

WHY EMAIL IS MORE POWERFUL THAN SOCIAL MEDIA FOR PROMOTING YOUR WORK AND GENERATING INCOME

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WANT THE RESOURCES?

Download them at

robertkaplinsky.com/powerful

GOALS

WHY DO I NEED AN EMAIL LIST?

WHY WOULD PEOPLE JOIN MY EMAIL LIST?

HOW DOES THE TECHNOLOGY WORK?

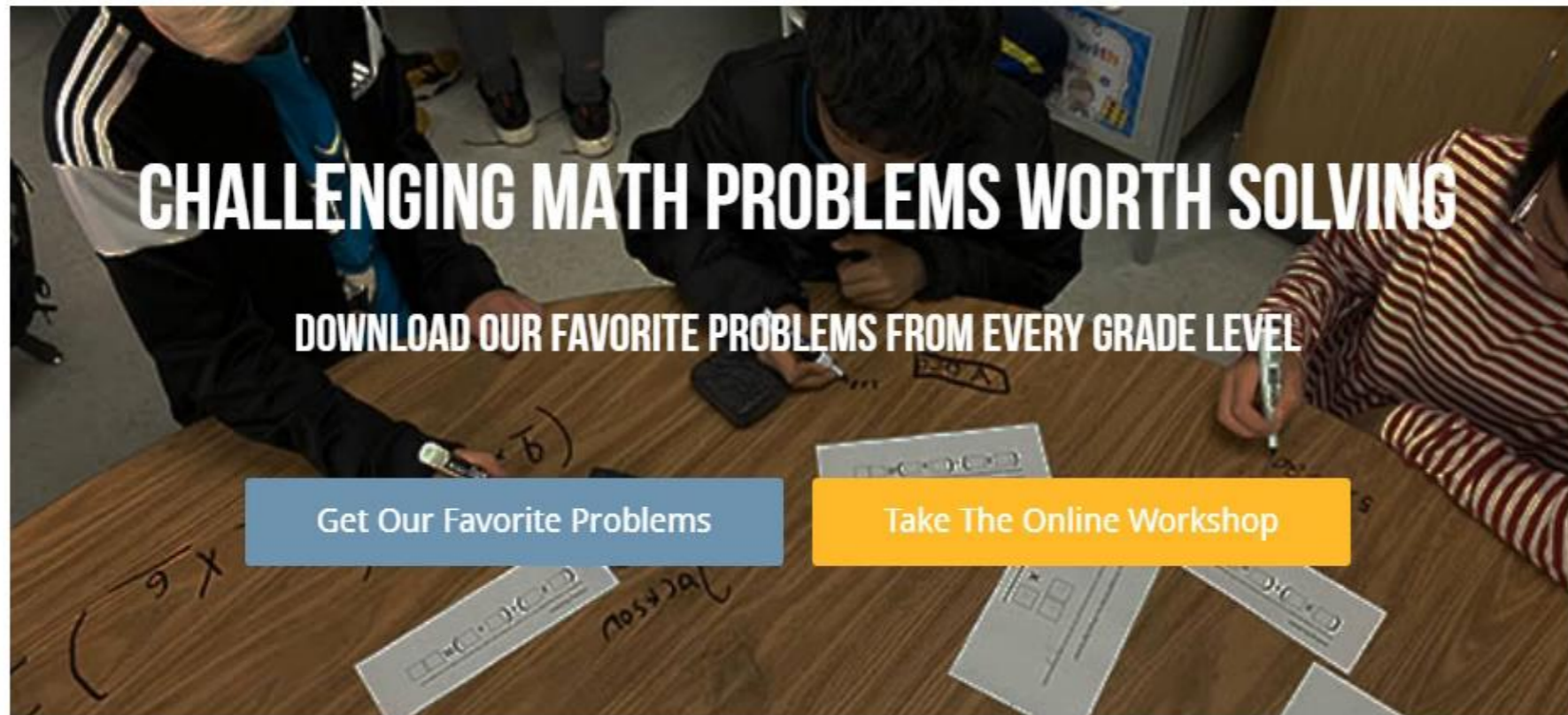
HOW DO I GET THEM TO BUY FROM ME?

HOW DO I CONTINUE TO GROW?

**Get them
to join.**



**Nurture them.
Pitch them.**



WANT GOOGLE SLIDE VERSIONS OF ALL PROBLEMS?

HERE'S OUR GROWING COLLECTION



OPEN MIDDLE STICKERS

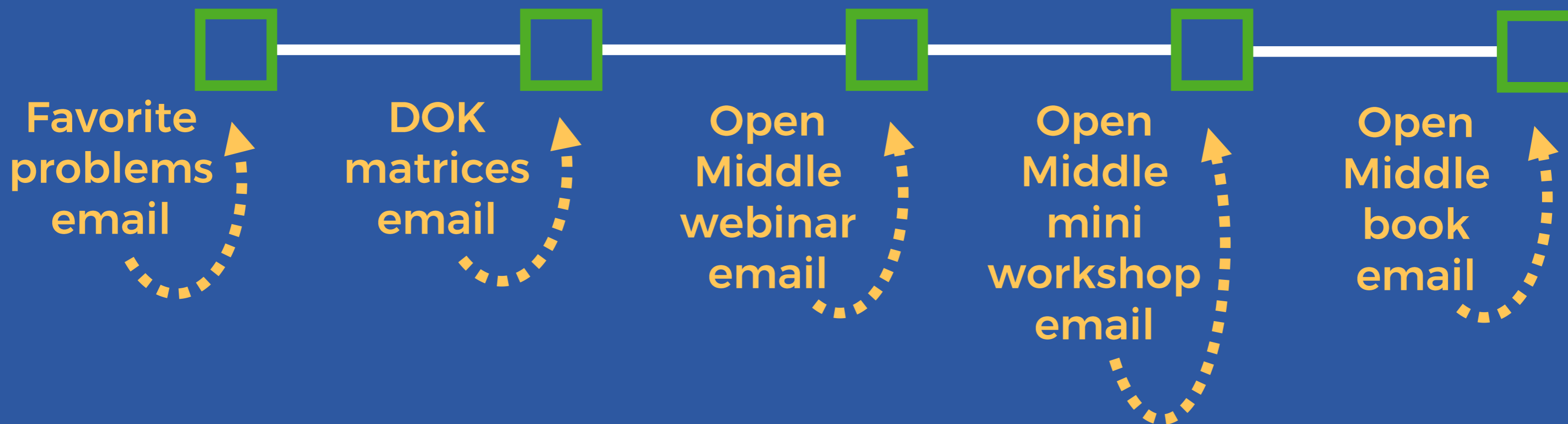
[Get an Open Middle sticker](#)

BROWSE BY COMMON CORE STATE STANDARDS

OPEN MIDDLE WORKSHEET

[English \(student version\)](#)[English \(document camera version\)](#)[English \(Google Doc version\)](#)[French \(student version\)](#)[French \(document camera version\)](#)[French \(Google Doc version\)](#)

OPEN MIDDLE EMAIL SEQUENCE

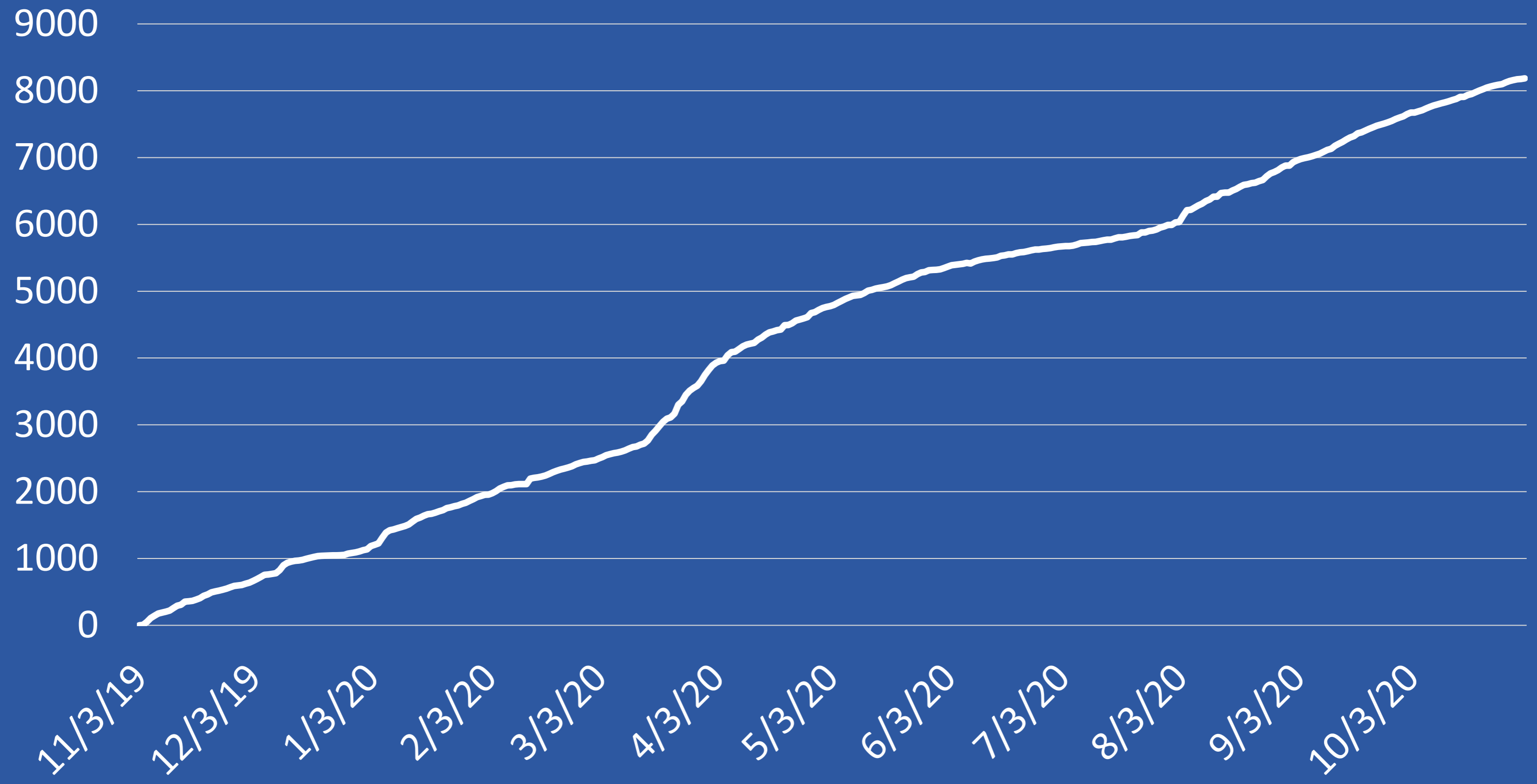


THE DATA

- An average of 682 people sign up each month.



Series 1



THE DATA

- An average of 682 people sign up each month.
- About 0.5% take my mini workshop
- That generates about \$130 each month.

EMAIL FUNNEL USES

- Boosting conference / webinar attendance
- Promoting your book and products
- Affiliate marketing
- Promoting online workshops
- Promoting in person workshops

\$#####

VS

60/40 split

Create a segment



Contacts match any of the following conditions:

Location is within 100 miles of

Long Beach, CA

Validate Location

about geolocation data

Add

Preview Segment

[Cancel](#)

4599 educators

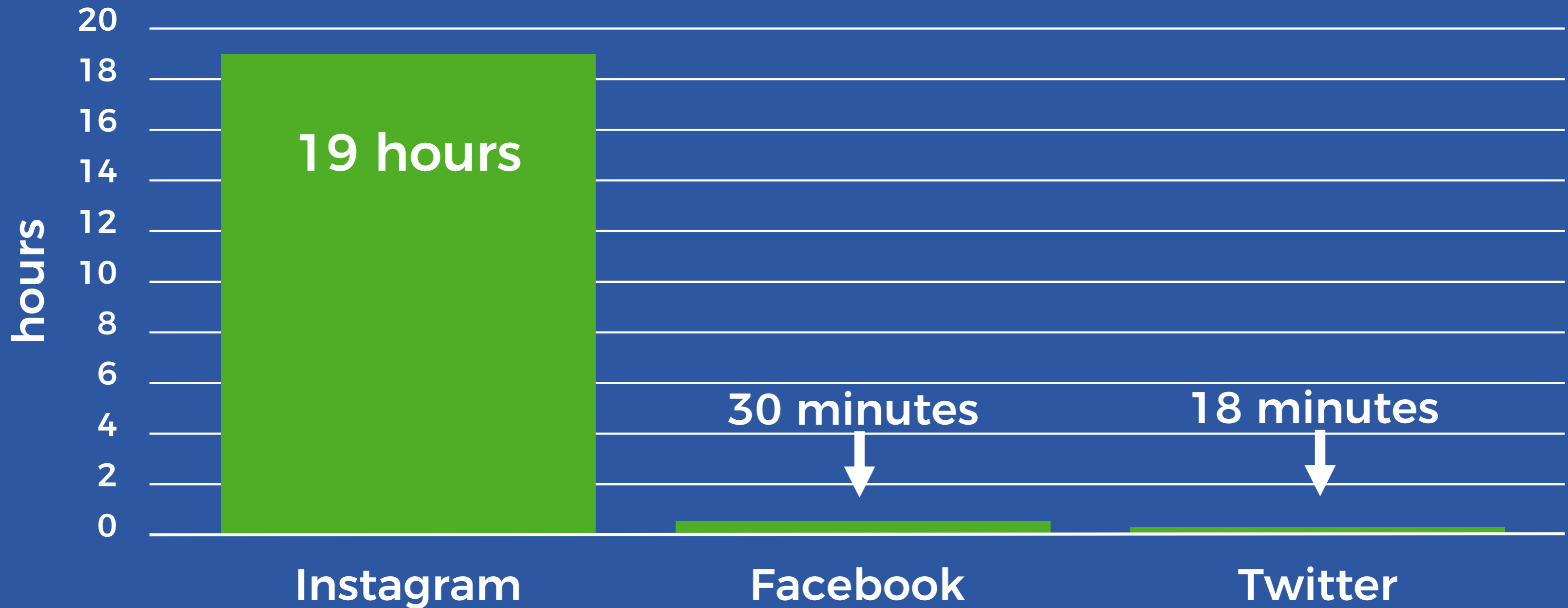
THE RESULTS

- \$225 a person
- More than 100 people showed up
- Earned more than \$15,000 for a day

POTENTIAL OBJECTIONS

- I prefer to just use social media.

SOCIAL MEDIA HALF LIFE



Sources: epipheo.com, wiselytics.com, moz.com, simplymeasured.com

POTENTIAL OBJECTIONS

- I prefer to just use social media.
- It feels too salesy.
- I don't like self-promotion.
- I don't know what to share and what to sell.

GOALS

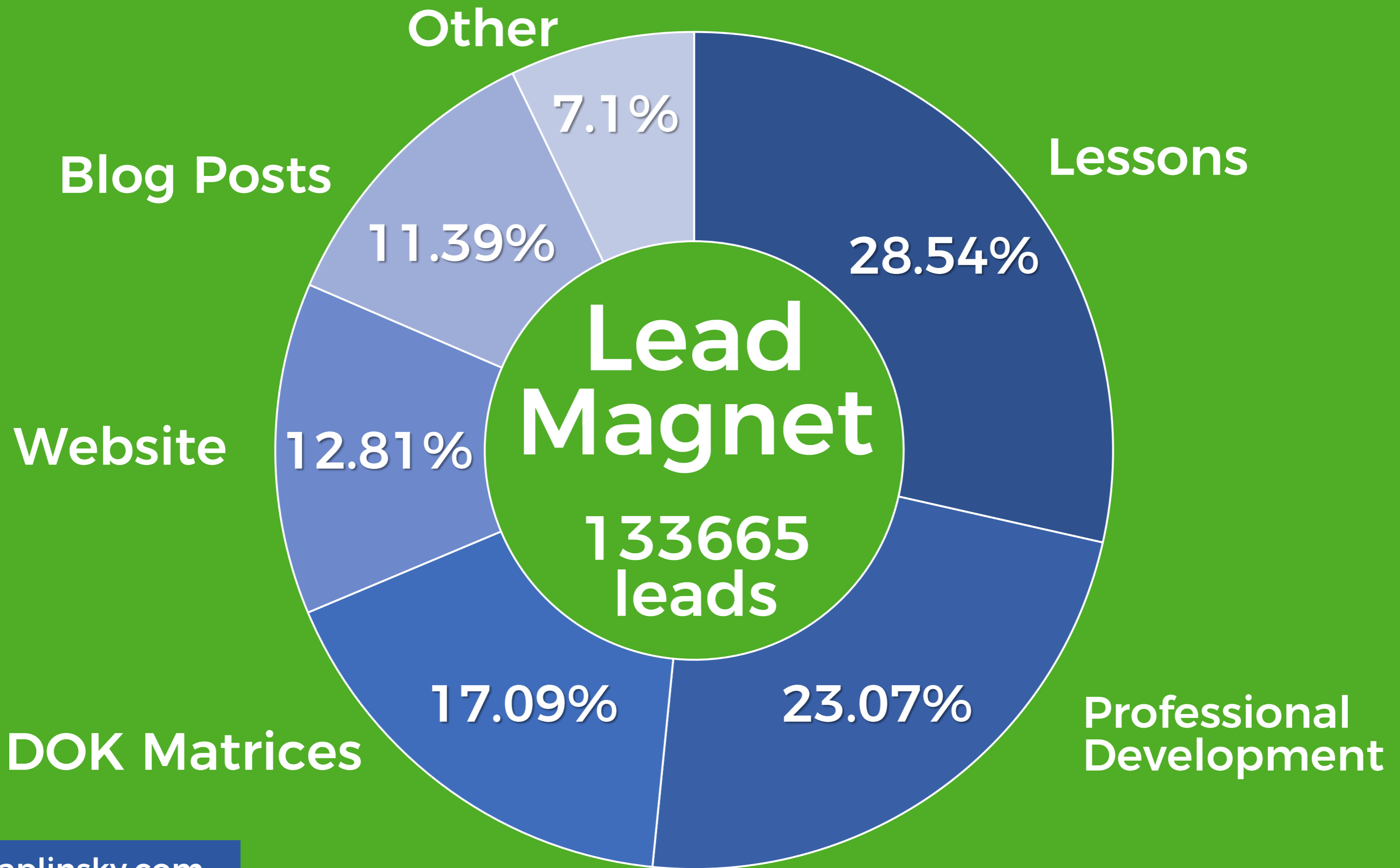
WHY DO I NEED AN EMAIL LIST?

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HOW DO I CONTINUE TO GROW?



WHAT'S A GOOD LEAD MAGNET?

1. Eye-catching headline



"How-To" Headlines

THE OLDIE BUT GOODIE THAT NEVER FAILS



- How to [Blank]
- How to Be [Desirable Quality]
- How to [Blank] Without [Objectionable Action]
- How to [Blank] and [Blank]
- How to [Do Something] in 5 Minutes
- How to [Do Something] Like a Boss



List Headlines

BITE-SIZED CONTENT THAT READERS ADORE



- 7 Ways to [Do Something]
- 13 Ways to [Do Something] When [Situation]
- (The) Top 10 [Blank]
- 7 Steps to [Objective]
- 7 Tips For [Objective]
- 7 [Adjective] Facts [Person/Audience] Should Know
- 7 Quotes from/by [Famous Person] That Will [Desired Result]

WHAT A GOOD LEAD MAGNET?

1. Eye-catching headline
2. Resource they can immediately use

RESOURCE EXAMPLES

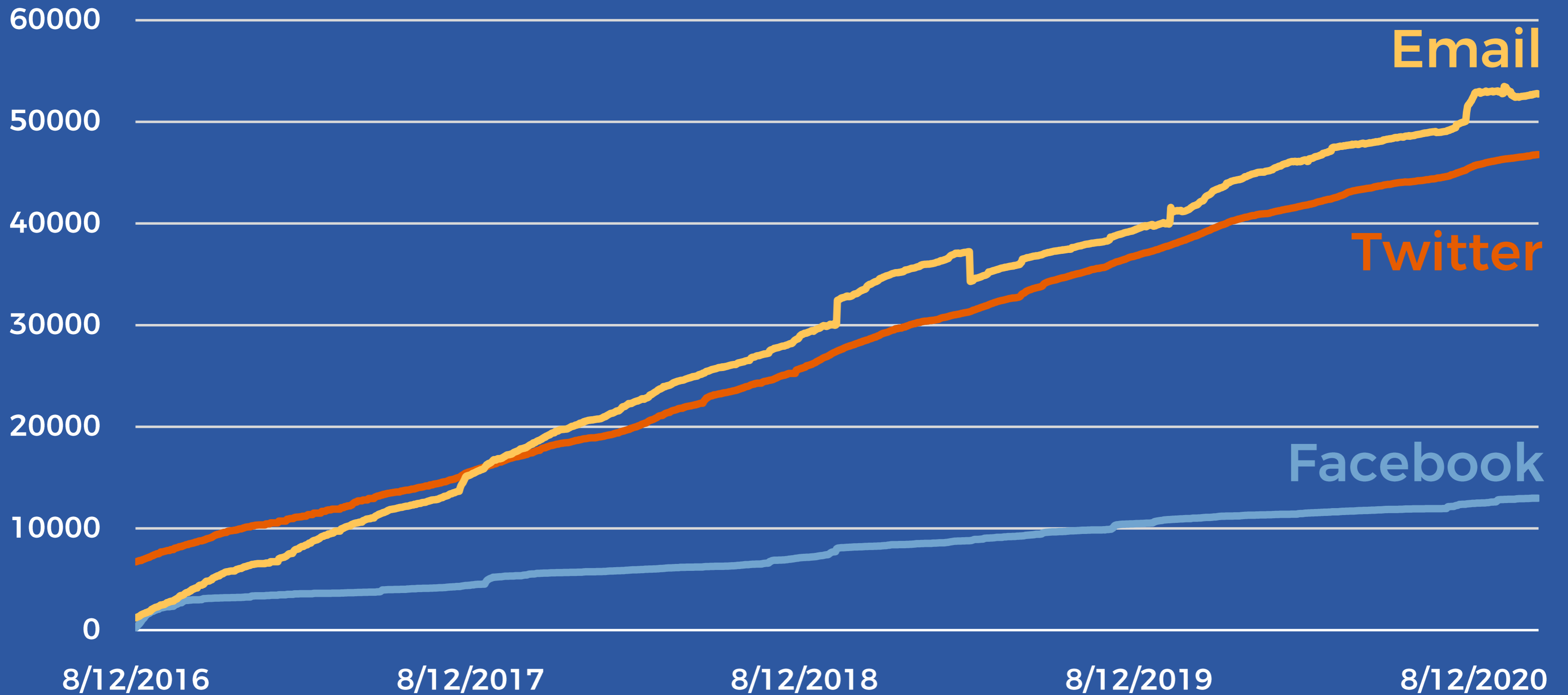
- Lessons teachers can use with students
- Posters teachers can print out for their room
- Charts admin can share with colleagues
- Videos leaders can use in their PD

WHAT A GOOD LEAD MAGNET?

1. Eye-catching headline
2. Resource they can immediately use
3. Aspirin for their headache

ASPIRIN EXAMPLES

- Readable versions of the Common Core SMP
- Professional development content
- Something to inspire colleagues
- The resources from my presentations



WHERE TO SHARE LEAD MAGNETS

- Social media
- Professional development
- Articles
- Podcasts
- Websites
- Books
- Conferences

ACKNOWLEDGING OUR THOUGHTS

- Mixed emotions about the work
- Wishing you had started earlier
- Impostor syndrome

GOALS

WHY DO I NEED AN EMAIL LIST?

WHY WOULD PEOPLE JOIN MY EMAIL LIST?

HOW DOES THE TECHNOLOGY WORK?

HOW DO I GET THEM TO BUY FROM ME?

HOW DO I CONTINUE TO GROW?

**Set them
to media.**

**Capture
email address**



**Nurture them.
Email
Pitch them.**

SOCIAL MEDIA SCHEDULER

- Must be able to upload and schedule.
- I use MeetEdgar.
- Major alternatives include Buffer and Hootsuite.
- Search for “social media scheduler” for other companies.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9am							
10am							
11am							
12pm							

Stop your “throwing spaghetti” strategy and let an expert octopus step in.

Edgar Lite

\$19/mo

For freelancers, side hustlers, and growing brands

[Start Your 7-Day Free Trial](#)

- **Unlimited** scheduled posts
- **3** social accounts
- **10** automatically recurring time slots per week
- **4** content categories

Edgar

\$49/mo

For entrepreneurs and small businesses

[Start Your 7-Day Free Trial](#)

- **Unlimited** scheduled posts
- **25** social accounts
- **1,000** automatically recurring time slots per week
- **Unlimited** customizable content categories

CAPTURE EMAIL ADDRESSES

- I use Leadpages.
- Search for “Leadpages alternatives” for other companies.
- May be able to use your email provider.

Tag Archives: Open Middle Math Depth of Knowledge Matrix

Depth of Knowledge Matrix – Fifth Grade Math

Topic	Evaluating Expressions	Rounding Decimals	Mult-Digit Multiplication	Multiplying Decimals
CCSS Stand.	• 5.OA.2	• 5.NBT.4	• 5.NBT.3	• 5.NBT.7
DOK 1	Evaluate the expression.	Round the decimal to the nearest tenth.	Find the product.	Solve.
Example	$56 + (8 - 1)$	7.163	37×45	$3.4 \times 2.5 =$
DOK 2	Using the digits 0 through 9, at most one time each, place a digit in each box to create two true statements: one where the value on each side of the equal sign is greater than 30 and one where it's less than 30.	Using the digits 0 to 9 at most one time each, place a digit in each box to create two different decimals that are equivalent when rounded to the nearest tenth.	Using the digits 0 to 9 at most one time each, place a digit in each box to create a true equation.	Using the digits 1 to 9 at most one time each, fill in the boxes to make a true number sentence.
Example	$\square\square + \square\square = \square\square + \square\square$ $\square\square > 30$ and $\square\square < 30$	$\square.\square\square = \square.\square\square$	$\square\square \times \square\square = \square\square\square$ $\square\square \times 3.2 = \square\square$	$\square\square \times \square\square = \square\square$
DOK 3	Using the digits 0 through 9, at most one time each, place a digit in each box to create two true statements: one where the value	Using the digits 0 to 9 at most one time each, place a digit in each box to create two different decimals that	Using the digits 0 to 9 at most one time each, place a digit in each box to create a true equation with the greatest	Using the digits 1 to 9 at most one time each, fill in the boxes to make a true product as close to 50 as

Depth of Knowledge Matrix – 5th Grade

Pedagogy • December 17, 2019 • 2 Comments

Depth of Knowledge Matrix – Fourth Grade Math

Topic	Fractions on a Number Line	Comparing Fractions	Adding Mixed Numbers	Comparing Decimals
CCSS Stand.	• 4.NF.2	• 4.NF.3	• 4.NF.3a	• 4.NF.7
DOK 1	Which point is located at $\frac{1}{2}$ below?	Compare the fractions using $<$, $>$, or $=$ sign.	Find the sum.	Compare the decimals using $<$, $>$, or $=$ sign.
Example		$\frac{3}{8}$ $\frac{4}{7}$	$3\frac{5}{8} + 2\frac{7}{8} =$	6.714 8.023
DOK 2	Label the point where $\frac{1}{2}$ belongs on the number line below. Do as precise as possible.	Using the digits 1 to 9 at most one time each, place a digit in each box to create a true statement.	Using the digits 1 to 9 at most one time each, place a digit in each box to make a true equation.	Using the digits 0 to 9 at most one time each, place a digit in each box to create two different decimals: one that is greater than 5 and one that is less than 5.
Example		$\square < \square < \square$	$\square + \frac{\square}{\square} = \square + \frac{\square}{\square}$	$\square.\square\square > 5$ and $\square.\square\square < 5$
DOK 3	Using the digits 0 to 9 at most one time each, place a digit in each box to create	Using the digits 1 to 9 at most one time each, place a digit in each box to create a	Using the digits 1 to 9 at most one time each, place a digit in each box to make a true	Using the digits 0 to 9 at most one time each, place a digit in each box to create two

Depth of Knowledge Matrix – 4th Grade

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Depth of Knowledge Matrix – Third Grade Math

Topic	Rounding	Adding 1-Digit Numbers	Subtracting 3-Digit Numbers	Multiplying Multiples of Ten
CCSS Stand.	• 3.NBT.1	• 3.NBT.2	• 3.NBT.2	• 3.NBT.3
DOK 1	Round to the nearest hundred.	Add.	Solve.	Multiply.
Example	436	$253 + 419 =$	$821 - 357 =$	4×60
DOK 2	Using the digits 0 to 9 at most one time each, place a digit in each box to make two different three-digit numbers that round (to the nearest hundred) to 500.	Using the digits 1 to 9 exactly one time each, place a digit in each box to make two different three-digit numbers that have a sum that is greater than 700 and one that is less than 700. You may reuse all the digits each time.	Using the digits 1 to 9 at most one time each, place a digit in each box to create two different pairs of three-digit numbers that have a sum that is less than 500 and one with a product that's greater than 500. You may reuse all the digits each time.	Using the digits 0 to 9 at most one time each, place a digit in each box to create two different true number sentences: one with a product that's less than 500 and one with a product that's greater than 500. You may reuse all the digits each time.
Example	$\square\square\square$ and $\square\square\square$	$\square\square\square + \square\square\square = \square\square\square$ $\square\square\square + \square\square\square = \square\square\square$	$\square\square\square - \square\square\square = \square\square\square$	$\square \times \square = \square\square$
DOK 3	Using the digits 0 to 9 at most one time each, place a	Using the digits 1 to 9 exactly one time each, place a digit	Using the digits 1 to 9 at most one time each, place a digit in	Using the digits 0 to 9 at most one time each, place a digit in

Depth of Knowledge Matrix – 3rd Grade

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Depth of Knowledge Matrix – Algebra 2 (Integrated 3)

Topic	Rational Function Features	Square Root Function Features	Exponential Function Features	Logarithmic Function Features
CCSS Stand.	• F.IF.3	• F.IF.3	• F.IF.3	• F.IF.3
DOK 1	Identify the function's vertical asymptote and its solution.	Find the domain and y-intercept of the square root function.	Find the asymptote and y-intercept of the exponential function.	Find the y-intercept of the logarithmic function.
Example	$y = \frac{5}{x+2} + 3$	$y = -5\sqrt{x+7} + 3$	$y = -5\sqrt{x+7} + 3$	$y = -4\log_2(x - 6) + 3$
DOK 2	Using the integers -9 to 9, at most one time each, fill in the boxes to create a rational function, its vertical asymptote, and its solution.	Using the integers -9 to 9, at most one time each, fill in the boxes to create a square root function, its domain, and the x-intercept.	Using the integers 1 to 9, at most one time each, fill in the boxes to create an exponential growth function with its asymptote and y-intercept.	Using the integers -9 to 9, at most one time each, fill in the boxes to create two logarithmic functions with the corresponding y-intercept.
Example	$y = \frac{\square}{\square + \square} + \square$ vertical asymptote: $x = \square$ solution: $y = \square$	$y = \sqrt{\square + \square} + \square$ domain: $x \geq \square$ x-intercept: (\square, \square)	$y = \square \cdot \square^{\square} + \square$ asymptote: $y = \square$ y-intercept: $(0, \square)$	$y = \square \log_2(\square - \square) + \square$ y-intercept: (\square, \square)
DOK 3	Using the integers -9 to 9, at most one time each, fill in the boxes to create a rational function, its vertical	Using the integers -9 to 9, at most one time each, fill in the boxes to create a square root function, its domain, and the	Using the integers 1 to 9, at most one time each, fill in the boxes to create an exponential decay function with its	Using the integers -9 to 9, at most one time each, fill in the boxes to create a function with the greatest possible y

Depth of Knowledge Matrix – Algebra 2

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Depth of Knowledge Matrix – Geometry (Integrated 2)

Topic	Equation of a Circle	Central, Inscribed, & Circumscribed Angles	Perpendicular Lines	Area of a Coordinate Plane
CCSS Stand.	• G-GE.1	• G-GE.1	• G-GE.3	• G-GE.2
DOK 1	Write the equation of a circle with a radius of 7 units.	If the measure of angle AOB is 80°, what is the measure of angle ACB?	Determine whether the lines are perpendicular.	Find the area of the triangle with vertices at (-4, -3), (-2, 5), and (3, -3).
Example	$(x - 7)^2 + (y - 7)^2 = 49$		$3x + 4y = 7$ $y = \frac{2}{3}x + 5$	$A(\square, \square)$ $B(\square, \square)$ $C(\square, \square)$
DOK 2	Using the digits 1 to 9 at most two times each, place a digit in each box to make two circles: one with an area of less than 100 units ² and one with more than 100 units ² .	Using the digits 0 to 9 at most one time each, place a digit in each box to make two angles: one where the central angle is greater than 130° and one where it is less than 130°. You may reuse all the digits each time.	Using the digits 0 to 9 at most one time each, fill in the boxes to create two perpendicular lines.	Using the integers -9 to 9 at most one time each, fill in the boxes to create coordinates that represent the vertices of two triangles: one with an area of less than 25 units ² and one with an area of more than 25 units ² . You may reuse all the integers each time.
Example	$\square x^2 + \square y^2 = \square$	\square° and \square°	$y = \square x + \square$ $\square x + \square y = \square$	$A(\square, \square)$ $B(\square, \square)$ $C(\square, \square)$
DOK 3	Using the digits 1 to 9 at most two times	Using the digits 0 to 9 at most one time each, place a digit in each box so that the	Using the digits 0 to 9 at most one time each, fill	Using the integers -9 to 9 at most one time each, fill in the

Depth of Knowledge Matrix – Geometry

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Depth of Knowledge Matrix – Algebra 1 (Integrated 1)

Topic	Solving Equations with Variables on Both Sides	Factoring Quadratics	Quadratics in Vertex Form	Adding polynomials
CCSS Stand.	• A-REI.1	• A-REI.3	• F-IF.3	• A-AR.1
DOK 1	Solve for x.	Find the factors.	Find the roots and maximum of the quadratic equation below.	Add the polynomials.
Example	$3x + 2 = -2x + 4$	$2x^2 + 7x + 3$	$y = -3(x - 4)^2 - 3$	$(4x^2 - 3x + 1) + (-6x^2 + 5x)$
DOK 2	Using the digits 1 to 9 at most one time each, fill in the boxes to make an equation with no solutions.	Find three different integers to put in the blank that will make the quadratic expression factorable.	Create three equations for quadratics in vertex form that have roots of 3 and 5, but have different maximum and/or minimum values.	Using the integers -9 to 9 at most one time each, place an integer in each box to make two expressions: one that has three or more terms and one that has fewer than three terms. You may reuse all the integers for each expression.
Example	$\square x + \square = \square x + \square$	$x^2 + \square x + \square$	$y = \square(x - \square)^2 + \square$	$\square x^2 - \square x + \square + \square x^2 + \square x + \square$
DOK 3	Using the digits 1 to 9 at most one time each, fill in the boxes so that the solution is least to zero.	Fill the blank by finding the largest and smallest integers that will make the	Using the digits 1 to 9 at most one time each, fill in the boxes to create a quadratic equation with	Using the integers -9 to 9 at most one time each, place an integer in each box to make two expressions: one that has three or more terms and one that has fewer

Depth of Knowledge Matrix – Algebra 1

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Depth of Knowledge Matrix – Eighth Grade Math

Topic	Approximating Irrationals	Properties of Exponents	Scientific Notation	Pythagorean Theorem
CCSS Stand.	• 8.NE.2	• 8.EE.1	• 8.EE.4	• 8.G.8
DOK 1	The irrational number $\sqrt{76}$ is between which two integers?	Simplify.	Simplify.	Find the length of the missing side.
Example		$4^3 \cdot -6^2$	$2 \cdot 10^{-4} \cdot 5 \cdot 10^7$	
DOK 2	Using the digits 0 to 9 at most one time each, fill in the boxes to make two different true statements. You may reuse all the digits each time.	Using the integers -9 to 9 at most one time each, fill in the boxes to make a positive product and a negative product. You may reuse all the integers each time.	Using the digits 1 to 9 at most one time each, fill in the boxes to make a product that equals 800,000,000. You may reuse all the digits for each product.	Using the digits 0 to 9 at most one time each, fill in the boxes to find two pairs of possible lengths for the missing sides.
Example	$\sqrt{\square}$ is greater than \square and less than \square	$\square^2 \cdot \square^2$	$\square \cdot 10^{\square} \cdot \square \cdot 10^{\square}$	$\sqrt{\square} = \square$ $\square = \square$
DOK 3	Using the digits 0 to 9 at most one time each, fill in the boxes to make the	Using the integers -9 to 9 at most one time each, fill in the boxes to make a product that	Using the digits 1 to 9 at most one time each, fill in the boxes to make the greatest product.	Using the digits 0 to 9 at most one time each, fill in the boxes to find the lengths of the

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Depth of Knowledge Matrix – Seventh Grade Math

Topic	Markup & Discount	Unit Rates with Fractions	• and - Rational Numbers	• and - Rational Numbers
CCSS Stand.	• 7.SP.2	• 7.NF.1	• 7.NS.1	• 7.NS.2
DOK 1	Find the final price of a \$75 item after a 45% discount.	Find the unit rate.	Find the sum.	Find the quotient.
Example		$\frac{2/3}{3/4} = \frac{\square}{\square}$	$-12 + -7$	$\frac{-3}{4} \cdot \frac{7}{5}$
DOK 2	Using the digits 0 to 9 at most one time each, fill in the boxes to create two true statements without rounding. You may reuse all the digits each time.	Using the digits 0 to 9 at most one time each, fill in the boxes to create two unit rates. You may reuse all the digits each time.	Using the integers -9 to 9 at most one time each, fill in the boxes to create two equations. You may reuse all the integers each time.	Using the integers -9 to 9 at most one time each, fill in the boxes to create two equations. You may reuse all the integers each time.
Example	$\square \square \square = \square \square \square$ $\square \square \square = \square \square \square$	$\frac{\square}{\square} = \frac{\square}{\square}$ $\frac{\square}{\square} = \frac{\square}{\square}$	$\square + \square = \square - \square$	$\square - \square = \square$ $\square \div \square = \square$
DOK 3	Using the digits 0 to 9 at most one time each, fill in the boxes to create the best	Using the digits 0 to 9 at most one time each, fill in the boxes to create a unit rate with the	Using the integers -9 to 9 at most one time each, fill in the boxes to create an equation	Using the integers -9 to 9 at most one time each, fill in the boxes to create a quotient

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Depth of Knowledge Matrix – Sixth Grade Math

Topic	Percent of a Quantity	Ratio and Unit Rates	Dividing Fractions	Multiplying Decimals
CCSS Stand.	• 6.SP.5c	• 6.RP.1 & 6.RP.2	• 6.NS.1	• 6.ND.2
DOK 1	Evaluate.	Fill in the blank to make an equivalent ratio.	Find the quotient.	Find the product.
Example	24 is 30% of what number?	$\square : 7 = 8 : 14$	$\frac{4}{4} \div \frac{2}{9} = \frac{2}{9}$	$3.74 \cdot 4.29$
DOK 2	Using the digits 0 to 9 at most one time each, fill in the boxes to make two true statements without rounding. You may reuse all the digits each time.	Using the digits 0 to 9 at most one time each, fill in the boxes to make two equivalent ratios.	Using the digits 1 to 9 at most one time each, fill in the boxes to make two different pairs of fractions that have a quotient of $\frac{2}{3}$. You may reuse all the digits each time.	Using the digits 1 to 9 at most one time each, fill in the boxes to make a whole number product.
Example	$\square \square \square = \square \square \square$ $\square \square \square = \square \square \square$	$\square : \square = \square : \square$	$\frac{\square}{\square} \div \frac{\square}{\square} = \frac{2}{3}$	$\square \square \cdot \square \square \square$
DOK 3	Using the digits 0 to 9 at most one time each, fill in the boxes to make a true statement with the greatest	Using the digits 0 to 9 at most one time each, fill in the boxes to make an equivalent ratio with that has a unit rate with	Using the digits 1 to 9 at most one time each, fill in the boxes to make two fractions that have a quotient that is as	Using the digits 1 to 9 at most one time each, fill in the boxes to make a product with the greatest possible value.

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Open Middle Math - Book Resources



Thank you so much for reading my book and wanting to download the free resources including:

- Open Middle worksheet
- Open Middle problem matrices
- Student Strategy Tracker templates
- Open Middle problems
- My presentation on using Open Middle problems

Click on the button below to enter your information and I'll send you all the resources. I'll also send you an email every Tuesday during the school year with tips and ideas you can use in your classroom.

Take me to the resources!

< 44222



Add to contacts

Block number

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ADVANCED

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- ✓ Landing Pages, Pop-Ups, Alert Bars
- ✓ Unlimited Traffic & Leads
- ✓ Free Custom Domain* with annual purchase
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- ✓ Mobile-Responsive Templates

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- ✓ Landing Pages, Pop-Ups, Alert Bars
- ✓ Unlimited Traffic & Leads
- ✓ Free Custom Domain* with annual purchase
- ✓ Free Hosting
- ✓ Mobile-Responsive Templates

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billed annually

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- ✓ 1 Site
- ✓ Landing Pages, Pop-Ups, Alert Bars
- ✓ Unlimited Traffic & Leads
- ✓ Free Custom Domain* with annual purchase
- ✓ Free Hosting
- ✓ Mobile-Responsive Templates

STORE AND USE EMAIL

- Dozens of options.
- I use MailChimp.
- Virtually all will allow you to send individual emails and automations.
- Major alternatives include ConvertKit, Infusionsoft, and Constant Contact.

EMAIL OPTIONS

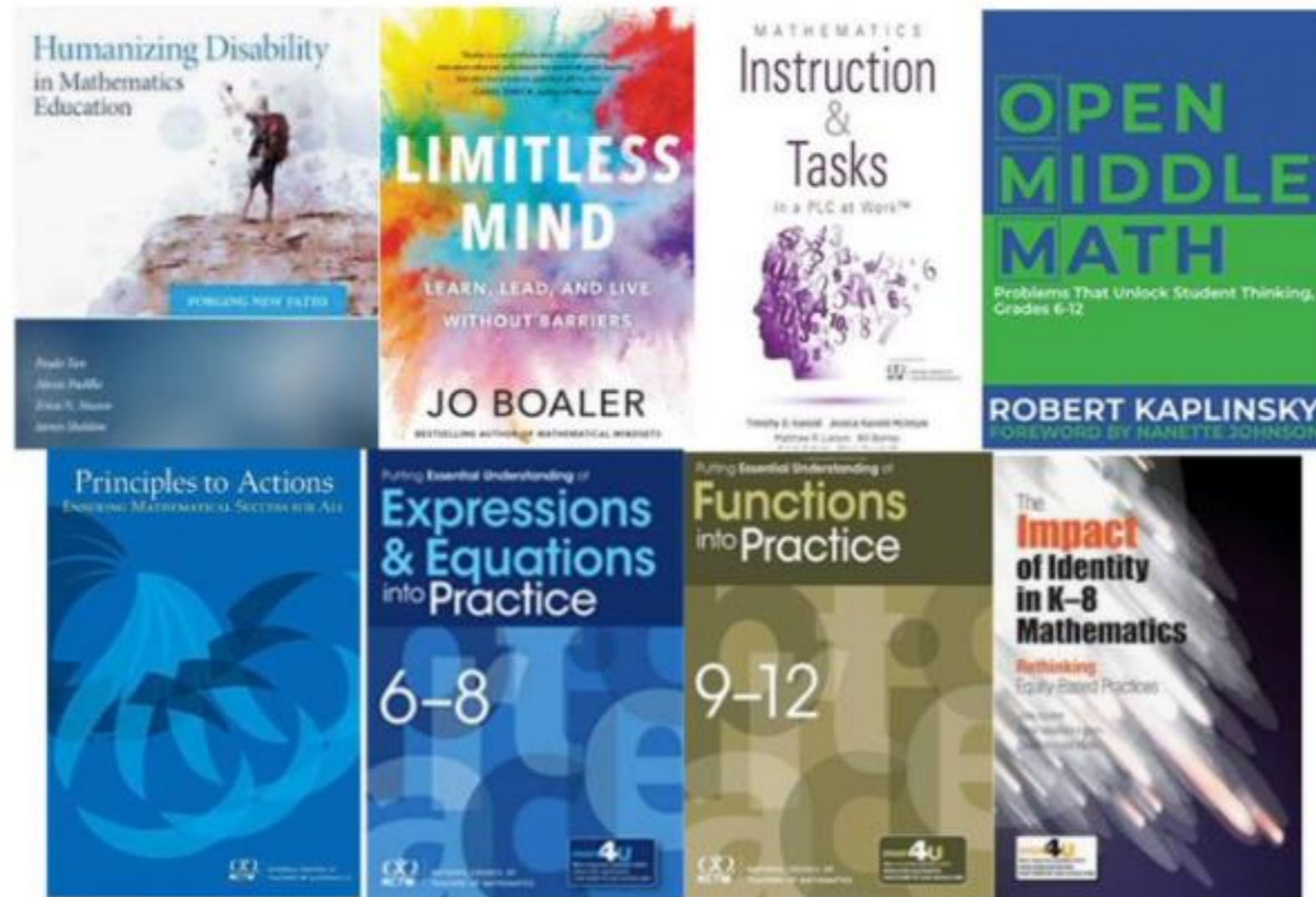
- Single timely emails



Lindsey Henderson

@flippyfeets

I'm excited to invite Utah Secondary Math Educators to join our book study community (self-paced and a digital copy of the book is provided)! Come collaborate with us! [#mathingforms.gle/QJxFoxg6kvzCUU...](https://mathingforms.gle/QJxFoxg6kvzCUU...)
[@robertkaplinsky](#) [@NCTM](#) [@joboaler](#)



Contacts match of the following conditions:

Zip Code (optional) is greater than 83999

AND

Zip Code (optional) is less than 85000

[Cancel](#)

473 educators

EMAIL OPTIONS

- Single timely emails
- Automated evergreen emails



Open Middle Autoresponder Series

Edit Settings

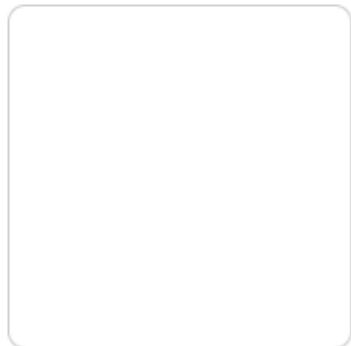
Pause All Emails

Audience name

Open Middle (8,033 subscribers) [Add Contacts](#) | [Remove Contacts](#)



To edit an email in your automation, click *Pause & Edit*. To edit multiple emails, click *Pause All Emails*.



Here are our favorite Open Middle problems

Trigger: Immediately after subscribed contacts join your audience

Schedule: Every day, all day

Filter by segment or tag: None

Post-send action: None

0
Queue

8,403
Recipients

66.0%
Open rate

50.0%
Click rate

Pause & Edit ▼

Premium

Advanced features for pros who need more customization.

Starting at
\$299
/month

[Select](#)

Calculate your cost

200,000+ contacts
Unlimited audiences

Everything in Standard, plus:

- ✓ Advanced Segmentation
- ✓ Multivariate Testing
- ✓ Comparative Reporting
- ✓ Unlimited Seats & Role-Based Access
- ✓ Phone Support

Mailchimp Recommends

Standard

Data-driven automation and optimization tools for businesses that want to grow faster.

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\$14.99
/month

[Select](#)

Calculate your cost

Up to 100,000 contacts
5 audiences included

Everything in Essentials, plus:

- ✓ Customer Journey Builder + Branching Points **New**
- ✓ Send Time Optimization
- ✓ Behavioral Targeting
- ✓ Custom Templates
- ✓ Dynamic Content **New**

Essentials

Great for email-only senders who want around-the-clock support.

Starting at
\$9.99
/month

[Select](#)

Calculate your cost

Up to 50,000 contacts
3 audiences included

Everything in Free, plus:

- ✓ All Email Templates
- ✓ Multi-Step Journeys
- ✓ Custom Branding
- ✓ A/B Testing
- ✓ 24/7 Email & Chat Support

Free

All the multi-channel tools you need to build your business and grow your audience.

\$0
/month

[Get Started](#)

Up to 2,000 contacts
1 audience included

Everything you get with Free:

- ✓ Marketing CRM
- ✓ Creative Assistant **Beta**
- ✓ Website Builder **New**
- ✓ Mailchimp Domain
- ✓ Forms & Landing Pages

GOALS

WHY DO I NEED AN EMAIL LIST?

WHY WOULD PEOPLE JOIN MY EMAIL LIST?

HOW DOES THE TECHNOLOGY WORK?

HOW DO I GET THEM TO BUY FROM ME?

HOW DO I CONTINUE TO GROW?

Opt-In



WHAT YOU NEED TO KNOW

- Unsubscribing is not bad
- Automated emails versus timely newsletters
- Thoughts on writing enticing emails

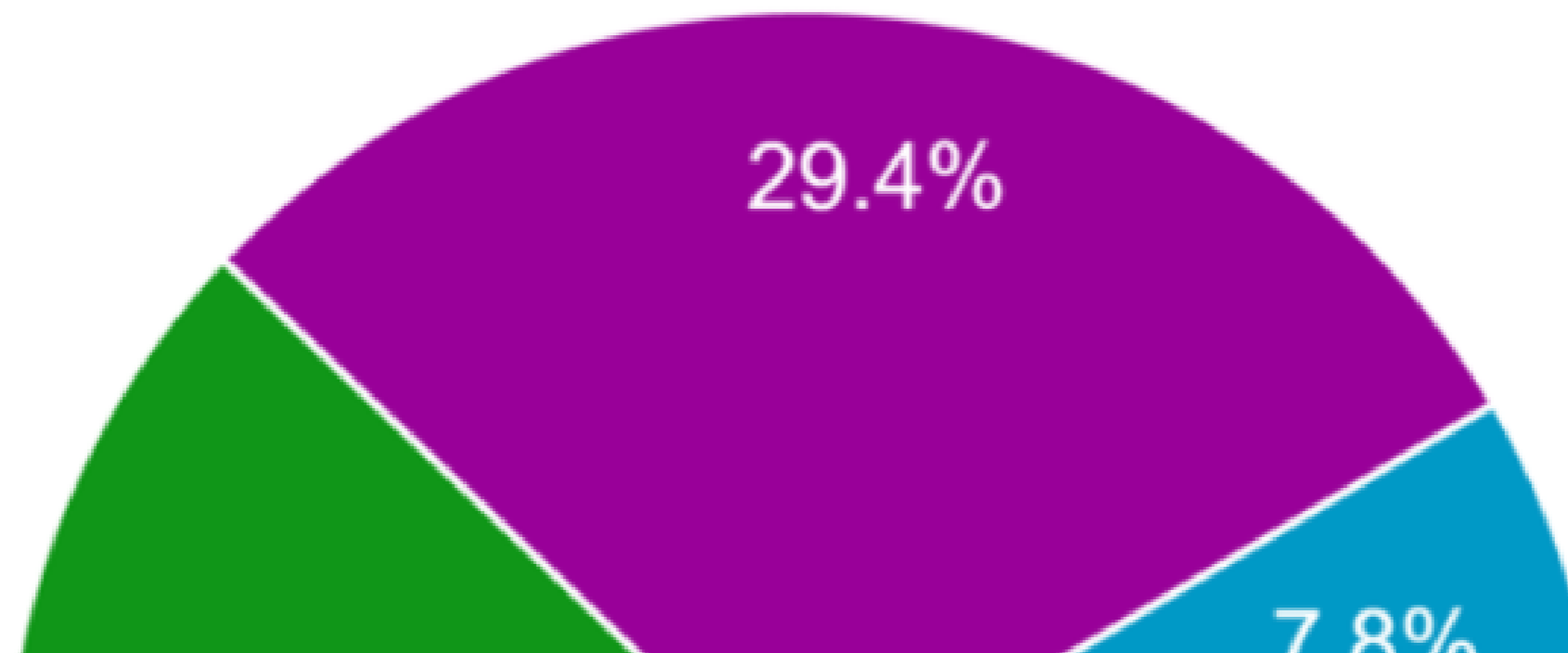
[View this email in your browser](#)



Hi Jason.

If your job includes training other educators, then this is an email you don't want to miss. I'll begin with a question: if you had a two-day training for educators and it could be on any two consecutive days of the week, which would be the best two? Which would be the worst?

I surveyed 153 educators and asked them about their preferences. The pie chart below shows their results.



WHAT YOU NEED TO KNOW

- Unsubscribing is not bad
- Automated emails versus timely newsletters
- Thoughts on writing enticing emails
- Click and open rates

Robert Kaplinsky Automation (1-100)

[Switch report](#) ▾

Workflow overview

14527 Subscribers who have completed	3735893 <u>Emails sent</u>
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Open rate **28.6%**



Audience average **28.9%**

Industry average (Education and Training) 15.5%

Click rate **5.1%**



Audience average **5.1%**

Industry average (Education and Training) 1.7%

1,064,071 Opened	188,254 Clicked	21,852 Bounced	5,048 Unsubscribed
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WHAT COMES NEXT?

Action	Do Now	Start Planning	Maybe	Don't Do
Create something that generates passive income		✓		
Switch to all the programs I use				✓
Pick an email provider		✓		
Pick a lead generator software		✓		
Create lead magnets	✓			
Track social media & email data			✓	
Integrate the lead magnets into your website		✓		

Ed Consultants Lab® Online Workshop



MODULE 1: HOW DO I GET STARTED?

- How do I become an educational consultant?
- What kind of consulting work is right for me?
- How do I get others to see me as a thought leader?
- Do I really need things like a business license, fictitious business name statement, business entity (such as an LLC or corporation), federal tax ID, business bank account, business credit card, business insurance, etc.?

MODULE 2: HOW DO I GROW MY BUSINESS?

- How do I find clients?
- How do I develop my brand?
- What do I need on my website?
- How do I take advantage of social media?
- How do I build my audience?
- How do I turn my audience into fans?

MODULE 3: HOW DO I NEGOTIATE WITH CLIENTS?

- How do we decide what I'll do?
- How much should I charge?
- How do I consult internationally?
- How do I earn more money in less time?
- Why is a contract absolutely necessary?
- Who do I turn to when I need help?

MODULE 4: HOW DO I PREPARE FOR SUCCESS?

- How can I be knowledgeable without being a know-it-all?
- How do I make amazing presentations?
- How do I exceed my clients' expectations?

MODULE 5: HOW DO I TAKE CARE OF MYSELF?

- How do I transition from not being a consultant to a part-time consultant?
- How do I transition from part-time to full-time consultant?
- How do I work smarter, not harder?
- What happens when I feel like a fake?
- How do I balance working for others and making time to create something new?

MODULE 6: HOW DO I WORK TOWARDS LONG TERM GOALS?

- How do I surround myself with people rooting for me?
- How do I know what to spend my time on?
- What happens when I want to change the kinds of work I do?
- How do I generate other kinds of consulting revenue?
- How has the pandemic changed educational consulting?

BONUS: Contract Example





BONUS:
Live
Question &
Answer
Chat on
3/15/21 at
5 pm PDT

ED CONSULTANTS LAB DETAILS

- 6-week of content but access for 16 weeks.
- The first 10 people to register get access for all of 2021.
- Costs \$997
- Registration closes on February 5, 2021.

I keep waiting for someone else to recognize how brilliant I am and elevate me. But I need to elevate my damn self.

SHELBY STRONG

GOALS

WHY DO I NEED AN EMAIL LIST?

WHY WOULD PEOPLE JOIN MY EMAIL LIST?

HOW DOES THE TECHNOLOGY WORK?

HOW DO I GET THEM TO BUY FROM ME?

HOW DO I CONTINUE TO GROW?

WHY EMAIL IS MORE POWERFUL THAN SOCIAL MEDIA FOR PROMOTING YOUR WORK AND GENERATING INCOME

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WANT THE RESOURCES?

Download them at

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