REMOTE RECRUITING & HIRING TOOLKIT:

Online Job Application Tracking

Content Level: **DEVELOP** & **ENHANCE**

When LEAs shift to using fully digital online job applications, the benefits include an increased ability to track the movement of candidates through the hiring process. For example, hiring teams can easily and simultaneously view up-to-date information to show:

- *Which job openings haven't attracted many candidates?*

- *Do any promising candidates still owe application materials?*

- *Do any applicants currently need to be scheduled for an interview?*

- *Which candidates who received offers still need to sign contracts?*

Depending on capacity and funding, you can use rudimentary or advanced approaches to track applicants in a virtual hiring process—and can gain valuable insights about your recruitment and hiring systems by analyzing the data after you track it. Read about ways to digitally track candidates' progress through your online application system.

Consider using commercial applicant tracking systems.

There are many applicant tracking systems that are used in mid-to-large LEAs such as SearchSoft and Frontline. Just as an out-of-office message can be customized for one's email, these systems will allow the LEA to craft a specific response message to applicants sharing timelines and steps in the current virtual hiring process.

As a resource for now and in the future, the Society for Human Resources Management has a useful guide to applicant tracking systems:

> Society for Human Resources Management:
> **Guide to Applicant Tracking Systems**

Develop a "homemade" tracking system.

LEAs without purchased applicant tracking systems (and some with systems do this as well) can create LEA-specific dashboards to track the application and selection process. An example of such a dashboard was developed for the Seattle Public Schools to manage the potential candidates that are engaged at job fairs and other recruiting events. The tool can be found here; it can also be used to track the broader application and hiring cycle.

Human resources staff members may contact applicants personally if necessary to add or refine information so that the applicant pool is ready for selection processes.

Steps to take after the hiring process

Use quantitative and qualitative data from applicant tracking to assess your recruitment and hiring processes.

When LEAs use uniform, online applications for educator positions, the LEAs not only facilitate efficient and wide-ranging recruitment and hiring, but also generate quantitative and qualitative data on all applicants. LEA staff can use these data to learn more about— and to continue improving—their own recruitment and hiring processes.

I.   Level of interest on different recruiting platforms

✓ LEAs who use more than one site to post job openings—including their own LEA site and/or general job search sites—can compare the number of clicks different job posts receive on different platforms. This can help determine which approaches are finding a high number of interested candidates.

II. Where candidates "drop out" of the application process

✓ Determining where in the application process candidates tend to choose to stop— such as after first contacting the LEA to express interest, beginning an application, completing an application, being invited to a first interview, after an interview, etc. — can help LEA leaders assess whether and when they can do more to **communicate with candidates** and to keep promising applicants engaged in the hiring process.

> For more details, see the guide: **Consistent Virtual Communication**.

✓ Hiring teams can also analyze the number or proportion of educators who are offered positions and turn them down and compare whether this occurs at varying rates across different roles, schools or times of the year.

III. Rate of candidates meeting hiring criteria

✓ LEAs can use online application systems to track the number or proportion of candidates who meet the LEA's minimum hiring criteria (which could include qualifications, prior experiences, and abilities), and thus move on to the next hiring step after applications are reviewed. Similarly, LEAs can analyze how many applicants are advanced in each hiring step.

✓ Hiring teams can compare the rates at which candidates meet hiring criteria across different roles or schools, to determine if the more promising candidates are more likely to apply to particular schools or positions. Such information can also show whether novice teachers from some educator preparation programs are more likely to meet the LEA's hiring criteria.

IV. Hiring timelines for different schools and roles

✓ Using an online system to track candidates' progress through the hiring and onboarding processes also allows LEAs to determine how efficiently they are completing each phase of hiring and onboarding, and to decide whether and where to make changes. In particular, leaders can determine if candidates at some schools or for particular roles tend to be recruited and hired later in the year, and/or experience more delays in the hiring process (for example, more days between submitting an application and receiving confirmation, or between interviewing and the next hiring step). Both situations can cause schools to miss out on opportunities to hire the most effective and qualified teachers.

✓ Leaders should pay close attention to the hiring timelines for higher need schools and hard-to-staff roles, in case later or delayed hiring may lead to inequities in teacher effectiveness and qualifications.

✓ When looking at data on hiring timelines, LEAs can determine the proportion of educators hired before the end of the previous school year, during the summer, and after the beginning of the school year; these indicators can help assess the overall performance of recruitment and hiring practices.