

Jewish Interactive

# LONG TERM STRATEGY

2017-2020



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2017  
2020





# EXECUTIVE SUMMARY

We have plenty to be proud of this year...

- We've built new partnerships around the world with diverse organizations such as the Jewish Agency, the Israeli Ministry of Education, Herzog College, and even the Belarusian Together Plan.
- We've launched compelling and effective apps & courses such as the interactive Hebrew Alef Bet Reading Course.
- We've secured funding from major new donors like The William Davidson Foundation (US), The Jim Joseph Foundation (US) and The Charles Wolfson Foundation (UK).
- Most importantly, we've delivered more high quality Jewish education & training to more students & teachers than ever before.

The team has achieved a great deal in pursuit of our core vision to deliver universal access to high quality Jewish learning using modern tools. The list above is just a small sample of accomplishments of the past 12 months. Section 1 of this document covers them in more detail.

But there is still a lot to be done. We have the opportunity and a responsibility to improve:

- the quality of what we deliver
- the volume of students and teachers we reach with our products & services
- how we present JI to our customers, donors & partners
- the income we receive from schools and parents

These goals are not a reason to spread our resources more thinly across a greater number of initiatives. In fact, JI can and should deliver on its potential by focusing closely on a few key areas and activities. By focusing, we can marshal our funds to deliver more effective Jewish & Hebrew education to a larger number of students and provide training & resources to their teachers and parents.

To describe where we are now, and where I want to steer JI over the next 2 - 3 years, this document is divided into three sections:

### Section 1: Annual Summary

This is an overview of JI's mission, current activities, partnerships, budget, hiring and goals.

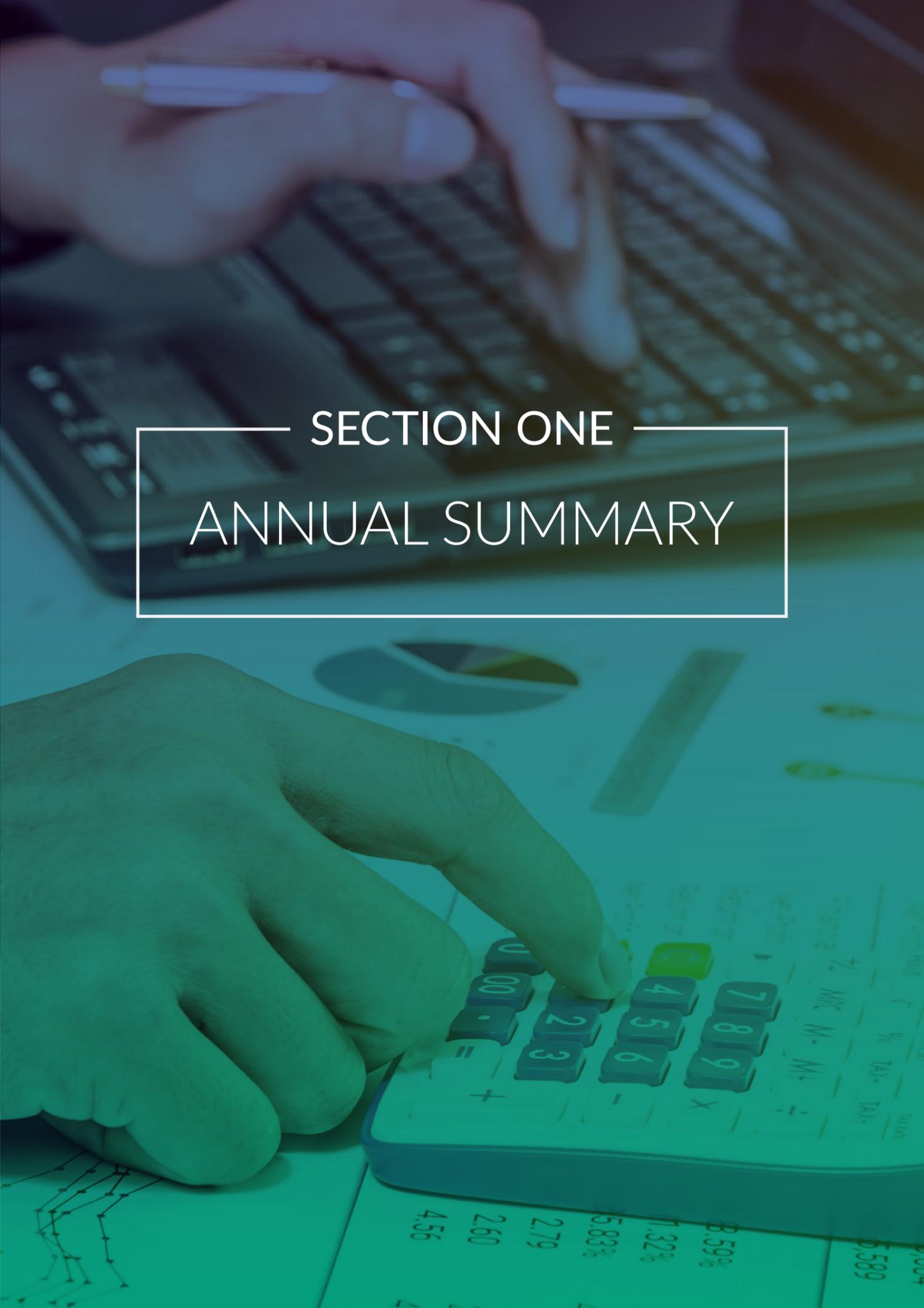
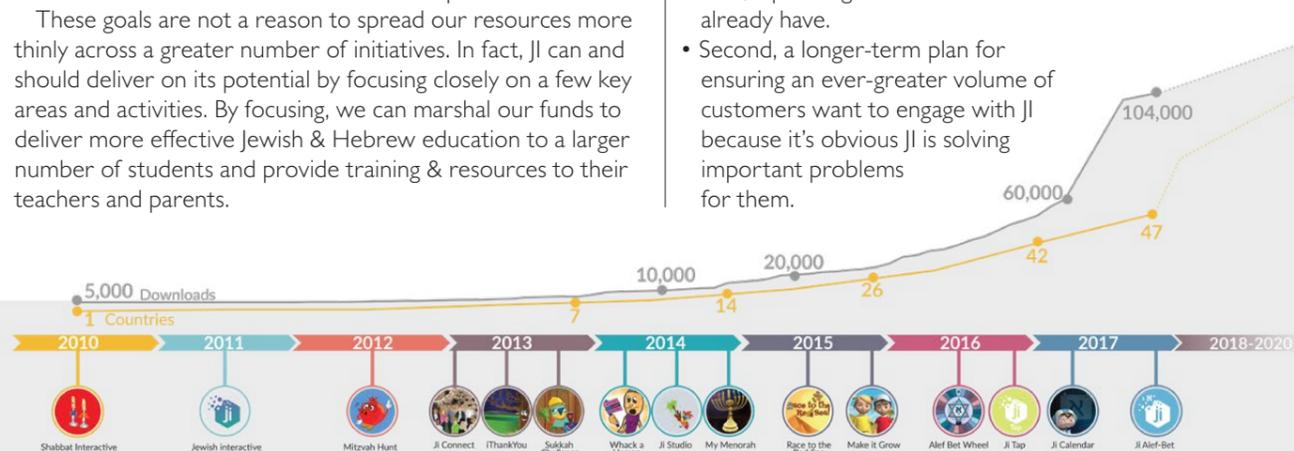
### Section 2: Growing JI by Solving Problems for Our Customers

JJ has a specific core vision: deliver universal access to high quality Jewish learning using modern tools. We're a non-profit, but there's a lot we can gain from pursuing a key principal of startup companies. That is, we can be most successful in delivering Jewish education & training when our customers feel we're solving their problems. This section is about acting on that insight; specifically, how we can use it to focus our product development, and the dangers of not understanding the problems our customer face.

### Section 3: Optimizing 'JI 1.0' while working towards 'JI 2.0'

Building on the previous two sections, the concluding section details some key activities to be undertaken in order to meet the objectives listed above. This is not a grand vision for the future. Rather it's a strategic approach to:

- First, squeezing the most value from the assets we already have.
- Second, a longer-term plan for ensuring an ever-greater volume of customers want to engage with JI because it's obvious JI is solving important problems for them.



## SECTION ONE ANNUAL SUMMARY



# INTRODUCTION

Established in 2012, Jewish Interactive is a global non-profit organization that creates interactive Jewish programs, utilizing modern technology and innovation, to make Judaism more relevant, accessible and alive to educators, children and parents. We currently have offices in South Africa, Israel, the UK and the USA.

**Jewish Interactive USA** – In 2013 the Section 501(c3) charity was established and primarily funds the development of apps and digital programs for international Jewish educational use. Five people work as freelancers for the organization and whilst there is an Israel-based office, most people work independently and virtually. We have one new staff member based on the west coast of USA and we are currently recruiting a US director.

**Jewish Interactive UK/Europe** – In 2013 the registered UK charity was formed as a separate entity with board, affiliated to JI US. The UK office was established in London, under the generous support of JHub. There are 2 full time employees and 3 part-time employees affiliated to the global structure – it has become the center of educational technology for the UK Jewish community and is significantly improving the learning experience for Jewish children in the UK and Europe, by focusing on training and improving educational engagement.

**Jewish Interactive SA** – In 2012 the South African charity was formed. There is an office based in Johannesburg, with 2 full-time employees and 2 part-time freelancers, primarily involved in the development of apps with JI US and marketing.

All entities are totally separate, but work as affiliates.

# GOVERNANCE STRUCTURE

To see more info on board please go to <http://www.jewishinteractive.org/about/>

## US BOARD



Jason Cury



Nicky Newfield



Raphael Shore



Martin Glatt (Chair)  
US/UK



Arnee Winshall



Steve Freedman



Jarred Myers



Chana Kanzen (CEO)  
US/UK

## UK BOARD



David Bloom (Chair)  
US/UK



Colin Wagman (Finance)



David Teacher (Legal)



Jo-Ann Myers



Sandra Teacher



Justin Kett



Benjamin Levine



# MISSION AND VISION

Ji is about Jewish Education. First and foremost, we are about providing opportunities for inspirational, personal learning experiences. To do this effectively we use technology.



**Ji VISION** - Universal access to high quality Jewish learning using modern tools.

**Ji MISSION** - To provide high quality Jewish education for children at home, at school and in-between. To achieve our mission, we:

- Offer high quality Jewish/Hebrew educational technology training to teachers, educators and children
- Provide accessible, affordable and engaging Jewish educational technology products
- Maintain advocacy for change in Jewish Education

### Aim 1: Offer high quality Jewish/Hebrew educational technology training to teachers and children

Work we do/will continue to do includes:

#### A. Training

We have offered a variety of training sessions in partnership with:

- Apple
- Google
- Microsoft
- PaJeS
- LSJS
- Prizmah
- CIJE
- Federations
- JCCs
- Synagogues/schools
- Centropa
- Union of German speaking schools

During 2017 we reached over 7000 teachers. A particular focus for the team has been on delivering Ji Tap training for both Ivrit and Jewish Studies (JS) teachers. It has become evident that while centralized training courses at Apple, Google etc., have been well received, teachers have indicated they prefer on-site training first and are then happy to have webinar training and online support. We will therefore be looking to increase our on-site school delivery and bespoke packages for schools through increasing staff trainers globally. We now have trainers in the USA, Australia, UK, Europe, Israel and South Africa.

We will continue to deliver training at conferences (e.g. Jewish Studies Teachers Conferences, Arachim European Conference, Prizmah, JFNA, New CAJE, JAFI, JWRRP, Ruderman) and will organize our own Educational Technology conference/national events when we feel it is beneficial and have capacity to do so.

#### B. Bespoke and pro membership packages for schools.

We work directly with schools, providing tailor-made assistance per year to support tech training, infrastructure and implementation, particularly with the Jewish Studies and Ivrit teachers. We are currently running new trainings in UK schools, and in Detroit, Chicago, New Jersey, New York, California, Israel, Sweden, Antwerp, Germany, South Africa and Australia. We can provide more detailed reports upon request.

We are also developing packages with large organizations and countries and are in discussions to

have countrywide access to Ji Tap in Israel through the Ministry of Education and access for the Chabad Shluchim online global network.

Revenue models based on this experience are being developed. Please refer to Section 3.

#### C. iPad workshops for students/parents

Led by our expert trainers in UK and Europe, we bring a full iPad lab to schools or communities and deliver interactive sessions for up to 30 children at a time. Often, we cater for parents at the sessions too. The workshops are themed around the Jewish Studies curriculum. In 2017 we ran approximately 75 workshops (1500+ students). Subject to funding, we want to deliver these workshops in the USA, as they are very popular with parents/children and respected by teachers, and help marry technology with experiential learning.

#### D. Supplementary schools

Ji trained 1000+ cheder/supplementary teachers (in UK and USA) in 2017 and we will be continuing to train a similar number each year, across the Jewish Global community. The apps, especially Ji Tap, are of particular interest to these teachers who have very little time to impart a large amount of information. We have partnered with Shalom Learning - an online supplementary school who use Ji Tap to develop resources and are developing links with Russia online schooling and the Global Home-School network.

#### E. Student teacher training

Ji leads training sessions for student teachers and university students at SCITT, LSJS BA in Jewish education and the LSJS Conference for Jewish Studies teachers. During 2017 we trained 90 student teachers.

We have established links with the Azrieli Center (Yeshiva University), Herzog College, Jewish Women's Renaissance Project (JWRP) and Jewish Agency (JAFI) to train teachers and graduates in Ji Tap. In Europe, we plan to continue to offer student teacher training and advice on changing pedagogical trends in collaboration with JETS - an online Jewish educational technology provider who we are partnering with to deliver some training, at present. They have 8 Judaic educational technology specialists who we are training in depth on Ji Tap and can help us widen our reach.

We will begin to develop all training opportunities in the US and Israel now we have staff there on the ground.





## Aim 2: Provide accessible, affordable and engaging Jewish educational technology products

If JI is to achieve its mission/vision, it is critical that schools, teachers and parents have access to affordable and engaging Jewish educational technology products and know how to maximize their potential. In 2017 we worked on the following:

### A. Ji Tap

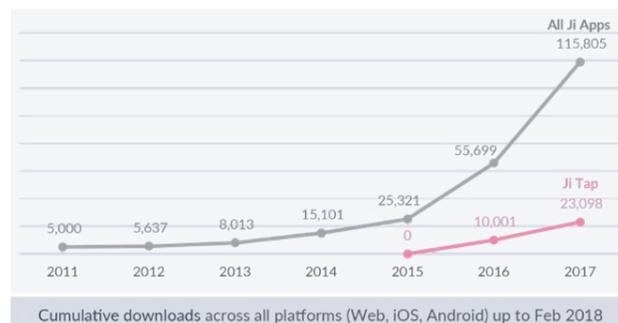
In May 2016, thanks to the generosity of the Glatt Charitable Trust, Jewish Interactive (global) launched Ji Tap in Apple NYC. This was directly in response to teachers who desperately needed the tools to create superior resources, quickly. Ji Tap is an interactive educational platform which empowers families, teachers and students to learn from each other by creating their own personalized interactive lessons and games on Jewish and Hebrew (Ivrit) subjects. Children can play hundreds of new games and activities shared daily by a worldwide community of Jewish educators and learners worldwide. Together we are building the world's largest marketplace for Jewish and Hebrew educational games – a community that celebrates the fusion of Jewish knowledge with creativity, fun and technology. There have been 23,098 global downloads of Ji Tap since launch. To date over 4500 games have been created. We have over 9,000 teachers on our database.

In 2017 the app played on any device, but the creation tool was limited to iOS. The Android version was released in January 2018 and 75% of the work has been done to launch the web browser-based creation tool - meaning that Ji Tap can then fully be used on any device and in any setting. This should vastly increase usage and numbers, as most schools have limited access to iOS.

The organization was refocused in 2016, based on research, to develop this main platform, so there would be an informed strategic approach resulting long term in the ability to raise revenue from production and this approach has proven successful.

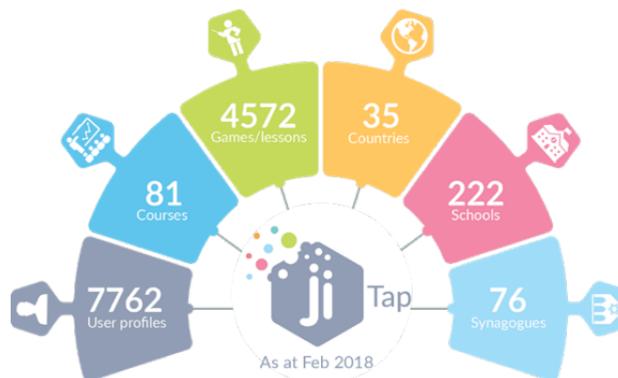


### Ji Tap Statistics



Parameter	www.Jitap.net	iOS (App)
Unique users	34,484	6,400
Sessions	95,442	116,900
Average session duration (minutes)	05:55	02:00

Ji Tap Stats: Jan-Dec 2017



### B. Ji Calendar

The app Ji Calendar is a cutting-edge product, putting new gamification theories of education into practice, and marrying up science, math and Judaism with technology. This app enables Jewish Studies and Supplementary teachers, as well as parents, to fully explain the complexities of the Jewish calendar, its structure and application, as well as misconceptions – in a 'Disney' style. The free app (sponsored by CIJE) was launched in January 2017 across the world with a UK Launch at BETT. Similar to Ji Tap, JI wants to encourage as great a take up as possible amongst schools. As part of our training package/one off sessions we will be training teachers on the benefits of using Ji Calendar in partnership with CIJE. Using the assets, Ji Calendar lessons, extra interactive games and sticker packs are also on Ji Tap.

### C. Ji Alef-Bet: Hebrew Reading Course - Level 1

A cutting edge, interactive Hebrew reading course, Ji Alef-Bet, has just been completed on Ji Tap, designed specifically for supplementary schools but can be used by day schools and unaffiliated families, funded by the Michael Goulston Educational Foundation. Work has started on Level 2 - the highly designed course is envisioned to have 5 levels resulting in fluent Hebrew textual reading for Bar/bat mitzvah students.



### D. Ji Studio

Ji Studio, funded by the Glatt Charitable Trust, has been particularly popular amongst other faith groups and schools wishing to teach their children about Judaism. Its handy ability to create visually stunning books and posters on the bible and Jewish values, and its teacher guide and partnership with RE Online, have made Judaism more accessible and RE teachers are really enjoying this tool. Once we have finished developing the most pressing aspects of Ji Tap we will work on transferring Ji Studio to the cloud, on the same login system.



## Aim 3: Maintain advocacy for change in Jewish Education

Ji is proud of their history in advocacy for educational technology in Jewish education. We will continue as an organization to engage in this area of debate and contribute through various means. Until now we have held conferences with the JFN, in Google TLV and Apple NYC. We would like to eventually hold regular Educational Technology conferences for Jewish/Ivrit educators and will do so when we find the right partners and have capacity. We are currently building relationships with numerous distributors and partners that can help us continue this work.



# PARTNERS

We are proud to have secured the following partners, committed to help JI's vision and mission:

## USA

- The William Davidson Foundation - New Partner
- The Jim Joseph Foundation - New Partner
- The Avi Chai Foundation - New Partner
- The Center for Initiatives in Jewish Education

## ISRAEL and EUROPE

- The Pincus Fund for Jewish Education
- The Maurice Wohl Charitable Foundation
- The Rachel Charitable Trust
- The Charles Wolfson Charitable Trust - New Partner
- The Michael Goulston Educational Foundation
- The Rothschild HaNadiv Foundation - New Partner
- The Pears Foundation
- JHub



## SOUTH AFRICA

- The Glatt Charitable Trust
- Foundation 2000

## INDIVIDUAL PATRONS

- We are truly indebted to over 50 individual patrons who have donated sums of between \$3,000 - \$75,000 annually to JI (names withheld for data protection)

## WORKING PARTNERSHIPS

We have secured the following working partnerships this year:

- Prizmah - Training, membership discounts and conference collaboration
- JFNA - Training, webinars, revenue modelling
- Chabad - Using Ji Tap to create resources for all Chabad children around the world
- Jewish Agency - Training Shinshinim, Shluchim and content
- Beit Issie Shapiro and Gateways Boston - Creating content for children with special needs
- Hop TV - Developing content for their channel and marketing for them
- Leo Baeck College - Digitalizing their Hebrew primer on Ji Tap
- Migdalor - Digitalizing their books on Ji Tap
- Jewish Women's Renaissance Project - World Jewish educator's trip - Training and support of project
- Israel Ministry of Education - Second stage talks to look at technical platform integration
- Israel Ministry of Education Special Needs Division - Wanting most of their Budget to pay for Ji Tap in schools in Israel provided we get accreditation from above
- Herzog College - Accredited teacher training
- Hemed - Developing Jewish Studies teacher resources (300,000 Israeli students)
- Union of German speaking schools - Translating whole of Ji Tap into German
- The Together Plan, Belarus - Using Ji Tap and starting to develop it in Russian
- JETS - Delivering European training and Jewish Studies educational technology training
- PJ Library UK - Trialing joint marketing - Discussing with PJ Spanish collaboration
- BimBam - Exploring shaboom collections on Ji Tap and possible collaborations
- Jewish Education Project - Training their staff and Supplementary school leaders in Hebrew Reading program
- Kellman Academy and Naima JPS school partnerships (referred to as 'Deep Investment Schools' in Section 3)

## TRAINING

- Detroit Federation
- Chicago schools and Prizmah
- Germany conferences
- Sweden
- Antwerp
- London UK
- Manchester UK
- Philadelphia
- New Jersey
- New York
- Tel Aviv
- Jerusalem
- San Diego
- San Francisco
- Los Angeles
- Boston
- Sydney Australia
- Melbourne Australia
- Toronto Canada
- Johannesburg SA
- Cape Town SA



# FINANCIALS

Audited annual financial accounts for the year ended Feb 2017 were circulated to all directors in December 2017.

All figures in table in \$US.

				
2017	USA	UK	SA	TOTAL
INCOME	500583	468975	112500	1082058
EXPENDITURE	569931	317490	125135	1012556
Surplus/ -Shortfall	-69348	151485	-12635	69502
2018				TOTAL
Predicted INCOME	547000	480660	120000	1147660
Predicted EXPENDITURE	569650	432006	119800	1121156
Surplus/ -Shortfall	-22350	48654	200	26504

Ji Tap Sales Feb 2017 - Feb 2018		
Sales	iTunes monthly subscriptions for families (iOS)	\$988
	Stripe for families, classes and school (Web signup)	\$12,712
Partnerships	Naima	\$27,000
	Leo Baeck College	\$16,500
	Migdalor	\$5,000
	JAFI	\$1,500
TOTAL		\$63,700

Budget for 2018 has been circulated to directors in February 2018 for the beginning of the financial year in March 2018.



# NEXT STEPS: JI 2018 - 2020

JI is now in an exciting position:

- JI has a broad high-level vision “delivering high quality Jewish education using modern tools”.
- JI has leadership and advisors with freedom to define what needs to be done, based on extensive sector experience.
- JI has partners who want it to succeed.

## CORE GOALS

JI's core goals for the next 2 -3 years are:

### **1.To expand usage and increase engagement to reach as many Jewish children as possible, particularly developing USA and Israel**

JI is focusing now on recruiting a US board chair and expanding the US board. We now have 3 US-based board members and would like to double that this year to 6.

In addition, JI will appoint a US operations director (East Coast based) and a full-time (West Coast) trainer to help implementation of JI in the USA. The US director will be focused on sales and training. Trainings have already been secured throughout the USA, in addition to powerful partnerships, and once the US director is appointed s/he will work closely with the CEO to deliver an operational strategy throughout the country. By 2020 this will expand to Canada and South America.

Anat Goodman is now directing Israel operations and has begun impressive work on securing major partnerships in Israel, so we can expand reach to all schools in the country (approx 2,400 schools). She is building up an Israel-based team that will be based in TinyTap's offices in Tel Aviv. JI will also be hiring a full-time developer to work in these offices to develop the Ji Tap platform and to iron out the existing bugs.

JI will be taking on US game/activity designers to work in house, on extending the activity offering targeted to the North American market.

### **2.To improve the technology offering and user experience so JI continues to be market leaders.**

### **3.To begin to secure revenue and more significant investment to deliver the above.**

The above 2 goals will be addressed in the rest of this document.

## SECTION TWO

# GROWING JI BY SOLVING PROBLEMS FOR OUR USERS

# WHO USES JI?

Jl's PRIMARY END-USERS ARE STUDENTS. IT IS STUDENTS WHO USE THE APPS AND GAMES ON JI TAP, AS WELL AS JI'S STANDALONE APPS TO LEARN IVRIT OR FURTHER THEIR JEWISH STUDIES. SOME ALSO USE JI'S CONTENT-CREATION TOOLS TO INVENT NEW GAMES AND APPS. THESE STUDENTS ARE IN JEWISH DAY SCHOOLS, JEWISH SUPPLEMENTARY SCHOOLS, SYNAGOGUES, HOME SCHOOL AND IN NON-JEWISH SCHOOLS.

Jl's end users are (mostly) not its customers  
**Students are Jl's end users, but they're not customers.**

- Jl's customers are the people who decide:
- Whether the children in their care will use Jl
  - How often those children will use it
  - Whether and how much they're willing to pay for Jl
- These customers are nearly all:
- Teachers
  - Managers or administrators at day schools, supplementary schools & synagogues. This includes school Principals, and Heads of Jewish Studies or Ivrit, whose responsibilities are primarily managerial rather than hands-on teaching.
  - Parents



# UNDERSTANDING USER NEEDS VIA CUSTOMER DEVELOPMENT

First, we need to understand what Jl's prospective customers actually want to achieve. The possible answers might appear painfully obvious. For example:

"As a Jewish Studies teacher, I want to deliver a high quality Jewish education to my students"

"As an Ivrit teacher, I want my students to learn Ivrit"

"As a religious parent whose children don't attend a Jewish school, I want to ensure my kids still get a good Jewish education"

In customer development, we don't approach customers or prospects with a solution we've already built (or are planning to build) and ask them for "honest feedback". Rather, the overarching objective is to get a better understanding of their problems:

- What are our prospects' problems?
- Why are they problems?
- How severely are these problems perceived?
- How much money/time/growth/opportunity is lost because of these problems?
- How do they try to solve these problems?
- How much (in time or money) do they already spend on solutions?
- How effective are these solutions? What's the ROI?

We then identify patterns in their answers and feed the results into our product strategy. If we can solve their painful problems, provide a clear ROI (whether in money or time), and do that 'better' than existing solutions, then there's a good chance they'll use, value and pay for our solution.

Conversely, if the benefits to them – our customers – are perceived as trivial, non-obvious, not worth the cost/time, or not superior to the alternatives, then there's a much lower probability our solution will be used, valued or paid for.

This is key because Jl can only deliver Jewish education to students if they're required to use Jl's products by their day schools, supplementary schools or parents. A beautifully designed Jewish game which nobody uses can't do much for Jewish education.

Those are all valid and accurate high-level objectives. But they tell us little that's useful in developing Jl products which will be used and paid for.

Those high-level objectives could, in theory, be achieved in many ways, with or without using Jl at all.

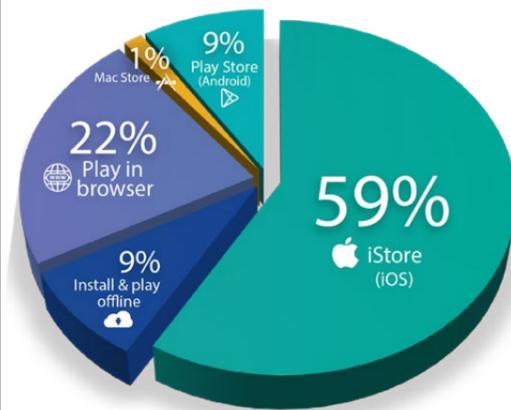
So, to make Jl indispensable, we need to understand the problems Jl's customers experience in delivering those objectives, and any extrinsic motivations or requirements which might be wrapped around them.

A good way to do that is to undertake customer development.



This table highlights the distinction between Jl's end users and its customers:

	End user	Customer
Students	Yes	No
Teachers	Sometimes (content creation)	Yes
School Managers	No	Yes
Parents	No	Yes



Access across the platforms

For Jl, the distinction between end-users and customers cannot be overstated

It's tempting and understandable to want to drive Jl strategy through the needs of its end-users. For example:

"Let's make beautiful, engaging apps so that students will run to do their homework instead of viewing it as a chore"

But, as stated, most of Jl's end-users have no power and little influence over whether they use Jl at all; how frequently they use Jl, and whether their Jl access is paid for. They are not the people to whom Jl must first appeal.

In other words, to have a real impact on students we must focus on teachers, stretching on to parents.

# JJ SHOULD FOCUS ON SOLVING PROBLEMS FOR ITS CUSTOMERS & PROSPECTS

- Of course Jewish Studies teachers want to educate their students
  - Of course Ivrit teachers want their students to learn Ivrit
- But if we can really understand why it's difficult for them to achieve those objectives, then we can tailor JJ's proposition appropriately.

**There will always be an instinctive temptation to focus product development on features which – one might imagine – will deliver Jewish education by appealing first to students. But those features will be wasted if the students are not given the opportunity to use JJ. The students will only use JJ if customers perceive JJ is solving problems for them.**

Solving customer problems is also key in getting them to pay for JJ. Many of JJ's prospective customers in schools & supplementary schools have tightly constrained budgets. It's often hard or impossible for these organizations to find new money.

So, building a compelling case that JJ enables schools/families to do more with less (i.e. establishing an ROI) can be very helpful.

It might be tempting to think that JJ is competing with other educational software. I'd argue the primary competition is books or sefarim, worksheets, games and smartboards. Understanding the nature of the competition highlights two key competitive advantages for JJ:

The competition usually needs to be paired with high quality teachers to make them effective. Yet we know that high quality teachers (and the resources to pay for them) are in short supply. Moreover, we know that school principals and administrators know this too.

The competition has limited scope to deliver other benefits to the customers. So...



## JJ USER DEVELOPMENT

We have undertaken a few customer development interviews with JJ customers and stakeholders. A full set of customer development interviews (covering a sufficient range of geographies and customer types) is outside the remit of this report.

However, even within a limited number of interviews, a few issues keep cropping up:

**1. There is a shortage of good Jewish Studies/Ivrit teachers across the spectrum**

- A. "The hardest things about teaching Jewish Studies is the lack of qualified teachers... The best and the brightest are not choosing education as a career"
- B. "Finding more, higher quality staff is the biggest thing that would improve my [working] life. It's hard to find teachers with strong Jewish Studies knowledge and a passion for teaching it"

**2. There is a shortage of money to pay for good Jewish Studies/Ivrit teachers**

- A. "There's a lot of work in being a teacher, and the pay isn't good"
- B. "Many schools have cut down on the number of Jewish Studies teachers they employ. I used to work at another school where there were 8 Jewish Studies teachers. They now have 4 Jewish Studies teachers and a part-timer"

**3. Jewish Studies/Ivrit teachers have insufficient time to execute their duties around teaching (such as marking, assessments, admin, lesson prep) and this is exacerbated by problems 1 & 2**

- A. "Every hour of teaching requires an hour of prep or administration. Roughly 30% of that time is spent on marking & assessment"
- B. "The hardest thing about teaching Jewish Studies & Ivrit is finding sufficient time to get things done and cover the whole curriculum"
- C. "Each day of teaching [by the Jewish Studies/Ivrit teachers] creates about 6 hours of marking. It would be heaven in the Jewish Studies department to automate assessments"

**4. There is a shortage of Jewish Studies teaching materials & resources**

- A. "There isn't enough ready-made content. Teachers are fairly lazy: they want everything done for them"

**5. The quality of in-school internet connectivity and WIFI networks is poor**

The sample of interview subjects & geographies is inadequate in size and breadth to conclude that JJ should focus on building around these 5 problems. But it is a helpful indicator, and offers hints of what a 'Jewish Interactive 2.0' could focus on.



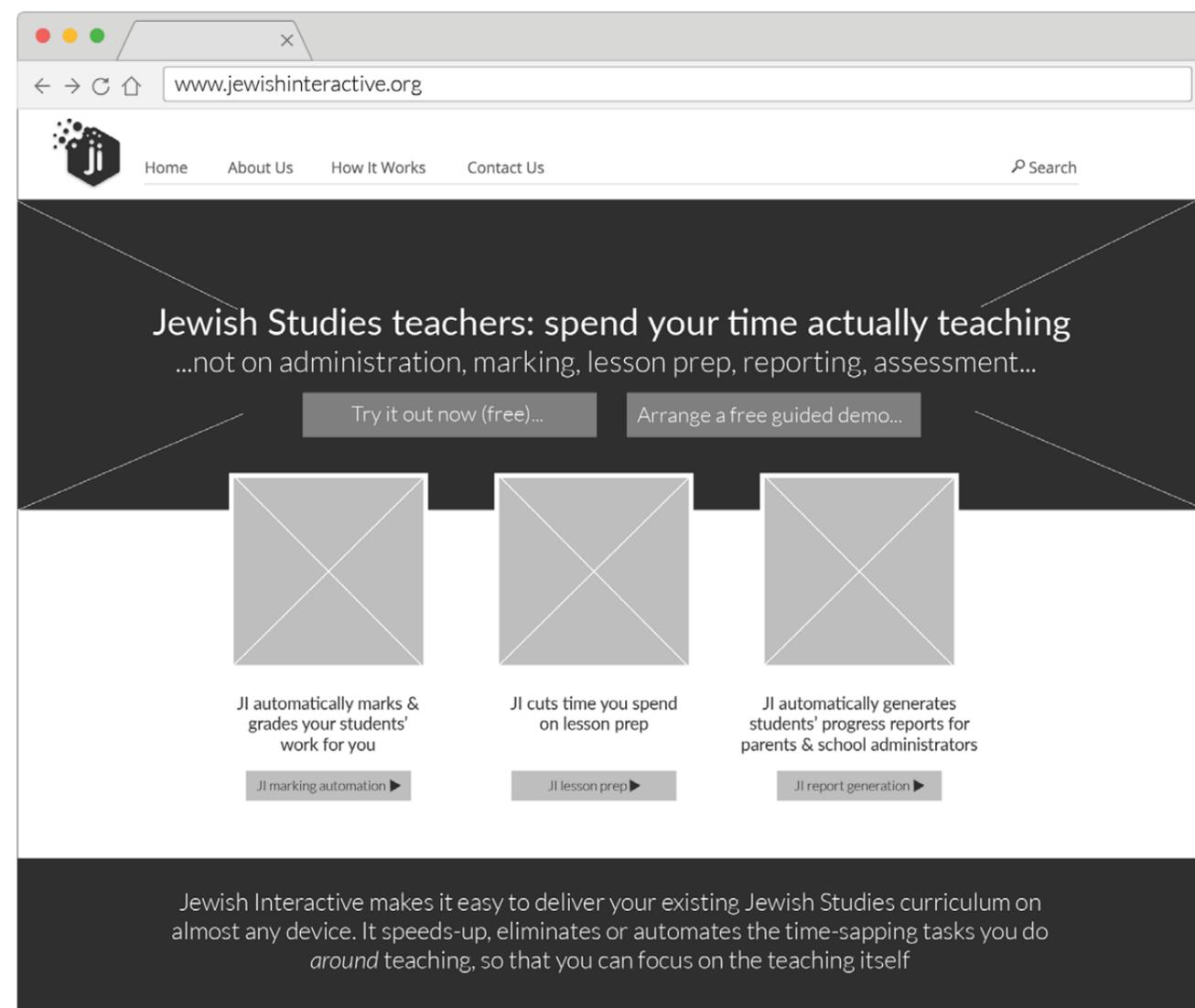
# UPGRADING JI'S WEBSITE MESSAGING

Using customer development to understand customer problems is not just about defining what gets built. It's also about helping to define messaging and marketing around the proposition. If we know that three key problems facing Jewish Studies teachers are X, Y & Z, then we lead with:

A: Showing the target audience we **know about their problems** and  
 B: Showing the target audience **how JI solves these problems**.

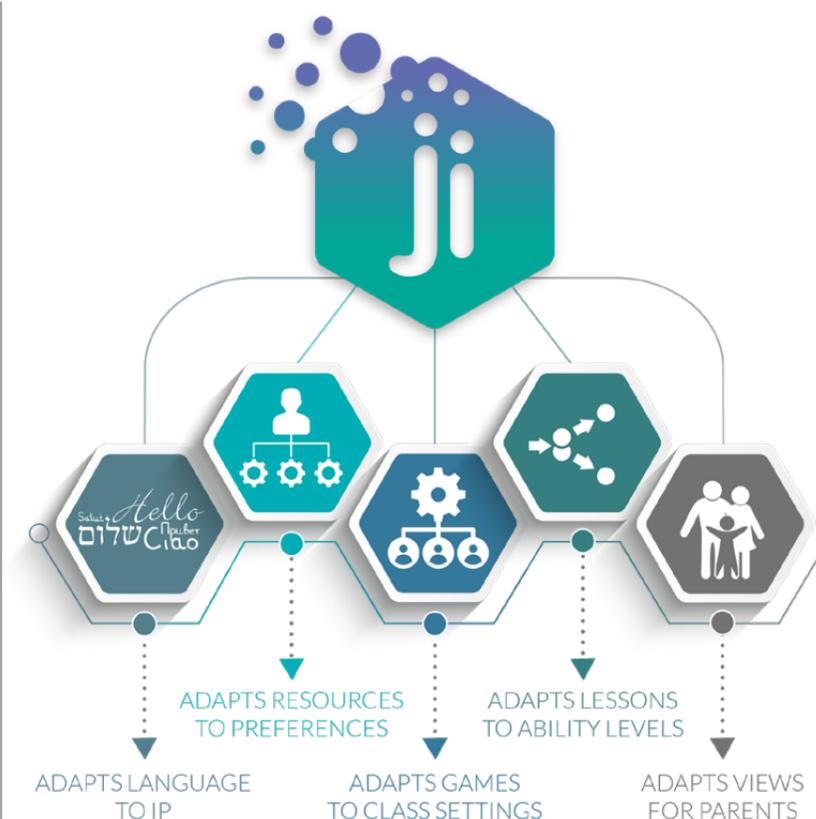
Currently the JI site doesn't clearly show how JI understands its customers' problems nor that it can solve them.

Below is a mockup of messaging for a fictional product aimed at reducing the time Jewish Studies teachers spend on non-teaching activities. This is not a recommendation for building that product, nor for using this specific choice of messaging: we haven't done sufficient customer development to conclude that would be worthwhile. Rather it's an example of messaging which is focused on selling solutions to problems for its prospective customers.



Let's unpack what's going on in this mockup:

- **Clear identification of the target audience:** Any Judaics teacher who sees this is in no doubt this page is for them.
  - **Clear & concise identification of the core problem they experience:** too much of their time is spent on necessary-but-unrewarding non-teaching activities.
  - **Focus only on three key sub-problems** which waste lots of time, with sub-headlines stating that JI solves those problems:
    - It may be there are several other time-consuming activities with which JI could also help Jewish Studies teachers. But we don't want to burden the audience with too many problems and too much detail at this point. So instead, this page focuses on one key problem which we know affects all Jewish Studies teachers (too much time spent on non-teaching activities) and three sub-activities which we've identified as being the most painful and most prevalent.
    - Focusing concisely on a limited range of problems (or even just one problem) is a key initial step in effective messaging. If we can hook the target with the first problem, then we can show how JI helps them with other things later on.
    - Strategic objectives for JI are (or should be) high-frequency long-term engagement, and repeat purchasing. With that in mind, we don't need to squeeze every message into a target's first experience with JI.
- This mockup focuses on Jewish Studies teachers. But parents are also important target customers for JI. Identifying our customers is important because we can then discern that parents' needs may not be the same as those of teachers. An important next step would be to create a separate page - specifically for parents - with messaging and user journey appropriate to their problems and requirements.



## AUTOMATICALLY TARGETING WEBSITE MESSAGING

It's now possible to automatically & dynamically update website content based on who's visiting the site. For example, if you know the person visiting the homepage is a supplementary school administrator (because they've already been cooked and/or clicked through from a specially targeted email) then the content can be dynamically amended to reflect their needs.

Online tools, such as HubSpot which we are already paying for, make this straightforward, and don't require a developer.

This kind of personalization can be powerful & effective, but it should wait until after the website has been overhauled. I.e. a website overhaul is a short-term priority; automated personalization of website content is a medium-term objective, worth spending time on after more urgent requirements have been fulfilled.



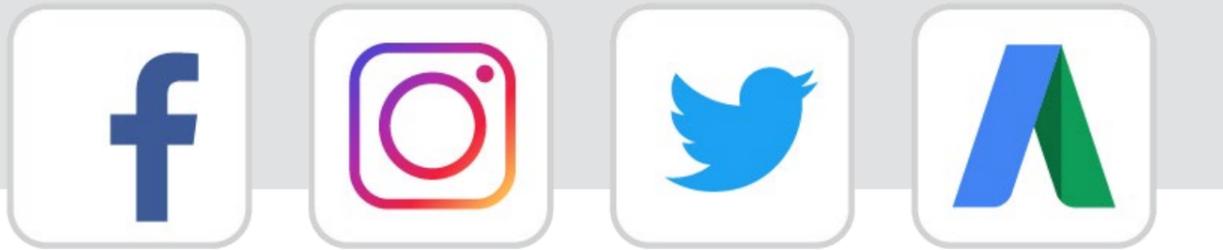


# IMPROVING MESSAGING BEYOND THE WEBSITE

The opportunity to improve JI's messaging doesn't begin and end on the website. For example, JI already has the capability to become more sophisticated with how it executes email marketing.

The specifics of user & customer engagement (or non-engagement) can be used to ensure the right messages are automatically triggered. We are using the HubSpot platform for this, and are refining email campaigns, based on data and audience response.

In addition, we have now employed a social media professional, focused on JI, who is working on Facebook, Instagram and Twitter messaging, as well as managing paid advertising (PPC) and Google AdWords (SEO), ensuring all messaging is fully optimized for SEO.



## REVENUE

### Growing revenue from paid customers

A key objective is to drive a material percentage of JI's income from paying customers, rather than relying solely on donations. The specific percentage is not yet defined, but getting customers to pay is a worthwhile goal regardless:

1. A key conclusion from meetings with current & prospective donors is that they will reward the successful deployment of their initial donations.
2. People tend to assign greater value to things they've paid for.
  - a. This is not just an abstract concept. If schools, parents or synagogues value the product then they're more likely to engage with it.
  - b. The sunk cost fallacy can also be helpful with engagement i.e. "we've bought it, so we should use it, otherwise our expenditure will have been wasted". Schools who've purchased a curriculum on a 'Deep Investment School Deal' will be especially motivated to use and stay engaged long term with what they've bought.

### Two challenges to customer monetization

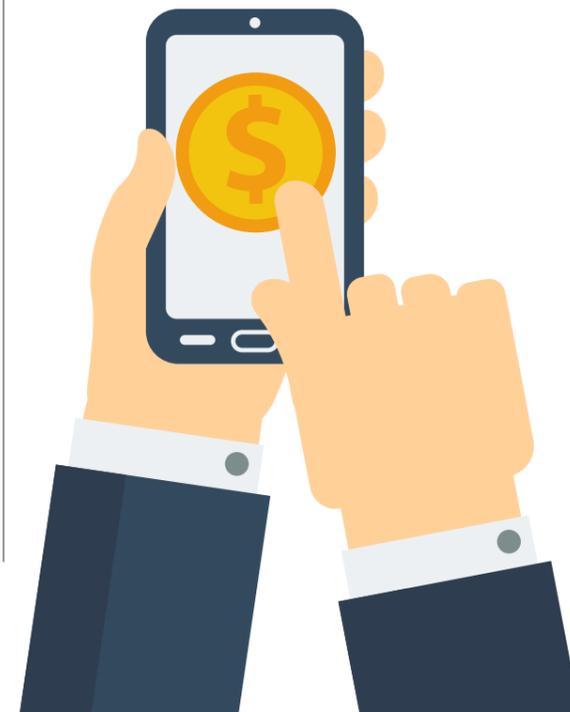
Unfortunately, JI faces two major challenges to implementing improved monetization:

#### 1. JI is currently reliant on TinyTap's platform:

- a. This constrains or prevents many or most potential 'premium' product development options.
- b. It constrains custom tracking & analytics.
- c. It prevents JI from taking control of the user experience. This is especially consequential as TinyTap's product is sub-optimal in terms of cross-browser reliability, polish and user activation experience. Poor user experience tends to be detrimental to monetization.
- d. JI's strategic objectives are not aligned with TinyTap's.

#### 2. JI has received donor funding to continue a 'business as usual' basis for two years.

However, the development of JI 2.0 (delivering improved engagement and monetization) will incur significant additional costs.



## SECTION THREE OPTIMIZING 'JI 1.0' WHILE WORKING TOWARDS 'JI 2.0'



# OPTIMIZING JI 1.0 WHILE PREPARING FOR JI 2.0

Like any well-run organization, we need to consider planning over the short, medium and longer terms. So, I've split out the recommendations below into three stages

- Stage 1: Optimize JI 1.0
- Stage 2: Research & define JI 2.0
- Stage 3: Apply for funding to build JI 2.0, enhancing TinyTap's platform and/or implementing our own product.

## FIRST STAGE: OPTIMIZE JI 1.0



Ji's partnership with TinyTap (TT) has been effective in enabling Ji to quickly deliver a functional, popular platform on which to build a compelling library of educational apps & games. As a result, thousands of students and teachers use Ji Tap in their lessons.

We know that TinyTap - as an independent company - have their own product roadmap and priorities. Therefore, it's prudent to maximize the value we get from our existing assets, without assuming that TinyTap will be looking to focus their own product development on features for Ji's benefit. There's a lot we can do here without building new software ourselves or relying on TinyTap to improve it for us.

### FIRST STAGE OBJECTIVES

In the absence of major new functionality from TinyTap, there are three key objectives for this stage:

1. Increase the number of customers of monthly active users (MAUs)
2. Increase the level of engagement per user
3. Drive revenue by replicating the 'Deep Investment School Deal'

### FIRST STAGE ACTIVITIES

#### Boosting MAUs and engagement

1. **Measurement & KPIs:** Establish baseline KPI stats (especially MAUs and engagement events per user/class/school per day/week/month) using one month of term-time data following Mixpanel installation.
2. **Sales:** New customer acquisition by getting Ji into more schools in US. This will be implemented by Ji's first US employee (or contractor) whose primary

activity will be selling into US greenfield opportunities. This will be further increased by hiring a US director and extending the US board.

3. **Sales:** Package & productize deep investment school deals to enable major new customer acquisition, higher engagement and new customer revenue.
4. **Marketing & messaging:** Implement a new website. This will present a much clearer view of Ji's proposition and value to customers, prospects and donors.
5. **Customer success:** Increase customer success activities in schools who've already signed-up but are under-engaged compared to other schools. The data from Mixpanel will be applied to ensure that customer success efforts are focused where they can do the most good.
6. **Marketing & messaging:** Produce in-depth customer testimonials which focus on how Ji has solved problems for its customers.

With email campaigns:

- A: Ensure that email lists are properly segmented
- B: Use information collected about users to trigger email campaigns appropriately
- C: Ensure that email campaign content is focused on achieving specific user actions

### MORE ABOUT THE 'DEEP INVESTMENT SCHOOL DEAL'

In early 2018, Ji secured a partner school who paid \$27,000 to place 24 branded games based on their curriculum on Ji Tap and train their teachers. Once finished, this deal alone exceeds all of 2017 Ji Pro revenue. We have named this a 'Deep Investment School Deal'. This raises a number of questions, but the one I'll focus on here is whether this type of deal is:

- a one-off
- or
- can be replicated with other schools.

Shortly after securing this deal, another school in New Jersey came to us requesting a similar deal.

To maximize the probability of replicating the deal with other schools, we need to 'productize and package' the proposition. Doing so will create intent-to-buy amongst prospective customers, and then actually get them to act, for example arranging a call and a demo.

Deep investment school deals will become a new offering, with their own page on the website, and carefully structured pricing plans. It will subsequently require face-to-face sell-in with wealthy schools, or schools with plausible access to external funding, for example, via US Federations.

Productizing and packaging deep investment school deals can be an important driver of new customer acquisition in the US. But it's also a way of embedding Ji much more deeply in those schools, by making Ji central to the delivery of their Jewish Studies and Ivrit curricula.

Moreover, deep investment school deals deliver:

- A: Direct revenue to Ji, via the one-off and ongoing subscription fees the schools pay
- B: A strong success signal to prospective new donors

It'll be important to undertake customer development with key school stakeholders. We want to obtain the maximum detail on why the deal was appealing, how the deal (and Ji) fit in with their broader objectives, and how Ji solves problems for them. What are their expectations of the deal? How do they anticipate it will affect their delivery of Jewish education? Are there practical implications around Jewish Studies teacher requirements? We want to understand if there are differences in perception between the teachers and the school administrators (or other stakeholders) who were involved.

Some of the feedback from deep investment school deal customer development may help inform stage 2.



**TECH & IMPLEMENTATION**

- High level spec
- From a high level, how are you going to implement this?
  - Who will (or could) build it?
  - How long will it take?
  - How much will it cost?
  - How will customers migrate from JI 1.0 to 2.0?

**REVENUE STRATEGY**

- How will JI 2.0 be monetized?
  - Who pays, how much and what for?
  - Are there multiple revenue streams, and if so, what's their anticipated relative importance?
- What are the key assumptions underlying the revenue strategy?
  - Why do you believe customers will pay for this?
- Are there any assumptions around churn/retention?
- What is the size of the serviceable addressable market?
- What are the revenue projections for the first 12 months?
  - What will success look like?
  - What will failure look like?
- What are the non-revenue KPIs?

**ROUTE TO MARKET, CUSTOMER ACQUISITION & MESSAGING**

- How are you going to acquire new customers?
  - Which channels will you use for customer acquisition?
  - If you're using paid channels, what are the plausible costs?
  - Will there be a sales team? If so, what form will it take?
- What are expectations around sales cycle lengths?
- What are your thoughts on messaging?

**HIRING**

- Who will need to be hired to realize this vision?
- What are they going to need to be paid?



# SECOND STAGE: RESEARCH & DEFINE JI 2.0

There is a lot we achieve by optimizing the way we deploy the product we already have (see above). But we must assume that, in the longer term, further product development will be needed:

- To continue growing product engagement
- To fix bugs and limitations in the core proposition
- To ensure JI comes to be perceived as indispensable in delivering high quality Jewish Studies and Ivrit education

It's critical therefore to ensure that future product development is focused on making improvements which will be perceived by our customers as solving their problems.

There are two main steps here:

- 1. In-depth customer development**
- 2. Define JI 2.0**

- Vision
- Product strategy
- Tech & implementation requirements (including costs)
- Revenue strategy
- Route to market, customer acquisition & messaging
- Hiring

**1. CUSTOMER DEVELOPMENT**

As we've discussed above, customer development will be instrumental in defining the product to ensure it solves worthwhile problems for customers. We've already done some interviews with JI customers and prospective customers, enabling us to identify important problems they face delivering Jewish Studies/Ivrit - with or without JI. Crucially, some of these problems could be solved with JI, by iterating on the product.

**2. DEFINE JI 2.0**

Here, JI will be defining its future based on solving its customers' problems as a means to delivering Jewish education using modern tools.

The process is pretty similar to the preparatory work an experienced startup founder would undertake when starting a new company. Here are some of the key questions to be answered:

**VISION**

What are JI 2.0's high level objectives?

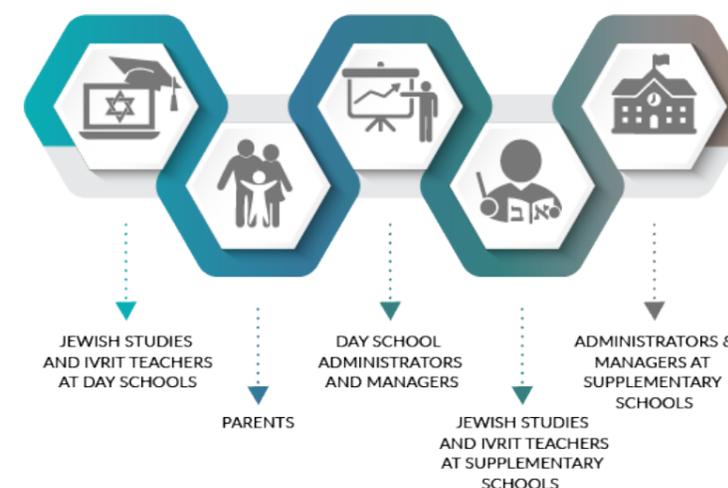
**PRODUCT STRATEGY**

- What are you going to build in order to fulfil your high-level objectives and solve your customers problems? Why do you think this will solve their problems?
- What are the key risks?
- Why/how is this better than other solutions / competitors?

**DEPLOYING EFFECTIVE REVENUE STRATEGY BY UNDERSTANDING JI'S OBJECTIVES AND CUSTOMER PRIORITIES**

This document has discussed in depth the centrality of JI focusing on problems and solutions for its customers. We've also discussed how those customers are not a single amorphous group, but rather split into different customer profiles, including:

- Jewish Studies and Ivrit teachers at day schools
- Parents
- Day school administrators and managers
- Jewish Studies and Ivrit teachers at supplementary schools
- Administrators & managers at supplementary schools



Acknowledging that different customers have different needs may seem like a fairly banal observation. But it is consequential, not only on what gets built, but also on how it gets priced.

JI 2.0 will come with separate pricing schemes appropriate to each major customer type.

Each pricing structure will reflect the contrasting priorities of different customer types, and the different target KPIs which JI might apply to those groups.

We can see the very beginning of this approach with the deep investment school deal. A customer who wants to pay more and can afford to pay more has been identified. A new proposition has been created for them: effectively a bundle of bespoke content paired with extra support.

The next step is to ensure that JI really understands the needs & requirements which drove this sale from the school's perspective (i.e. what problems is this solving for them?) so that the proposition can be 'productized and packaged' and then sold on to other schools with similar problems and available resources.

# MONITORING & EVALUATION

Due to the digital nature of our programs, we are able to collect detailed usage data and compare, evaluate and report on all aspects of the platform. We are also keen to measure the impact Ji Tap has on learning retention and engagement.

Thanks to the generosity of the Avi Chai Foundation, JI will be conducting an in-depth impact study in three different settings in the USA. We will be carrying out controlled studies in a large Jewish day school, a supplementary school and a smaller community school, to evaluate the effectiveness of Ji Tap on Jewish and Hebrew learning. We will also be looking at using STEM in Jewish education and stretching Judaic study time.

This report will be circulated in partnership with the Avi Chai Foundation in 2019.



# IN SUMMARY



The next 24 months will be a time of consolidation, focus and ensuring that we are truly meeting our users' needs.

This will be rewarded with expansion, growth in deep user base and the development of a sustainable revenue stream.

I am fully aware that we need to expand the team both in the USA and Israel to meet the specific goals we have set and managing a growing global team will come with its own set of challenges. The organization has been set up to deal with this expansion and I am confident that JI will deliver its goals.

In order to optimize both investment and dedicated resources, JI is behaving as any growing global educational technology business. It is our full intention to reduce the reliance on philanthropic donations as we grow, and rather rely on our excellent tools, content and training. However, it is important to have in mind that JI is first and foremost a non-profit organization, founded and dedicated to bringing the highest quality Jewish education and Jewish educational technology tools to as many people as we can, and that will be our defining goal and main measure of success.

*Chana Kanzen*  
CEO  
February 2018

# THE JI TEAM



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Ji Tap Senior Educator



Anat Goodman  
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Nessya Komer  
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Jessica Hurwitz  
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Carina Rock  
USA Ji Trainer



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