

Albuquerque Public Schools: Marketing Penetration Strategy

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I. Executive Summary:

District Outline:

Albuquerque Public Schools (APS) is composed of:

- 176 schools
- ~82,000 students
- ~6,000 full-time educators
- ~70 Instructional Coordinators & Supervisors
- ~340 school administrators

In mid-2023, Governor Michelle Lujan Grisham signed House Bill 130 into effect, which mandates an increase in learning time from 990 to 1140 hours per year. This will likely require districts to go back to a 5-day-per-week model. Districts will have the autonomy to determine how the additional required hours are spent. Given the steep increase in hours, districts will likely look to use some, if not all, of the additional hours in attempting to mitigate learning loss in core subjects, Math and ELA, which is a focus of the state’s Public Education Department (PED) during 2024. Estimates on the cost project the bill will require \$300 million and \$400 million to action, though there is concern that even with this large funding commitment, monies may not cover all required expenses.

While changing the instructional minutes requirement is incredibly costly, New Mexico is unusually well-positioned to make this investment due to a significant gas and oil revenue increase.

The bill also mandates an increase in professional development hours, requiring elementary school teachers to complete 60 hours per year, and middle and high school teachers are required to complete 30 hours per hour.

Though none are currently available, the district regularly issues RFPs for support services. They will likely issue an RFP that TbT can submit a response to in the spring or summer of 2024.

Goals:

- Capture ~15 schools for the 2024-2025 school year with at least 20% of all students at each site being served (est. ~1400 students)

II. Market Analysis:

APS Overview:

New Mexico is the lowest-performing state in Math and ELA, with significant political and public pressure to improve student outcomes and graduation rates. There has been a recent infusion of funding geared at core subject academic improvement. These improvement metrics are being monitored by the Public Education Department (PED).

Albuquerque is under particular scrutiny as the largest district within the state. Superintendent Scott Elder, who served as the interim Superintendent between July 1, 2020, and March 15, 2021, has been tasked with improving APS scores post-pandemic. Additionally, Superintendent Elder has committed to making APS culturally and linguistically responsive, focusing on antiracist policies and educational equity to improve student outcomes and parent inclusion. He describes his leadership style as honest, open-minded, decisive, and collaborative, which would be language TbT will include in the APS sales slide deck and marketing materials.

Needs Assessment:

Identify specific gaps and challenges in the district's curriculum and teaching methods, including learning support vendors and after-school enrichment programs.

Current ELA curriculum (by school):

Current ELA supplemental materials (by school):

Current Math curriculum (by school):

Current Math supplemental materials (by school):

Current after-school enrichment opportunities (by school)

Current special education curriculum (by school):

Current special education supplemental materials (by school):

Current supporting programs (by school):

III. SWOT Analysis:

Strengths:

Tutored by Teachers' adaptable and personalized tutoring services uniquely fit the needs of APS and its students. In order to make significant gains in ELA & Math, students will require highly individualized instruction. Teachers in the district are, as has been made clear in the public arena, not well-equipped to deal with the increased number of instructional hours and the widening academic gaps represented within their classrooms. Additionally, Tutored by Teachers service has the opportunity to serve the district via several different funding avenues in various situations, making the solution more palatable than a specified or specialized service provider.

Weaknesses:

Without any current RFPs, penetrating the district will require brute force marketing, cold calling, and leveraging the existing relationships with current customers in New Mexico, primarily the established program with Doña Ana Elementary in Las Cruces Public Schools.

Opportunities:

Using existing customers within New Mexico, Arizona, and potentially southern Colorado and Utah combined with a systematic marketing campaign geared at administrators, support and intervention personnel, and educators in strategic positions within the afterschool, intervention, and SPED spaces, we can establish a lead generation pipeline that incorporates existing customer champions, demographically similar data analysis, and needs assessments to target high profile and influential districts within the southwest, with the ultimate goal of expanding in a westerly direction.

Threats:

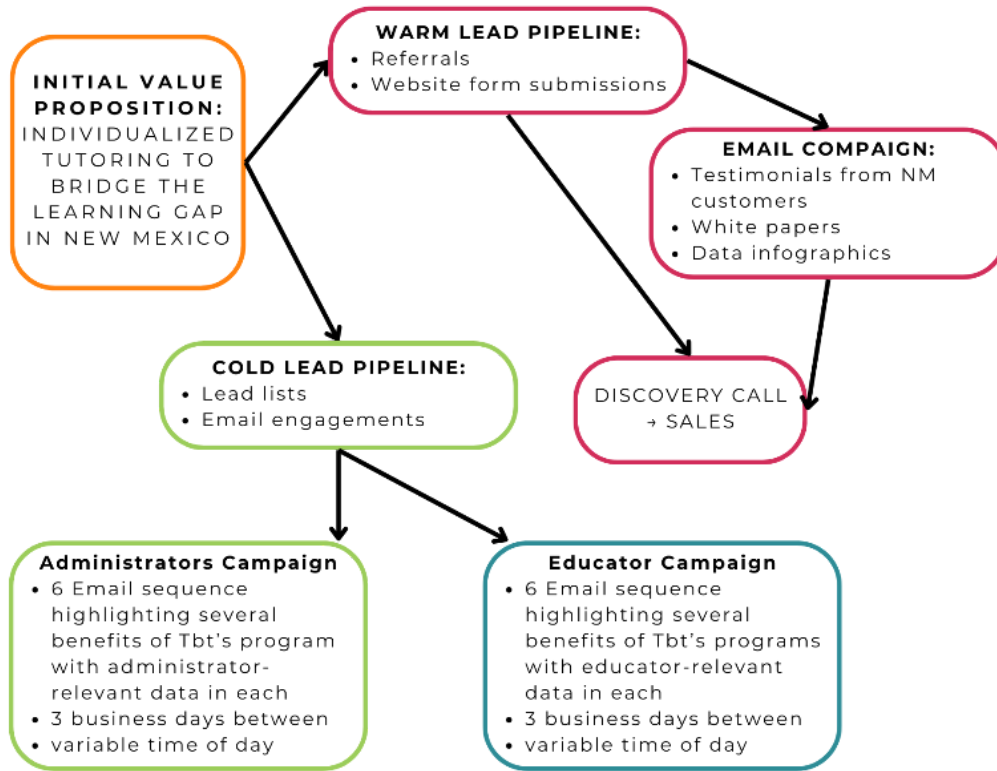
Tutored by Teachers has competition from in-house resources and other vendors with the added complications of time and budget restrictions. Initial research and discovery work may mitigate some of these risks.


IV. Target Customer Segmentation:

See next 2 pages or view the PDF [here](#).

Please see [sample email A for the Administrators Campaign](#).

Albuquerque Marketing Sequence Strategy



1 APS District level performance email
• A/B test for format and subject
Sample Email A 

2 Current initiatives in NM and Tbt solutions
• A/B test for format and subject

3 Administrator testimonial
• A/B test for format and subject

4 The Tbt difference (admin leaning)
• A/B test for preview text

5 Data highlight with white paper/blog connected
• A/B test for preview text

6 Assertive call to action with "days until testing" clock
• A/B test for format

1 APS grade band level OR site specific performance email
• A/B test for format and subject

2 Current classroom pain points in NM and Tbt solutions
• A/B test for format and subject

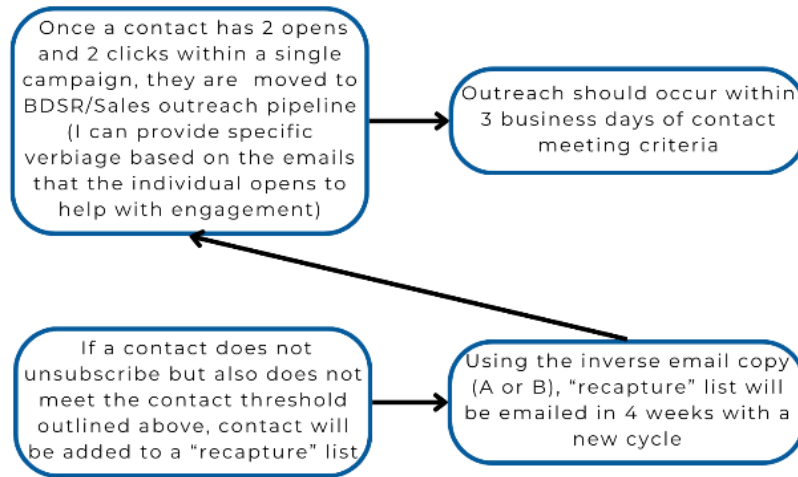
3 Educator testimonial
• A/B test for format and subject

4 The Tbt difference (educator leaning)
• A/B test for preview text

5 Data highlight with white paper/blog connected
• A/B test for preview text

6 Assertive call to action with "academic days left" clock
• A/B test for format

Qualified Lead Progression



V. Competitive Positioning:

Unique Value Proposition:

"Individualized tutoring to bridge the learning gap in New Mexico"

Differentiation:

Because TbT offers real-time tutoring, students receive responsive, personalized instruction to improve content attainment and mastery levels.

VI. Promotional Tactics:

Content Marketing:

Blog posts, whitepapers, and webinars on personalized learning benefits (webinars held specifically for NM). Use that collateral within email campaigns.

SEO

Use SEO best practices (keywords, alt text, meta-description, competitor positioning analysis) to ensure that educators and administrators from NM researching “learning supports for students in NM” (or something similar) are consistently seeing TbT on the first page of results (if not within the first 3 results).

Create APS landing page (optimized) where data for the district as well as specific initiatives, legislation, and events that relate to performance in math and ELA, instructional hours, support services, etc. are housed. The goal would be to have APS teachers start looking to TbT as a source of curated news and information. As teachers begin to see TbT as a source of reliable, unbiased, and timely information, we become an integral part of the APS community.

As NM territory builds, we might consider having a NM landing page that houses general information or that branches off to district-specific spaces. Time and energy are the two biggest factors in which way makes most sense.

Social Media Campaigns:

During APS email campaign, highlight NM educational initiatives and TbT’s unique alignment. Additionally, highlight existing partners in NM and the southwest to show presence and fit.

Local Events:

Sponsor or participate in APS community events and education fairs. Identify APS- or NM-specific events or conferences where a physical TbT presence might be beneficial (cost-benefit analysis must be done).

VII. Timeline:

Individualized Tutoring to Bridge the Learning Gap in New Mexico

Campaign

The campaign will run for 18 days, followed by a 4-week break before recapturing leads that didn't meet outreach criteria during the initial campaign. 3 cycles to be run in the APS area before the end of the 2023-2024 school year. 3 campaigns to be run in the Fall (before Thanksgiving)

Continuous Improvement:

Regularly review email open and click rates, blog, white paper, and social media metrics, making adjustments based on interaction and engagement rates.