scouting". They would look into programs that they personally know about; they would call people they know for some advice and suggestions. Let's assume that this would take two days of work. After scouting around, they would be in touch with us (Shulamith and Barry) with their report.

Phase Two: Site visits

At this point it may be necessary to initiate a certain number of "site visits" to look at some of the examples of Best Practice that have been suggested. In most cases such visits will probably not be needed since the group of five will have recent and direct contact with the Best Practice sites that they are recommending. However, it is also likely that in researching for other examples, individuals will hear of sites that ought to be looked at. We anticipate up to five such site visits.

Next Steps: Evaluating what we have done

C. Once the sites visits are completed, we would then be in the position to "give ourselves a grade." We would ask: "Do we need more in order to help a Lead Community?" We would also ask a few outside critics for their grade. It's possible at this point that we would say that this process is a "good enough" cut at dealing with our issue. If so, we've learned a lot about how to get into this quickly and usefully. A more refined version could then be invented for later iterations. If we have serious questions about what we've done, we should then be able to rethink the process to figure out how to fix it. Most importantly it would give us a model for determining Best Practice in areas that we have less knowledge of familiarity with-- the other categories from "A" above.

If this method is good enough to be of use to the Lead Communities, it might mean that we could go immediately into the research component. Here we would be doing serious examination of the Best Practices that we've listed, trying to analyze and describe in a reflective way the nature of the work going on in these places. It may be, in other words, that for immediate aid to the Lead Communities, the serious research is not necessary-- it can kick in later down the road, as we move the work into a higher stage of

analysis. What we do have to think about is how much do we need to know in order to be able to help a Lead Community.

This would lead us to

Phase Three

Here there are three options depending on how we answer the question immediately above. To help the Lead Communities: A) We have enough just simply by having a Rolodex card with the name of the site and relevant on-site people, the nature of the work done there and the seal of approval from our group of 5. B) We would need 1 to 3 page write-ups of the programs we've seen. C) We would need serious portraits/profiles of the schools in the manner of Sara Lawrence Lightfoot's The Good High School.

Round Two

Round Two, also to be done in the first year, would deal with a second area/category from the A. list above. We would take the knowledge we had gained from Round One, adapt and change the method based on that experience, and deal with our new category. We should note, however, that it is likely that each subsequent "round" will take more time to implement, even though we will be refining the process as we go along. Why? Because we are going to begin with the area/category we know best, where we have good and reliable experts and contacts (e.g. to make up our group of 5). But in the later rounds we will be moving into areas that are less familiar to us and we will need more time to figure out who the right experts are and to gather the information.

YEAR TWO

Year Two would consist of developing additional "rounds" (to deal with other areas/categories--see A. above) and implementing what we have learned from Best Practices into the Lead Communities themselves.

This latter process-- what we have called "the issue of translation" in other memos-- should involve a serious discussion and exploration by the staff of the CIJE before we undertake the work. It would be important to try to determine among other things: a) the particular nature of Best Practices that we have seen and the potential difficulties in moving any individual best practice from its "home" to the Lead Community; b) an evaluation of the economic implications of Best Practices-- what does it cost to implement and run the programs we have seen and what might it cost to take a program from one place and introduce it into a Lead Community. Startup costs may have to be taken into consideration, for example, or hidden costs that may not be apparent until we try to move a practice into a Lead Community; c) Seymour has pointed out that we will need to invent a "curriculum" for translating any particular Best Practice into a Lead Community. In other words, one issue that we will have to deal

with is finding a way for the educators and involved laypeople in our Lead Community simply to understand the Best Practice we want to introduce. Then we must figure out the steps that can move the practice into the Community. In that regard we ought to look at: d) the literature from general education about the introduction of change into educational settings and particularly the question of what happens when change is mandated "from above." This might be very useful in our thinking about the Lead Communities.

Barry

cc. Isa Aron



University of Wisconsin—Madison

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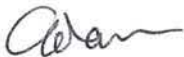
January 21, 1992

Prof. Barry Holtz
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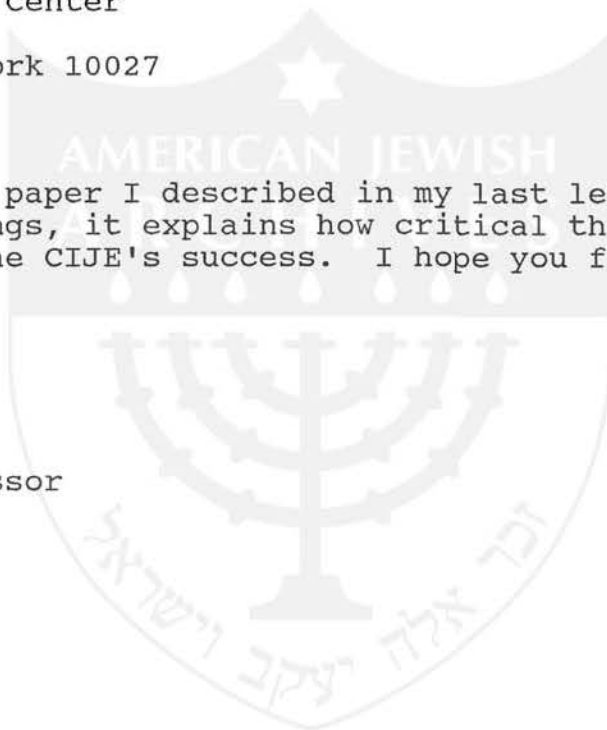
Dear Barry,

Enclosed is the paper I described in my last letter to you.
Among other things, it explains how critical the "best practices"
project is to the CIJE's success. I hope you find it helpful.

Sincerely,



Adam Gamoran
Associate Professor



August 4, 1992

The Best Practices Project
Progress Report and Plans for 1992-93
Barry W. Holtz

Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69).

The primary purpose of this inventory is to aid the future work of the CIJE, particularly as it helps to develop the group of Lead Communities which will be selected this summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

This year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school

and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; c) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

As I reported earlier this year, a group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide (see Appendix). A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We currently have a team of seven people looking and writing reports (see Appendix). By the end of the summer we should have the reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding representative places that are worth hearing about and seeing. In the spirit of Professor Lee Shulman's talk at this year's GA, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. The writing will take place in September and October.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lenny Rubin of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed (in the fall) a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area-- best practices in the Israel Experience-- has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susan Wall. The CIJE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

Next Steps: The 1992-1993 Year

New Areas

As mentioned above, we should have reports of the Early Childhood division completed in the early fall. The JCC division should be operationalized in the fall. During the 1992-3 year we also plan to launch the following areas: day schools, adult education, etc. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. Here the goal is to gather together experts from the academic world of Jewish education (like our supplementary school group) as well as actual practitioners from the field. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Documentation

Another task that needs to be considered is finding more examples of best practices within those areas that we have already looked at, or to look at the examples we currently have in even greater depth. This applies particularly to supplementary schools because we will have only explored ten schools and programs and there is such a wide range of supplementary schools across America that we ought to have some more breadth in this area. A similar case could be made for early childhood programs.

At the time of our first exploration of supplementary schools, we sent a letter to all the members of the Senior Policy Advisers asking for their suggestions. In addition, we worked with Dr. Eliot Spack, Executive Director of CAJE, to send a similar letter to "friends within CAJE." Because of these initiatives we now have a list of 20 to 30 Hebrew schools that we might want to investigate.

Dr. Jonathan Woocher, Executive Director of JESNA, has asked the following question: "for the purposes of the project, how many examples of best practice do you really need in any one given area?" Do we need to have ten reports of supplementary schools or twenty or sixty? Another question might be raised about the "depth" of the current reports. Many of the report writers have said that they would like the chance to look at their best practice examples in more detail than the short reports have allowed. I have called this the difference between writing a "report" and writing a "portrait" or study of an institution.

The research component of the Best Practices Project would certainly welcome either greater breadth or greater depth, but at the present moment we believe that the first priority is to answer another question: **What do the Lead Communities need?** After

meeting with the representatives of the Lead Communities that are chosen, we will have a better sense of the next stages of the Lead Community Project-- what the planning and implementation needs will be. At that point we will be able to decide the best direction the documentation should move in.

Lead Communities: Implementation-- and How to do it

Aside from launching the other divisions mentioned above the other main initiative of the Best Practices Project for the coming year will be thinking through the issue of best practices and Lead Communities. Professor Seymour Fox has often spoken about the Best Practices Project as creating the "curriculum" for change in the Lead Communities. The challenge this year is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: site visits by Lead Community planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff.

From Best Practice to New Practice

On other occasions we have spoken about the need to go beyond best practices in order to develop new ideas in Jewish education. At times we have referred to this as the "department of dreams." We believe that two different but related matters are involved here: first, all the new ideas in Jewish education that the energy of the CIJE and the Lead Community Project might be able to generate and second, the interesting ideas in Jewish education that people have talked about, perhaps even written about, but never have had the chance to try out. It is likely that developing these new ideas will come under the rubric of the Best Practices Project and it is our belief that the excitement inherent in the Lead Community Project will give us the opportunity to move forward with imagining innovative new plans and projects for Jewish educational change.

APPENDIX

Team Members: Best Practice in the Supplementary School

Report Writers:

Ms. Kathy Green (Reconstructionist Rabbinical College, Philadelphia)
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Dr. Samuel Joseph (HUC-Cincinnati)
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Ms. Shulamit Gittelson (North Miami Beach);
Ms. Lucy Cohen (Montreal);
Ms. Roanna Shorofsky (New York);
Ms. Marvell Ginsburg (Chicago).

file

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

MEMORANDUM

TO: Art Rotman
Annette Hochstein

DATE: December 15, 1992

cc: Barry Holtz

FROM: Shulamith Elster

SUBJECT: Agenda Item #2:
Pilot Projects

I. WORKING ASSUMPTIONS

- A. Pilot projects are important, in and of themselves, but also for their potential in providing a "jump start" for energizing activity within the local community.
- B. Pilot projects are to be developed around the "enabling options" so as to provide important building blocks for future work in the community in the critical areas of: mobilizing and building community support for Jewish education, personnel and Israel experiences.
- C. Pilot projects also afford an opportunity for the CIJE to establish itself as a critical, important, able and effective resource to the community.

II. DEVELOPING PILOT PROJECTS

- A. Barry and Seymour met (11/29) to discuss possible pilot projects and the process by which they will be introduced to the Lead Communities.
- B. Barry will assume responsibility for the content of the pilot projects and for the process.
 - 1. Projects are to include both formal and informal education.
 - 2. Initial projects are to be developed around the three enabling options.

To: Art Rotman, Annette Hochstein

Agenda Item #2: Pilot Projects
December 15, 1992

C. Among the projects discussed at the 11/29-30, 12/1 meetings were possible activities in the following areas:

1. in-service training of personnel -- focus on principals, initially
2. seminars for members of school Boards
3. possibility for Israel-based seminars for all groups

ASSIGNMENTS:

1. proposal for the content of pilot projects (Barry)
2. design for the introduction of projects into the communities (Barry)

III. TO BE DISCUSSED

- A. Role of local communities in the planning of pilot projects
- B. Relationship to work being done by Art Naparstek in funding - foundation linkages

ASSIGNMENTS:

1. Proposal for involving local communities
2. Arrange meeting with Art Naparstek and Barry (Shulamith)

SRE:jl

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

TELEFAX

To: Annette Hochstein

Date: December 17, 1992

From: Arthur Rotman

FAX #: 011 972 2 619 951

Number of pages (including this sheet) 1

MESSAGE:

Steve Gelfand of Atlanta called:

1. He would like to get some material on Best Practices. I am not sure how you want to handle this -- whether you want Barry to meet with him on the material, or whether it would be all right to mail it, or whatever. Please take it from here and keep me posted so that I know that Gelfand's request is being met.
2. Steve is also concerned about his next steps in planning. He heard a number of suggestions at the meeting in New York on planning which he thought were excellent, as far as they went. However, that appears to be only a skeleton and he would like to have something fleshed out either in writing or in person. Again, please take it from here and keep me posted.

Memo

January 5, 1993

To: CIJE Senior Advisers

From: Barry W. Holtz

Re: Update-- The Best Practices Project

Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69).

The primary purpose of this inventory is to help the CIJE in its work with the three Lead Communities (Atlanta, Baltimore, Milwaukee) which were selected last summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

Last year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; c) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

A group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide. A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We now have reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding

representative places that are worth hearing about and seeing. In the spirit of Professor Lee Shulman's talk at the 1991 GA, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. We now have the first drafts of reports on ten programs and sites.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lenny Rubin of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area-- best practices in the Israel Experience-- has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susan Wall. The CIJE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

The 1992-1993 Year

Next Steps

We are now beginning to put together a Preliminary Guide to Best Practice for each of the "areas" of Jewish education. These Guides will serve the three Lead Communities in their planning process by offering examples of success and suggestions for specific improvements that could be implemented. The first Guide will be devoted to the Supplementary School area. This Guide will contain: an introduction to the concept of Best Practice, an overview of the specific area of the Supplementary School-- what characterizes a successful Supplementary School with suggestions for practical applications, the full reports (using pseudonyms) of the report writers, executive summaries of each of the full reports, and an appendix listing the researchers who have been involved in the project. Of course such a Guide will continue to grow and deepen as the research effort into Best Practice continues and subsequent "editions" of the Guides in each of the areas will expand the knowledge base for action. We hope to have the first edition of the Supplementary School area done by the beginning of February.

Following upon that publication we hope to create a second Guide in the area of Early Childhood programs which will appear about two months after the Supplementary School Guide.

During the 1992-3 year we are also launching the following areas: day schools, adult education, camping and the college campus. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Lead Communities: Implementation-- and How to do it

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Ms. Lucy Cohen (Montreal);
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Ms. Marvell Ginsburg (Chicago).

To: CIJE Interested Parties
From: Barry W. Holtz
Re: Pilot Projects
February 22, 1993

We have spent some time talking about the concept of the "Pilot Projects" for the Lead Communities. In this memo I will put down some ideas that Shulamith Elster and I have been thinking about that may help our discussions about the Pilots.

A Pilot Project is an initiative undertaken by a Lead Community in its start-up phase, even before the planning process is completed. The purpose of the Pilots is to "jump start" the process for change in the Lead Communities as well as to build local enthusiasm for the Lead Communities Project. In addition Pilot Projects can help in the planning process or test on a small scale what may later be attempted in a larger context.

All Pilot Projects should be centered around the two main "directives" of the CIJE, as stated in *A Time to Act*: a) build community support for Jewish education; b) build the personnel of the profession of Jewish education.

Shulamith and I have conceptualized three different "cuts" into the Pilots (which we call Pilot A, B and C), all or some of which can be launched in each Lead Community.

Pilot A

Pilot A is a series of consultations-- an ongoing educational seminar-- by the CIJE and its guest consultants developed for the Lead Community Commission. Its purpose is to help the Lead Communities plan, envision and launch the implementation of educational change. These consultations would, in essence, form the beginnings of the "content" side of the planning process outlined in the *Lead Communities Planning Guide* (see specifically pp. 31-33).

The "curriculum" of these consultations would be based on the work of the Best Practices Project. Shulamith and I would lead (or arrange for other consultants to lead) a presentation and discussion about each of the areas in the project: supplementary schools, early childhood Jewish education, the Israel Experience, JCCs, day schools, the college campus, adult education, camping, and community-wide initiatives (those programs in training, recruitment, board development, etc. that have been done at the community level such as Federation or BJE). In addition, we will devote sessions to the process of implementing change in educational settings.

Where the publications of the Best Practices Project are available (e.g. the supplementary school), we will use those volumes as the "text"; where they are not available, experts in the field who are working on the project will present to the group.

The seminar will also include presentations from educators in the Best Practices sites and visits by the Lead Communities Commission (or relevant task forces within it) to actual Best Practices sites.

Pilot B

Pilot A works at the level of community leadership; Pilot B aims at the educational leadership in the local Lead Community. It focuses on the introduction of new ideas into the the community. Here we could imagine a similar approach to Pilot A, but with a different audience: sessions with relevant educational leaders based around the Best Practices Project; visits to sites; visits from Best Practices practitioners.

Pilot C

Pilot C aims to be less oriented on planning and more focused on practical skills, for a number of different potential populations:

#1: The Rabbis Seminar for supplementary schools. Based on Joseph Reimer's work for the Commission, this would be a mini-course for local rabbis on improving their supplementary school. It would include visits by rabbis the Best Practices Project supplementary schools. This could be organized by the denominations or trans-denominationally.

#2: The Supervisor Level: a mini-course oriented toward the principals of schools or agency directors around some skills important for their work-- leadership in education, supervision, board relations, etc.

#3: The "front line soldier": a project oriented for the teachers in the field. This might include an inservice project for early childhood teachers, an Israel oriented program etc. It is likely that these could come from national training and service organizations.

Examples:

The Melton Research Center/JTS has proposed an intensive program on teaching using the arts for the Baltimore BJE. This project could serve as a Pilot C, #3 project.

The Hebrew University's Melton Centre has proposed developing a number of options for Lead Communities teachers-- a) sending a teacher from each community to the Senior Educator program; b) using the Melton Mini-School in the Lead Communities to provide Jewish content knowledge for early childhood educators, etc. c) A Seminar in Israel could be arranged for principals of Lead Communities dayschools to prepare them for bringing their staff the next summer.

Yeshiva University could be approached to offer a program for Lead Communities day school teachers.

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- 1) It is difficult to introduce change without deciding what it is that one wants to achieve.
- 2) Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- 3) The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom

Fax Memorandum

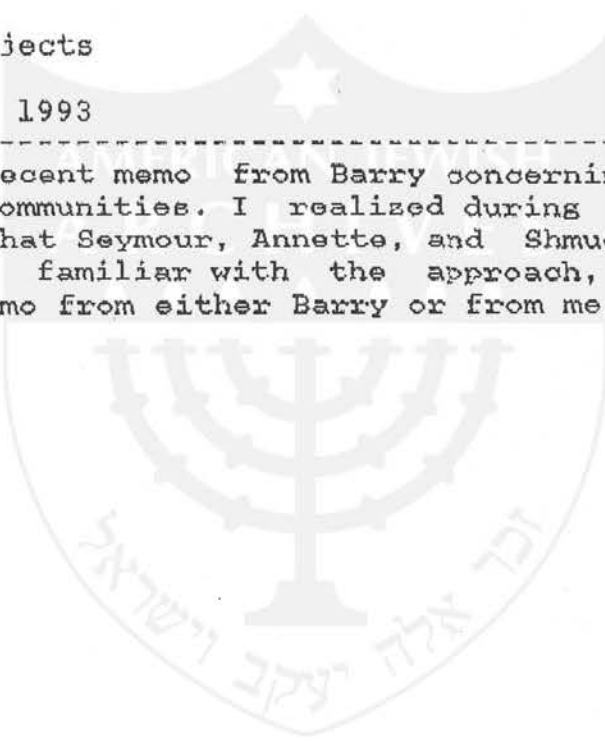
TO: Steve Hoffman and Henry Zucker
Virginia Levi

FROM: Shulamith Elster

RE: Pilot Projects

DATE: April 14, 1993

Attached is a recent memo from Barry concerning "pilot projects" in the Lead Communities. I realized during the teleconference this morning that Seymour, Annette, and Shmuel had received the memo and were familiar with the approach, you all had not received the memo from either Barry or from me.



MEMORANDUM

July 13, 1993

To: CIJE Board

From: Dr. Barry W. Holtz

Re: **Update - The Best Practices Project**

The Best Practices Project has many long-range implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

The easiest way to think about the Best Practices Project--and probably the most useful--is to see it as one large project which seeks to examine eight or nine areas (what we have called "divisions"). The project involves two phases of work. First is the documentation stage. Here examples of best practice are located and reports are written. The second phase consists of "work in the field," the attempt to use these examples of best practice as models of change in the three Lead Communities.

The two phases of the Best Practices Project are only partially sequential. Although it is necessary to have the work of documentation available in order to move toward implementation in the communities, we have also pointed out previously that our long-range goal has always been to see continuing expansion of the documentation in successive "iterations." Thus, the fact that we have published our first best practice publication (on Supplementary Schools) does not mean that we are done with work in that area. We hope in the future to expand upon and enrich that work with more analysis and greater detail.

In the short run, however, we are looking at the plan below as a means of putting out a best practices publication, similar to what we've done for the Supplementary School division, in each of the other areas. What we have learned so far in the project is the process involved in getting to that point. Thus it appears to be necessary to go through the following stages in each of the divisions.

The Steps in Documentation: First Iteration

Preliminary explorations:	To determine with whom I should be meeting
Stage one:	Meeting (or multiple meetings) with experts
Stage two:	Refining of that meeting, leading to a guide for writing up the reports
Stage three:	Visiting the possible best practices sites by report writers
Stage four:	Writing up reports by expert report writers
Stage five:	Editing those reports
Stage six:	Printing the edited version
Stage seven:	Distributing the edited version

Next Steps

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed:

- 1) *Supplementary schools*: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.
- 2) *Early childhood programs*: Here we are at stage six. The volume is in print.
- 3) *JCCs*: Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.
- 4) *Day schools*: Here we are at stage one, two or three, depending on the religious denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.
- 5) *College campus programming*: Here we are at stage three, with the national Hillel organization as a partner. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.
- 6) *Camping/youth programs*: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.
- 7) *Adult education*: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right participants is probably more complex.

- 8) *The Israel experience:* We hope to move this project forward with consultation from the staff of the CRB Foundation. As they are moving forward with their own initiative, we hope to be able to work jointly on the “best practice issues” involved with the successful trip to Israel.
- 9) *Community-wide initiatives:* Finally, I have recommended that we add a ninth area—Community-wide initiatives using JESNA’s help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: The Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. This project would use JESNA’s assistance and could probably be launched rather quickly.

Lead Communities: Implementation—and How to Do It

In previous reports I have quoted Seymour Fox’s statement that the Best Practice Project is creating the “curriculum” for change in the Lead Communities. This applies in particular to the “enabling options” of building community support for Jewish education and improving the quantity and quality of professional educators. It is obvious from the best practice reports that these two elements will appear and reappear in each of the divisions under study.

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities, including: presentations to the local Lead Communities’ commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How Can We Spread the Word?

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CIJE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an

impact on communities outside of the Lead Communities? Certainly we should find ways to distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.



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July 13, 1993

To: CIJE Board
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- 6) *Camping/youth programs*: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.
- 7) *Adult education*: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right participants is probably more complex.

- 8) *The Israel experience:* We hope to move this project forward with consultation from the staff of the CRB Foundation. As they are moving forward with their own initiative, we hope to be able to work jointly on the "best practice issues" involved with the successful trip to Israel.
- 9) *Community-wide initiatives:* Finally, I have recommended that we add a ninth area—Community-wide initiatives using JESNA's help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: The Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. This project would use JESNA's assistance and could probably be launched rather quickly.

Lead Communities: Implementation—and How to Do It

In previous reports I have quoted Seymour Fox's statement that the Best Practice Project is creating the "curriculum" for change in the Lead Communities. This applies in particular to the "enabling options" of building community support for Jewish education and improving the quantity and quality of professional educators. It is obvious from the best practice reports that these two elements will appear and reappear in each of the divisions under study.

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities, including: presentations to the local Lead Communities' commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How Can We Spread the Word?

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CIJE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an

impact on communities outside of the Lead Communities? Certainly we should find ways to distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.

