Secondary Mathematics Teacher Recruitment Campaign
Module 2: Campaign Planning

Produced for and by the
Marketing to **A**ttract **T**eacher **H**opefuls (**MATH**)
Research Action Cluster

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Module 2: Campaign Planning

Author Alan Lakein and founding father Benjamin Franklin are both credited with the concept, "failing to plan is planning to fail."

Welcome to **Module 2** of the **Teacher Recruitment Campaign** guide designed to assist teacher education programs in recruiting teacher candidates for a career in secondary mathematics teaching. This module explains in detail the campaign planning process. Because **Campaign Planning** is critically important and multi-faceted, this module is divided into the three sections:

- **Section 2.1: Campaign Overview**
- **Section 2.2: Research, Strategies and Tactics**
- **Section 2.3: Planning for Launching a Campaign**

The purpose of this second module is to provide those who intend to launch a teacher recruitment effort with a planning process that will assure success of the campaign. The module within its three sections will provide information and guidance on the key **steps** to planning a recruitment campaign:

- Step1 Identifying the Target Audience or Audiences
- Step2 Research to Support the Campaign Strategies and Tactics
- Step3 Determination of Strategic Objectives and Campaign Tactics
- Step4 Budgeting (funding)
- Step5 Timeline
- Step6 Implementation Plans or Requesting Proposals
- Step7 Launching the Campaign
- Step8 Evaluation

A Campaign Flowchart as a Word document of the eight planning steps is summarized in diagram within the document available here.

Section 2.1: Campaign Overview

A successful mathematics teacher recruitment campaign discovers, informs and provides persuasive messaging to encourage qualified individuals to become teachers. Teacher recruitment campaigns may target middle, high school or college students; individuals such as engineers or other professionals with a background in or aptitude for mathematics; as well as parents, guardians, family, and friends of students who influence decisions. The campaign may also have a goal of reaching under-represented groups that do not typically make up the current pool of teachers.

We want you--to teach!

In general, a recruitment campaign is designed to create a desire to respond to particular calls to action from a communicator to an audience. Sometimes the communication involves multiple channels or multiple phases. Particularly in a recruitment campaign, calls to action are often explicit and specific. One of the most recognizable images of recruitment in contemporary culture is the Uncle Sam posters painted by James Montgomery Flagg and used as a call to action tactic to recruit for the armed services during World Wars I & II (American Treasures of the Library of Congress, 2014).

> **A Successful Recruiting Campaign Uses Easily Identifiable Symbols
> and Language that Motivate the Target Audience**

"Particularly in a recruitment campaign, calls to action are often explicit and specific."

Images of this tactic can be seen in many other areas and interestingly, even in the 21st century, the direct appeal via a visual poster was seen as an effective tactic to generate interest in STEM teaching, (http://hyperakt.com/items/teach/), (Ranta, Dickey, & Triskett-Martin, 2014), (http://blowmindsteachstem.com/), and (Abell et al., 2006).
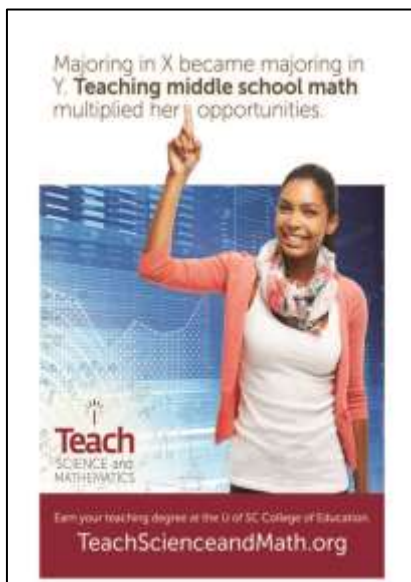
More globally, the concept of reaching out with a direct appeal for a change in behavior is a well-established communications technique and has considerable merit, even when modernized to accommodate the multiple options of digital media (Abell et al., 2006). But before delving more deeply into a discussion of tactics, analyzing the fundamentals of a recruitment campaign and how it is designed to function can help those planning better understand effective tactics.

A recruitment campaign is a subset of the more universal communications campaign. It is a structured, disciplined approach to solving problems with quantifiable results in the communication arena. Typically communications campaigns, including recruitment campaigns, will involve multiple steps, which when combined will produce a planning road map to success (Wilcox et al., 2009; Bobbitt, &

Sullivan, 2009). In general, communications for a recruitment campaign can be described as a series of phases or steps.

> **"A campaign is a conscious selection of information, strategies and tactics designed to communicate a series of points, which affect change in awareness, behavior or action."**

Campaign fundamentals: A piece of the RPIE

The acronym RPIE illustrates the multiple phases of a campaign and breaks them down to **R**esearch, **P**lanning, **I**mplementation and **E**valuation. For a teacher recruitment campaign, to reach the target audiences of middle or high school students, college majors, career changers or others who might influence the intended audience, a targeted campaign can be developed with specific, measureable goals, strategies, and tactics that can be further evaluated using what the Carnegie Foundation calls a PDSA (Plan, Do, Study, Act) approach.

Communication models

In the study of communications, there are multiple theoretical models, which explain why a message works and how individuals learn to act on information. This module briefly explains two communications models useful for recruitment campaigns and provides insight on how to plan a communications campaign.

Recruitment-communicating opportunity

The ultimate goal of a recruitment campaign is to create an opportunity for the target audience to respond to particular calls to action. The flow of information from communicator(s) to audience(s) can be broken down into general theories. Two of the more prominent are the two-step flow and the multi-flow models (Seitel, 2011; Wilcox et al., 2013; and Wilcox & Cameron, 2009).

Two-step flow model

The two-step flow model uses media or other moderating communicators to help carry the message from the initiator to the recipient. In the case of the model below, a message from a college of education (COE) is sent, via an influential party to ultimately reach the target audience of high school students.

Message to Mathematics Students from College of Education or other group → Influential party (Parent, teacher, etc.) → High School Student

Multi-step flow model

Similarly, in this time of integrated messaging, social media, and broad message opportunities, another communications model has appeared that addresses the multiple sources of information reaching each person. The Multi-step flow theory (Wilcox et al., 2013) postulates that there are in fact multiple media

and places where information is accessed by a target audience and that all of these messages contribute to the overall opinion of a target audience member.

In the earlier example, it is clear that there are multiple influencers who can have some effect on the perception and transmission of messages. When it comes to selection of messages, channels, and frequency, (concepts addressed later in this guide) it is important to account for these various influencers.
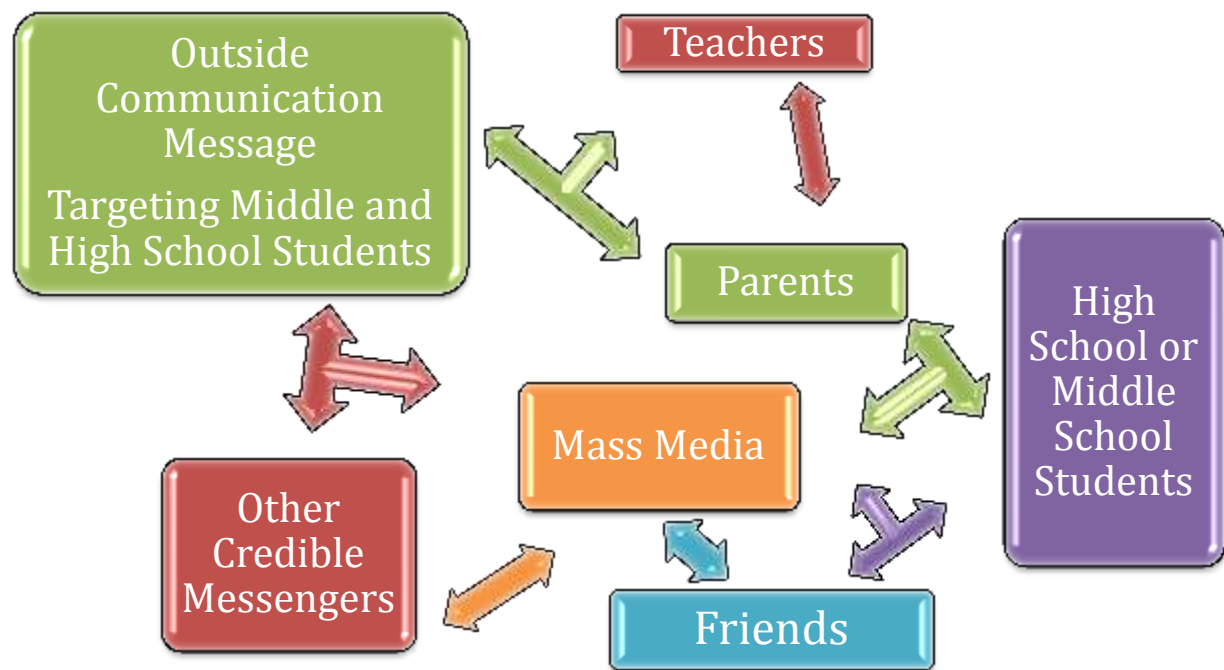
Target audiences

A critically important part of this first section of the Campaign Planning module is explaining how a campaign works and the process for identifying target audiences. Understanding how a campaign works assists in developing the steps necessary for a positive outcome.

Some key target audiences for a recruiting campaign might include

- **High School Students**
- **Parents/guardians of students**
- **College Students**
- **Guidance Counselors**
- **Career Changers**
- **Others who might influence the future teacher**

STEP 1: Identifying your target audience or audiences

The first step to planning a campaign is identifying the individuals or group to whom you are communicating. Discovering, informing, and providing persuasive messaging toward specific groups, demands the ability to first determine and agree upon the appropriate target audience(s) for the campaign.

In general, recruitment campaigns will address different and multiple audiences. In the case of a mathematics teacher recruitment campaign, some campaigns (or parts of a single campaign) will likely be tailored to reach specific audiences (e.g., the high school audience, the college student audience, and still others the career changer audience) via different influencers (e.g., peers, parents, teachers, celebrities).

Audience identification checklist

One of the keys to campaign success is identifying the audience. The more effort put in to identify the audience, the more successful the campaign. As a way to help monitor progress, a checklist is included covering identification of the target audience, along with addressing message, messenger, channel and frequency. A word document version of the [Audience Checklist](#) is available [here](#). Once the audience is selected, it is time to move on to decisions related to audience choice.

Choice of audience = Choice of message

While it may seem intuitive, the campaign target audience influences the message. *Message means the selected communication containing information that is being used to motivate the identified target audience to act.*

The selection of a message or different messages to be used in the campaign is particularly important as it pertains to audience. For any recruitment campaign, specific messages should vary by the intended target audience. The appeal of giving back to the community by becoming a mathematics teacher may appeal to a particular high school or college student, but may carry less persuasive influence for a candidate who is seeking a change from the work he or she has been doing for the last 20 years. Specific advice on messaging by channel, including social media, is included in Module 5.

> **"For example, the ability to finish your college degree quickly might be very important to a college undergraduate who has already invested considerable time and money in pursuit of a different degree. This message may not be as important to a career changer who expects to apply a great deal of his or her previous course work and life experiences toward a teaching credential via an alternative program."**

Choice of audience = Choice of messenger

In addition to specific messaging, another important part of a recruitment campaign is the messenger(s)—the human being or representation that communicates the selected message for the campaign. Inherent credibility is necessary to ensure trust and retention of the message. When considering who or what an appropriate candidate for delivering a message is, the question should be asked: who is a believable influence on the intended target audience?

For example a 24-year old graduate discussing the joys of her first year as a mathematics teacher would have strong influence on 20-somethings in college who are considering changing majors, but might be considerably less impressive to a 50-something computer programmer who is ready for a new career.

Similarly, the testimonial of a 50-something who is describing his satisfaction with becoming a mathematics teacher would barely resonate with a high school junior contemplating future career plans.

> **"What is communicated and who does the communicating are both very important steps in the development of a recruiting campaign but if the message does not ultimately reach the intended audience, efforts are wasted."**

Choice of audience = Choice of channel

Finally, as it is a communication campaign, the selection of media or channel is similarly important. *A channel is the conduit through which information is delivered from a sender to a recipient.* For example a media channel might be a story on the local evening television news channel or it could be a social media posting or even a direct mail flyer or letter. In addition there may be many channels available within a university setting to include things like career fairs, introductory courses, content area courses, job fairs, student organizations, etc. These captive audiences could be described as target-rich environments, the places or events that are likely to bring the target audience together allowing for effective delivery of the communication.

> **Target Rich Environments: "Uncovering and using internal audiences can be extremely fruitful in mining/recruiting the population of those enrolled in a course of instruction."**

As mentioned earlier, what is communicated and who does the communicating are both very important steps in the development of a recruiting campaign but if the message does not ultimately reach the intended audience, efforts are wasted. For example, a Twitter feed (channel) might be considered indispensable for providing recruiting campaign materials about scholarships available (message) to high school students (target audience), but this channel will not be effective if the target audience is not receiving the Twitter feed.

On the other hand, a direct mail campaign (channel) addressing the fine points of an alternative certification program (message) might be considerably more effective in reaching a career changer (target audience).

Similarly, the efforts to reach influencers are also important and a local broadcast news story (channel) about career opportunities for high school students (message) that reaches parents of high school students (target audience) may not have nearly as much impact on direct communications with the high school students themselves.

Channel	Message	Target Audience
Twitter Feed	Scholarship Monies for Teaching	High School Students

Channel	Message	Target Audience
Direct Mail Campaign	Alternative Certification Program	Career Changer

Channel	Message	Target Audience
Broadcast News Story	Career Opportunities for High School Students	Parents of High School Students
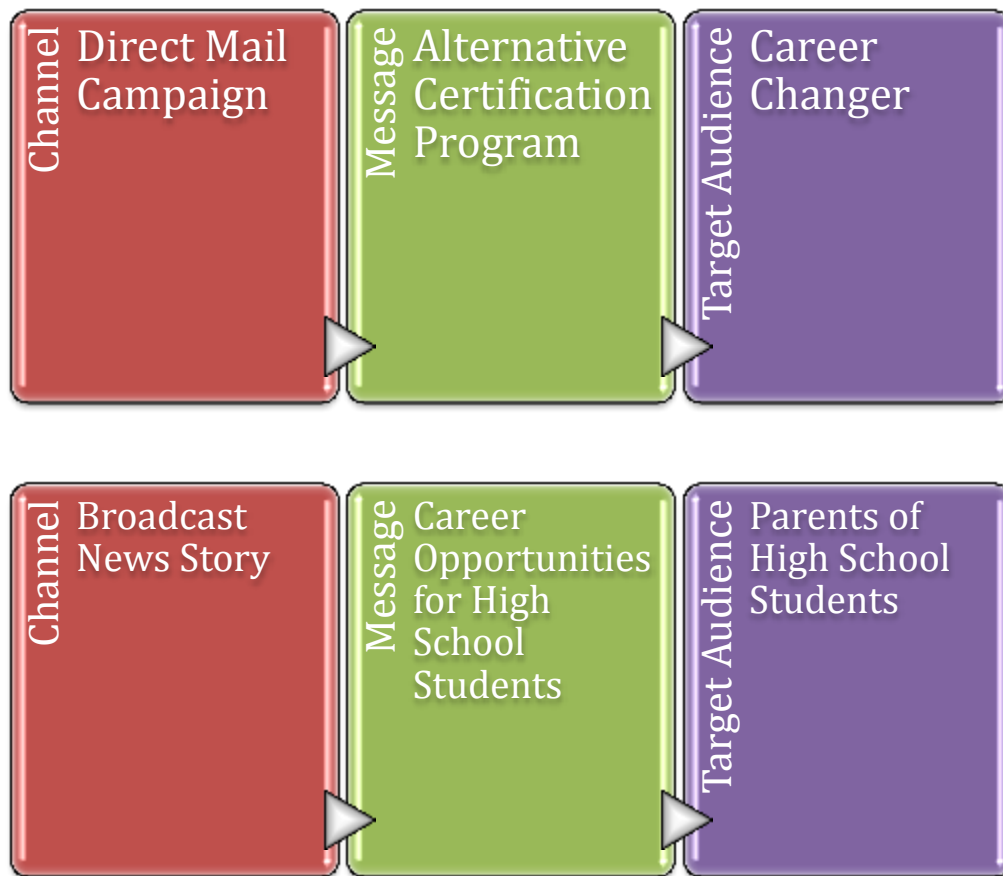
The importance of frequency

When considering the campaign communications models and recruiting efforts, in addition to audience, message, messenger and channel, it is important to remember an additional term: Frequency.

In communications and media, frequency is defined as the number of times a message is received by your target audience. In practical experience, in order for a person to hear, understand and act on a message, the salient information must be transmitted and received 3-5 times. While there are exceptions to this rule (shocking, tragic, unique or memorable content, or an unusual delivery system), in general a message must be heard multiple times before change can take place.

> **"To impact change, a person needs to receive a new message at least 3-5 times before he or she can accurately understand and act on it."**
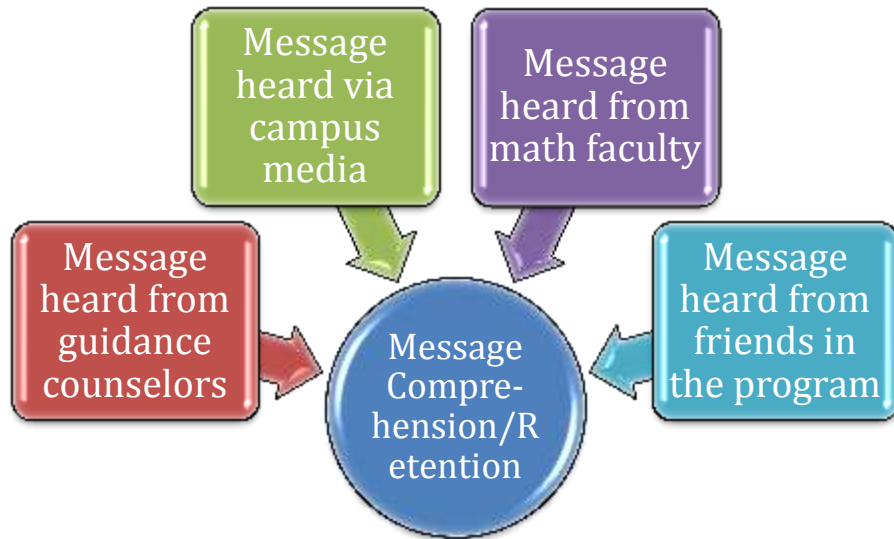
A universally accepted number among media salespersons and media planning for *optimal frequency messaging is 3-5 times.* In a satirical example from 1885, Thomas Smith demonstrates this phenomenon.

Thomas Smith, *Successful Advertising*, 1885

The first time people look at any given ad, they don't even see it.
The second time, they don't notice it.
The third time, they are aware that it is there.
The fourth time, they have a fleeting sense that they've seen it somewhere before.
The fifth time, they actually read the ad.
The sixth time, they thumb their nose at it.
The seventh time, they start to get a little irritated with it.
The eighth time, they start to think, "Here's that confounded ad again."
The ninth time, they start to wonder if they're missing out on something.
The tenth time, they ask their friends and neighbors if they've tried it.
The eleventh time, they wonder how the company is paying for all these ads.
The twelfth time, they start to think that it must be a good product.
The thirteenth time, they start to feel the product has value.
The fourteenth time, they remember wanting a product exactly like this for a long time.
The fifteenth time, they start to yearn for it because they can't afford to buy it.
The sixteenth time, they accept the fact that they will buy it sometime in the future.
The seventeenth time, they make a note to buy the product.
The eighteenth time, they curse their poverty for not allowing them to buy this terrific product.
The nineteenth time, they count their money very carefully.
The twentieth time prospects see the ad; they buy what is offering(ed).

Section 2.2: Introduction to Recruitment Audience Research, Strategies & Tactics

This section explains the research process and offers explanations of how to identify strategic objectives and tactics.

Step 2: Research to Support Campaign Strategies and Tactics

Once the target audience or audiences are identified, the next step toward implementing a successful mathematics teacher recruitment campaign is research.

- **Research is useful to help identify key influencers who have an effect on your target audience.**
- **Research is useful to help identify messages that will impact your target audience(s).**
- **Research is useful to determine what channels you need to transmit your messages to your target audiences.**

Successful campaigns require research that provides those managing the campaign with two important points: "Knowing what you know" and "Knowing what you need to know." This research approach provides information about what others who have implemented campaigns may have learned as well as information specific to your own mathematics teacher recruitment campaign.

For campaign planning purposes, scholars in public relations break down research as *secondary and primary research* (Wilcox et al., 2013; Seitel, 2011; and Swann, 2008). Secondary being interpreted as existing research that has been published and collected and primary research being that type of research done by the practitioner to answer specific questions. Module 3 provides a more comprehensive look at research resources. In terms of teacher recruitment, an extensive body of secondary research is available for review. A [Bibliography](#) as a Word document of work already accomplished in this area, addressing challenges associated with teacher recruitment and retention is included [here](#).

Recruitment assumptions:

Based on the existing research, some implications for a successful STEM/Mathematics teacher campaign may include (Motoko, 2014):

Typical Research Challenges for Mathematics Teacher Recruitment. How do I...?

- **Appeal to specific gender**
- **Appeal to under-represented groups**
- **Reach out to returning students (career changers)**
- **Educate students on their options**
- **Address opportunities in competing fields**
- **Address perceived teacher pay disparities**
- **Address teacher support**
- **Address the overall image of teaching as a career choice**

- An appeatempll to different genders (if the profession attracts a lower percentage of male or of female teachers);
- An appeal to under-represented groups (as there is a greater need for Latino/ African-American, and teachers from other diverse cultural and racial groups);
- An outreach to non-traditional or returning students as many of these individuals are similarly attracted to the opportunities offered in being a mathematics teacher; and
- Finally, germane to the research associated with teacher recruitment, is the need to educate prospective students about

the variety of options for obtaining a degree including:
- o non-traditional or alternative degree programs that would appeal to professionals interested in a career change;
- o loan forgiveness and scholarship programs to help offset tuition expenses;
- o career placement and career planning opportunities associated with becoming a mathematics teacher; and
- o critical needs programs for demographic groups where more teachers of those under-represented minorities are desired.

In terms of primary research, fact-finding should also be entertained for the purposes of better planning and greater tactical execution. For example, a comprehensive review of available media channels in a specific geographic area may help guide the recruiter in where to place their messages.

Research assets: The media relations department at the specific university or institution might be a great place to start to collect this data. A question that might be asked of the department is "what media sources and contacts have proven effective for our institution?"

Key Focus Group Points

- **Optimal numbers for a focus group is 8-12 members**
- **Optimal time for a focus group is 90-120 minutes**
- **Optimal number of focus groups are 3-5 groups per issue**
- **Moderators and Observers are strongly recommended**
- **Common concerns of focus groups should be addressed via an Institutional Review Board (IRB) application**
- **All members of a focus group should be encouraged to speak freely**
- **Incentives for a focus group should be presented at completion**
- **Use of an itinerary to keep respondents on task is strongly encouraged**

Once a spokesperson is identified, a conversation can be initiated with the appropriate media point of contact. The critical part of the conversation should be, "how can you help the media do their job better?" A communicator who can carry on a solid conversation and articulate how a story would be fodder for helping reporters with meeting their writing quotas would be seen as an asset for the reporter.

Other resources for locating media points of contact might include the local chamber of commerce and/or local professional organizations like the International Association of Business Communicators (IABC), the American Advertising Federation (AAF) and the Public Relations Society of America (PRSA) chapters.

Similarly, a list of possible spokespersons and media personalities who might help focus attention on mathematics would be useful. Finally, special opportunities to reach local publics/influencers could also be useful for reaching candidates in a multi-step flow approach. Identifying/locating these potential spokespersons can also be handled via local AAF, IABC and PRSA chapters.

In short, primary research is the *customization element* necessary to focus general campaign efforts. It is the element by which you customize the message, messenger, and channel to your target audience.

Resources available for conducting this primary research include both qualitative and quantitative methods.

Qualitative Campaign Research: Focus groups are considered a great start for developing initial impressions and critical points of concern. Wilcox et al. (2013) lists several things to consider when conducting a focus group.

Quantitative Campaign Research: Once your focus groups are completed and you know what you need to know, it may be time to gather quantitative data through a survey or other methods, which help inform your decisions. Module 3 provides more details describing uses for quantitative data.

Some suggested primary quantitative data queries might include:

- What are the best channels to reach a specific group?
- What is the target audience's overall impression of being a mathematics teacher?
- What are the obstacles to becoming a mathematics teacher?
- What concerns are associated with becoming a mathematics teacher?

Qualitative data can have a shaping effect on determining quantitative survey conduct. For example if your focus group data tells you that the best channel to reach high school students in your geographic area is a country music station, that can be verified via a series of questions in a quantitative survey. Resources to conduct a quantitative survey include Qualtrics, Survey Monkey, Mechanical Turk and other varieties of survey software.

In addition, access to ratings (Nielsen) data and other media metrics can be useful in confirming qualitative data recovered in interviews/focus groups. In fact, quantitative research provides data that allows you to make predictions about how likely the message, messengers, or channels you select will impact you target audience to act. More in depth discussion of both qualitative and quantitative research methodologies in communications campaigns are also addressed in Module 3.

Step 3: Determination of Strategic Objectives and Campaign Tactics

Once the research is completed, the next step is creating a methodology for implementation. A solid implementation piece of a campaign should consist of quantifiable strategic objectives, supported by tactics and incorporating the data obtained through primary and secondary research. *A rule of thumb is 2 to 4 strategic objectives per campaign and 3 or 4 tactics to support each objective.* In a recent example, Lee et al. (2013) offers an interesting illustration of their recommended principles and strategies for recruiting STEM Talented students into Teacher Education Programs.

Objective 1 Gauge student attitudes of those engaged in STEM discipline courses, stimulate their interest in STEM teaching.	**Strategy A** **Conduct a STEM Careers Interest Survey**
Possible findings might include: *A. Students ignorant of STEM teaching opportunities* *B. Students are unaware of STEM scholarships*	**Strategy B** **Promote STEM Teaching Scholarships**
Objective 2 Change the culture within STEM discipline faculties *Possible research might include:* *C. A lack of knowledge of the STEM career path among STEM faculty and graduate students*	**Strategy C** **Ensure Teacher Education faculty make regular presentations on STEM education courses to STEM faculty and graduate students.**
	Strategy D

D. A lack of awareness about the importance of STEM teachers to the national economy E. A need to identify students with STEM teaching interests	Ensure Teacher Education faculty reminds STEM faculty why STEM teachers are critical to department, university, profession, and country.
	Strategy E Teacher Education faculty invite STEM faculty to help promote teaching careers and ID students with teaching interests.
Objective 3 Cast a broader net Possible research findings might include: F. Identify additional students currently in the STEM curricula at the high school level with teaching interests. G. Recruit graduate students failing to complete their initial program of study. H. Recruit career changers with real world experience in the fields of mathematics, science and engineering. I. Create interest for an undergraduate Learning Assistant program. J. Start a STEM Teacher in Residence program.	Strategy F Focus on STEM discipline students not intending to major in these disciplines
	Strategy G Overtly focus on STEM discipline graduate students failing to complete their program
	Strategy H Recruit career changers with real-world experience in the fields of mathematics, science, and engineering
	Strategy I Implement undergraduate Learning Assistant programs
	Strategy J Implement STEM Teacher in Residence programs

Tactics: Getting from the what to the how

Once the objectives and strategies are identified, the next step is to design and implement tactics to support each of the stated strategies. In general, the relationship between strategies and tactics can be explained as strategies address who, what and why, and tactics address the how, where, and when. For example in the case of Strategy B above, STEM teaching scholarships tactics might include creating a social media page describing the scholarship and using campus e-mail to advertise the site. Also, the campaign could create a flyer that describes the STEM teacher scholarships and distribute it at the student career fair.

In a 2006 study, Abell et al. offer a lengthy list of tactics they recommended and evaluated for recruiting future science and mathematics teachers into Alternative Certification Programs to become STEM teachers. A total of 24 tactics (or recruiting events) of varying complexity were mentioned in the campaign efforts they studied. The figure below details those tactics.

Revise and update a recruitment brochure	Revise and update a recruitment web site
Revise poster display board for various career fairs	Develop ads for print media (newspapers and alumni magazine)
Develop ads for other media (radio, billboards)	Present at state conferences (school principal, statewide teacher educator conferences, rural education conferences)
Recruitment packages sent to school district human resources directors	Information packages sent to Dept. of Economic Development (Fast Response Team)
Recruitment packages sent to areas with local business closings	Recruitment packages sent to job placement companies
Ads in newspapers	Ads in alumni magazines
Target state resources agencies like	Mailings to university alumni of science and

Department of Conservation, Forestry, etc.	math departments
Collaborate with Troops to Teachers program	Attend university graduate and professional school fairs
Mail to university science and mathematics department heads	Meet face to face or virtually with university academic advisors in science and mathematics
Join relevant student discussion lists	Provide information on STEM teaching career opportunities to university career support centers
Speak to student groups/meetings	Provide mailed communications to middle and secondary school principals
Provide mailed communication to curriculum coordinators and human resource directors	Provide information to all school districts at the job opportunities in education conference

Within the realm of setting objectives, Hendrix (2001) and Hendrix and Hayes (2010) provide some specific insights into the different types of objectives common to a recruiting campaign.

Typically in a recruitment campaign, implementation can be evaluated in terms of objectives. Hendrix (2001) recommends using the terms impact and output objectives. Depending on the level of the campaign, and the overall goal, an output objective can be as simple as printing and delivering 3,000 teacher recruitment fliers to inform teachers about mathematics teaching opportunities. In contrast, an impact objective may be used to describe the goal of raising awareness among African American males ages 18-22 about the opportunities associated with becoming a STEM science teacher in Colorado.

Impact Objectives *(arranged by increasing degree of difficulty)*	Output Objectives

Informational Objectives
     Message Exposure
     Message Comprehension
     Message Retention
	Distribution/Creation of uncontrolled media*
	Distribution/Management of controlled media*

Attitudinal Objectives
     Attitude Creation
     Attitude Reinforcement
     Attitude Change
	*A brief discussion of controlled vs. uncontrolled media. Controlled media is a very important concept for most recruiting campaigns. Controlled media is the working term for media that has its content controlled by the organization. For example, a recruiting brochure or a self-published web site would be considered controlled media because the author has total control over the message, the design, and the distribution of the finished product.

Behavioral Objectives
     Behavior Creation
     Behavior Reinforcement
     Behavior Change
	In contrast, uncontrolled media is a term that explains third person communication. For example, a story written by a reporter in the local paper or a review of the STEM opportunities written by a blogger would be considered uncontrolled media.

Section 2.3: Planning for Launching a Campaign

This section addresses how to plan for launching a campaign. Once the relevant research is conducted and the strategies and tactics developed, it is time to start thinking about launching the campaign. The elements critical to a successful campaign launch include the fundamentals of budgeting, finalizing a campaign, implementation plans or requesting proposals, the actual launch, and the final evaluation.

Step 4: Budgeting or Funding a Campaign

Budgeting for a campaign is always a challenge. Finding resources for designing a communications campaign that may involve actual monetary support or volunteer time requires collaborative planning. However, once a campaign is planned, based on the steps of audience and message identification, strategic objectives and tactics, it is time to find collaborative partners who can get the job done or find money to accomplish the stated goals. Following are a collection of suggestions for developing a campaign budget.

Any campaign, large or small, will require budgeting. Budgeting for the time, volunteer efforts, or gifts-in-kind are necessary as well as budgeting actual dollar resources that may be available to fund a mathematics teacher recruitment campaign.

Budget items will be determined based on the tactics selected to meet the objectives of the campaign. Typical recruiting campaign communication budget items include:

• **Printing and Design Costs**	• **Videography**
• **Custom Photography**	• **Stock Photography**
• **Talent Fees**	• **Media/Commercial Time**
• **Clipping Services**	• **Craft Services (Food and Drink)**
• **Transportation Costs**	• **Accommodations**
• **Premiums**	• **Social Media/Web Site**
• **Web Site Domain Rentals**	• **Postage**
• **Labor**	• **Venue Rental Fees for Events**
• **Program Fees**	• **Contingency Fees**
• **Deposits**	• **Administrative Support**

Funding sources

Funding to implement a recruitment campaign may be limited, and resources are often difficult to come by. While there are not a wide variety of funding options available for a means of implementing a recruitment campaign, there are resources that can be accessed including institutional development funds, outside gifting funds and occasionally internal resources from special programs.

> **Other non-monetary resources available to execute a campaign may include volunteer labor, association efforts, and donations.**

The gift-in-kind

When actual funding is not available, a gift-in-kind may be an option. A gift-in-kind provides the opportunity for businesses or organizations to donate their products or services in lieu of cash donations. Often these gifts-in-kind can be deducted from taxes owed by the donor, offering an additional incentive for businesses and organizations to participate in some recruiting activities.

For example, a television studio might donate excess inventory, a digital billboard company offer some free flights, and/or a local restaurant offer free craft services in lieu of a receipt reflecting the actual use of those resources.

Those involved in the work of mathematics teacher preparation may also provide the volunteer effort needed to launch the campaign. This might involve the donation of time and personal resources to implement the planned tactics.

One example of this is a "Greene Street Event" where the mathematics education department at the University of South Carolina hosted a meet-and-greet event, which included several mathematics challenges, (guess the amount of jelly beans in a jar) snacks and other infotainment efforts that allowed for recruiting information to be distributed in a carnival atmosphere.

In addition to finding funding, coordinating volunteers and soliciting gift in kind donations, a master budget plan should also be considered. A sample Budget Template as an Excel document is included here.

Step 5: Developing a Timeline

In addition to a budget, a campaign plan also needs a timeline. Timelines help the implementation team keep track of objectives, strategies, tactics, messages, messengers, channels, etc.

A timeline provides a clear route to accountability and responsibility. One of the most difficult aspects of establishing a timeline is accounting for suspense times. Suspense times represent the lag time between when a tactic is designed (a poster for instance) and when it is actually delivered to the implementation team. Failure to account for suspense times can cause missed deadlines or the payment of rush charges, etc. Similarly, there are suspense times associated with the writing and ultimate publication of a press release, the editing and labor involved in pre and post-production for video projects and even the time between deposit and final event. Therefore when planning for a timeline, it may be helpful to establish a launch date and then track times before and after the launch date. A sample Campaign Timeline as a Word document is included here.

Step 6: Implementation Plan and/or a Request for Proposal (RFP)

Once a timeline and budget is established, one of the next critical steps in the planning process is identification of the individuals, agencies, groups, or companies who can provide specific implementation services. Who can be accessed to create the tactic to reach the messenger(s) needed to reach the target audience? Who can be tapped to assist in the qualitative research needed to fine-tune the campaign? In the case of a recruitment campaign for which there is funding available, it may be advisable to outsource some of these efforts to communications professionals located either inside or

outside the organization. A common method used to identify communications or marketing expert capabilities of those interested in working through a campaign is called a Request for Proposal or RFP.

The RFP provides a structured opportunity for communicating to others including potential vendors of communications services. The RFP also addresses the scope of the recruitment work desired. Even if the recruitment campaign has no monetary funding, the RFP can actually serve as an Implementation Plan that describes the volunteer effort and assistance required to make the campaign a success.

The RFP or Plan provides a description of what the campaign intends to accomplish and how it will be accomplished: either through volunteers or with hired help. Particularly for campaigns that hire an outside firm to help, the RFP should provide pre-certification statements (e.g., ability to meet demands, ability to pay fees, ability to work around children, etc.), a discussion of qualifications, a presentation of experience, and an overview of their outlook/native knowledge of the problem.

Often multiple RFP responses can be received. In that case, each RFP response should be measured against the others. The RFP process helps to crystalize thinking and forces an audit of available skills. Important items to address in a funded RFP include proof of financial solvency, available staffing, and subject matter expertise. RFPs are also commonly used to identify vendors for any transactions or work associated with federal and state funds.

An RFP is also an invitation to offer proof of competency on the part of vendors willing to do the work. And, as fodder for discussion, an RFP process is also helpful should there be any questions associated with the awarding of a contract. More specific guidance may need to be obtained when using the RFP system to ensure compliance with various grant monies, etc.

Finally, an RFP should have a clear end date to ensure potential vendors submit their capabilities in a timely manner. A completed RFP can be dispersed via e-mail, word of mouth, social media and informal organizational assistance. Local professional communications organizations like the International Association of Business Communicators (IABC), the Public Relations Society of America (PRSA) and the American Advertising Federation (AAF) chapters are good places to garner information as to where and how to distribute RFPs. One other valuable and inexpensive place to solicit RFPs is in local newspapers and web sites that publish communications information and legal documents.

Web sites are another great place to search for potential RFP recipients. Most communications firms have web sites that discuss their business and their clients. A little "googling" should help identify communications agencies that can assist in locating the appropriate firms to assist in fulfilling the necessary tasks.

But whether an RFP is designed to solicit paid services or volunteer services, the RFP is a helpful tool that is usually necessary to help guide implementation of the remaining elements of the campaign.
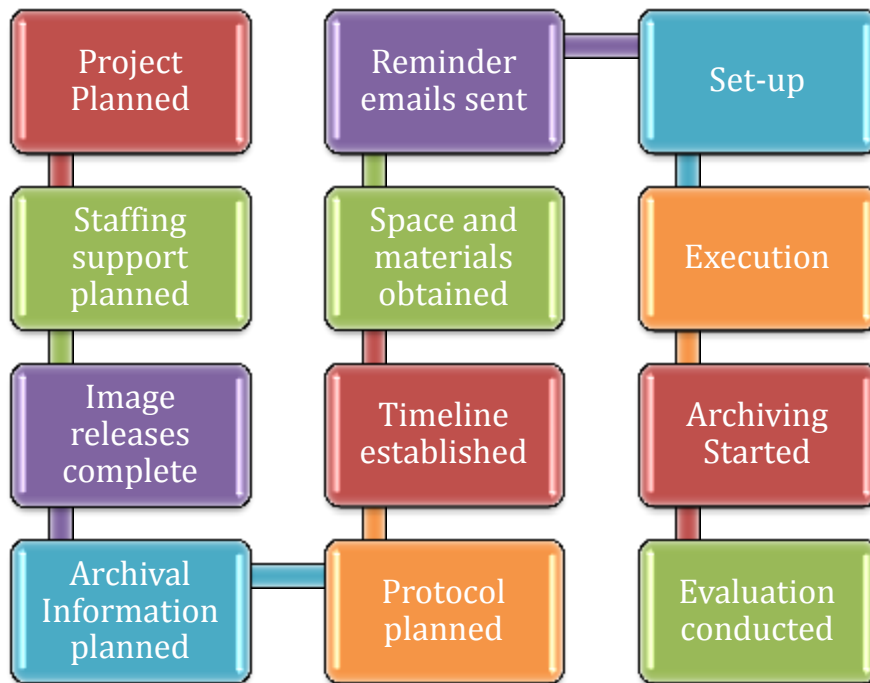
A sample RFP Template as a Word document for a teacher recruitment campaign is provided here.

A sample matrix as a Word document titled RFP Eval. for evaluating RFP responses is provided here.

Step 7: Launch

Once the research is completed and the planning accomplished (strategies selected and tactics identified), the next step to the teacher recruitment campaign process is implementation. Implementation can be the most critical and fulfilling component of the campaign.

Factors to consider in the implementation phase include staffing (who is doing what), image release policies (securing copyright permission to use images), archival documentation of events and actions (photos, write-ups, status reports, etc.), protocol concerns (who needs to be informed, who needs to grant permission, etc.), and many other small things that can add up to a huge success or a painful set back. For example, a student career fair is planned, permission is obtained, photos are taken, releases are obtained etc.

Project Planned	Reminder emails sent	Set-up
Staffing support planned	Space and materials obtained	Execution
Image releases complete	Timeline established	Archiving Started
Archival Information planned	Protocol planned	Evaluation conducted

Fool proofing implementation often involves rehearsal and training. As mentioned in the planning section, solid planning results in solid implementation. Archiving of events and happenings is also very important. Careful, thorough documentation helps in evaluation and even replication of successful campaign tactics at a later time. Additional modules cover these various steps leading up to the launch.

Going tactical: A cautionary tale

In many cases communications campaign planners can fall in love with the killer tactic. The killer tactic is one that everyone **knows** is going to knock the campaign out of the park and deliver abundantly on the stated objectives. The danger here is to fall in love with a tactic without ensuring it is on point and on message. The biggest danger to most campaigns is the rush to get to this end. The best solution for resisting tactical infatuation is through disciplined planning and rehearsal/troubleshooting.

Ultimately, implementation of a campaign is the culmination of all planning efforts. It is the exchange of vows at the wedding altar, the perfect soufflé popping out of the oven, the final reveal of a freshly painted bedroom.

But before the campaign launches its full rollout of the tactics that have been selected, employing a soft rollout of some tactical concepts can help inform the broader strategies.

The soft rollout

Some national campaigns have been known to perform what is called a soft roll out or a test market launch. For example, if communicators are planning a statewide or even a district campaign, perhaps it would be a good use of resources and time to release the campaign in limited locations first to work out the kinks before launching the entire campaign.

Modules 4 - 7 of this series go into greater detail about the various aspects and items to consider when preparing for campaign implementation.

Module Number	Topic
Module 4	Branding: What should it look like? What are the successes and pitfalls?
Module 5	Social Media: Why it is important and how to best conduct it
Module 6	Public Relations: The Use of Earned Media to reach influencers and target audiences
Module 7	Paid Broadcast Media: Television and Radio still relevant. How to maximize effectiveness of each.

Step 8: Evaluation

The final phase of a campaign is evaluation. Evaluation is the process of reviewing success and determining if goals and objectives were met, strategies and tactics accomplished.

Evaluative information is some of the most valuable data collected from a campaign. Module 9 of this series covers evaluation in depth. Terms like Return on Investment, Key Performance Indicators, Unique visitors, Reach, Frequency, Unaided recall, Aided recall and many more concepts are used in the evaluation and discussed in Module 9.

In general however, the evaluation of a campaign should include both output and informational objectives.

Distinguishing between output and informational objectives

A common error made in evaluating a campaign is the assumption that output objectives are equal to impact objectives. Output objectives, essentially, are items that should be accomplished in order to move a campaign forward. For example an output objective might be: "design and write two flyers for students to be distributed within the mathematics building on campus describing scholarship opportunities."

Informational objectives are more substantive and involve providing information that reinforces or establishes a known communication. Staying with our flyer channel, an informational objective might be: "Print and distribute 250 informational flyers describing scholarship opportunities and post them throughout the mathematics building on campus as well as handed them out at two student events as fodder for discussion."

Assessing impact vs. information

The most important part of the evaluation process is determining the impact of your information on your target audience(s). Put simply, did your efforts lead to the successful recruitment of secondary mathematics teachers? Because a campaign produced flyers or implemented an event, does not mean it had any impact whatsoever on the target audience, affecting the expected change in awareness, etc.

There are a variety of ways to measure success including using social media metrics, exit studies and responses to query, return on investment, etc. There are also a wide variety of other digital analytics that can be used to measure the online impact of a campaign. Ultimately, success is measured by data on whether or not the campaign generated interest in the program, applications for admission and graduates who become new teachers of mathematics. Monitoring the success data is critical and setting realistic timelines for determining impact important as well.

One of the easiest ways to prevent this mistake is to repeat some fact-finding research against similar target audiences once the campaign has been implemented. More detail about this review process is available in Module 9.

Conclusion

The recruitment of secondary mathematics teachers is an important goal that should be addressed with a positive, persuasive approach using contemporary public relations strategies including the RPIE model. This approach ensures exceptional organization, assures success in recruiting, and if done properly, provides reliable data for tracking results.

Further research and collaboration is encouraged in this cause. By standardizing the plan, the approach, and the vocabulary, an opportunity for enhanced cooperation will result in greater results and a greater capability for understanding. While there are national, regional, and local campaigns ongoing to provide communications planning and success in teacher recruitment, there is still work to be done and opportunities to be provided to those interested in new opportunities.