

**CONTENTS**

**Overview**

**Marketing Sources.....1**  
**Converting Teacher Leads.....3**

**Detailed**

**Goals and Strategy.....4**  
**Outreach: Online.....4**  
**Outreach: Resume Harvesting.....8**  
**Outreach: Partnerships.....8**  
**Outreach: Events.....10**  
**Outreach: Referral Campaigns.....10**  
**Conversion.....11**  
**Messaging/Collateral.....12**  
**Post Acceptance Activities.....13**

**OVERVIEW**

**RISE Teacher Acquisition: Identifying new RISE Teachers**

The goal of the teacher acquisition campaign is to find teachers with at least a year of full time teaching experience in a school serving a low-income community who are seeking a new school and might be a fit for RISE Partner Schools. Currently, outreach has begun in February and continues through the end of August. The opening of the outreach campaign should begin earlier.

**Marketing Sources**

RISE has, to date, actively signed up teachers during the job seeking season from February to August. The RISE marketing campaign focused on four general sources: online advertising, referrals, partnerships with induction programs and other organizations, and in-person events.

1. **Online advertising:** Web advertising accounts for over 50% of RISE Teachers who join the Network. To date the most successful online sources have been Google Ad Words and Craig’s List, but RISE is always looking for new providers, especially ones that target high needs groups (teachers of color, high school Math/Science).
2. **List servs, etc (related to above, but are free):** RISE also looks for opportunities to be included in direct marketing campaigns. Some examples include Chicago Public Schools Math and Science list serv, Bay Area and Los Angeles Edupreneurs and associate emails.
3. **Referrals:** Word of mouth referrals account for about 10% total applicants, but generally have a higher acceptance rate than the general population. This type of networking yields strong candidates.
  - o **Former RISE job-seekers:** RISE Teachers are a great source of referrals, as they know other high-quality teachers in similar situations. As an incentive, we give

teachers a \$15 gift certificate (\$25 for high needs teachers) to Amazon.com for each teacher they refer who is accepted.

- **Others:** RISE sends out solicitations to our constituent base through quarterly newsletters.

#### 4. Partnerships

- a. **Induction programs:** RISE is unique in its focus on teachers between years 2 and 5 of their teaching careers, and a great partner for induction programs who get teachers into the profession. Teach for America (TFA) is one of RISE's most valuable sources of teachers, and the organization is both high-quality and mission-centric. We have developed strong relationships at the regional and national level, and most importantly with the offices in our key metro areas. RISE markets to TFA corps members in a variety of ways: attendance at corps member events, email blasts, and postings on the Office of Career and Civic Opportunities (an online searchable database of job postings for TFA alumni). Other regional induction programs (e.g. Inner City Teaching Corps (ICTC), Chicago and Beginning Teacher Support and Assessment (BTSA), Bay Area) are also high priority.
- b. **Other programs:** RISE also works to establish relationships with other organizations focusing on teachers in low income communities. Some current partnerships include DonorsChoose (national) and the Golden Apple Teacher Education Program (Chicago).

5. **In person events and conferences:** Starting in January, RISE staff members attend job fairs and conferences to directly find teachers. Job fairs or events hosted by partner organizations such as California Charter School Association (CCSA) and Teach for America (TFA) have the best yield. RISE collects interest cards from teachers, and follows up with a series of emails to convert teacher applications.
6. **Resume Harvesting:** Some teaching job sites have a resume search function. TFA's JOB website is checked weekly during the program season to identify application to reach out to. Larger teacher job sites (e.g. Ed-Join and Illinois Education Job Bank) have been attempted with little return on investment.
7. **Reactivation:** Refers to teachers who have used RISE in the past as a job seeking resource. RISE reaches out to them annually to see if we can be a resource in the present year. (The goal is never to poach from our Partner Schools but to be a resource for those who are seeking a position).

#### Tracking Acquisition Success

RISE creates landing pages for online postings, email blasts, and newsletters to track the number of hits a source receives. This information is recorded biweekly as part of a matrix that also

includes applications, acceptances, attributed to a source. These are reviewed in biweekly metro area program meetings to identify potential areas for improvement.

### **Converting Teacher Leads**

Through the above marketing sources, some teachers complete the application. Other become leads (potential applicants). Major sources for leads are:

- Request for Information (RFI) forms on the RISE website – teachers who are not ready to complete an application may fill out an interest form to request more information or submit a specific question
- Partial Applications – teachers who begin the RISE application but do not complete it.
- Direct contact with RISE – teachers who call or email RISE directly (often after seeing a job posting)
- Events – interest cards capture leads from events
- Referrals – generally through the RISE website
- Resume Harvest - as above

Teacher leads are captured in Salesforce. If sufficient information is provided, the TAQ team vets the leads for minimum qualifications and desirability (strong vs. regular).

To convert leads into applicants, RISE uses follow up emails and/or phone calls to teachers with additional information about the program and anecdotes from RISE teacher success stories.

The goals are to “sell” them on the program, while emphasizing the type of teacher we are seeking (to self-select out those who may not be qualified or desirable, while not discouraging those who could be a fit). The messaging throughout is extremely important, and RISE revisits it each year to ensure it is clear and provocative.

## TAQ Goals and Strategy

### *Goals*

Goals for number of applications and number of acceptances are set at the beginning of each program year. The starting point is the desired number of matches in each metro area which, to date, has been based on the one match per school goal. Working backwards, two numbers of are needed to get to the application and acceptance goals:

- Ratio of AJS:match → acceptance goal – how many Active Job Seekers on RISE are needed to generate one match (To date, based on historical experience. In 2007, this was 1:3. In 2008, this was 1:4). This tells how many accepted AJS are needed to meet a given match goal.
- Anticipated acceptance rate → application goal - % of applicants who will be accepted to the Network. (To date, 30% in Bay Area and Los Angeles, 25% in Chicago). This tells how many applicants will be needed to generate the number of acceptances required.

To date, goals at the beginning of the year have been set at the overall metro level without specific regard to the distribution required by subject area or school type (elementary, middle, high). This will change going forward.

### *Marketing Strategy*

Marketing strategy has been created based on previous sources of success and potential areas for growth. Previous year results are summarized by sources of applicants and goals for future outreach are set based off of this.

### *Related Documents* (all in TAQ Goals and Results folder)

- TAQ Goals 2008\_Master – 2008 TAQ goals, 2007 results, 2008 Marketing Strategy and 2007 results
- TAQ Profile of Teachers\_2007\_2008 – shows high level stats of teacher
- BiWeekly HitsAppAccept Summary 2008 – biweekly summary of marketing results by metro

## Outreach: Online

Major Sources (Note: There is an Account for each source in Salesforce)

### *Paid Postings*

- Craig's List (BA, LA, Chi) –
  - Current Practices
    - postings done 2x/week (Tues., Fri.). In the Bay Area, we alternate the subarea (East Bay, San Francisco, Peninsula, or South Bay) based on schedule found in Salesforce account.
  - Future Improvements
    - We have done careful experimenting timing of postings (day of week, time of day) or # per week to produce the best return on investment.
- Ed-Join (BA, LA) – Major source for districts and schools posting education job openings in California.

- Current Practices
  - RISE has a “district account” that we use in the Bay Area (Oakland/SF). Access at [www.edjoinadmin.org](http://www.edjoinadmin.org) (log-in: kris/teachers).
  - We are riding under the radar with this account since these are only supposed to exist for direct education providers. It is significantly less expensive (one annual membership fee) and allows unlimited job postings.
  - RISE purchases postings for San Jose (Santa Clara County) and Los Angeles. Purchasing in bulk is for a longer period of time is less costly. In 2008, we had 5 postings in San Jose and 6 in Los Angeles. Jobs are grouped by school type (middle school high) and subject areas are sometimes combined. (Diana Donnelly at Ed-Join is the contact for purchasing postings.)
  - Splash Ads: These are banner-like ads that are visible when a teacher comes onto Ed-Join’s homepage. We have purchased 1-2 weeks of ads during peak job seeking periods.
- Future Improvements
  - Job Search: We need to be familiar with how teachers search for jobs. Creating a teacher profile and experiment is valuable. Teachers can search for keywords in job titles (e.g. subject areas or grade levels). This may effect posting titles and categorization of grade levels for postings.
  - Apply through Ed-Join or through RISE: We require teachers to come the RISE website to apply. There may be value in high needs areas to allowing teachers to apply through Ed-Join – teachers have created profiles and when the “apply” on Ed-Join, their profile is sent to the district HR rep. (You have to pay to have this feature enable, but it may be operative in our district account.) We can screen their resumes and send them a follow up email to have them complete the RISE app.
  - Integration with Salesforce: This is a bigger technical item, but if we were able to form a partnership with Ed-Join whereby teachers who have completed their profiles could automatically create a RISE application (not having to duplicate what they have filled out), they would only need to do what is not included in their Ed-Join profile.
- Illinois Education Job Bank (Chi) - Major source for districts and schools posting education job openings in Illinois. Not as well-known as Ed-Join but still widely used.
  - Current Practices
    - RISE has an administrator account that allows us to post unlimited job postings each year.
  - Future Improvements
    - Same as Ed-Join above.
- California Charter School Association (BA, LA)
  - Current Practices
    - RISE is a Vendor Member and, as such, can post job opportunities. Few hits come through this.
- Illinois Network of Charter Schools (Chi)
  - Current Practices

- Any charter school or education non-profit can post jobs. Postings last 3 months.
- Careerbuilder (Chi) – Has been the best of the hefty paid sources that are not teacher-centric (Monster, HotJobs, etc.). Still not a significant return on investment.

#### *Free Sources*

- Teach For America Job and Opportunities Board (JOB) (BA, LA, Chi)
  - Current Practices
    - RISE has an employer account that allows us to post unlimited job postings each year.
  - Future Improvements
    - TFA recently changed their interface significantly. Explore the sight and talk with their staff to understand how teachers will search for jobs.
- Google AdWords – Ads that show up during a Google search. Because it casts a wider net, teacher quality is generally more variable.
  - Current Practices
    - RISE has a grant from AdWords that appears to be unlimited in time.
    - We are currently managing two campaigns on AdWords that focus down by regions and key search terms.
  - Future Improvements
    - AdWords has a robust analytics program that can help drive modifications to Ads and Keywords. It is worth investing time to learn more.
- CPS Math Listserv / CPS Science Listserv (Chi)
  - Current Practices
    - This is a listserv to which we can post job opportunities.
    - Post 1x/month
- Schools of Education
  - Stanford University (BA)
    - Directions for posting – <http://ed.stanford.edu/suse/career-resources/index.html#network-central> (also in Salesforce)
    - Bay Area Executive Director generally cultivates the relationship with the School of Ed personnel. TAQ staff handles job postings.
  - Northwestern University (Chi)
    - Contact person [David Renz](#)
  - University of Illinois at Chicago listserv (Chi)
    - Contact person [Mike Herkes](#)
- National Middle School Association
- Coalition of Essential Schools - [http://www.essentialschools.org/pub/ces\\_docs/about/jobs/jobs.html](http://www.essentialschools.org/pub/ces_docs/about/jobs/jobs.html)
- Bay Area Edupreneurs Listserv, LA Edupreneurs Listserv (BA, LA)

*Other Potential* – national job boards that have been less effective but may be better as RISE grows.

- Facebook advertising - This was tried minimally with little success but allows for targeted outreach by metro.

- Scholastic SchoolJobsNow – RISE was contact as an early source of job postings for them.
- EducationAmerica.net

	# of seekers	# of schools posting jobs	Cost	Notes
Topschooljobs.com	600,000		\$395/mo	
Edupostings.com		2 in CA on 3/11/08	FREE	OTF posted
Teachers-teachers.com	486,743	Waiting on this.	Annual: Non profit discount \$3200 IL, \$2300 CA	Included: mass emails to qualified candidates
Teachers.net		2	\$79/60 days	OTF and TCC posted
iHireSecondaryTeachers.com	Bay area: Admin: 384, Teachers:794, Secteachers: 684	Not very many. The only schools that came up under our zip codes were due to them being national hires.	\$245/60 days	I would like to question the validity of the # of seekers in the Bay Area. There are not very many jobs offered.

*Best Practices*

- Posting Date: For postings that endure over the program year, update posting date every 2 months – 1 month to show recency for job-seekers. This also sometimes moves up job postings in lists that are done by data posted.
- Content of Postings: Set formula of info: school locations, subject areas available, contact information (varies by site – stronger postings sources like TFA should include more direct contact information), key messages (like timely updates - be first to get up, principals hiring now, # of jobs, etc.)

*Metrics Tracking*

To date, hits from each source has been tracked through a counter in our custom MySQL database tied to website landing pages. These numbers were reported for major sources in bi-weekly program team marketing meetings.

*Relevant Documents*

- Job Posting Examples (in Collateral – Print, Online > Online)
- BiWeekly HitsAppAccept Summary 2008 – biweekly summary of marketing results by metro (in TAQ Goals and Results)

**Outreach: Resume Harvesting**

Ed-Join and the Illinois Education Job Bank have areas in which employers can search teacher profiles. TFA JOB also had this but with its newest update this has changed significantly.

#### *TFA JOB*

Resumes were searched weekly and candidates were contact immediately to encourage them to use RISE as a resource. Because of the quality of these candidates, the time investment was valuable.

#### *Ed-Join*

Sent one blast each year for Bay Area and one for LA based on lists pulled at the end of May. This is a time intensive process given Ed-Join's functionality (since it was not possible to filter out teachers from large lists pulled based on their length of experience). There was also danger of overlapping teachers on multiple lists since teachers can indicate as many districts they are interested in.

#### *Illinois Education Job Bank*

Currently candidates must be searched one at a time. Time intensive with minimal return on investment.

### **Outreach: Partnerships**

#### *National-Regional Relationships*

Local metro executive directors have maintained the face-to-face relationships with key program partners for both school and teacher outreach. The role of the national team is to support with collateral, follow through for postings, and to maintain national relationships.

#### *Metrics Tracking*

Teachers self-report if they heard about RISE through TFA or another Professional Organization. In the Salesforce Account record for each program, a Note is kept of teachers who have applied from that program (for future follow up).

#### *Teach For America*

The national TAQ team develops relationships with all TFA regions in which RISE does not presently work. The goal is to get the word out to finishing 2<sup>nd</sup> year corps members/alumni that may consider moving to a RISE region.

Each region has a contact record in Salesforce. There is a note in the Notes section of the Account record that identifies the relationship and history with them. There is also a note identifying applicants that came from that region each year. Below is a planned strategy from 2007 that could be adapted going forward. Developing a great branding recognition by attending Opportunities Fairs at local TFA area summits and getting buy-in from key program staff members to understand how RISE forwards TFA's mission by helping teachers stay in the classroom are important development areas.

#### *TFA 2007 Strategy*



1. Initial Contact
  - a. Timing
    - i. 2007 Goal
      1. Summer: Program calendars are set for the coming year. This is good for cultivating longer-term relationships but is not necessarily best for the coming year's recruitment since it is so early before job season.
      2. Early November: PD's are getting into some routine working with corps members (knowing this is still an intense period)
    - ii. 2007 Actual
      1. Early January: The strategic planning did not allow for contact in the fall. The goal is to make initial contact by email with previous contacts and cultivate relationships with each region by phone by the end of January.
  - b. Contact
    - i. TFA Alumni Magazine – get published in there
    - ii. Initial Email
      1. Happy New Year, appreciation for past work together
      2. Two pieces of information by email:
        - a. Events calendar for coming year
        - b. Staff list updates
      3. Request for phone check-in
    - iii. Phone Check-in
      1. Preparation: review notes on region from previous year's outreach.
      2. Areas of need for outreach:
        - a. Who is the point of contact for sharing information with:
          - i. 2<sup>nd</sup> years (especially next steps conversations): PD's, ED or alumni director
          - ii. Alumni
        - b. Opportunities to meet in person with PD's (if that region would yield sufficiently)
        - c. Communication possibilities
          - i. Email blasts: confirm info from previous year
          - ii. Other opportunities: sending fliers, etc
  - c. Outreach Strategy
    - i. TFA Regional Staff
      1. by mid-February: conversations with the point persons for 2<sup>nd</sup> years and alumni
      2. print collateral sent as needed (for conferences, individual dissemination, etc.)
      3. by mid-February: schedule staff visits or other contact as needed (if applicable)
    - ii. Email blasts
      1. First blast to go out late January/early February
      2. Timeline: Week of
        - a. 2/5

- b. 3/5
  - c. 4/9
  - d. 5/6
  - e. 6/3 (if needed)
3. Messaging: short, sweet, to the point (jobs, LI, high ex)

### **Outreach: Events**

Events have not been a significant source of teacher applications but do allow us to build brand visibility.

- *Common Events*
  - Illinois Network of Charter Schools (INCS) charter school job fair (Chicago)
    - Held in March
    - RISE is a partner in getting out information to teachers (did not do this year)
  - TFA events (Bay Area, LA, Chi, National)
    - Attended leadership summits – Opportunities Fair participants
    - Reach out to regions to determine events that 2<sup>nd</sup> years/alumni attend where RISE could have a presence
  - California Charter School Association (CCSA)
    - CCSA has two job fairs – SF and LA
    - Charter school focus solely so strong alignment
  - CAEE (Cal. Association of Employment in Education)
    - has two fairs – Dublin and Long Beach
    - usually larger school districts from around the area – teachers do not necessarily have RISE geographic focus or RISE demographic

### *Responsibilities*

- National team does event prep – collateral (**SEE EVENTS CHECKLIST**)
- Local fairs done by national with regional executive director support

### *Relevant Documents*

- All documents in Events folder

### **Outreach: Referral Campaigns**

RISE does 2-3 major referral campaigns during each program season to urge our database of teachers who have used RISE in the past to pass the word along about RISE to their colleagues who may be seeking a new job. An incentive of a \$15 gift certificate has been offered (\$25 for high needs teachers) for each teacher they refer that applies and is accepted.

VerticalResponse, the large-volume email delivery system used in conjunction with Salesforce has been the main vehicle.

### *Program Year Launch*

An email is sent to all teachers who have used RISE in the past informing them of program changes and encouraging them to reactivate if they are seeking a job or if they

*April/May Push*

An email is sent to all teachers who have used RISE in the past or are presently using RISE with message – know this is the time when folks are looking for jobs, refer a teacher, incentive.

*End of Summer Push (July)*

An email is sent to all teachers who have used RISE in the past or are presently using RISE with message – jobs still open, may know people who are looking but didn't plan to before, incentive.

*Metrics Tracking*

VerticalResponse provides metrics tracking on opens, click throughs, bounces, and opt outs. See VR Statistics tool in [mcosta@risenetwork.org](mailto:mcosta@risenetwork.org) login for Salesforce.

*Relevant Documents*

- Reactivator Email 2008 and Referral Push Email (in Collateral – Print, Online, Email > Email)

**Conversion***Sources*

As described above, teachers who are potential become leads. Major sources for leads are:

- Partial Applications – teachers who begin the RISE application but do not complete it.
- Request for Information (RFI) forms on the RISE website – teachers who are not ready to complete an application may fill out an interest form to request more information or submit a specific question
- Direct contact with RISE – teachers who call or email RISE directly (often after seeing a job posting)
- Events – interest cards capture leads from events
- Referrals – generally through the RISE website
- Resume Harvest - as above

Teacher leads are captured in Salesforce and the lead sources above have been addressed in two separate groups: (1) partial applications and (2) all others.

*Vetting Leads*

With both groups, if sufficient information is provided, the TAQ team vets the leads and assigns them a status in Salesforce that informs our approach to follow. Candidates who do not meet minimum qualifications or otherwise have flags are vetted out.

The remaining are assigned a Strong or Regular designation (strong for high needs subject candidates, Teach For America alumni, other characteristics that make a teacher appear like a high value prospect).

Two follow ups have been used, based on analysis of past experience that the rate of return after two follow ups drops significantly. In general, for Regular teachers, both follow ups occur through mass email – one initial, one two weeks out. For Strong teachers, an initial email is sent and the regional Executive Director has the option of following up with a phone call.

*Online Information Sessions*

In 2008, RISE began piloting online information sessions for teachers to learn more about the program. GoToWebinar.com was used as the technology tool for presentations. A powerpoint (available on our website) was the presentation with the ability to respond. We had little success in attendance, but given its success with other RISE partners (New Leaders for New Schools, Teach For America) it remains a powerful potential tool as RISE grows.

*Other Groups for Outreach*

There are old leads and previous applicants that should be reached out to:

- previous year leads, lead status=Not Suitable: Experience, Qualified (in process), Qualified (Archived)
- leads from two years ago, lead status=Not Suitable: Credential, Not Suitable: Experience, Qualified (in process), Qualified (Archived)
- previous year Partial Applicants who do have Campaign Status NOT EQUAL TO Applied Under 2<sup>nd</sup> Email, Archived: Don't Follow Up
- previously rejected teachers, RISE Rating=Not Qualified, Deny with Encouragement
- previously rejected teachers, Reason for Rejection=Did not complete RISE processing, Application withdrawn by teacher, No position at present

*Metrics Tracking*

To date, conversion metrics have not been consistently tracked. Establishing a clear system for tracking is needed.

*Relevant Documents*

- all documents in Conversion folder

**Messaging/Collateral**

TAQ is responsible for generating its own program messages and collateral.

Currently, two times per year, RISE revisits its key organization messages (including key phrases, buzzwords, and core messages). With this as a starting point TAQ develops its core messaging platform – key selling points, description of desired applicants and requirements. Additionally, specific messages are developed for various times in the program year (e.g. apply early-be the first teacher principals see, principals are hiring now, etc.)

These messages are woven into the website, print collateral, online job postings, and email response templates. Because teachers are the most common visitors to the website, the TAQ team is responsible for maintaining the teacher outreach related elements of the website (Teacher Employment pages and, usually, the RISE homepage.)

*Relevant Documents*

- Teacher Messaging 2007\_Final\_Dec 2007 (in Messaging)

**Post-Acceptance Activities**

*Acceptance Packets*

Teachers that are accepted to RISE receive (in addition to email notification) an “acceptance packet” through the mail that includes a welcome letter from the regional ED with his/her business card and an instruction packet for Network use. These are sent by the national teacher program at the end of each week.

*Deactivation Surveys*

When AJS deactivate (end their active job seeker status) they are prompted to complete a brief survey identifying the reason for ending their search and, if there have found a teaching job, where they will be working. In 2008, a second survey was sent to deactivators every two weeks to collect feedback on their RISE experience. Next year, this will be an automated process through the portal.