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**HATC Strategic Reset Group Survey Responses**

**August 2021**

1. **What communal trends or opportunities can serve as enabling forces to help advance the *Hebrew at the Center* (HATC) organizational mission and impact?**

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| * 1. **Promote Hebrew as a contributor to peoplehood – a bridge across the growing Israel-Diaspora divide and fragmented communities within the Diaspora**   2. **Strengthen connections with those that appreciate/prioritize Jewish education and capitalize on emerging opportunities** |
| * **Day Schools** |
| * Growing interest in data-driven quality of instruction, second language acquisition, desire by schools to differentiate themselves |
| * CASJE report |
| * Need to retain public school transfers |
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| * **Growing interest in aspects of Jewish identity and education relevant to HATC’s value proposition, including** |
| * Jewish education, technologies and interest in Hebrew; early childhood; camping |
| * Well-articulated, value-added Hebrew programming |
| * Funders’ interest in impact assessment |
| * **Other trends and tools** |
| * Growing anti-Semitism |
| * Seals of biliteracy, virtual tools, traditional communications (e.g., conferences, presentations) |
| * Covid – need to rethink, everything including having more partnerships |
| * 1. **And some suggestions:** |
| * **Be collaborative, get financial resources for non-wealthy schools, take community-wide approach to all settings in a given community** |

**2. What communal trends/challenges must be addressed to help advance HATC’s mission and impact?**

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| 1. **Hebrew Learning is perceived as low priority** |
| * Low Jewish community mind share for Hebrew acquisition |
| * Low prioritization by Heads of Schools  1. **Limited $ and Time Resources** |
| * Low $ available for discretionary spending educational Institutions, exacerbated by Covid |
| * Low philanthropic engagement, especially if initiative is associated with funder * Hybrid programming brings significant challenges |
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| 1. **Take Action** |
| * Change conventional negative perceptions about Hebrew learning through creating new facts on the ground |
| * Understand the implications of promoting Hebrew learning as a response to the Israel-US Jewish rift, including on the motivation to learn Hebrew of those who feel less connected to Israel |
| * Growing anti-Semitism |
| * Identify key partnerships that Prizmah must manage, e.g., Prizmah, FJC, Federations |
| * Focus the HATC team on shared goals, ensure enough budget and involve coaching team in range of projects where HATC has been integrated |
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1. **To the best of your understanding, what current practices and programs of HATC are working well?**

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| * 1. **WORKING WELL** |
| * **Everything when we get a chance** |
| * All our programs are successful once implemented |
| * We open peoples’ eyes about the impact, challenges and opportunities of learning Hebrew |
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| * **Programming** |
| * Including LIH, Assessment, all our core services, camp programs |
| * Overall ability to craft and deliver, and program with partners |
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| * **Training and mentoring of educators and leaders** |
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| * 1. **TAKE ACTION** * **We should continue to strengthen the capacities and professionalization** * of teachers, professional educators, leaders and the schools via * relevant PD, serving as thought partners, helping schools articulate “Why Hebrew” |
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| * **And we also should be expanding our reach, strengthening our value proposition/lowering our price, and systematically on-boarding communities and schools** |

**4. To the best of your understanding, what areas require improvement to ensure the organization grows in its capacity and impact?**

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| * 1. **AFFORDABILITY/PRICING** * Price points. * review of financial/pricing model for work with organizations/schools * vital that equity is addressed |
| * 1. **PROFESSIONAL DEVELOPMENT/STAFING** |
| * Increase capacity, including increased support staff and training Hebrew educators who can expand the pedagogical team, |
| * Internally, staffing as it relates to implementation of day schoolwork. * Ensuring all our employees are up to date with the latest in the field. Grow from within before allowing outside influence. * Resource support and generation are critical to growth of capacity and impact |
| * 1. **RESEARCH/DEVELOPMENT/FUNDRAISING** |
| * Integrate research and development component/lens/department to ensure the highest quality of output and to further develop the field * Documenting successes and failures * Board development * Increased number of Board members with wide range and reach * not a broad enough platform of significant, multi-year philanthropic support, * Increased number of Board members with wide range and reach   1. **MARKETING/COMMUNICATION/PARTNERSHIPS** * Marketing and messaging of what we do and its benefits * Website - it's what the external world sees of us and how we present ourselves. * increase in amount and quality of communications. * Collaborate with the right people      * 1. **STRATEGY** * Agreed strategic focus areas and programmatic priorities * Landscape assessment and case statement to hone internal focus on prioritizing opportunities and communicating the value of HATC to external audiences (partner organizations, funders, etc.,). [Rosov engagement] Does HATC know where and for whom HATC adds the most value? * Consistency |
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**5. What do you believe is the most compelling case for Hebrew that should be made by HATC in its messaging?**

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| 1. **Compelling Messages**  * **Excellence and Accessibility** * In all settings we deliver * Teaching for the goal of Proficiency of the Hebrew language * Hebrew fluency is achievable * an unrivaled organization in both the quality of guidance & service and achieving the goals of diverse partners and organizations. * HATC helps demystify Hebrew so that it can be accessed by all |
| * **Connecting and strengthening** |
| * Hebrew is the language and voice of the Jewish people that connect Jews around the world and to Israel |
| * Exploring one's relationship to Hebrew as a way to connect to oneself and others * The special sauce that binds us together, to our past, present and future. * Strong, healthy Jewish Identity is bolstered by shared language. |
| * **Development of Cognitive Capacities** |
| * Learning other languages beyond English has multiple advantages (from developing more empathy and understanding of other cultures to stronger academic outcomes and once you learn one other language learning additional ones is easier. * there are several cognitive benefits that even surpass other languages (reading from right to left works the brain in miraculous ways and helps stave off dementia). * **Hebrew as a Common Denominator** * Hebrew is neutral common thread for all Jews * Hebrew cuts across the divides and can be meaningful and give access whether you are a religious Jew or identify in some other way. * Hebrew is the common language and connection for all Jewish people. |
| 1. **TAKE ACTION**  * Decide on whether there is a case to be made here: * Is it axiomatic for us, self-evident and not requiring further justification? * Different segments of the community will each have their own mix of reasons. There are many answers to this question, and we can support them all.  Whichever reason particular * Need to be able to account for program excellence and superior quality, further develop credible partnerships * collaborations with organizations that promote the importance of teaching Hebrew, will lead us to the center of impact on our field |
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**6. If we imagine that Hebrew at the Center offerings takes place on a Hebrew culture-language continuum from focusing exclusively on second-language acquisition (e.g. strengthening student Modern Hebrew outcomes in Jewish day schools) to enriching individuals’ more symbolic relationship with Hebrew (e.g. helping Jewish camps intentionally increase the use of Hebrew words and signs to enhance a sense of Jewishness), what is the sweet spot (or spots) where our attention should be focused?**

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| **a) POINTS ON THE CONTINUUM**   * **Focus on Second Language Acquisition (SLA)** * Enable JDS’ to earn seal of global biliteracy * Should be focused on student outcomes in rigorous learning environments. * The current pedagogic team has expertise in second language acquisition and have experience in creating and raising motivation and connection to Hebrew. |
| * **Lean towards SLA** |
| * Day schools, but camps and Israel trips are opportunities. * More towards the former * It is ok to participate in programs that cultivate entry points (but signs in camps aren’t a goal). * Improving Hebrew outcomes of day school students, but Hebrew won’t become widespread unless/until broader audience sees it as desirable. * Gateway programs are okay but not as a substitute for meat and potatoes. |
| * **Many places on Continuum** |
| * We won't achieve our mission if we don't deliver on low barrier programs that increase scope and scale. It is "both and" not either or. * Exposure to additional sources for introduction of Hebrew language on a "continuum" can increase the motivation to acquire the language as well as encourage schools to continue the exposure of learners from the summer camp into the school. * It is not clear that we need to narrow our focus along this continuum and choose a specific sweet spot(s)...we are well positioned to be able to cover most of the continuum. * Start at early childhood, then the next sectors. * HATC can both promulgate the idea that there is a continuum...then focus on two or three points along the continuum that will allow for both breadth and depth of impact |
| 1. **TAKE ACTION**  * Priorities need to be determined strategically at another stage of this process * Need R&D to maximize relationship between proficiency in and affinity to (different) Hebrews * Decide what weight we want to give to spoken Hebrew versus reading and writing. |
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 7. **What audiences/markets should be prioritized or add in order to expand HATC’s impact?**

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| 1. **MARKET FOCUS**  * **Preschools & Early Childhood settings** |
| * **Camps (Day and Sleepover)** |
| * **International Expansion** |
| * North American Jewry; International Component - Peoplehood Lens * Jewish day schools outside the US (Ex. Canada, Mexico) * **Secondary Institutions** * Teachers' colleges in Israel seminar H'akibutzim, Tel-chai, Ariel University, Haifa University and such), * Consider academia * **Complimentary Schools/Israel &Teen Programs** * Israel trips and while difficult, religious schools. * Congregation based informal learning - in the context of "Sunday" school and after-school based programming as well as youth-group opportunities. Additional Israel-based programs - high school semester programs (HSI, Heller High, TRY) as well as short-term programming for pre- and post- trip engagement (BRI, Honeymoon, community mission trip * **Leadership Engagement/Federations/Institutions** * MOFET, (WZO, Sochnut) * Leadership - in order to influence decision making as it relates to investment in the educators, prioritization of Hebrew language, and financial/philanthropic investment. * More work with communal and philanthropic leaders and decision makers (thought pieces, opeds, research, data, MarCom competencies, etc.) * The donors/Board of trustees – Heads of Schools – decision makers and those who influence them. * Federations |
| 1. **TAKE ACTION**  * Can strategy reset team address this after it addresses preliminary questions about HATC current strengths, opportunities, competitors etc? * What impact and capacity can HATC have for "in the system learners" (day schools and religious schools) versus those who are not part of the system? |
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1. **How, if at all, should HATC further leverage digital technologies?**

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| 1. **LEVERAGING DIGITAL TECHNOLOGIES** |
| * **Professional Development & Student Assessment** |
| * Support Hebrew educators in their work in the field * From Teacher training to assessment of proficiency * Move all training regimen on to digital platforms, * **Connect with other Applications/Resources/Create Games** * Connect with Duo Lingo. * Creation of video games that are infused with Hebrew. * Development of HebrewZone.org to target teens and young adults can be expanded/replicated to served other audiences. * An interactive, approachable website focused on individuals * Create digital applications for learning Hebrew at home for kids - so that it’s fun! * **Expand and Hone the Present HATC Program** * Learn how to collect and analyze digital data and use tools that allow "mass-produced" experiences to feel individualized and responsive * Expand webinars beyond professional learning * strategically use social media platforms for the chosen audiences. |
| 1. **SUGGESTIONS**  * Review what’s out there first and then present * Move this question to stage two. |

1. **What is the priority and with whom (e.g., umbrella organizations of educational institutions, federations, communal leadership) – should HATC advocate for use of Hebrew and HATC services?**

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| 1. **Strengthen the Case for Hebrew and its Relationship to Hebrew-Adjacent Efforts (Jewish identity, peoplehood, Israel engagement, Jewish literacy, etc.)**  * Need to articulate how Hebrew is integral to/deeply enriching of Jewish identity and belonging * Organizations financially committed to supporting schools/programs/etc. in their growth - in particular in the areas of: Hebrew, Jewish Studies, Jewish Identity, Jewish Peoplehood, Israel, etc. (ex. Jewish Education Project) * Bring value-added collaborative programming/expertise to umbrella organizations for all key settings for Jewish education; sell HATC expertise to help others seeking to solve problems of Jewish identity, Diaspora-Israel, search for meaning and empathy, cultural Jewishness, etc.  1. **Consider concentric circles of engagement from current focus on educational institutions delivering Hebrew services to expanding to more wholesale approaches via communal, regional, national, continental, or global partners**  * **Stick with those partners HATC already has so that efforts remain focused**   + Create track record of quality and impact is the way to go; more time consuming but a better long-term strategy * **Community-based Strategies**   + Work within community but on the community level not just with individual schools and organizations makes sense   + Federations where we are building services community wide (Atlanta for example * **National/North American Organizations Already Committed to Hebrew/Hebrew-Adjacent Efforts**   + Jewish Educational Groups: FJC, Prizmah, Jewish Education Project   + Israel Travel Groups: Birthright, RootOne, Honeymoon Israel, etc.   + Family-Oriented Groups: JCC’s, PJ Library   + Foundations Focused on Innovation: Mayberg   + Federations, especially in places like Canada or elsewhere that have interest in Hebrew * **Consider Partners Beyond North America**   + Connect to schools and organizations in Europe and Russia.   + State of Israel through its consulates and its various ministries that work with the Diaspora and education |

1. **How can HATC increase its fundraising/grants and strengthen its relationship with existing and new donors?**

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| 1. **Areas for Growth for HATC in its Development Systems**  * Need for research and data that demonstrates change   + Development and articulation of HATC’s Theory of Change   + Use of research to support case for Hebrew and its impact on other key areas of communal concern   + Increased use of data to support impact and change * Better understanding of the context within which HATC operates   + Increased understanding of trends that can serve as enabling forces   + Work in partnership with funders at all levels to increase alignment of goals   + Identification and articulation of successes * Increase HATC’s grant writing capabilities, pursue grants in and out of the Jewish world  1. **Areas for Growth for HATC in its Work with Donors & Philanthropic Community**  * **More Systemic Communications with Donor Community**   + Systematic points of engagement throughout the year   + Ask investors to share the success (and their satisfaction) with other donors   + Clear and compelling mission and program and fundraising working in the trenches - donor development, stewardship, packaging programs and initiatives in an appealing way.   + Focusing more on how we provide benefits to others rather than focusing on the features of our programming and services * **Prioritize Adding the Right Board Members**   + Make it a priority, dedicate resources, recruit the right kind of new board members willing to work and play the long game – “Ain't no shortcuts”   + Establish a Fundraising Committee for the Board   + Are there Israelis who have a vision for this work? * **Create Opportunities for Donors to Experience and to Celebrate the Work**   + Creating opportunities/experiences (perhaps a "track") that connects current/potential with work being done in the field, create "sample" experiences   + Events that can light our work such as big event in Chicago and lighting the LIH project   + Creating Parlor meetings with the HATC team as well as we beneficiaries of our programs.   + Continue to develop programming that engages this population (like Sicha, and other ideas, etc.)   + Linking Hebrew engagement to a community-based approach to fundraising. Ie -- don't make the conversation ABOUT the importance of Hebrew so separate from giving people the chance to experience mini-engagements with Hebrew themselves |

1. **What other strategies/initiatives or improvements should HATC consider?**

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| 1. **Ensure Next Steps Evolve Organically from Current Work**  * Once HATC is the "home base" for professionalizing and growing the field of Hebrew, we can talk about other improvements * Analyze the map of our current work and then expand within existing, successful communities * Revisit the State of Field and identify where HATC can have the greatest impact moving forward  1. **Consider New Audiences and Programs**  * Consider Engaging More with Israelis and Israeli Institutions   + Connect to Israeli colleges that are training teachers and build track for Diaspora Hebrew teachers; consider partnership with Ministry of Education or Diaspora   + How can Israeli-American community be leveraged? * **Parents are a Key Audience**   + Think about how you get parents on board with/wanting their kids to learn Hebrew.   + The power of Jewish preschools; getting kids started early is vital. Considering if we can get their parents interested is important too. * **New Programming** * Expanding into congregational schools, * Offer digital platforms for the learning of Hebrew * Hebrew Word of the day on Twitter and other social media  1. **Increasing Change and Influence Through Publishing**    * Publishing more as part of the strategy to inform the field    * Associate with academic institutions 2. **Brand Development Work** |

1. **Any other comments or suggestions for the strategic planning process?**

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| * Strategy should come from substance, not the other way around * Decide what we are not going to do as much as what we are going to do * Ask the question, "who will miss us most if we go away?" and focus on the answer as an important target market for services or philanthropic outreach. * I believe we need to become "THE" experts in the field in all trends of teaching language, becoming more familiar and educated with Regio -Emilia approach, Orton Gillingham approach for teaching reading and writing Hebrew develop opportunities with PBLL, Montessori approach, etc. * The timing of the process is optimal and I'm very appreciative of all my board and other colleagues who are taking part. * It is important to identify the key elements to establish HATC as a/the Thought Leader * The Mission of HATC is hopeful and daunting at the same time |

**APPENDIX – DETAILED RESPONSES**

**INDIVIDUAL QUESTIONS**

1. **What communal trends or opportunities can serve as enabling forces to help advance the Hebrew at the Center (HATC) organizational mission and impact?**

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| **Promote Hebrew as a contributor to peoplehood – a bridge across the growing Israel-Diaspora divide and fragmented communities within the Diaspora**  **Strengthen connections with those that appreciate/prioritize Jewish education** |
| **Capitalize on emerging opportunities**   * **Day Schools** |
| * Growing interest in data-driven quality of instruction, second language acquisition, desire by schools to differentiate themselves |
| * CASJE report |
| * Need to retain public school transfers |
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| * **Growing interest in aspects of Jewish identity and education relevant to HATC’s value proposition, including** |
| * Jewish education, technologies and interest in Hebrew; early childhood; camping |
| * Well-articulated, value-added Hebrew programming |
| * Funders’ interest in impact assessment |
| * **Other trends and tools** |
| * Growing anti-Semitism |
| * Seals of biliteracy, virtual tools, traditional communications (e.g., conferences, presentations) |
| * Covid – need to rethink, everything including having more partnerships |
| **And some suggestions:** |
| * **Be collaborative, get financial resources for non-wealthy schools, take community-wide approach to all settings in a given community** |

**Promote Hebrew as a contributor to peoplehood – a bridge across the growing Israel-Diaspora divide and fragmented communities within the Diaspora**

***The Israel-Diaspora Divide***

* The fault lines in our world and Jewish world in particular are growing.
* What Israel needs from Diaspora Jewry, and what we need from Israel are less clear and less aligned than before
* Further distancing from the Jewish State in the diaspora

***Opportunities***

* Increased investments in youth travel to Israel
* Increased focus on Israel-Diaspora relations
* Growth of Israel Engagement and Educations fields in North America and the perceived need for substantive but not 'partisan' ways of connecting

***Need for Community within the Diaspora***

* Pew's recent Population study
* One of the major communal trends is the breakdown of community and between Jews of different approaches
* Shift in North America towards cultural Jewishness rather than Judaism
* Conversational language is a communal function.  "What is Community Today" in Moment Magazine is an interesting read and highlights many of the challenges
  + Increase in the number of Jews that don't affiliate with a particular denomination

***Hebrew as the Bridge***

* Hebrew is the shining star of connection, that rises above that clutter, the platform on which we can focus on what is shared.
* Hebrew as a cultural inroad to connect with Israel
* Continued strength of Birthright could be seen as a way into an age cohort around Hebrew language after positive Israel experiences
* Could Hebrew proficiency appeal to those who don’t affiliate with a particular denomination?
* How can HATC contribute to the rebuilding of community/bring people together

**Strengthen connections with those that appreciate/prioritize Jewish education**

* Most Federations don’t want to hear from educational organizations. However, some segments of the community appreciate the importance of Jewish education.  Where this exists, we need to strengthen our connections and participate in amplifying this message.

**Capitalize on emerging opportunities**

**Day Schools**

***Sophistication/differentiation in second language acquisition/tools***

* Positive growth in quality of instruction in day schools generally around data-driven approaches
* Rise of programs like Duo Linguo - increased awareness of the power of second language learning.
* Increased focus on technology and teachers who are becoming more tech-savvy.
* Opening of a few new day schools that want to distinguish themselves
* Increased focus in schools on meeting each child's needs, which requires that teachers be more sophisticated, and schools understand more about language acquisition

***CASJE***

* Study of Jewish educators as opportunity to look closer at Hebrew language teachers
* Report of Jewish educators and attention to PD.

***Retain public school transfers***

* Increased enrollment in day schools from public schools - need for schools to focus on retention

**Growing interest in aspects of Jewish identity and education relevant to HATC’s value**

**proposition**

***Investment in Jewish Education, technologies,  Hebrew***

* Investments in Jewish education for young people in new types of settings
* Strengthening Jewish literacy and Jewish engagement overall
* Interest in new technologies
* Increased interest and investment in Hebrew as a component of one's Jewish identity and/or as an instrument for strengthening Jewish Peoplehood

***Early Childhood***

* Greater focus on Jewish early childhood
* Growth of interest in early childhood

***Camping***

* Continued communal interest in Jewish summer camp
* Interest in camping

***Enable Partners/Clients***

* Handing partner organizations, a set of articulated, value-added elements to their programming when incorporating Hebrew into their work.

***Funders’ Interest in Measuring Impact***

* Funders' interest in understanding the impact of their programming investment

**Other trends and tools**

***Growing Anti-semitism***

* Anti-semitism might lead people to move away from overt associations as Jews, including Hebrew language (maybe it could lead to the opposite, an embrace.

***Leverage useful tools – seal of biliteracy, virtual learning, standard promotional vehicles***

* Seals of Biliteracy
* Tools that allow teaching, learning, and training across virtual platforms.
* Conference attendances and presentations, in person meetings, organizational memberships, research and publication.

***Covid Forced Rethink and Interest in Collaboration***

* COVID-19's forcing a rethinking of how ALL Jewish education and engagement programs are and can be delivered
* Increased collaboration among organizations resulting from COVID, etc.

**And some suggestions**

* Work in **collaboration** with organizations in **Israel and around the world**, not just in the United States.
* Organize and obtain **financial resources** for involving non-wealthy schools.
* If we approach learning **community-wide**, we will be able to have a different type of impact. Being active in one city/community's congregational learning, school settings, day camps and overnight camps will have a ripple effect of surrounding learners with consistent message and approach for Hebrew language learning.

* If there were a trend that Jewish education should be considered a priority, the importance of Hebrew would be a natural by-product.

**2. What communal trends/challenges must be addressed to help advance HATC’s mission and impact?**

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| --- |
| **Hebrew Learning is perceived as low priority** |
| * Low Jewish community mind share for Hebrew acquisition |
| * Low prioritization by Heads of Schools   **Limited $ and Time Resources** |
| * Low $ available for discretionary spending educational Institutions, exacerbated by Covid |
| * Low philanthropic engagement, especially if initiative is associated with funder * Hybrid programming brings significant challenges |
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| **Take Action** |
| * Change conventional negative perceptions about Hebrew learning through creating new facts on the ground |
| * Understand the implications of promoting Hebrew learning as a response to the |
| * Israel-US Jewish rift, including on the motivation to learn Hebrew of those who feel less connected to Israel |
| * Growing anti-Semitism |
| * Identify key partnerships that Prizmah must manage, e.g., Prizmah, FJC, Federations |
| * Focus the HATC team on shared goals, ensure enough budget and involve coaching team in range of projects where HATC has been integrated |
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**Hebrew Learning is perceived as low priority with limited resources available**

**Low Jewish community mind share for Hebrew Acquisition**

* Because Jewish education is not generally valued by community leadership, Hebrew literacy and the vast majority of K-12 students getting a Jewish education do so outside day school world with little time for Hebrew learning
* Increasingly limited hours of non-day school programs (leaving no time for Hebrew language learning)
* Hebrew education is not valued and gets short shrift.
  + Programs are not expected to produce favorable student outcomes, the results are not measured, and the teachers are not respected.
* Low level of literacy among Diaspora Jews
  + Literacy and education are not prioritized by Jewish communal leadership,
  + USA/Britain aversion to learning other languages
  + English speakers’ tendencies towards monolinguism.
* Negative or neutral experiences with many people's engagement with Hebrew.
  + Feeling that Hebrew belongs to Israelis and religious Jews.

**Low Prioritization by Heads of Schools**

* How to get Heads of Schools to place Hebrew alongside math and science in regard to student outcomes and teacher evaluation, and to get Boards of Trustees and school donors to ask for results.
  + We need to make it that, when a Head of School is looking for his or her next gig, how he or she did with his or her Hebrew program is inquired about.

**Low $s available to Educational Institutions, exacerbated by Covid**

* Budgetary challenges of Jewish day schools especially given the high cost of PD
* In addition to smaller budgets (organizations and individual)  during the pandemic requiring HATC to evaluate pricing for participation in programming opportunities, PO
* COVID-19 has caused many of our primary audiences (early childhood centers, camps, schools) to still be focused on their survival - have less $ available
* Challenge of in-person vs online (or hybrid) programming still remains enormous even for informal settings (online trainings of camp directors

**Low Philanthropic engagement, especially if initiative is associated with one funder**

* Philanthropic investments in more limited engagement with broader audiences rather than deep investments
* Gaining funders, especially if those initiatives are already associated with a particular funder

**Take Action**

***Change conventional negative perceptions about Hebrew learning through creating new facts on the***

***ground***

* Perennial "conventional wisdom" that Hebrew teaching and learning is a no-win battle - while HATC and others have taken steps to directly and indirectly dilute/refute this, it still is a force to be reckoned with and has to be taken on pro-actively, creatively and in a sophisticated fashion - it's often easier to change "facts on the ground" through effective programs than it is to change "facts in the head"

***Understand the implications of promoting Hebrew learning as a response to***

* ***Growing US Jewish-Israel rift***
* Decline in attachment to Israel
* Younger cohorts of American Jews lacking connection with Israel
* Decline in Israel attachment

* Implications
* It's worth exploring the increasing rift between Israel and the US Jews and what that means for the excitement and valuing of Hebrew language acquisition.
* Negative feelings about Israeli politics and policies might also influence interest in Hebrew
* Understand motivation to learn Hebrew of Next Gen folks who do not feel connection to Israel, e.g.,
  + Religious/Synagogue participation
  + Doing Business in Israel
  + Other connections to Israel

* ***Growing anti-Semitism***
* Anti-semitism might lead people to move away from overt associations as Jews – perhaps, it could lead to the opposite

***Identify key Partnerships that HATC must manage***

* Includes Prizmah, FJC, Federations
* increased focus on data-driven decision making and assessment.

***Focus the HATC team on shared goals, engaging and funding the coaching team***

* Define goals
* Be on the same page
* Involve the coaching team in other projects where HATC has been integrated (?)
  + e.g., guidance of summer camp counselors
  + guidance of preschool teachers,
  + students that learn differently and assessment based Hebrew curriculum
* Secure sufficient budget for coaches’ team

* *Not our job to address those trends and challenges. Our job to understand them, envision where they are headed and any unique role we can play in keeping the Jewish world stitched together.*

* Americans living Jewish life in translation

Because Florida:  https://www.wsj.com/articles/orthodox-jews-leaving-brooklyn-florida-taxes-lockdowns-school-choice-11628265034     Not sure this impacts HATC, but it is an interesting trend.

**3. To the best of your understanding, what current practices and programs of HATC are working well?**

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| **WORKING WELL** |
| * **Everything when we get a chance** |
| * All our programs are successful once implemented |
| * We open peoples’ eyes about the impact, challenges and opportunities of learning Hebrew |
|  |
| * **Programming** |
| * Including LIH, Assessment, all our core services, camp programs |
| * Overall ability to craft and deliver, and program with partners |
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| * **Training and mentoring of educators and leaders** |
|  |
| **TAKE ACTION**   * **We should continue to strengthen the capacities and professionalization** * of teachers, professional educators, leaders and the schools via * relevant PD, serving as thought partners, helping schools articulate “Why Hebrew” |
|  |
| * **And we also should be expanding our reach, strengthening our value proposition/lowering our price, and systematically on-boarding communities and schools** |

**WORKING WELL**

**Most everything when we get a chance**

* All our programs are successful once implemented
* **When we have the** opportunity we are able to open people’s eyes about the impact of Hebrew and challenges and opportunities related to teaching and learning – and get them to think differently
* Carefully crafting and delivering new programs in other Jewish educational settings
* HATC is considered excellent but expensive

**Programming and Services**

**To Various Segments**

* Our core contract services

* Good core program for day schools
* Effectively adapting and diversifying our services to day schools amidst the pandemic
* Covid generated online programming
* The Leading in Hebrew initiatives
* LIH project is working well in Chicago

* Avant assessment program
* the Assessment base approach
* introduction and development of assessment-based pedagogy

* Hebrew initiatives in camps
* Initial good work with camps

**Partnering**

* Programming created through partnerships
* Our efforts and reputation as collaborator and convener with multiple partners

**Training and mentoring o**

* Also working well is our training and mentoring of educators and leaders

**TAKE ACTION - Continue to strengthen the capacities of our educators and leaders**

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|  | Teachers | Professional Educators | Leader | Schools |
| Strengthening capacities |  | X |  |  |
| Serving as a credible and reliable resource |  | X | X |  |
| Providing relevant PD |  | X | X | X |
| Professionalizing through one-on-one coaching |  | X | X |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Serving as thought partners to schools committed to Hebrew |  |  |  | X |
| Supporting schools in articulating an actualizing “Why Hebrew” |  |  |  | X |

**And we should also be**

* Expanding our reach, Lecturing to the outside.
* Strengthening value proposition/lowering price point for day schools
* Creating a systematic approach to onboarding new communities, schools.
* Coaching

* Jumping into an underserved field provided wide opportunities, which also makes the triage of these opportunities challenging.

**4. To the best of your understanding, what areas require improvement to ensure the organization grows in its capacity and impact? (I started on this)**

|  |
| --- |
| **AREAS REQUIREMENT IMPROVEMENT**   * **Affordability/Pricing** * Price points. * review of financial/pricing model for work with organizations/schools * vital that equity is addressed |
| * **Professional Development/Staffing** |
| * Increase capacity, including increased support staff and training Hebrew educators who can expand the pedagogical team, |
| * Internally, staffing as it relates to implementation of day schoolwork. * Ensuring all our employees are up to date with the latest in the field. Grow from within before allowing outside influence. * Resource support and generation are critical to growth of capacity and impact |
| * **Research/Development/Fundraising** |
| * Integrate research and development component/lens/department to ensure the highest quality of output and to further develop the field * Documenting successes and failures * Board development * Increased number of Board members with wide range and reach * not a broad enough platform of significant, multi-year philanthropic support, * Increased number of Board members with wide range and reach      * **Marketing/Communications/Partnerships** * Marketing and messaging of what we do and its benefits * Website - it's what the external world sees of us and how we present ourselves. * increase in amount and quality of communications. * Collaborate with the right people      * **Strategy** * Agreed strategic focus areas and programmatic priorities * Landscape assessment and case statement to hone internal focus on prioritizing opportunities and communicating the value of HATC to external audiences (partner organizations, funders, etc.,). [Rosov engagement] Does HATC know where and for whom HATC adds the most value? * Consistency |
|  |
|  |

Affordability/Pricing

● Making HATC's services more broadly available/affordable

● Price points.

● review of financial/pricing model for work with organizations/schools

Also, I think it is vital that equity is addressed. It appears that the larger, better funded organizations can take advantage of the services of HATC. That is great for them, but it likely widens the gap between smaller or less well funded organizations that still need to deliver a quality language product. We cannot afford to have a two-tier system (for religious schools and day schools), which will undermine sustainability of smaller institutions. This is a challenge wider than language acquisition of course, but I think HATC should be mindful of it and its long-term implications. (The demise of community hospitals is an example of what we don't want.)

Capacity Building/Professional Development

● Increase capacity, including increased support staff and training Hebrew educators who can expand the pedagogical team,

● Internally, staffing as it relates to implementation of day schoolwork.

● Ensuring all our employees are up to date with the latest in the field. Grow from within before allowing outside influence.

Research/Development/Showcasing Impact

●integrate research and development component/lens/department to ensure the highest quality of output and to further develop the field

● Board development

● Data collection and analysis that demonstrates impact (Student, Teacher, Leadership, School/Camp/Program, Community), technological expertise vis a vis language teaching and learning; a way of certifying those we work with; attention to ensuring our work has sustained impact and documenting it; any opportunities to increase the efficiency and reduce the cost without compromising the results.

● Little use of data to support its case for change;

● not a broad enough platform of significant, multi-year philanthropic support,

● increased number of Board members with wide range and reach

2. Marketing and communications

● Marketing and messaging of what we do and its benefits to the broader communities of each school

● Website - it's what the external world sees of us and how we present ourselves.

● increase in amount and quality of communications.

● Advancement In other words, our programs and programming are good quality and seem to be impactful. Resource support and generation are critical to growth of capacity and impact

● I would want to know more about name recognition of the organization.

● Documenting successes and failures – why aren’t all the schools, camps, etc. measuring the results?

Collaboration

Collaborate with the right people who will pull us up and not down.

Agreed strategic focus areas and programmatic priorities

● Landscape assessment and case statement to hone internal focus on prioritizing opportunities and communicating the value of HATC to external audiences (partner organizations, funders, etc.,). [Rosov engagement] Does HATC know where and for whom HATC adds the most value? (for example, Honeymoon Israel prioritizes who they select for their programs based on where they think they can make the most difference aligned with their mission - maybe invite the HMI team and Joe Kanfer to present to the HATC group at some point to hear how they use data with their strategy to guide their operations). How can the Jewish Community field be tiered along the lines of prioritizing target audiences? If HATC is to be a B2B not B2C

● I don't have enough insight to answer.

● Consistency.

 ● In schools where we are received well and valued – we see favorable student outcomes.

**5. What do you believe is the most compelling case for Hebrew that should be made  by HATC in its messaging?**

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| --- |
| **Compelling Messages**   * **Excellence and Accessibility** * In all settings we deliver * Teaching for the goal of Proficiency of the Hebrew language * Hebrew fluency is achievable * an unrivaled organization in both the quality of guidance & service and achieving the goals of diverse partners and organizations. * HATC helps demystify Hebrew so that it can be accessed by all |
| * **Connecting and strengthening** |
| * Hebrew is the language and voice of the Jewish people that connect Jews around the world and to Israel |
| * Exploring one's relationship to Hebrew as a way to connect to oneself and others * The special sauce that binds us together, to our past, present and future. * Strong, healthy Jewish Identity is bolstered by shared language. |
| * **Development of Cognitive Capacities** |
| * Learning other languages beyond English has multiple advantages (from developing more empathy and understanding of other cultures to stronger academic outcomes and once you learn one other language learning additional ones is easier. * there are several cognitive benefits that even surpass other languages (reading from right to left works the brain in miraculous ways and helps stave off dementia). * **Hebrew as a Common Denominator** * Hebrew is neutral common thread for all Jews * Hebrew cuts across the divides and can be meaningful and give access whether you are a religious Jew or identify in some other way. * Hebrew is the common language and connection for all Jewish people. |
|  |
| **TAKE ACTION**   * Decide on whether there is a case to be made here: * is it axiomatic for us, self-evident and not requiring further justification? * Different segments of the community will each have their own mix of reasons. There are many answers to this question, and we can support them all.  Whichever reason particular      * Need to be able to account for program excellence and superior quality, further develop credible partnerships * collaborations with organizations that promote the importance of teaching Hebrew, will lead us to the center of impact on our field, |
|  |

**Compelling Messages**

**Excellence**

* In settings which promise to teach Hebrew, they need to be able to deliver
* teaching for the goal of Proficiency of the Hebrew language
* Hebrew fluency is achievable

**Connection**

* Exploring one's relationship to Hebrew as a way to connect to oneself and others
* Hebrew is the language and voice of the Jewish people that connects Jews aroudn the world and to Israel I might add, - Every diaspora Jewish community that made an impact historically on the Jewish people did so in Hebrew. While we might, withstanding the current upswing in anti-Semitism), say this is a golden age for Jews in the US, that by and large has not happen in Hebrew.
* Hebrew is the common language and connection for all Jewish people. (please refer to my email to Andrew and the advisory committee dated 3/5/21) "A love of Judaism permeates my children’s lives – it feeds their brains, fills their hearts and is on the tip of their tongues daily. The later of these expressions- specially, Hebrew - has provided access, insights and a richness to my children’s lives that I couldn’t have imagined, having not grown up steeped in Judaism’s shared language."
* Hebrew proficiency can help to connect those i the Diaspora with Israel, its people and its culture.
* Also, as Jeremy Benstein points out in his book, certain Hebrew roots provide access to key elements of Judaism and as Avram Infeld points out, it is one of the possible connectors for strengthening Jewish peoplehood.
* Hebrew is a key to connect Jews to one another, their heritage, their land, their culture, their history, and their big ideas
* Hebrew is the language of the Jewish people, and connects us directly to our texts, traditions, culture and each other.  The special sauce that binds us together, to our past, present and future.

**Common Denominator**

* Hebrew is the language that links us back to each other as an ethnic group, nation, a radical ethical movement and a spiritual path.
* **Hebrew is neutral common thread for all Jews**
* Judaism as a religion is only a piece of the picture. What distinguishes us is that we have a history, a literature, a country, a LANGUAGE. Hebrew cuts across the divides and can be meaningful and give access whether you are a religious Jew or identify in some other way.

**Strengthening Jewish identity and Jewish Peoplehood:**

* It is the one uniting element that can remain neutral. It is necessary to strength Jewish identity for unity to fight rising anti-Semitism.
* Hebrew is a powerful and moving key to Jewish life and identity
* Strong, healthy Jewish Identity is bolstered by shared language.

**Cognitive Capacities:**

* Empathy Development: We are the Jewish people.
* Learning other languages beyond English has multiple advantages (from developing more empathy and understanding of other cultures to stronger academic outcomes and once you learn one other language learning additional ones is easier.
* On a personal level, there are several cognitive benefits that even surpass other languages (reading from right to left works the brain in miraculous ways and helps stave off dementia).

**Partnerships**

* Allocating budgets for new projects and proper planning for future projects and collaborations with organizations that promote the importance of teaching Hebrew, will lead us to the center of impact on our field,  to specialize as an unrivaled organization in both the quality of guidance & service and achieving the goals of diverse partners and organizations.

**Motivation**

* We have a unique relationship with Hebrew which means that we get not only the benefits of learning another language but also the inherent motivation that it can mean something to us personally. (motivation is one of the keys to successful language learning) Hebrew is a fun language - it is like a puzzle and has very generative structures that can be played with.

**Accessibility**

* HATC helps demystify Hebrew so that it can be accessed by all
* Hebrew fluency is achievable

**No case to be made:**

* Wrong question!  We shouldn’t waste energy delving into the arguments why Hebrew in important. It is axiomatic for us, self-evident and not requiring further justification.
* I don’t believe HATC should be making this case.  Different segments of the community will each have their own mix of reasons.  We don’t care whether they come to it as Zionists, as bible students, as Talmudists, as aspiring Israel entrepreneurs, as Jewish history scholars, or whatever.  There are many answers to this question, and we can support them all.  Whichever reason particular

**6. If we imagine that Hebrew at the Center offerings takes place on a Hebrew culture-language continuum from focusing exclusively on second-language acquisition (e.g. strengthening student Modern Hebrew outcomes in Jewish day schools) to enriching individuals’ more symbolic relationship with Hebrew (e.g. helping Jewish camps intentionally increase the use of Hebrew words and signs to enhance a sense of Jewishness), what is the sweet spot (or spots) where our attention should be focused?**

|  |
| --- |
| **POINTS ON THE CONTINUUM**   * **Focus on Second Language Acquistion** * Enable JDS’ to earn seal of global biliteracy * Should be focused on student outcomes in rigorous learning environments. * The current pedagogic team has expertise in second language acquisition and have experience in creating and raising motivation and connection to Hebrew. |
| * **Lean towards SLA** |
| * Day schools, but camps and Israel trips are opportunities. * More towards the former * It is ok to participate in programs that cultivate entry points (but signs in camps aren’t a goal). * Improving Hebrew outcomes of day school students, but Hebrew won’t become widespread unless/until broader audience sees it as desirable. * Gateway programs are okay but not as a substitute for meat and potatoes. |
| * **Many places on Continuum** |
| * We won't achieve our mission if we don't deliver on low barrier programs that increase scope and scale. It is "both and" not either or. * Exposure to additional sources for introduction of Hebrew language on a "continuum" can increase the motivation to acquire the language as well as encourage schools to continue the exposure of learners from the summer camp into the school. * It is not clear that we need to narrow our focus along this continuum and choose a specific sweet spot(s)...we are well positioned to be able to cover most of the continuum. * Start at early childhood, then the next sectors. * HATC can both promulgate the idea that there is a continuum...then focus on two or three points along the continuum that will allow for both breadth and depth of impact |
|  |
| **TAKE ACTION**   * Priorities need to be determined strategically at another stage of this process * Need R&D to maximize relationship between proficiency in and affinity to (different) Hebrews * Decide what weight we want to give to spoken Hebrew versus reading and writing. |
|  |

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| --- | --- | --- | --- | --- | --- |
| Second Language Acquisition | Lean towards SLA | Remain on Continuum/All of it/ Smack in the middle | Needs to be assessed more strategically | Lean towards universalism | Low Barrier/Universal |
| 2 | 4 | 4 | 3 | 1 | 0 |
| Rigor and outcomes | Day Schools and Nursery | Action: Marketing that there is a continuum |  |  |  |
|  | Cultivate entry points, but not no barrier | Be able to stay on continuum and pick focus points |  |  |  |

**Points on the Continuum**

**Second Language Acquisition is Primary**

* The current pedagogic team has expertise in second language acquisition and have experience in creating and raising motivation and connection to Hebrew. R&D is the area of identifying, exploring and maximizing the relationship between proficiency in and affinity to Hebrew can be added value that HATC brings to the field. This should be layered with: identifying, exploring and maximizing the relationship between the different Hebrews
* In enabling Jewish day schools in earning their Biliteracy Seal
* Should be focused on student outcomes in rigorous learning environments.

**Lean Towards Second Language Acquisition**

* Day schools but I see that HATC sees opportunity to grow beyond that market and I believe camps and Israel trips are opportunities.
* I think we need to decide what weight we want to give to spoken Hebrew versus reading and writing.
* More towards the former
* It is ok to participate in programs that cultivate entry points (but signs in camps aren’t a goal).
* no question that improving Hebrew outcomes of day school students is a good thing, but Hebrew won’t become widespread unless/until broader audience sees it as a must have, desirable.
* Gateway programs are okay but not as a substitute for meat and potatoes.

**Hit Many Places on the Continuum**

* We won't achieve our mission if we don't deliver on low barrier programs that increase scope and scale. And immersive programs define the quality we are able to deliver. It is "both and" not either or.
* Exposure to additional sources for introduction of Hebrew language on a "continuum"  can increase the motivation to acquire the language as well as encourage schools to continue the exposure of learners from the summer camp into the school. It is possible that the process will fuel the interest in encouraging the acquisition of the language more seriously, as well as to lead the learner closer to Israeli culture and closeness to the Jewish people and peoplehood.
* It is not clear that we need to narrow our focus along this continuum and choose a specific sweet spot(s). Since HATC is already successfully implementing second-language acquisition within schools, as well as having developed enrichment programming for camps and Israel programs, we are well positioned to be able to cover most of the continuum. Most of our programming can now be adapted to setting, age group and language level.
* Start at early childhood, then the next sectors, such as schools and camps can do more
* I think HATC can both promulgate the idea that there is a continuum, allowing more people to see themselves inside the tent than outside the tent and then focus on two or three points  along the continuum that will allow for both breadth and depth of impact

**Not a Strategic Question for Us to Answer**

* *not sure this is the lens through which i would address this very important strategic and programmatic question - it assumes a "generalist" paradigm, which might be most appropriate, but needs to be discussed - this feels like a question that should/could be asked at a second stage of strategic thinking*
* *I wish for Rosov to help guide this answer.*
* This is where I feel I need guidance in identifying priorities given that we can't do it all, at least not at once.
* On the one hand, I feel we should be a stand for the ideal and on the other hand the way to make change is to incrementally bring people along and have them experience small successes that changes their expectations. Because of the history learners have of studying for years and learning so little, we need to find ways to change that experience and provide teachers with the tools to get learners excited and to experience some success - change the experience and the expectations.

Actionable:

* R&D is the area of identifying, exploring and maximizing the relationship between proficiency in and affinity to Hebrew can be added value that HATC brings to the field. This should be layered with: identifying, exploring and maximizing the relationship between the different Hebrews
* I think we need to decide what weight we want to give to spoken Hebrew versus reading and writing.

1. **What audiences/markets should be prioritized or add in order to expand HATC’s impact?**

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| --- |
| **MARKET FOCUS**   * **Preschools & Early Childhood settings** |
| * **Camps (Day and Sleepover)** |
| * **International Expansion** |
| * North American Jewry; International Component - Peoplehood Lens * Jewish day schools outside the US (Ex. Canada, Mexico) * **Secondary Institutions** * Teachers' colleges in Israel seminar H'akibutzim, Tel-chai, Ariel University, Haifa University and such), * Consider academia * **Complimentary Schools/Israel &Teen Programs** * Israel trips and while difficult, religious schools. * Congregation based informal learning - in the context of "Sunday" school and after-school based programming as well as youth-group opportunities. Additional Israel-based programs - high school semester programs (HSI, Heller High, TRY) as well as short-term programming for pre- and post- trip engagement (BRI, Honeymoon, community mission trip * **Leadership Engagement/Federations/Institutions** * MOFET, ( WZO, Sochnut) * Leadership - in order to influence decision making as it relates to investment in the educators, prioritization of Hebrew language, and financial/philanthropic investment. * More work with communal and philanthropic leaders and decision makers (thought pieces, opeds, research, data, MarCom competencies, etc.) * The donors/Board of trustees – Heads of Schools – decision makers and those who influence them. * Federations |
| **TAKE ACTION**   * Can strategy reset team address this after it addresses preliminary questions about HATC current strengths, opportunities, competitors etc? * What impact and capacity can HATC have for "in the system learners" (day schools and religious schools) versus those who are not part of the system? |
|  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Preschool | Camp | Day Schools | International Expansion | Teachers Colleges in Israel/Universitites | Complimentary Schools | Youth groups/Israel Trips | Need to Address Strategically | Leadership/Federations |
| 4 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 4 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

PreSchools

* preschools, camps
* Early childhood education settings, day camps, overnight camps, BBYO
* Kids in nursery and kindergarten - immersion

Camps

* preschools, camps
* Camps, camps
* camps, Israel trips and while difficult, religious schools.
* Early childhood education settings, day camps, overnight camps, BBYO

International Expansion

* North American Jewry; 2. International Component - Peoplehood Lens
* Jewish day schools outside the US (Ex. Canada, Mexico)

Secondary Schools

* Teachers' colleges in Israel seminar H'akibutzim, Tel-chai, Ariel University, Haifa University and such), MOFET, ( WZO, Sochnut)
* We should also consider academia (which would have completely different requirements - but could still benefit) and also a global audience.

Complimentary Schools/Teen Programs

* camps, Israel trips and while difficult, religious schools.
* Early childhood education settings, day camps, overnight camps, BBYO
* Congregation based informal learning - in the context of "Sunday" school and after-school based programming as well as youth-group opportunities. Additional Israel-based programs - high school semester programs (HSI, Heller High, TRY) as well as short-term programming for pre- and post- trip engagement (BRI, Honeymoon, community mission trips)

Needs Strategic Assessment

* hard to answer "on one foot" - similar response to above question i.e. strategy reset can address this after it addresses preliminary questions about HATC current strengths, opportunities, competitors etc.
* Again, I wish for Rosov to help guide this answer.
* This is an interesting question.  I think it is important to explore the impact and capacity HATC can have for "in the system learners" (day schools and religious schools) versus those who are not part of the system.  The second group is much larger.  Many parents raising kids today have very little Jewish education themselves.  It's not a given that they even aim to be part of a traditional institutional framework.  Is it important to try to engage with them?  How could that be done?

Leadership Engagement/Federations/Institutions

* Teachers' colleges in Israel seminar H'akibutzim, Tel-chai, Ariel University, Haifa University and such), MOFET, ( WZO, Sochnut)
* Leadership - we need to educate all areas of leadership in order to influence decision making as it relates to investment in the educators, prioritization of Hebrew language, and financial/philanthropic investment.
* More work with communal and philanthropic leaders and decision makers (thought pieces, opeds, research, data, MarCom competencies, etc.) and programming that reaches larger numbers of individuals and communities (200 early childhood centers in JCC's around North America, congregational and part-time schools where 73% of Jews receive their Jewish education, pre- and post- Israel trips with birthright, rootone, masa, etc., 300 plus Jewish camps)
* The donors/Board of trustees – Heads of Schools – decision makers and those who influence them.
* Maybe we could create an incentive for some non-herd-following Federations (if such exist) to join in taking up the undertaking?

1. **How, if at all, should HATC further leverage digital technologies?**

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| **LEVERAGING DIGITAL TECHNOLOGIES** |
| * **Professional Development & Student Assessment** |
| * Support Hebrew educators in their work in the field * From Teacher training to assessment of proficiency * Move all training regimen on to digital platforms, * **Connect with other Applications/Resources/Create Games** * Connect with Duo Lingo. * Creation of video games that are infused with Hebrew. * Development of HebrewZone to target teens and young adults can be expanded/replicated to served other audiences. * An interactive, approachable website focused on individuals * Create digital applications for learning Hebrew at home for kids - so that it’s fun! * **Expand and Hone the Present HATC Program** * Learn how to collect and analyze digital data and use tools that allow "mass-produced" experiences to feel individualized and responsive * Expand webinars beyond professional learning * strategically use social media platforms for the chosen audiences. |
| **SUGGESTIONS**   * Review what’s out there first and then present * Move this question to stage two. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Professional Development | Webinars beyond professional learning | Full assessment of digital opportunitites and how we can be more active in the field |  | Needs to be assessed with a strategic communications lens | Video Games/ other applications | In all ways | Needs fuller assessment |
| 3 | 1 | 3 |  | 2 | 6 | 2 | 8 |

Actions: Need a full assessment of how we can be more active in this field.

**All ways possible:**

* In all ways possible - reach and cost

**Professional Development & Assessment**

* Ideally digital technologies can be built to most effectively support Hebrew educators in their work in the field - this too needs to be researched and developed
* Completely. To the point that is an integrated from Teacher training to assessment of proficiency
* Move of its training regiment on to digital platforms,

**Connect with other Applications/Resources or Create Games:**

* Connect with the folks at the app Duo Lingo. They do an awesome job of teaching languages.
* I don't have specifics, but availability of resources digitally would be an advantage.
* Creation of video games that are infused with Hebrew.
* The continued development of HebrewZone to target teens and young adults can be expanded/replicated to served other audiences. An interactive, approachable website focused on individuals rather than organizations may allow
* Create digital applications for learning Hebrew at home for kids - so that it’s fun, done on their own time, rather than solely in class (particularly for the synagogue educated, but also for the day school).  Could it be a game where you win points, etc?
* Oh! Let's look at the JJF digital education report together (maybe digest and discuss as if a book club assignment) - happy to being to bear the Birthright Beyond app origin and evolution insights (failings, challenges, etc) - to the conversation.

**Expand and Hone the Program:**

* HATC also needs to learn how to collect and analyze digital data and use tools that allow "mass-produced" experiences feel individualized and responsive
* expand its webinars beyond professional learning, and strategically use social media platforms for the chosen audiences.

**This needs to be a stage 2 effort/Need to know what we are availing ourselves of:**

* separate question for program and marketing/communications - i can't really address the former as I don't know enough about that side of our work - re: the latter, HATC has to address this question when strategic reset and advancement committee and HATC staff sharpen marketing and pr strategy - but only after above questions are sufficiently addressed
* This is likely a stage 2 effort for HATC, but an interesting one.
* We need to understand what can and cannot be done effectively using digital means for learning language. We need to be at the cutting edge in order to occupy a thought leadership position. We need to determine to what extent technology can help us have the desired impact more efficiently and/or at a reduced cost.
* I think this is answered more easily after priorities are set, but it is certainly here to stay.
* How are we “revolutionizing” if we aren’t active in this field and know what is going on. Are there things in platforms for other language teaching that we should be leveraging and promulgating, in addition to assessment tools?
* Do we know what the opportunities are and are we availing ourselves of them?
* Are there people doing things that we could be making available to the field?
* We need to be active as knowledgeable users – we don’t need to develop the technologies, but we need to know what can enhance the field

1. **What is the priority and with whom (e.g., umbrella organizations of educational institutions, federations, communal leadership) – should HATC advocate for use of Hebrew and HATC services?**

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| --- |
| 1. **Strengthen the Case for Hebrew and its Relationship to Hebrew-Adjacent Efforts (Jewish identity, peoplehood, Israel engagement, Jewish literacy, etc.)**  * Need to articulate how Hebrew is integral to/deeply enriching of Jewish identity and belonging * Organizations financially committed to supporting schools/programs/etc. in their growth - in particular in the areas of: Hebrew, Jewish Studies, Jewish Identity, Jewish Peoplehood, Israel, etc. (ex. Jewish Education Project) * Bring value-added collaborative programming/expertise to umbrella organizations for all key settings for Jewish education; sell HATC expertise to help others seeking to solve problems of Jewish identity, Diaspora-Israel, search for meaning and empathy, cultural Jewishness, etc.  1. **Consider concentric circles of engagement from current focus on educational institutions delivering Hebrew services to expanding to more wholesale approaches via communal, regional, national, continental, or global partners**  * **Stick with those partners HATC already has so that efforts remain focused**   + Create track record of quality and impact is the way to go; more time consuming but a better long-term strategy * **Community-based Strategies**   + Work within community but on the community level not just with individual schools and organizations makes sense   + Federations where we are building services community wide (Atlanta for example * **National/North American Organizations Already Committed to Hebrew/Hebrew-Adjacent Efforts**   + Jewish Educational Groups: FJC, Prizmah, Jewish Education Project   + Israel Travel Groups: Birthright, RootOne, Honeymoon Israel, etc.   + Family-Oriented Groups: JCC’s, PJ Library   + Foundations Focused on Innovation: Mayberg   + Federations, especially in places like Canada or elsewhere that have interest in Hebrew * **Consider Partners Beyond North America**   + Connect to schools and organizations in Europe and Russia.   + State of Israel through its consulates and its various ministries that work with the Diaspora and education |

**Strengthen the Case for Hebrew and its Relationship to Hebrew-Adjacent Efforts (Jewish identity, peoplehood, Israel engagement, Jewish literacy, etc.)**

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* School and community leaders need to articulate how Hebrew is integral to/deeply enriching of Jewish identity and belonging
* Organizations financially committed to supporting schools/programs/etc. in their growth - in particular in the areas of: Hebrew, Jewish Studies, Jewish Identity, Jewish Peoplehood, Israel, etc. (ex. Jewish Education Project)

**Consider concentric circles of engagement from current focus on educational institutions delivering Hebrew services to expanding to more wholesale approaches via communal, regional, national, continental, or global partners**

**Stick with those partners HATC already has so that efforts remain focused**

* While it is tempting to work through umbrella organizations for efficiency, I think building pilot groups of schools, camps, orgs, and creating a track record of quality and impact is the way to go. More time consuming but a better longterm strategy.
* The donors/Board of trustees – Heads of Schools – decision makers and those who influence them.

**Community-based Strategies**

* I think working within community but on the community level not just with individual schools and organizations makes sense.
* Institutions such as CAJE in Miami;
* if, for example, we continue a more city by city focused strategy - than clearly federations and local communal leadership will be a sensible focus (not exclusively).
* Federations that value education (including Canada and possibly England or other places outside of the US);
* Federations where we are building services community wide (Atlanta for example)
* There seems to have been a breakdown of traditional BJE's and leadership dedicated to strengthening Jewish education. Perhaps more grassroots (and regional) outreach to educational administrators?

**National Organizations Already Committed to Hebrew/Hebrew-Adjacent Efforts**

* There are big organizations such as IAC, Jewish federations, JCC's,
* URJ, JCCA, PJ Library
* Prizmah (if they would pay attention to Hebrew literacy), FJC (given our work in camps), JEP and other Central Agencies, Federations that value education (including Canada and possibly England or other places outside of the US); those focused on innovation and more effective education (e.g. JEIC/Mayberg, CASJE).
* Birthright (Taglit), Honeymoon Israel,
* Is there a worthwhile collaboration with Israel programming/travel groups?
* Bring value-added collaborative programming/expertise to umbrella organizations for all key areas settings for Jewish education; sell our expertise to help others seeking to solve problems of Jewish identity, Diaspora-Israel, search for meaning and empathy, cultural Jewishness, etc.
* Prizmah, camps
* Just some thoughts -- but Federations, movement-based camp networks come to mind.

**Consider Partners Beyond North America**

* we did not yet connected to schools and organizations in Europe and Russia.
* maybe even the State of Israel through its consulates
* Israel's various ministries that work with the Diaspora and education;
* Federations that value education (including Canada and possibly England or other places outside of the US);

1. **How can HATC increase its fundraising/grants and strengthen its relationship with existing and new donors?**

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| 1. **Areas for Growth for HATC in its Development Systems**  * Need for research and data that demonstrates change   + Development and articulation of HATC’s Theory of Change   + Use of research to support case for Hebrew and its impact on other key areas of communal concern   + Increased use of data to support impact and change * Better understanding of the context within which HATC operates   + Increased understanding of trends that can serve as enabling forces   + Work in partnership with funders at all levels to increase alignment of goals   + Identification and articulation of successes * Increase HATC’s grant writing capabilities, pursue grants in and out of the Jewish world  1. **Areas for Growth for HATC in its Work with Donors & Philanthropic Community**  * **More Systemic Communications with Donor Community**   + Systematic points of engagement throughout the year   + Ask investors to share the success (and their satisfaction) with other donors   + Clear and compelling mission and program and fundraising working in the trenches - donor development, stewardship, packaging programs and initiatives in an appealing way.   + Focusing more on how we provide benefits to others rather than focusing on the features of our programming and services * **Prioritize Adding the Right Board Members**   + Make it a priority, dedicate resources, recruit the right kind of new board members willing to work and play the long game – “Ain't no shortcuts”   + Establish a Fundraising Committee for the Board   + Are there Israelis who have a vision for this work? * **Create Opportunities for Donors to Experience and to Celebrate the Work**   + Creating opportunities/experiences (perhaps a "track") that connects current/potential with work being done in the field, create "sample" experiences   + Events that can light our work such as big event in Chicago and lighting the LIH project   + Creating Parlor meetings with the HATC team as well as we beneficiaries of our programs.   + Continue to develop programming that engages this population (like Sicha, and other ideas, etc.)   + Linking Hebrew engagement to a community-based approach to fundraising. Ie -- don't make the conversation ABOUT the importance of Hebrew so separate from giving people the chance to experience mini-engagements with Hebrew themselves |

**Areas for Growth for HATC in its Development Systems**

**Need for Research and Data that Demonstrate Demonstrable Change**

* Show real change
* Stronger case for role Hebrew plays in Jewish identity and the Jewish future. Maybe through leveraging connection to Israel
* research on the connection between Hebrew literacy/Jewish Identity/connection and support for Israel.
* expand its use of data to support its case
* Documentation of our favorable impact on student outcomes
* Develop/promote theory of change that can move the needle substantially over time
* Understand and articulate the impact of HATC programming investments

**Better Understanding of Context of Where HATC Operates**

* Latching onto the communal trends consistent with placing an increased importance on Jewish education and then going after communal leadership as discussed above.
* We should also work in conjunction with the schools to tap into school donors that want to see strong and successful Hebrew programs.
* Better awareness of success.

**Areas for Growth for HATC in its Work with Donors & Philanthropic Community**

**More Systemic Communications with Donor Community**

* Ask investors to share the success (and their satisfaction) with other donors
* no short cuts here - clear and compelling mission and program and fundraising working in the trenches - donor development, stewardship, packaging programs and initiatives in an appealling way etc. etc.
* , systematic points of engagement throughout the year, increase its grant writing capabilities; focusing more on how we provide benefits to others rather than focusing on the features of our programming and services.

**Prioritize Adding the Right Board Members**

* Make it a priority, dedicate resources, recruit the right kind of new board members willing to work on it, and play the long game. Ain't no shortcuts
* Establish a Fundraising Committee for the Board;
* Expand and strengthen the board; expand the team to uncover and pursue grants in and out of the Jewish world
* Are there Israelis who have a vision for this work?
* Build out and up its Board of Directors

**Create Opportunities for Donors to Experience and to Celebrate the Work**

* Creating opportunities/experiences (perhaps a "track") that connects current/potential with work being done in the field, create "sample" experiences
* Events that can light our work. big event in Chicago and lighting the LIH project, event in NY, connecting to TalentEd and BBY ( new name now), Prizmah events
* provide firsthand opportunities for demonstrating both the power of Hebrew and the impact of our work;
* Creating Parlor meetings with the HATC team as well as we beneficiaries of our programs. Also by providing a Demo of a training, or assessment etc.
* continue to develop programming that engages this population (like Sicha, and other ideas, etc.)
* Linking Hebrew engagement to a community-based approach to fundraising. Ie -- don't make the conversation ABOUT the importance of Hebrew so separate from giving people the chance to experience mini-engagements with Hebrew themselves. Find creative ways to create experiences that will help people feel more connected.

1. **What other strategies/initiatives or improvements should HATC consider?**

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| 1. **Ensure Next Steps Evolve Organically from Current Work**  * Once HATC is the "home base" for professionalizing and growing the field of Hebrew, we can talk about other improvements * Analyze the map of our current work and then expand within existing, successful communities * Revisit the State of Field and identify where HATC can have the greatest impact moving forward  1. **Consider New Audiences and Programs**  * Consider Engaging More with Israelis and Israeli Institutions   + Connect to Israeli colleges that are training teachers and build track for Diaspora Hebrew teachers; consider partnership with Ministry of Education or Diaspora   + How can Israeli-American community be leveraged? * **Parents are a Key Audience**   + Think about how you get parents on board with/wanting their kids to learn Hebrew.   + The power of Jewish preschools; getting kids started early is vital. Considering if we can get their parents interested is important too. * **New Programming**   + Expanding into congregational schools,   + Offer digital platforms for the learning of Hebrew   + Hebrew Word of the day on Twitter and other social media  1. **Increasing Change and Influence Through Publishing**    * Publishing more as part of the strategy to inform the field    * Associate with academic institutions 2. **Brand Development Work** |

**Ensure Next Steps Evolve Organically from Current Work**

* As this is a reset, i don't think the question of initiatives is overly relevant - we should consider ones that grow organically from the reset process - in general - there is a constructive but tricky intrinsic tension between being planful and entrepreneurial; strategy driven and opportunity driven - both vectors are key - how they interrelate is a fascinating and important challenge to figure out
* Let's get the core work and impact defined first. Once HATC is the "home base" for professionalizing and growing the field of Hebrew, we can talk about other improvements.
* Revisit the State of the Field and identify where HATC can have the greatest impact in moving it forward and then educate the Jewish community and its leaders (including those in Israel) about the state of the field and the potential of Hebrew to contribute to realizing the vision of a strong Jewish community in the Diaspora.
* Generally I believe we need to analyze the map of our current work and begin to expand within existing successful communities.

**Consider New Audiences & Programs**

**Consider Engaging More with Israelis and Israeli Institutions**

* Connect to Israeli colleges that are training teachers and offer them to consider a track of Hebrew language teachers for the diaspora that we will teach and guide (in addition to Jewish studies), focused on second language acquisition. I know that if we will be approved by the ministry of education and will be able allocate money for scholarships, collages will be interested.
* I wonder how the large Israeli-American community can be leveraged. It seems that if we could engage Israelis to mentor young learners and speak Hebrew with them, the experience could be dynamic and very impactful. I'm not talking about language instruction, but as a supplement to "in-class learning." With the right language mentors, it could also help build connection to Israel where there might be none.

**Parents are a Key Audience**

* Also, I am a big proponent of the power of Jewish preschools. Getting kids started early is vital. Considering if we can get their parents interested is important too.
* Think about how you get parents on board with/wanting their kids to learn Hebrew.

**New Programming**

* Expanding into congregational schools,
* Offer digital platforms for the learning of Hebrew
* Hebrew Word of the day on Twitter and other social media -- with a link to a 120 second video about concepts, quirks, historical lessons, etc. behind the reason for the words origin or historical significance.

**Increasing Change and Influence Through Publishing**

* Publishing more as part of the strategy to inform the field
* Associate with academic institutions
* Brand Development Work

1. **Any other comments or suggestions for the strategic planning process?**

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| --- |
| * Strategy should come from substance, not the other way around * Decide what we are not going to do as much as what we are going to do * Ask the question, "who will miss us most if we go away?" and focus on the answer as an important target market for services or philanthropic outreach. * I believe we need to become "THE" experts in the field in all trends of teaching language, becoming more familiar and educated with Regio -Emilia approach, Orton Gillingham approach for teaching reading and writing Hebrew develop opportunities with PBLL, Montessori approach, etc. * The timing of the process is optimal and I'm very appreciative of all my board and other colleagues who are taking part. * It is important to identify the key elements to establish HATC as a/the Thought Leader * The Mission of HATC is hopeful and daunting at the same time |

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* The Mission of HATC is hopeful and daunting at the same time