Key Project Information:

Reference Number:	22881
Project Title:	Learning To Earning: Enhancing Connections and Referral Pathways
Organization Name:	Tri-County Literacy Network
Project Manager:	Andrea Dickinson, Executive Director
Project Steering Committee:	Dave Demers, Chatham-Kent Employment and Social Services Mary Genge, HUB Creative Group Tamara Kaattari, Literacy Link South Central Jennifer Kirkham, Mischevious Cat Productions Inc. Susan McLelland, St. Clair College
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Tri-County Literacy Network
Linking Literacy To Life

Acknowledgements:

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Gerald Mabee	Production Team	Foster Visuals
Jennifer Kirkham	Evaluator	Mischevious Cat Productions Inc.

Contents:

Executive Summary:

In this project visual resources were developed to enhance connections and referral pathways between Ministry programs and to assist clients from vulnerable populations (including individuals on social assistance and at-risk youth) and apprentices to prepare for their future success.

This project was designed to help meet two of the Service Delivery Network Development Fund (SDNDF) business priorities (see page 6)*. The outcomes of the project relate to these priorities.

The specific four outcomes addressed were:
- increased awareness of the connection between learning and employment and poverty reduction for service providers and clients
- increased understanding of Literacy and Basic Skills (LBS) and how it supports clients' goals (for service providers and clients)
- enhanced connections and referral pathways between Ministry programs
- assisting clients from vulnerable populations and apprentices to prepare for their future success

In order to achieve these outcomes the following activities occurred:
- a literature review was implemented on marketing/outreach (to vulnerable populations, apprentices and service providers) to determine best practices
- focus groups of clients and service providers in the Tri-County Literacy Network and Literacy Link South Central Region were held to ascertain the best approach to the videos
- a client involvement plan was developed and releases signed in preparation for video production
- video production was held based on the focus group input and literature review recommendations
- videos were edited for best quality and engagement
- videos were posted on the Tri-County Literacy Network website and the Literacy Link South Central website and the Learning Network of Ontario website has a link to the videos
- Adult Basic Education Association also posted the Learning To Earning: Music Video on their website
- surveys were sent out for feedback through the launch and promotion of the videos with the field and referral partners in the Tri-County Literacy Network region, the Literacy Link South Central region and provincially
- preparation and distribution of the final report including the literature review, in English and French, plus USB bracelets with the videos
- evaluation of the project has and will be conducted by the independent evaluator
- the Evaluation Report will be completed in June 2015

Feedback to date on the videos indicates that with regards to the outcomes:
- the videos have increased awareness of the connection between learning and employment, particularly evident for the Learning To Earning: Real People, Real Stories video
- the videos have increased understanding of Literacy and Basic Skills (LBS) and how it supports clients' goals (for service providers and clients), particularly evident for the Learning To Earning: Real People, Real Stories video
- the videos have enhanced connections and referral pathways between Ministry programs as many service providers have reported that they think the videos will enhance connections and referral pathways to a moderate or great extent and many indicated that they will make more referrals of clients to adult upgrading programs as a result
- the videos have assisted clients from vulnerable populations and apprentices to prepare for their future success through increased awareness and understanding of adult upgrading opportunities

Further feedback to date on the videos indicates that as far as the scope of impact:
- by helping to inform service providers about LBS programs through the videos, service providers indicated that they plan to make more referrals and can offer a smoother transition to the LBS programs with reduced chances that people will be lost during transitions
- the videos helped to break down barriers for people accessing Employment Ontario programs by reducing the stigma associated with "literacy" and in this way the videos will assist clients from vulnerable populations and apprentices in attaining their goals
- success stories were helpful as they assisted service providers and clients to understand the positive impact of the LBS programs
- the videos helped to increase the awareness of how adult literacy links with learners' goals such as employment and apprenticeship
- the information in the videos assisted clients to understand the steps needed to attain their goals and assisted service providers by providing practical supports in making referrals

As stated by staff from referral agencies:

"This is about skills upgrading and not about 'illiteracy'. This is about achieving viable employment with a future"

"Like the emphasis on collaborative planning between learner and agency"

"Effective tool to show staff and clients the benefits of these services and what they can expect when linking to these services"

"The video demonstrates that when we all work together that new life journeys can begin."

The project successfully met the established outcomes and produced the required deliverables. Overall response to the videos has been very positive and it is expected that the videos will continue to be used in the future to help promote adult upgrading (Literacy and Basic Skills programs).

Business Priorities for SDNDF (2014-2015):

1. Targeted initiatives to improve service providers' capacity to assist vulnerable population and groups underrepresented in the labour market to:
- Complete and progress in the employment goal path; and/or,
- Prepare for, obtain and maintain employment
2. The development of resources, tools and best practices that enhance connections and referral pathways between MTCU's Employment Ontario programs and through the Ministry of Citizenship and Immigration, the Ministry of Community and Social Services, the Ministry of Children and Youth Services and the Ministry of Education.

Project Overview:

Synopsis of the Project

The need to showcase how and why literacy can be part of one's future success through video resources was identified in recent projects of both Tri-County Literacy Network and Literacy Link South Central. The "Learning To Earning: Enhancing Connections and Referral Pathways" project would respond to this need by a step by step process of developing and launching videos tailored to the intended target audience. The target audience includes service providers and clients from vulnerable populations (including individuals on social assistance and at-risk youth) as well as apprentices. As a result of increased understanding of LBS and how it supports clients' goals, these visual resources will enhance connections and referral pathways between Ministry programs and assist clients from vulnerable populations and apprentices to prepare for their future success.

Activities to be undertaken

Activities include development of a steering committee, implementing a literature review on marketing/outreach to vulnerable populations and apprentices, planning and holding focus groups of service providers and clients in the Tri-County Literacy Network and Literacy Link South Central regions to ascertain the best approach in the videos, development of videos based on this input with the videos representing diverse vulnerable populations and apprentices, launching and promotion of the video with referral partners, evaluation of the video and preparation and completion of a final report.

Products to be developed

There will be a literature review on marketing/outreach to vulnerable populations and apprentices, a summary of focus groups of service providers and clients held in the Tri-County Literacy Network and Literacy Link South Central regions to ascertain the best approach in the videos, videos created based on this input and the videos or links to the videos posted on Tri-County Literacy Network, Literacy Link South Central and Learning Networks of Ontario websites and a final report.

Overall outcomes to be achieved

These four outcomes are:
1. Increased awareness of the connection between learning and employment and poverty reduction for service providers and clients
2. Increased understanding of LBS and how it supports clients' goals (for service providers and clients)
3. Enhanced connections and referral pathways between Ministry programs
4. Assisting clients from vulnerable populations and apprentices to prepare for their future success

Initial Work:

Formation of the Steering Committee and Hiring Consultants

A steering committee was formed that included representation from a variety of organizations:

- Literacy Link South Central
- Municipality of Chatham-Kent Employment and Social Services
- St. Clair College

The purpose of the steering committee was to support the project objectives by contributing expertise where appropriate, assisting with focus groups, assisting with video development and review and working with the other project partners collaboratively to achieve the project goals.

As far as expertise Literacy Link South Central supported the project objective by contributing adult literacy expertise and youth literacy expertise. The Municipality of Chatham-Kent Employment and Social Services provided social assistance/vulnerable populations' expertise. St. Clair College contributed adult literacy expertise, youth expertise and apprenticeship expertise.

Tri-County Literacy Network contracted the services of people/companies with specialized knowledge of focus group facilitation, writing and communications, video development and production as well as project evaluation. This included Mary Genge of HUB Creative for the focus group facilitation, writing and communications; Brent Foster and his production team with Foster Visuals for the video production and Jennifer Kirkham of Mischevious Cat Productions Inc. as the independent evaluator.

Committee Meetings

At the initial meeting in August 2014 to plan the project, all aspects of the workplan were discussed. The evaluation plan was developed at the beginning of the project, discussed at the initial meeting and referred to and updated throughout the project. Please see the Appendix for the Evaluation Plan. This initial meeting also focussed on reviewing the literature review and discussing the recommendations in it as well as preparations for the focus groups. At the October 2014 meeting we reviewed the results from the focus groups and discussed ideas for the best approach in the videos. After this meeting we recruited our participants for the videos, learned more about their stories and developed draft outlines. The November 2014 meeting focussed on the client involvement plan and storyboarding, essentially planning for the video production for the week of November 24, 2014. The draft videos were reviewed by the committee electronically after the video shoots. The December 2014 meeting was focussed on video editing as well as video launch and feedback plans. Videos were approved by the committee prior to launch in January 2015.

Literature Review:

A literature review was implemented on marketing/outreach (to vulnerable populations, apprentices and service providers) to determine best practices.

The purpose of a literature review is to discover and highlight what's been written on a topic, and to analyze and synthesize the information about key themes or issues on this topic. The literature review for this project explored practices in the area of marketing/outreach to vulnerable populations (individuals receiving social assistance and at-risk youth) and apprentices.

The results of the literature review have been compiled in a summary table that details the document and source of the document, and key findings related to the project topic. In order to complete this literature review, over 60 sources were reviewed including 20 videos of learner success stories/service provider profiles. The review was completed when no new information was being identified in the search. The majority of the sources reviewed were from Canada and the United States, with a focus on trying to find evidence-informed practice in this area.

While exploring the examples of practices in the area of marketing/outreach to vulnerable populations, the examples related primarily to six different topic areas. The topic areas used to categorize the results of the literature review include:

1. General Marketing/Outreach
2. Marketing/Outreach via Different Channels
3. Marketing/Outreach to Vulnerable Populations
4. Marketing/Outreach to At-Risk Youth
5. Marketing/Outreach to Apprentices
6. Video Learner Success Stories

Highlights of key findings from each of these topic areas are included in the Literature Review Summary Report. The Literature Review Background Report provides more detailed information. Please see the Appendix for these documents.

Based on the findings in the literature review, some suggestions for the next steps in the project were:

- be clear about the purpose of the videos and who the target audiences are
- talk to the target audiences to find out what motivates them and their barriers to accessing programs and services
- ensure focus groups include non-LBS users as well as current and former LBS learners
- pre-test your video content with the target audiences before finalizing. Check for comprehension, relevance, believability, and persuasiveness
- minimize use of the word "literacy"
- call youth "adults 19-29" versus "youth"

- if you are going to have people speak in the videos, use people with lived experience in this area. For youth, have a youth counterpart. For apprentices, include the employer
- keep the videos short and make sure they include messages that are attention getting, highly memorable, believable, attractive, easy to comprehend and motivational
- demonstrate the link between literacy and employment
- use multiple channels to market to the target audiences. Remember word of mouth is the key way to market programs and services and that Facebook is a key social media channel for youth
- be innovative!

At the initial meeting in August 2014 we focussed on reviewing the literature review and discussing the recommendations in it as well as preparations for the focus groups

Throughout the project we referred back to these recommendations to ensure the best results and outcomes.

Focus Groups:

As part of the development of the videos, focus groups of service providers and clients in the Tri-County Literacy Network and Literacy Link South Central regions were held to ascertain the best approach in the videos. Over the course of September and October 2014 a total of six focus groups were held – three with service providers and three with clients. Details about the focus groups include:

Service Provider Focus Groups
Three focus groups were held with service providers. A total of 26 individuals participated in these focus groups. Focus groups were held with:

▪ Youth service providers in London (September 24, 2014)
▪ Chatham-Kent and Sarnia-Lambton service providers in Wallaceburg (September 25, 2014)
▪ Windsor-Essex service providers in Windsor (October 6, 2014)

Client Focus Groups
Three focus groups were also held with clients. A total of 29 individuals attended these focus groups. Focus groups were held with:

▪ Ontario Works clients in Chatham (September 10, 2014)
▪ Apprentices in Windsor (September 23, 2014)
▪ Youth in London (September 24, 2014)

Focus Groups with Service Providers
Overall, although the largest group of service providers to be involved in the focus groups was from the Literacy and Basic Skills (LBS) sector, a good cross-section of representatives from the LBS, Employment Services, Ontario Works and Apprenticeship sectors were involved in the service provider focus groups.

Focus Groups with Clients
Overall, a good cross-section of clients participated in the client focus groups, including individuals receiving social assistance, youth, and apprentices, all with varying experiences with the LBS sector.

As part of the overall project evaluation plan, a number of measures were identified to evaluate the focus groups being held as part of this project.

Please refer to the "Evaluation Report: Service Provider and Client Focus Groups of October 31, 2014" in the Appendix for the measures and the results detailed in the tables.

Based on the focus group input, we learned that we needed two separate videos. One video focussed on vulnerable populations (including individuals on social assistance and at-risk youth) and one focussed on apprentices/potential apprentices.

Please refer to the Appendix for summaries of focus group responses for learners/potential learners, apprentices/potential apprentices and service providers for further details.

At the October 2014 committee meeting we reviewed the results from the focus groups and discussed ideas for the best approach in the videos. Based on the focus group input we were able to develop the key messages for the videos.

Key messages for the video targeting vulnerable populations (Learning To Earning: Real People, Real Stories video) included:

- adult upgrading (Literacy and Basic Skills - LBS) instructors are great (nice, supportive, helpful) and the learning atmosphere is comfortable
- there is no cost
- adult upgrading (LBS) hours are flexible
- adult upgrading (LBS) program is tailored to individuals and their goals
- adult upgrading (LBS) is nothing like high school
- adult upgrading (LBS) learners are motivated to learn
- adult upgrading (LBS) can help build your confidence
- you can work at your own pace
- you can learn about using computers
- adult upgrading (LBS) helps you refresh your skills
- adult upgrading (LBS) can help prepare you for your next steps
- you can work 1:1, small group, large group/classroom
- adult upgrading (LBS) can help prepare you for credit, postsecondary, employment, apprenticeship, independence
- adult upgrading (LBS) can help improve the quality of your life & your family's life
- adult upgrading (LBS) can help prepare you so you can get a variety of different jobs
- adult upgrading (LBS) can help you get employed so you can do the things you need and want
- service providers will work together to support you
- referral partners see adult upgrading (LBS) helps their clients reach their goals
- adult upgrading (LBS) can help prepare you for apprenticeship and in apprenticeship you earn an income
- adult upgrading (LBS) can help you with digital technology, computers, sciences, math, English, etc.
- you can do it
- there is no risk of failure
- transportation and childcare may be available
- short time for preparing for a better future

- there is hope
- you can learn at any age and stage
- call to action/where to get more information at the end
- be positive, uplifting, engaging

Key messages for the video targeting apprentices/potential apprentices (Learning To Earning: Preparing for Apprenticeship) included:

- adult upgrading (LBS) – there is no cost
- adult upgrading (LBS) is not like high school
- adult upgrading (LBS) can prepare you for next steps
- adult upgrading (LBS) can help you reach your goals
- in adult upgrading (LBS) you can go at your own pace
- there is no risk of failure
- employers see that adult upgrading (LBS) is a good investment and helps their apprentices
- investing time in adult upgrading (LBS) will pay off later
- when you commit to adult upgrading (LBS) you can achieve success
- adult upgrading (LBS) can help you and your family have a better quality of life and adult upgrading (LBS) can help you get better quality work/career
- adult upgrading (LBS) can help prepare you for apprenticeship and in apprenticeship you earn an income
- transportation and childcare may be available
- there is hope
- you can do it
- you can learn at any age and stage
- call to action/where to get more information at the end
- be positive, uplifting, engaging

These key messages assisted with the participant selection, questions to ask to learn more about the participants and storyboarding for the video production.

Client Involvement Plan:

A client involvement plan was developed and releases signed in preparation for video production. The focus group input helped to determine the mix of people to be involved in the videos.

As far as the video targeting vulnerable populations (Learning To Earning: Real People, Real Stories video), the feedback indicated that we needed to find multiple diverse heroes who are real people and not actors as well as real practitioners and caseworkers/referring partners to be involved in the video. We were looking for youth and people on social assistance with a mix of gender, nationalities, ages, education levels, socio-economic levels, different family situations, different stages of learning, different types of employment and different types of success stories. Based on the input, we also needed to find people who had overcome difficulties and struggles.

For the video targeting apprentices or potential apprentices (Learning To Earning: Preparing for Apprenticeship video), the feedback indicated similar heroes. We needed to find real people who are in school/upgrading and real apprentices. We needed to show people at different stages: adult upgrading (LBS), college program and in apprenticeship. We needed to include an employer, youth and people on social assistance. We needed to show people who had overcome challenges and struggles.

We were also looking for a variety of participants from different upgrading programs to show the different approaches such as in community based, school board, college and native programs with stories that related to the key messages we hoped to convey.

In the end, there were 9 heroes who agreed to be involved in the videos with 67% (6) identified from the focus groups and 33% (3) identified from adult upgrading programs. There were also 3 adult upgrading (LBS) practitioners, 2 referring partners and 1 employer identified to be involved in the videos. A number of participants were in the videos who did not have speaking parts including family members, adult learners and practitioners.

With regards to each video, there are 6 heroes, 2 adult upgrading (LBS) practitioners and 2 referring partners in the Learning To Earning: Real People, Real Stories video and 4 heroes, 1 adult upgrading (LBS) practitioner, 1 referring partner and 1 employer in the Learning To Earning: Preparing for Apprenticeship video. Everyone signed the release forms prior to video production.

Video Production:

In preparation for video production, we also interviewed the heroes and/or they completed questions so we could learn more about them and tailor the videos around their stories.

In the interviews and survey we asked our heroes questions such as the following:

Can you please share your story with me and share it with others? Your story will help others:

1. What brought you to adult upgrading/academic upgrading?
2. What were some of the barriers/challenges for you in coming to adult upgrading? How did you overcome them?
3. How do you or did you find being in adult upgrading? What has or was your experience of adult upgrading like? What do you or did you like about adult upgrading?
4. Were or are people (family/friends) supportive of your being in adult upgrading? How or how not?
5. What were/ what are the benefits of adult upgrading? How has adult upgrading helped you or how is adult upgrading helping you? What have you been able to do or accomplish as a result of adult upgrading?
6. Would you recommend adult upgrading to others? Why?
7. What are your future plans or goals?

We developed an outline/storyboard for each video based on the heroes own experiences and based on the key messages we were aiming to deliver. The key messages, approach and format were developed based on the focus group input and literature review recommendations.

Video production itself was an intense week (November 24 to 28, 2014) of video shoots of all the people in the video in London, Chatham, Sarnia and Windsor. Everyone did an excellent job of sharing their stories and experiences. Foster Visuals and HUB Creative were wonderful to work with and made everyone involved feel comfortable. We were very fortunate to have great support from all steering committee members, the organizations and workplaces that encouraged the participants and that provided space for the video production.

Video Editing:

The videos were edited for best quality and engagement.

In light of the literature review recommendations , we worked to keep the videos short and make sure they included messages that were attention getting, highly memorable, believable, attractive, easy to comprehend and motivational. We planned to use the videos on Facebook, as recommended. We also wanted to be innovative!

With this in mind, we used the 2 longer videos we had developed (Learning To Earning: Real People, Real Stories video and Learning To Earning: Preparing for Apprenticeship video which are 5:40 and 2:59 minutes respectively) to edit and create 2 short 30 second promotional videos. The Learning To Earning: Music Video is a compilation of short segments from the other videos that shows people in learning settings and then shows them in the employment settings which their learning helped them to achieve. The Learning To Earning: Stephen's Story video is segments from Stephen's part in the Learning To Earning: Real People, Real Stories video which tells the story of this one hero. The length of these 2 videos means that they can be used effectively in social media such as Facebook and for Public Service Announcements or paid ads on TV (which are normally 30 seconds in length). We found out that we could also use the short videos for promotional purposes at the Cineplex and were able to have Learning To Earning: Stephen's Story video featured in the lobby and pre-show at the Cineplex theatres in Chatham, Sarnia and Windsor (Devonshire Mall) in March 2015.

Music was an important part of the videos to emphasize changes in the storyline and maintain viewer engagement. The music chosen was upbeat and positive to reflect the key messages. Subtitling was added to the videos for accessibility of the videos for the deaf stream. In the Learning To Earning: Music Video there were no speaking or lyrics so there is no subtitling on this video. All 3 other videos have subtitling.

As the videos were to be shared provincially we listed the Learning Networks of Ontario website first so service providers and the public could get more information on the services in their region. The Learning Networks of Ontario agreed to maintain a link to the videos until at least the end of June 2015. As the videos could be housed indefinitely on our website, we included our website too as a site for viewing all 4 of the Learning To Earning videos.

In the video credits, we acknowledged the funder, steering committee, all the participants in the video and all the organizations that provided input through the focus groups or surveys as well as organizations that provided space for the video production.

The steering committee and Employment and Training Consultant approved the final versions of all videos before the launch of the videos.

Video Launch and Survey Feedback:

As planned, the videos were posted on the Tri-County Literacy Network website and the Literacy Link South Central website and the Learning Network of Ontario website has a link to the videos. The Adult Basic Education Association also posted the Learning To Earning: Music Video to their website. Surveys were sent out for feedback through the launch and promotion of the videos with the field and referral partners in the Tri-County Literacy Network region, the Literacy Link South Central region and provincially.

As far as the timelines, the videos were posted on YouTube and on the Tri-County Literacy Network's website on January 9, 2015.   This was much sooner than the proposed timeline of March 2015 to ensure that there was time to share the videos and gather feedback through the surveys over a longer period of time. Since this time the videos have been shared extensively and there are plans to continue this. Please see the Appendix to view the surveys used to gather feedback. As of March 16, 2015 there were 157 surveys completed by learners/clients and 121 completed by service providers.

Within the Tri-County Literacy Network region, the videos and surveys have been shared with all the participants in the videos, Literacy and Basic Skills (adult upgrading) programs, Employment Services, Ontario Works/Employment and Social Services and Ontario Disability and Support Programs, Workforce Planning Boards, College Apprenticeship programs, Ministry of Training, Colleges and Universities staff, ESL/LINC programs, Credit/GED programs as well as some mental health and addictions services, youth services, and community groups/organizations. At the Tri-County Literacy Network's Local Planning and Coordination meetings in February 2015 there was discussion on how programs plan to use the videos. St. Clair College in Windsor launched the videos with all their learners and at their orientation sessions. Within Literacy and Basic Skills the videos and surveys have assisted with learner competencies and tasks including "Extract information from films, broadcasts and presentations", learning activities on document use when completing the survey and milestones (some have used it for milestones 14, 57 and 60). Many organizations have shared the videos with staff and clients/learners, including using them at staff meetings, professional development, tutor training, presentations, client/learner workshops, orientation sessions, intake sessions, posting them on their computer labs and playing them in their waiting rooms. Pathway To Potential and Windsor Essex Youth Strategic Action Committee shared the video link and information in their February 2015 newsletters. A complete listing of programs involved will be available in the evaluation plan.

The Steering Committee member from Chatham-Kent Employment and Social Services launched the videos with the entire staff in January 2015. He has also used the Learning To Earning: Real People, Real Stories video as part of "Opening Your Doors" sessions for

Ontario Works clients in Chatham and plans to continue to use it in the future. Staff plan to use the videos during intake and orientation sessions/meetings with clients. The Learning To Earning: Real People, Real Stories video will play in their lobby while people are waiting. Tri-County Literacy Network presented the videos at the Windsor-Essex Employment and Social Services managers' meeting in Windsor and now they are being shown at all the staff Team Meetings by the Windsor-Essex Literacy and Basic Skills (adult upgrading) programs (from February to August 2015). They also plan to show the Learning To Earning: Real People, Real Stories video in their lobby. In Sarnia-Lambton, Ontario Works staff have seen the Learning To Earning: Real People, Real Stories video after a presentation by the Organization for Literacy in Lambton in Sarnia in March 2015.

Feedback has been very positive from Ontario Works/Employment and Social Services staff. Many have reported that they think the videos will enhance connections and referral pathways to a moderate or great extent and many indicated that they will make more referrals of clients to adult upgrading programs as a result. As one Ontario Works staff person stated about the Learning To Earning: Real People Real Stories video: "The video demonstrates that when we all work together that new life journeys can begin."

Within the Literacy Link South Central region, the videos were shared at all the Local Planning and Coordination meetings with the Literacy and Basic Skills (adult upgrading) programs as well as with members of the Education Works Alliance, Apprenticeship Network and Youth Opportunities Unlimited.

Provincially, the videos were shared with all the Literacy and Basic Skills support organizations through Central Desktop and online meetings. In turn these organizations have shared the videos with their Literacy and Basic Skills programs and referral partners. Many Regional Networks have used the videos at their Local Planning and Coordination meetings. Project Read promoted them as part of their current SDNDF project on competency A3 which relates to extracting information from films, broadcasts and presentations. Community Literacy of Ontario shared the video link and information in their January 2015 newsletter.

We have encouraged other organizations to put links to the videos on their websites. We have also promoted the videos on our social media and have encouraged others in our region and across the province to do this too. Response has been positive, including the Facebook comment "Awesome message from Tri-County Literacy Network in Ontario: YOU CAN DO IT".

As of March 25, 2015, current views of the videos on You Tube to date are:

Learning To Earning: Music Video - 401

Learning To Earning: Stephen's Story - 331

Learning To Earning: Preparing for Apprenticeship - 391

Learning To Earning: Real People, Real Stories - 408

Total views: 1,532

As part of our Learning To Earning project we were also able to arrange for one of the 30 second videos (Learning To Earning: Stephen's Story) to play (in the lobby and in the preshow in the theatre) at Cineplex during March 2015 (March 6 to March 19 in Chatham, March 13 to 19 in Sarnia, March 20 to March 26 in Windsor at Devonshire Mall). Cineplex will let us know how many people were reached in the tri-county region at the end of March 2015 for the evaluation report.

Evaluation:

An External Evaluator was be hired for this project. One of the first tasks given to the External Evaluator was the development of a comprehensive evaluation plan. At the initial meeting in August 2014 to plan the project all aspects of the workplan were discussed. The evaluation plan was developed at the beginning of the project, discussed at the initial meeting and referred to and updated throughout the project. Please refer to the Appendix to see the intial Evaluation Plan of August 2015 and the updated evaluation plan of March 2015. The evaluation plan identified how each of the four outcomes of the project will be measured. These four outcomes are:

1. Increased awareness of the connection between learning and employment and poverty reduction for service providers and clients

2. Increased understanding of LBS and how it supports clients' goals (for service providers and clients)

3. Enhanced connections and referral pathways between Ministry programs

4. Assisting clients from vulnerable populations and apprentices to prepare for their future success

The evaluation plan includes, but is not limited to, the following measures:

number of vulnerable populations and apprentices participating in focus groups

number of service providers participating in focus groups

number of clients involved in video development

number of videos developed

number of times the videos have been viewed

% of clients involved in the project reporting increased readiness for their future as a result of the project

% of those viewing the videos reporting an increased awareness of the connection between learning, employment and poverty

% of those viewing the videos reporting an increased understanding of LBS and how it supports clients' goals

% of service providers reporting enhanced connections and referral pathways between Ministry programs as a result of this project

Data has been and will be collected through a number of methods of inquiry, including online surveys and focus groups.

The Evaluation Report will be completed in June 2015.

Conclusion:

In this project visual resources were developed to enhance connections and referral pathways between Ministry programs and to assist clients from vulnerable populations (including individuals on social assistance and at-risk youth) and apprentices to prepare for their future success.

This project was designed to help meet two of the Service Delivery Network Development Fund (SDNDF) business priorities (see page 6)*. The outcomes of the project relate to these priorities.

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- the Evaluation Report will be completed in June 2015

Feedback to date on the videos indicates that with regards to the outcomes:
- the videos have increased awareness of the connection between learning and employment, particularly evident for the Learning To Earning: Real People, Real Stories video
- the videos have increased understanding of Literacy and Basic Skills (LBS) and how it supports clients' goals (for service providers and clients), particularly evident for the Learning To Earning: Real People, Real Stories video
- the videos have enhanced connections and referral pathways between Ministry programs as many service providers have reported that they think the videos will enhance connections and referral pathways to a moderate or great extent and many indicated that they will make more referrals of clients to adult upgrading programs as a result
- the videos have assisted clients from vulnerable populations and apprentices to prepare for their future success through increased awareness and understanding of adult upgrading opportunities

Further feedback to date on the videos indicates that as far as the scope of impact:
- by helping to inform service providers about LBS programs through the videos, service providers indicated that they plan to make more referrals and can offer a smoother transition to the LBS programs with reduced chances that people will be lost during transitions
- the videos helped to break down barriers for people accessing Employment Ontario programs by reducing the stigma associated with "literacy" and in this way the videos will assist clients from vulnerable populations and apprentices in attaining their goals
- success stories were helpful as they assisted service providers and clients to understand the positive impact of the LBS programs
- the videos helped to increase the awareness of how adult literacy links with learners' goals such as employment and apprenticeship
- the information in the videos assisted clients to understand the steps needed to attain their goals and assisted service providers by providing practical supports in making referrals

As stated by staff from referral agencies:

"This is about skills upgrading and not about 'illiteracy'. This is about achieving viable employment with a future"

"Like the emphasis on collaborative planning between learner and agency"

"Effective tool to show staff and clients the benefits of these services and what they can expect when linking to these services"

"The video demonstrates that when we all work together that new life journeys can begin."

The project successfully met the established outcomes and produced the required deliverables. Overall response to the videos has been very positive and it is expected that the videos will continue to be used in the future to help promote adult upgrading (Literacy and Basic Skills programs).

After the project is completed, we will continue to discuss how the videos are being used, continue to gather feedback and keep a pulse on the need for more videos at Local Planning and Coordination meetings and with stakeholders. If there is an interest in new videos Tri-County Literacy Network will put forward a proposal for this. Tri-County Literacy Network will continue to promote the videos and drive traffic to the websites that host and have links to it. One way to do this is through funding proposals for resources to continue this work. Tri-County Literacy Network plans to submit a proposal for a local public awareness campaign as one approach to this. Tri-County Literacy Network plans to incorporate the videos into future professional development events, presentations and workshops.

Tri-County Literacy Networks recommends a variety of continued usages for the videos based on feedback from those who have used them and based on suggestions gathered including:

- sharing the videos electronically with staff
- sharing the videos electronically with clients and learners
- sharing the videos electronically with referral partners
- staff meetings
- professional development
- tutor training
- presentations
- client and learner workshops and sessions
- learner competencies and tasks including "Extract information from films, broadcasts and presentations", learning activities on document use when completing the survey and milestones (some have used it for milestones 14, 57 and 60)
- orientation sessions
- intake sessions or meetings with client and learners
- posting the videos or link to the videos on computer labs
- playing the videos in waiting rooms
- using the videos on social media
- using the short (30 second videos) for Public Service announcements or ads on TV
- using the short (30 second videos) for ads at Cineplex movie theatres
- posting the videos or a link to the videos on websites
- using the videos as part of a public awareness campaign

The value for investment in this project is that the videos that were created as a result of it can be continued to be used in a variety of ways across the province. We encourage everyone who has used the videos to let Tri-County Literacy Network know of their experiences with them in terms of how the videos have been used and the results of this. Tri-County Literacy Network will continue to encourage and recommend the use of the project visual resources, the Learning To Earning videos.

Appendices

Appendix 1:   Evaluation Workplan - August 21, 2014

Appendix 2:   Evaluation Workplan – March 16, 2015

Appendix 3:   Evaluation Report: Service Provider and Client Focus Groups – October 31, 2014

Appendix 4:   Learning To Earning: Survey for Learners involved in the Video Production

Appendix 5:   Tri-County Literacy Network – Client/Learner Evaluation of Videos

Appendix 6:   Tri-County Literacy Network – Service Provider Evaluation of Videos

Appendix 7:   Summary – Learner/potential learner Focus Groups

Appendix 8:   Summary – Service Provider Focus Groups

Appendix 9:   Summary – Preparing for Apprenticeship Focus Groups

Appendix 10:   Literature Review

See TAB

**Appendix 1: Tri- County Literacy Network Service Delivery Network Development Fund
"Learning to Earning: Enhancing Connections and Referral Pathways"
Evaluation Workplan
August 21, 2014**

Prepared by: Jennifer Kirkham, Mischevious Cat Productions Inc.

Evaluation Steps	Actions	Timelines
Become oriented to the project, its activities/ tasks and deliverables	Receive and review a copy of the project workplan	**COMPLETED**
	Develop a draft evaluation plan for the project	**COMPLETED**
	Request feedback on the draft evaluation plan, clarify timelines and incorporate changes	**COMPLETED**
	Receive confirmation on the project evaluation	August 2014
Develop measures to evaluate the focus groups with service providers and clients	Identify potential measures to evaluate the focus groups with service providers: ▪ Number of focus groups held ▪ Number of service providers participating in focus groups ▪ Range/diversity of service providers attending focus groups	August 2014
	Identify potential measures to evaluate the focus groups with clients: ▪ Number of focus groups held ▪ Number of vulnerable populations and apprentices participating in focus groups ▪ Range/diversity of participants attending focus groups	August 2014
	Request feedback on the measures from the Steering Committee	August/September 2014
	Confirm a final list of measures for the focus groups	September 2014
	Collect and analyze the data	September/October 2014
	Add the findings to the Final Evaluation Report	June 2015
Develop measures to evaluate the video production	Identify potential measures to evaluate the video production: ▪ Number of clients involved in video development ▪ Number of videos developed	September 2014
	Request feedback on the measures from the Steering Committee	September 2014

Evaluation Steps	Actions	Timelines
	Confirm a final list of measures for the focus groups	October 2014
	Collect and analyze the data	November/December 2014
	Add the findings to the Final Evaluation Report	June 2015
Develop tools and measures to evaluate the impact of the videos	Identify potential measures to evaluate the videos: ▪ Number of times the videos have been viewed ▪ Number of websites with the videos or links to the videos available	January 2015
	Develop an online survey to evaluate the videos. Send to LBS practitioners and referral partners in the TCLN and LLSC regions. Potential measures to include are: ▪ % of those viewing the videos reporting an increased awareness of the connection between learning, employment and poverty ▪ % of those viewing the videos reporting an increased understanding of LBS and how it supports clients' goals ▪ % of service providers reporting enhanced connections and referral pathways between Ministry programs as a result of this project (may need to re-word this for clearer understanding... what do you think of as a ministry program...) ▪ Other areas of video development that they would like to see/that would be helpful to them in their work	January 2015
	Develop a paper format survey for clients involved in the project to gather their thoughts. Potential measures to include are: ▪ % of clients involved in the project reporting increased readiness for their future as a result of the project	November 2014
	Request feedback on the measures and tools from the Steering Committee	January 2015
	Collect and analyze the data	March 2015

Evaluation Steps	Actions	Timelines
	Add the findings to the Final Evaluation Report	June 2015
Develop a tool to evaluate achievement of the overall project outcomes: 1. Increased awareness of the connection between learning and employment and poverty reduction for service providers and clients 2. Increased understanding of LBS and how it supports clients' goals (for service providers and clients) 3. Enhanced connections and referral pathways between Ministry programs 4. Assisting clients from vulnerable populations and apprentices to prepare for their future success	Prepare an online survey to evaluate achievement of the overall project outcomes	April 2015
	Send the draft online survey to TCLN and the Steering Committee for feedback	April 2015
	Finalize the online survey based on feedback	April 2015
	Administer the online survey to the Steering Committee involved in the Project and other key stakeholders, as identified by the Steering Committee	April/May 2015
	Collect and analyze the data from the online survey	May 2015
	Add the findings to the Final Evaluation Report	June 2015
Evaluation Reports	Develop an interim evaluation report to highlight the progress of the project toward achieving its outcomes	October 2014
	Develop a final evaluation report for the project that compiles the results from each of the steps in this evaluation plan	June 2015

**Appendix 2: Tri- County Literacy Network Service Delivery Network Development Fund
"Learning to Earning: Enhancing Connections and Referral Pathways"
Evaluation Workplan
March 16, 2015**

Prepared by: Jennifer Kirkham, Mischevious Cat Productions Inc.

Evaluation Steps	Actions	Timelines/Status
Become oriented to the project, its activities/ tasks and deliverables	Receive and review a copy of the project workplan	**COMPLETED**
	Develop a draft evaluation plan for the project	**COMPLETED**
	Request feedback on the draft evaluation plan, clarify timelines and incorporate changes	**COMPLETED**
	Receive confirmation on the project evaluation	**COMPLETED**
Develop measures to evaluate the focus groups with service providers and clients	Identify potential measures to evaluate the focus groups with service providers: ▪ Number of focus groups held ▪ Number of service providers participating in focus groups ▪ Range/diversity of service providers attending focus groups	**COMPLETE**D
	Identify potential measures to evaluate the focus groups with clients: ▪ Number of focus groups held ▪ Number of vulnerable populations and apprentices participating in focus groups ▪ Range/diversity of participants attending focus groups	**COMPLETED**
	Request feedback on the measures from the Steering Committee	**COMPLETED**
	Confirm a final list of measures for the focus groups	**COMPLETED**
	Collect and analyze the data	**COMPLETED – Evaluation Report Provided to TCLN**
	Add the findings to the Final Evaluation Report	June 2015
Develop measures to evaluate the video production	Identify potential measures to evaluate the video production: ▪ Development of a Client Involvement Plan ▪ Key messages from the focus groups are the key messages represented in	**COMPLETED**

Evaluation Steps	Actions	Timelines/Status
	the videos (extent to which key messages from focus groups are represented in the videos) ▪ Representation in the videos (extent to which target groups are represented in the videos) ▪ Number of clients involved in video development ▪ Number of videos developed	
	Request feedback on the measures from the Steering Committee	**COMPLETED**
	Confirm a final list of measures for video production	**COMPLETED**
	Collect and analyze the data	In progress. Key messages received from TCLN
	Add the findings to the Final Evaluation Report	June 2015
Develop tools and measures to evaluate the impact of the videos	Identify potential measures to evaluate the videos: ▪ Number of group/organizations the videos have been shared with ▪ Number of times the videos have been viewed ▪ Number and url of websites with the videos or links to the videos available	**COMPLETED** Note: These measures will need to be tracked between now and the end of March
	Develop an online survey to evaluate the videos. Send to LBS practitioners and referral partners in the TCLN and LLSC regions. Potential measures to include are: ▪ % of those viewing the videos reporting an increased awareness of the connection between learning, employment and poverty ▪ % of those viewing the videos reporting an increased understanding of LBS and how it supports clients' goals ▪ % of service providers reporting enhanced connections and referral pathways between Ministry programs as a result of this project (may need to re-word this for clearer	**COMPLETED** Online and hard copy surveys developed for service providers and clients

Evaluation Steps	Actions	Timelines/Status
	understanding... what do you think of as a ministry program...) • Other areas of video development that they would like to see/that would be helpful to them in their work	
	Develop a paper format survey for clients involved in the project to gather their thoughts. Potential measures to include are: • % of clients involved in the project reporting increased readiness for their future as a result of the project	**COMPLETED**
	Request feedback on the measures and tools from the Steering Committee	**COMPLETED**
	Collect and analyze the data	Survey will be closed on March 31, 2015
	Add the findings to the Final Evaluation Report	June 2015
Develop a tool to evaluate achievement of the overall project outcomes: 5. Increased awareness of the connection between learning and employment and poverty reduction for service providers and clients 6. Increased understanding of LBS and how it supports clients' goals (for service providers and clients) 7. Enhanced connections and referral pathways between Ministry programs 8. Assisting clients from vulnerable populations and apprentices to	Prepare an online survey to evaluate achievement of the overall project outcomes	April 2015
	Send the draft online survey to TCLN and the Steering Committee for feedback	April 2015
	Finalize the online survey based on feedback	April 2015
	Administer the online survey to the Steering Committee involved in the Project and other key stakeholders, as identified by the Steering Committee	April/May 2015
	Collect and analyze the data from the online survey	May 2015
	Add the findings to the Final Evaluation Report	June 2015

Evaluation Steps	Actions	Timelines/Status
prepare for their future success		
Evaluation Reports	Develop an interim evaluation report to highlight the progress of the project toward achieving its outcomes	**COMPLETED – Focus Group Evaluation Report**
	Develop a final evaluation report for the project that compiles the results from each of the steps in this evaluation plan	June 2015

Evaluation Report: Service Provider and Client Focus Groups
October 31, 2014

As part of the development of the videos, focus groups of service providers and clients in the Tri-County Literacy Network and Literacy Link South Central regions were held to ascertain the best approach in the videos.   Over the course of September and October 2014 a total of six focus groups were held – three with service providers and three with clients. Details about the focus groups include:

Service Provider Focus Groups
Three focus groups were held with service providers. A total of 26 individuals participated in these focus groups. Focus groups were held with:

- Youth service providers in London (September 24, 2014)
- Chatham-Kent and Sarnia-Lambton service providers in Wallaceburg (September 25, 2014)
- Windsor-Essex service providers in Windsor (October 6, 2014)

Client Focus Groups
Three focus groups were also held with clients. A total of 29 individuals attended these focus groups. Focus groups were held with:

- Ontario Works clients in Chatham (September 10, 2014)
- Apprentices in Windsor (September 23, 2014)
- Youth (September 24, 2014)

As part of the overall project evaluation plan, a number of measures were identified to evaluate the focus groups being held as part of this project. The measures and the results are detailed in the tables below.

Focus Groups with Service Providers
Overall, although the largest group of service providers to be involved in the focus groups was from the LBS sector, a good cross-section of representatives from the LBS, ES, Ontario Works and Apprenticeship sectors were involved in the service provider focus groups. See the table below for further details.

Focus Groups with Service Providers	
Measures	**Results**
Number of focus groups held	Three focus groups were held with service providers
Number of service providers participating in focus groups	26 service providers participated in the focus groups
Number and % of service providers that are LBS staff	11 (42.3%) of the service providers participating in the focus groups were LBS staff
Number and % of service providers that are ES staff	5 (19.2%) of the service providers participating in the focus groups were ES staff

Focus Groups with Service Providers	
Measures	**Results**
Number and % of service providers that are Ontario Works staff	3 (11.5%) of the service providers participating in the focus groups were Ontario Works staff
Number and % of service providers that are youth workers	6 (23.1%) of the service providers participating in the focus groups were youth workers
Number and % of service providers from other organizations	3 (11.5%) of the service providers participating in the focus groups from other organizations (Apprenticeship)
Number of surveys received from service providers	6 surveys were also received from LBS, ES, and Ontario Works and the Local Board

Focus Groups with Clients

Overall, a good cross-section of clients participated in the client focus groups, including individuals receiving social assistance, youth, and apprentices, all with varying experiences with the LBS sector.

See the table below for further details.

Focus Groups with Clients	
Measures	**Results**
Number of focus groups held	Three focus groups were held with clients
Number of individuals participating in focus groups	29 individuals participated in the focus groups
Number and % of participants that are in receipt of social assistance	9 (31.0%) of the participants in the focus groups were in receipt of social assistance
Number and % of participants that are youth	13 (44.8%) of the participants in the focus groups were youth
Number and % of participants that are apprentices	7 (27.6%) of the participants in the focus groups were apprentices
Number and % of participants that have never attended an LBS program	16 (55.2%) of the participants in the focus groups have never attended an LBS program
Number and % of participants that are currently attending an LBS program	7 (24.1%) of the participants in the focus groups are currently attending an LBS program
Number and % of participants that have attended an LBS program in the past	5 (17.2%) of the participants in the focus groups have attended an LBS program in the past
Number and % of participants that are male	14 (48.3%) of the participants in the focus groups were male
Number and % of participants that are female	15 (51.7%) of the participants in the focus groups were female

Learning to Earning: Survey for Learners involved in the Video Production

Thank you for being involved in the videos being produced by Tri-County Literacy Network. We would like some feedback on your involvement. Please take the time to complete this brief survey. All of your answers are confidential and will be compiled with all other responses into a summary report.

1. Which of the following characteristics best describe you? (please select one answer for each of the characteristics listed below)

	Yes	No
I am on the apprenticeship goal path	○	○
I am or have been a learner in an Adult Upgrading program	○	○
I am a youth	○	○
I am in receipt of Ontario Works or Ontario Disability Support Program	○	○
I am female	○	○
I am male	○	○

2. How would you rate your overall experience in making the video? (please choose one response from the list below)

○ Excellent

○ Good

○ Fair

○ Poor

3. How would you rate the following aspects of making the video? (please choose one answer for each of the items listed below)

	Excellent	Good	Fair	Poor
Amount of preparation time prior to filming the video	○	○	○	○
Level of support you received to prepare you to film the video	○	○	○	○
Atmosphere while filming the video	○	○	○	○
Amount of time required to film the video	○	○	○	○

4. What would you have changed, if anything, about filming the video? (describe below)

Learning to Earning: Survey for Learners involved in the Video Production

5. To what extent do you think this video will encourage others to take Adult Upgrading to help achieve their goals? (please choose one response below)

○ To a great extent

○ To a moderate extent

○ To a slight extent

○ Not at all

6. What suggestions do you have, if any, for future video projects? (please list below)

7. What else would you like to tell us about your involvement in making the video? (please list below)

Appendix 5:

Tri-County Literacy Network - Client/Learner Evaluation of Videos

Introduction

Tri-County Literacy Network received funding for a project called, "Learning to Earning: Enhancing Connections and Referral Pathways". This project has developed four videos which showcase how and why literacy can be part of one's future success:

1. Learning To Earning: Music Video
2. Learning To Earning: Stephen's Story
3. Learning To Earning: Preparing For Apprenticeship
4. Learning To Earning: Real People, Real Stories

Now that the videos have been developed and you have had an opportunity to view them, we would like to ask you a few questions. All responses to these questions are confidential and will be compiled in a summary evaluation report of the project.

1. Which of the following characteristics best describe you? (please select one answer for each of the characteristics listed below)

	Yes	No
I am on the apprenticeship goal path	○	○
I am a learner in an Adult Upgrading program	○	○
I am a client in an Employment Services program	○	○
I am a youth	○	○
I am in receipt of Ontario Works or Ontario Disability Support Program	○	○
I am female	○	○
I am male	○	○

2. Who is the regional literacy network organization in your community? (please select one from below)

○ Tri-County Literacy Network (TCLN)

○ Literacy Link South Central (LLSC)

○ Other (please specify in the box below)

○ Don't Know

Other (please specify):

[   ]

Tri-County Literacy Network - Client/Learner Evaluation of Videos

3. Overall, how would you rate each of the four videos that were developed? (select one response for each of the videos below)

	Excellent	Good	Fair	Poor	Not Applicable
1. Learning To Earning: Music Video	○	○	○	○	○
2. Learning To Earning: Stephen's Story	○	○	○	○	○
3. Learning To Earning: Preparing For Apprenticeship	○	○	○	○	○
4. Learning To Earning: Real People, Real Stories	○	○	○	○	○

4. To what extent did each of the four videos increase your awareness of the connection between adult upgrading/literacy and employment? (select one response for each of the videos)

	Increased my awareness to a great extent	Increased my awareness to a moderate extent	Increased my awareness to a slight extent	Did not increase my awareness at all	Not Applicable
1. Learning To Earning: Music Video	○	○	○	○	○
2. Learning To Earning: Stephen's Story	○	○	○	○	○
3. Learning To Earning: Preparing For Apprenticeship	○	○	○	○	○
4. Learning To Earning: Real People, Real Stories	○	○	○	○	○

5. To what extent did each of the four videos increase your understanding of Adult Upgrading and how it supports client and learner goals? (please select one response for each of the videos below)

	Increased my understanding to a great extent	Increased my understanding to a moderate extent	Increased my understanding to a slight extent	Did not increase my understanding at all	Not Applicable
1. Learning To Earning: Music Video	○	○	○	○	○
2. Learning To Earning: Stephen's Story	○	○	○	○	○
3. Learning To Earning: Preparing For Apprenticeship	○	○	○	○	○
4. Learning To Earning: Real People, Real Stories	○	○	○	○	○

Tri-County Literacy Network - Client/Learner Evaluation of Videos

6. What is the most significant learning/message you are taking away after watching the videos? (please describe below)

7. What suggestions do you have, if any, for future video projects? (please describe below)

8. What other comments would you like to make? (please list below)

Appendix 6:

Tri-County Literacy Network – Service Provider Evaluation of Videos

Introduction

Tri-County Literacy Network received funding for a project called, "Learning to Earning: Enhancing Connections and Referral Pathways". This project has developed four videos which showcase how and why literacy can be part of one's future success:

1. Learning To Earning: Music Video
2. Learning To Earning: Stephen's Story
3. Learning To Earning: Preparing For Apprenticeship
4. Learning To Earning: Real People, Real Stories

The goal of this project is that these visual resources will enhance connections and referral pathways between Ministry programs and assist clients from vulnerable populations and apprentices to prepare for their future success.

Now that the videos have been developed and you have had an opportunity to view them, we would like to ask you a few questions. All responses to these questions are confidential and will be compiled in a summary evaluation report of the project.

1. Who is your regional literacy network organization? (please select one from below)

◯ Tri-County Literacy Network (TCLN)

◯ Literacy Link South Central (LLSC)

◯ Other (please specify in the box below)

◯ Don't Know

Other (please specify):

[   ]

2. In what area do you work? (please select one response below)

◯ LBS and Academic Upgrading

◯ Employment Services

◯ Ontario Works/Ontario Disability Support Program

◯ Apprenticeship

◯ Workforce Planning Board

◯ ESL/LINC

◯ Youth Services

◯ Mental Health and Addictions Services

◯ Credit Program/GED

◯ Other (please specify in the box below)

Other (please specify):

[   ]

Tri-County Literacy Network - Service Provider Evaluation of Videos

3. Overall, how would you rate each of the four videos that were developed? (select one response for each of the videos below)

	Excellent	Good	Fair	Poor	Not Applicable
1. Learning To Earning: Music Video	○	○	○	○	○
2. Learning To Earning: Stephen's Story	○	○	○	○	○
3. Learning To Earning: Preparing For Apprenticeship	○	○	○	○	○
4. Learning To Earning: Real People, Real Stories	○	○	○	○	○

4. To what extent did each of the four videos increase your awareness of the connection between adult upgrading/literacy and employment? (select one response for each of the videos)

	Increased my awareness to a great extent	Increased my awareness to a moderate extent	Increased my awareness to a slight extent	Did not increase my awareness at all	Not Applicable
1. Learning To Earning: Music Video	○	○	○	○	○
2. Learning To Earning: Stephen's Story	○	○	○	○	○
3. Learning To Earning: Preparing For Apprenticeship	○	○	○	○	○
4. Learning To Earning: Real People, Real Stories	○	○	○	○	○

5. To what extent did each of the four videos increase your understanding of Literacy and Basic Skills (LBS)/Adult Upgrading and how it supports client and learner goals? (please select one response for each of the videos below)

	Increased my understanding to a great extent	Increased my understanding to a moderate extent	Increased my understanding to a slight extent	Did not increase my understanding at all	Not Applicable
1. Learning To Earning: Music Video	○	○	○	○	○
2. Learning To Earning: Stephen's Story	○	○	○	○	○
3. Learning To Earning: Preparing For Apprenticeship	○	○	○	○	○
4. Learning To Earning: Real People, Real Stories	○	○	○	○	○

6. What is the most significant learning/message you are taking away after watching the videos? (please describe below)

[text box]

Tri-County Literacy Network – Service Provider Evaluation of Videos

7. To what extent do you think the videos will enhance connections and referral pathways between different programs and services? (please select one response below)

◯ To a great extent

◯ To a moderate extent

◯ To a slight extent

◯ Not at all

◯ Don't Know

Comments:

8. What, if anything, will you do differently as a result of watching these videos? (please describe below)

9. What other areas of video development would you like to see that would be helpful to you in your work? (please list below)

10. What other comments would you like to make? (please list below)

Prepared by: HUB Creative

What does "literacy" mean to you?

- How much do you read or understand/not understand
- Basics of writing your name, answering questionnaires
- Comprehending a newspaper
- Basic computer skills
- How to interact with others, communicate with others

How has upgrading (Literacy and Basic Skills - LBS) helped you:

- If have teachers that push you, you do better
- Good pace, I can keep practicing my writing at my own pace, college is too fast paced, this fills gap to help gain skills before go to college
- Adult upgrading (LBS) teachers really care that you gain the right skills
- Adult upgrading (LBS) gives you the right skills to balance the playing field
- Intra-personal skills, problem solving
- Good basic skills – math, reading
- Builds my self esteem
- Can do basic tests properly
- Reintroduced me to learning

Do you now have enough skills to reach your goal?

- Motivation is key to whether you choose to learn these skills
- Society's demands force you to change your goals and you have to upgrade your skills
- Realize that learning what you need takes time, learning never stops
- Lessons have to be taught (Trial & Error), you have to use what you're taught to reach your goals, focus on what you want and work towards it
- Skills help you have a career, not just a job; motivates you to do better; reap rewards

What excuses have you/friends made not to take adult upgrading (LBS)?

- Frustration with learning challenges, trying to understand questions
- Age (too old)
- Anxiety about not being able to do it: projecting failure before you start
- Maybe there's no value to this for me: you should be keeping busy "working"
- Time commitment (fear of long-term commitment)
- Transportation (accessibility)
- Family is first priority; need a babysitter, have other responsibilities

- Fear that you're forced to take courses you don't want to take: not aware that you have choices, based on your goals
- Misconceptions about the program, maybe better to go to college/university
- Don't understand what the program really is; think that this is the wrong type of training to help get you hired

Reactions of family/friends to your taking adult upgrading (LBS)?

- They don't understand the benefits; skeptical
- Judgmental – you should do this on your own
- Proud of you that you're bettering yourself
- Encouraged by me! Proud
- Supportive – any foot you can get in the door is a good one
- Good networking opportunities
- Want you to build your self confidence

Is extra money the main motivation?

- Just being able to make any money at all is worth it
- Removes the financial insecurity, gives you hope that you can earn more and support yourself
- Just don't want to be left behind in education
- Most important reason: improves self-worth
- Not guaranteed to make more money

Best reason to take adult upgrading (LBS) training?

- Self-worth, self esteem
- Getting out of a rut, moving forward
- Get out of a stereotype
- Care for my children, show them a good example
- Keep setting goals to strive for

How would you make these videos?

- You can begin again at any age, never too late to learn, better late than never
- You are worth more than where you are at, gain more confidence
- Try it, you never know where it will take you
- It's worked for me, you can do it, too
- Do it at your own pace, show that the training is free
- Look at me, I succeeded!
- Show people who have been in "your shoes", I know where you're coming from
- Show a before/after of same person; show them specifics of these programs and how people have advanced using them

- Documentary showing what you will go through, show them how much fun it can be, so they want to try it for themselves
- Gear it toward different ages
- Make sure there is contact information at the end of the video, show stats within video of success rates of users of program, # of people who are satisfied when leave
- Use animation if possible
- Explain how there is transportation to the adult upgrading (LBS)
- Show the support system that surrounds you when you're moving forward through adult upgrading (LBS) (teachers, other students)

Describe the ideal adult upgrading (LBS) star:

- People that never gave up, made the system work for them
- People not afraid to be honest
- Different age groups, nationalities
- Case workers, teachers that supported them

Appendix 8: Summary – Service Provider Focus Groups

Prepared by: HUB Creative

Ideal adult upgrading (Literacy and Basic Skills – LBS) candidate?
- Someone who has a clear, realistic goal in mind and wants to achieve
- Single moms who are motivated to do well and help their children
- Someone who has put their education on hold for a while
- Someone who didn't do well in a "classroom" setting, works better self-directed
- Someone who needs hands-on learning, practical skills
- Mature, recognized that what they were doing is no longer working
- Someone committed to regular attendance
- Willing to invest the time
- Intellectually, emotionally mature
- Good attitude, receptive to new ideas
- Clients who admit that they are and have desire to improve
- Has a stable life situation ie. suitable housing, addiction or mental health is being managed, has childcare, transportation, understand importance of adult upgrading (LBS) to them

Most challenging client?
- Someone who has been out of education system for a long time, don't appreciate what education can do for them or had bad experience in high school
- Not sure if the training will help them reach their goals
- Family changes (have kids)
- Mental health issues
- Family member doesn't want them to succeed (I didn't have it, you don't need it)
- Learning disabilities, low literacy, too long a road to completion
- Too proud to admit they need help to succeed
- Different priorities (need $ for food)
- Young single men, most challenging, (under 30) then over 50 also difficult
- Multiple barriers – single moms with no family support, no childcare, housing
- Cultural component –(moms)told that job and child/parental care more important than upgrading education; (men) should be working rather than going to school
- People that found employment years ago without their grade 12 and are now unemployed – some feel they will find similar employment without it

Biggest obstacles in recommending adult upgrading (LBS)?
- If they are told by someone else to take the program (parent, OW, family, Corrections). Must have personal motivation, must be their idea to learn
- They have higher priority needs (housing, food) – must work to make $
- Accessibility (transportation)
- Length of time it takes to get the training, want immediate gratification

- Past negative experiences in the educational system or social group (told too stupid)
- Need to face and deal with addictions, criminal records
- Think they might fail
- Fear of unknown about what they will face in the learning environment
- Lack of commitment, discipline

How do you "sell" adult upgrading (LBS)?
- It's a flexible schedule, not a traditional classroom setting
- Once they realize it's not a high school classroom, geared toward adults, they're happier
- It's NOT high school again!
- Must explain that the benchmarks have changed…you need more education to get a job than your parents. Options are very limited without education.
- Also encourage them to work
- This is intended to be a short intervention to help them upgrade (within a year)
- They don't know what they don't know. Want to skip this & go straight to the credit
- Must overcome negative adult upgrading (LBS) stereotype/stigma

Do specific goals relate to client success?
- Unrealistic goals can mean they don't succeed
- Small goals are better because they can be accomplished
- Goals are an instant gratification. Need to see they are making progress.
  Within the first 3 weeks of programming (research suggests) student must see results
- If they have a goal of specific profession/job, it's easier to show them what they need to reach it
- If it's an internally motivated goal, it's more effective.
- Goals have to be constantly reevaluated, Case Manager assigned to check in with them, important to retain the learner

How would you make this video?
- Real life examples
- Sharing struggles that show how to overcome challenges.
- Show someone who may not be at goal, but is on their way…college, university
- Give them the facts of what a difference a GED makes. (stats, percentages)
- Portray a job that appeals to youth (fast food restaurant, factories require a high school diploma)
- Show young moms how they can help their kids (homework, providing for them, life skills like budgeting, role model)
- Show them that they are getting an individualized plan, like nothing you've experienced before
- Not bottom to top approach, it's filling gaps
- This is risk free! You don't pay for it. Adult upgrading (LBS) has no transcript
- Speak to new Canadians, after LINC, where do they go? Now they have language they may need other help eg. math

- Adult upgrading (LBS) can lead to getting your OSSD and OSSD is very important to employers
- Diversity – 3 different people with success stories (single mom, different age, ethnicity, various circumstances)
- Show an entrepreneur that has completed the program.
- Good stats eg. something like x% of those on OW don't have a diploma, but x% of those that did LBS have a job and x% living in poverty have less than high school diploma
- Make sure they know that just because they had a bad experience, this could be the right path for them…you can do something that will change your life now!
- We will meet you where you're at. You'll get out of it what you put into it

Appendix 9: Summary – Preparing for Apprenticeship Focus Groups

Prepared by: HUB Creative

Service Providers responses
Challenging?
- People with high school diplomas/certificates believe they have already been certified, don't need upgrading (but get to college/apprenticeship program and find out the skills aren't there)
- If apprenticeship is a goal, they often don't realize the time needed to reach those requirements and once they do, they get discouraged
- Show the financial difference a GED makes, apprenticeship bonuses

Apprentices/potential apprentices responses

How is adult upgrading (Literacy and Basic Skills - LBS) helping you?
- Learning in a better way, as an adult
- Apprenticeship – math upgrading is more applicable to licenses you need to acquire
- Depending on the high school, some do/don't offer training for trades, this program helps us more specifically to get into unions or your own place
- Guidance counsellors need to offer more specific guidance for the trades - need to help ensure you get the right skills in high school
- In high school didn't have the engines/facilities I needed to practice on
- Coop placements great because help you get experience at high school

Do you now have enough skills to reach your goal?
- Didn't take Math, Physics in high school
- Learning Time Management – took chemistry, physics adult upgrading (LBS) ahead so could be better prepared for the stress of college
- Especially helpful if been out of school for a while. All that money is riding on your getting good grades
- In Apprenticeship, being paid to be in school, but if don't keep up marks are asked to leave

What excuses have you/friends made not to take adult upgrading (LBS)?
- It's a waste of your life now to "possibly" get a job later
- Don't realize that once you have the education and the "paper", you have the competitive edge
- Not sure what they want to do
- It's easier to bypass upgrading and just write "Aptitude Test"
- Just too lazy to do the educational work - easier to complain or postpone.
- Get into cycle of having to work to make money and keep boss happy
- Don't realize that it's better to put time in now, get the education, not when I'm 50

- Take your example from outside role models instead of parents/friends, who didn't get education
- People feel entitled that someone should give them a job - may not even have a resume
- Use family obligations as an excuse
- Bad high school memories

Reactions of family/friends to your taking adult upgrading (LBS)?
- Why go to school? Take the job!
- Supportive because they knew my past jobs were dead end.
- Supportive, but what about your kids?
- Not much support for females wanting to take Trades. It holds me back from taking the Trades, condescending. Will they resent me for having to accommodate a female in a trade that isn't normally open to females (welding, woodwork, etc.)?

Is extra money the main motivation?
- Yes! But doing something you love is more important. If you hate your job but making money, it's not worth it
- I need money and a retirement plan. I think a skilled trade will help me reach those goals

Best reason to take adult upgrading (LBS)?
- My parents. Wanted to do better
- Better quality of life
- Be a good role model to my kids
- Proving everyone wrong. Show them I can get an education, get a good job, have a better long-term life
- Bring the information back to my workplace

How would you make these videos?
- Are you tired in your dead end job? No way out? This is the solution!!
- So much better than grade school/ high school. College is awesome!
- Show them what their life could be if don't take the training
- Find out from successful people what it took to get there
- Make people aware of financing options. They don't know there's government $ Apprentices get $4000 in grants, $400 for tools. Nobody knows about this. You get paid for learning as an apprentice
- Convince people that education is a good back-up, over making minimum wage now
- Show a mentor making the difference. They will tell you that you can make $20/hr now, but with education can make $47/hr.
- Ask them where they see themselves in future
- Tell them: I would never have been prepared for Apprenticeship without the LBS training

- Education is a life investment. Compare different qualities of life; one if you don't get education, one if you do
- Who do you want to be? The adult upgrading (LBS) will help you get there

Describe the ideal adult upgrading (LBS) star:
- People who are actually in school
- Show people at different stages
- Show a person who doesn't know what to do, a person who is in process, a person who has done the work and got a good job
- Show how much earning and quality of life are dependent on training/education

Learning to Earning: Enhancing Connections and Referral Pathways

Literature Review Summary Report

August 2014

Prepared for: Tri-County Literacy Network

Prepared By: Jennifer Kirkham, Mischevious Cat Productions Inc.

Table of Contents

Introduction
The need to showcase how and why literacy can be part of one's future success through video resources was identified in recent projects of both Tri-County Literacy Network and Literacy Link South Central. This project responds to this need by creating a step by step process of developing and launching videos tailored to the intended target audience. The target audience includes service providers and clients from vulnerable populations (including individuals on social assistance and at-risk youth) as well as apprentices. As a result of increased understanding of LBS and how it supports clients' goals, these visual resources will enhance connections and referral pathways between Ministry programs and assist clients from vulnerable populations and apprentices to prepare for their future success.

The purpose of a literature review is to discover and highlight what's been written on a topic, and to analyze and synthesize the information about key themes or issues on this topic. This literature review explored practices in the area of marketing/outreach to vulnerable populations (individuals receiving social assistance and at-risk youth) and apprentices.

The results of the literature review have been compiled in a summary table that details the document and source of the document, and key findings related to the project topic. In order to complete this literature review, over 60 sources were reviewed including 20 videos of learner success stories/service provider profiles. The review was completed when no new information was being identified in the search. The majority of the sources reviewed were from Canada and the United States, with a focus on trying to find evidence-informed practice in this area.

While exploring the examples of practices in the area of marketing/outreach to vulnerable populations, the examples related primarily to six different topic areas. The topic areas used to categorize the results of the literature review include:

1. General Marketing/Outreach
2. Marketing/Outreach via Different Channels
3. Marketing/Outreach to Vulnerable Populations
4. Marketing/Outreach to At-Risk Youth
5. Marketing/Outreach to Apprentices
6. Video Learner Success Stories

Highlights of key findings from each of these topic areas are included below. See the Literature Review Background Report for more detailed information.

Section 1: General Marketing/Outreach
Meaningful, visual content is important in marketing campaigns, with micro videos continuing to rise in popularity (6 second to 12 second videos). A marketing strategy needs to incorporate an end to end process with the audience being identified upfront and specific strategies and tactics being matched to the audience.

Section 2: Marketing/Outreach via Different Channels
The top mentioned channels for marketing/outreach include use of the internet, social media, YouTube, word of mouth (peer recommendation), and online video marketing. Peer recommendation is the most trusted channel of marketing. There are also some solid facts to support the use of online video marketing, including that 1.8 million words is the value of one minute of video and the average internet user is exposed to an average of 32.2 videos in a month.

Things to remember when using online videos:

- Not everyone has access to the internet at home. 84% of households in Ontario do, but this is weighted heavily to high income households, with only 61.4% of households in the lowest income quartile (those with incomes of $30,000 or less) having access to the internet at home
- Effective video marketing has to be engaging right from the start. 20% of viewers will click away from a video in 10 seconds or fewer. One third of viewers click away at 30 seconds, 45% at one minute and almost 60% by two minutes

Section 3: Marketing/Outreach to Vulnerable Populations
Many studies have been conducted to identify what makes marketing/outreach to vulnerable populations effective. Highlights of evidence-informed practices for marketing/ outreach to vulnerable populations include:

- The five most effective recruitment strategies for a community program are:
    1. Word of mouth referrals (encourage current or past participants to tell others about your program)
    2. Government or community agency referrals
    3. Health practitioner referrals
    4. Information sharing at community or interagency meetings
    5. Information and referral resources
- When using word of mouth marketing strategies, use current or former learners as spokespeople
- Ensure materials used are in a low literacy format and are culturally appropriate
- Build relationships with other service providers/partner with community organizations in order to identify eligible individuals and expand outreach/coordinate outreach efforts with other programs.
- Successful outreach and marketing campaigns need to be continuous, widespread, multiform, have varied sources of information and be geared to a specific population
- Video is good to explain a program's purpose and eligibility qualifications
- Person-to-person outreach efforts are the most successful to pursue. This is face to face, individualized communication that allows the communicator to tailor the message to the prospective client
- A well-constructed outreach plan should integrate appropriate elements, allow for careful targeting and send a consistent, unified message. The particular media used should be chosen for its ability to reach the target audience
- For overall effectiveness, the number of times that a message reaches the target population is more important than the size of the population reached

- It is not only important to market the existence of a service, but also to outline what the service can do for clients and how they can contact the service
- Communication and marketing through existing, trusted services or people appears to be most effective
- Design messages that are attention getting, highly memorable, believable, attractive, easy to comprehend and motivational
- Pretest the materials to be used with the target audience for comprehension, relevance, believability, and persuasiveness and then revise them to maximize their effectiveness
- Barriers to accessing service for low income individuals include: knowledge barriers (not realizing they need the service, not knowing a service exists, not knowing how to obtain a service) and out of pocket costs (transportation, child care)

Section 4: Marketing/Outreach to At-Risk Youth
When marketing to at-risk youth it is important to focus on the following:

- Ensure materials are non-stigmatizing (do not use the word "literacy") and use the word "adults" instead of "youth"
- Recruitment strategies should concentrate on places where young people spend a significant amount of time
- The strategies should employ a range of traditional and nontraditional media relevant to teens, with an emphasis on peer-to-peer media that teens can appropriate and distribute among themselves
- Youth rely heavily on communication technologies to access information and carry out social interactions. The use of social media is critical, especially Facebook
- Need to make a clear, strong contention between education and work

From studies, the successful methods for recruiting youth were: word of mouth, referrals from other agencies and working with other providers. Marketing suggestions for this target group include:

- Design messages that show a strong connection between literacy and employment
- Strategically place marketing messages in places that youth are most likely to come across them (youth seek services through Kijiji)
- Develop videos to make youth service providers aware of services so that they can speak confidently about them to their youth clients
- Create videos for youth and use peers in the videos

Section 5: Marketing/Outreach to Apprentices
When marketing to apprentices, it is important to engage employers, Unions and Trade Sector Councils in any outreach strategy. Also, important factors when marketing to this group include:

- Young people communicating with young people about the value of skilled trades is the best way of truly reaching youth. Speak to youth in language and terms to which they can relate
- Social media is an effective tool for recruitment and retention, with potential value to create front-end awareness

- Harness the power of technology (including mobile phone apps), television and social media to raise the "cool" factor of skilled trades
- Young people prefer to hear from their contemporaries, so engage young people in promoting trades careers
- Word of mouth is an effective way to market to this population

Section 6: Video Learner Success Stories

A number of literacy networks and organizations have started to use video as a channel to profile learner success stories and the work that they do. These videos range from 2:21 to 9:58 minutes in length. Many of the videos are clustered around the 3:00 to 3:30 mark in terms of length.

All but one of the videos had current or former adult learners share their story and experience with using the programs and services.   Many also talked about the programs and services offered.   Those videos with the sole purpose of profiling a person's story did not provide contact information at the end of the video. All other videos provided a contact website for further information.

Suggestions for the Project

Based on the findings in the literature review, some suggestions for the next steps in the project are:

- Be clear about the purpose of the videos and who the target audiences are
- Talk to the target audiences to find out what motivates them and their barriers to accessing programs and services
- Ensure focus groups include non-LBS users as well as current and former LBS learners
- Pre-test your video content with the target audiences before finalizing. Check for comprehension, relevance, believability, and persuasiveness
- Minimize use of the word "literacy"
- Call youth "adults 19-29" versus "youth"
- If you are going to have people speak in the videos, use people with lived experience in this area. For youth, have a youth counterpart. For apprentices, include the employer
- Keep the videos short and make sure they include messages that are attention getting, highly memorable, believable, attractive, easy to comprehend and motivational
- Demonstrate the link between literacy and employment
- Use multiple channels to market to the target audiences. Remember word of mouth is the key way to market programs and services and that Facebook is a key social media channel for youth
- Be innovative!

The information contained in the document is not necessarily exhaustive but, rather, provides a sampling of resources and information available.

The views expressed in this document are the views of the Tri-County Literacy Network and do not necessarily reflect those of the Ministry of Training, Colleges and Universities.

Learning to Earning: Enhancing Connections and Referral Pathways

Literature Review Background Report
August 2014

Prepared for: Tri-County Literacy Network

Prepared By: Jennifer Kirkham, Mischevious Cat Productions Inc.

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Learning to Earning: Enhancing Connections and Referral Pathways - Literature Review Background Report

Introduction
While exploring the examples of practices in the area of marketing/outreach to vulnerable populations, the examples related primarily to six different topic areas. The topic areas used to categorize the results of the literature review include:

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5. Marketing/Outreach to Apprentices
6. Video Learner Success Stories

Each section of the Literature Review Background Report begins with a brief summary of the findings. The following tables detail the results of the literature review organized into the six topic areas.

Section 1: General Marketing/Outreach
Meaningful, visual content is important in marketing campaigns, with micro videos continuing to rise in popularity (6 second to 12 second videos). A marketing strategy needs to incorporate an end to end process with the audience being identified upfront and specific strategies and tactics being matched to the audience.

Document	Key Findings Related to the Project Topic	Source
Brand and Marketing Trends for 2014	▪ Attention Must Be Paid to Brands: Increased expectations come with a greater sense of product and service commoditization. You may be known, but you need to be known for something meaningful and important to consumers ▪ Mobile Optimized: In 2011 Brand Keys trends identified that mobile would move mainstream. It has. For 2014 brands need to adapt strategies and delivery mechanisms, content and flow of communications to match increased consumer multi-tasking and multi-screen behaviour ▪ Fewer Tedious Texts: More visually literate consumers will move from text outreach to more image-based connections. Visual	Robert Passikoff http://www.forbes.com/sites/robertpassikoff/2013/12/04/brand-and-marketing-trends-for-2014/

Document	Key Findings Related to the Project Topic	Source
	content will become more important in creating viral marketing campaigns, with brands becoming more attentive to image-sharing initiatives and platforms ▪ Micro Becomes Mainstream: Micro videos will continue to rise in popularity and use. Watch for more :6 and :12 videos to accommodate digital delivery platforms and increasingly shorter consumer attention spans	
Planning Matrix/ Worksheet	▪ For a marketing strategy to be effective, you need to identify the following elements: - Audience (who are the people we need to reach?) - Outcome (what do we want them to do?) - Message (what do they need to know in order to take the action we want?) - Messenger (who is the best messenger?) - Strategy (how will we make this happen?) ▪ For each of the identified strategies, tools and tactics need to be developed and then measures of success	Libraries of Washington State, 2005 Note: Electronic copy on file

Section 2: Marketing/Outreach via Different Channels
The top mentioned channels for marketing/outreach include use of the internet, social media, YouTube, word of mouth (peer recommendation), and online video marketing. Peer recommendation is the most trusted channel of marketing. There are also some solid facts to support the use of online video marketing, including that 1.8 million words is the value of one minute of video and the average internet user is exposed to an average of 32.2 videos in a month.

Things to remember when using online videos:

- Not everyone has access to the internet at home. 84% of households in Ontario do, but this is weighted heavily to high income households, with only 61.4% of households in the lowest income quartile (those with incomes of $30,000 or less) having access to the internet at home
- Effective video marketing has to be engaging right from the start. 20% of viewers will click away from a video in 10 seconds or fewer. One third of viewers click away at 30 seconds, 45% at one minute and almost 60% by two minutes

Document	Key Findings Related to the Project Topic	Source
Reaching and Retaining High-Risk HIV/AIDS Clients Through the Internet	- The HIV/AIDS testing program targets clients through tailored internet outreach via chat rooms, social networking sites and online forums - Online recruitment strategy is simple and requires few technical or financial resources - The internet provides an opportunity to reach a broad audience with information - Maintains a page on free social networking sites frequented by adolescents and young adults - All internet activities require less than 2 hours per week to maintain	Health Promotion Practice, Volume 12, Number 4, July 2011 http://journals1.scholarsportal.info.proxy1.lib.uwo.ca/details/15248399/v12i0004/522_rarhhctti.xml
Social Media and YouTube As An Attractive Marketing Tool	- The idea is to make advertising interactive and entertaining - YouTube is the world's most popular online video community. It acts as a major distribution platform for original content creators and advertisers - Some ways you can use YouTube to attract new customers are: - Talk about topics that are relevant to your market - Make it fun	Journal of American Business Review, Cambridge, Volume 1, Number 2, Summer 2013 http://search.proquest.com.proxy1.lib.uwo.ca/docview/1356599349?pq-origsite=summon

Document	Key Findings Related to the Project Topic	Source
	- Use good production quality in your video - Select key words for your target audience - Check comments to learn what people are saying	
18 Big Video Marketing Statistics and What They Mean for Your Business	▪ There's a lot of compelling evidence suggesting that online video marketing should be a major focus of your advertising and marketing budget ▪ 1.8 million words is the value of one minute of video, according to Dr. James McQuivey of Forrester Research ▪ According to comScore, 45.4% of internet users view at least one video online over the course of a month. The average user is exposed to an average of 32.2 videos in a month, increasing the chances that your marketing message will be seen ▪ 75% of executives told Forbes that they watch work-related videos on business websites at least once a week ▪ According to the Online Publishers Association, 80% of internet users recall watching a video ad on a website they visited in the past 30 days. Of that 80%, 46% took some action after viewing the ad, with 26% looking for more information about the subject of the video, 22% visiting the website named in the ad and 15% visiting the company represented in the video ad ▪ In 2010, an Implix email marketing survey found that including a video in an introductory email increased the click-through rate by 96%. That's nearly twice as many people clicking through to your website when you include a video in your marketing emails. ▪ Video marketing increases sales and leads. If you're not using video marketing, you're losing customers to those who do. Businesses that incorporate video marketing into their overall marketing strategy see higher engagement rates, higher click-through rates and higher conversion rate ▪ 10 seconds is how long you have to grab the attention of viewers in a video marketing clip. According to research by Visible Measures, 20% of your viewers will click away from a video in 10 seconds or	Andrew Follett, Video Brewery http://www.videobrewery.com/blog/18-video-marketing-statistics

Document	Key Findings Related to the Project Topic	Source
	fewer. And it doesn't get a lot better than that. You'll lose about 1/3 of your viewers by 30 seconds, 45% of them by 1 minute and almost 60% by 2 minutes. And those numbers remain the same no matter how long the video is ▪ While desktop viewers tend to stick with videos for 2 minutes or less, mobile users seem to have a longer attention span. iPhone users tend to watch for about 2.4 minutes. Android users give a video three minutes to engage them and Symbian users stick around for just over 4 minutes. iPad users have the longest attention spans of all, sticking with a web video for an average of 5 minutes ▪ According to research conducted by Jun Group (2011), videos that are 15 seconds or shorter are shared 37 percent more often than those that last between 30 seconds and 1 minute. If you make your video longer, that stat goes down ▪ Effective video marketing has to be engaging right from the start, but how do you know where your video is going off the rails? That's where video analytics comes in. Detailed video analytics will tell you who's watching your video, how long they stay engaged and exactly where they click away	
Word of Mouth Marketing Pedia	▪ When asked what sources "influence your decision to use or not use a particular company, brand, or product," 72% claim reviews from family members or friends exert a "great deal" or "fair amount" of influence	http://www.wommapedia.org/
Harris Poll	▪ Nearly two-thirds (64%) of online Americans use social media, and most social media users (84%) reveal information about themselves via social media channels ▪ About one-quarter are revealing their dissatisfaction with companies, brands or products (26%), talking about companies, brands or products they like (23%) or giving product reviews and recommendations (19%). In fact, one-third (34%) indicate they	Harris Interactive http://www.harrisinteractive.com/NewsRoom/HarrisPolls/tabid/447/mid/1508/articleId/403/ctl/ReadCustom%20Default/Default.aspx

Document	Key Findings Related to the Project Topic	Source
	have used social media as an outlet to rant or rave about a company, brand or product ■ In fact, nearly half of Americans who use social media say reviews about a particular company, brand or product from friends or people they follow on social networking websites influence them either a great deal or a fair amount (45%) - the same number as Americans who say reviews in newspaper or magazine articles influence them (46%)	
Neilson Global Online Consumer Survey	■ Peer recommendation is the most trusted channel of advertising, trusted completely or somewhat by 9 out of 10 respondents ■ Of the major paid advertising channels (online, outdoor, print, radio, TV and theatre), television and newspaper are the most trusted media ■ Text message ads on mobile phones are the least trusted paid advertising channel (24%) ■ Online search, banner and video ads are trusted by fewer than half respondents ■ In terms of engagement, consumers are most receptive to the humorous qualities in TV and online video ads (engagement is measured by the ability of the advertising to convey humour, emotion and information)	Neilson, July 2009 http://www.nielsen.com/content/dam/corporate/us/en/newswire/uploads/2009/07/trustinadvertising0709.pdf
4 Tactics to Build Your Word of Mouth	■ Successful Word of Mouth requires strategic thinking and serious work. Here are the most important steps to take when carving out your Word of Mouth strategy: 1. Target Influencers— Make sure you are speaking to leaders and influencers in your space. These can be journalists, public figures, bloggers, or even trendsetting fans. The age of Social Media has given everyone the power to broadcast their opinions and some bloggers and YouTube sensations have amassed strong followings. It is a good idea to make a target list of influencers that appeal to your key demographic and make sure that they know about what you do. This does not mean badger	Paul Jankowski, March 2013 http://www.forbes.com/sites/pauljankowski/2013/03/13/4-tactics-to-build-your-word-of-mouth/

Document	Key Findings Related to the Project Topic	Source
	them with calls and emails—but rather take the time to learn about them and why they are influential, then open up a dialogue by engaging with their content in ways that are relevant to your brand. 2. Build a Close Knit Social Media Community—The easiest way to directly communicate with your audience is to engage with them via social platforms. Social Media has exploded in recent years, and a study conducted by Pew Research Centers in 2012 found that 65% of internet users use social media. Of users on Facebook, 58% liked a brand page in 2011 and 41% shared content about that brand on their wall. Sharing content with friends online is even more valuable as verbal word of mouth. 3. Be a Thought Leader—Not only do you want to target the influencers in your space…You want to be one! Figure out what makes you and your business unique, and tell people about it. This can (and should) be communicated on your website, but also figure out where to best reach your target audience. This might be on social media, but maybe it is through speaking at a conference or starting a blog. Figure out the medium that best supports your ideas and develop a strategy to grow your presence there. 4. ALWAYS be honest—The success of Word of Mouth marketing depends on customer's trust of the brand. You have to earn enough merit to become a worthy topic of conversation. You can do this with an exceptional product and by maintaining integrity across online platforms (your website, social media, and mobile).	
Canadian Internet Use Survey	▪ In 2012, 83% of Canadian households had access to the internet at home, compared with 79% in 2010. In Ontario, this stands at 84% ▪ In Ontario, almost all households (98.5%) in the top income quartile (those with incomes over $94,000) had access to the	Statistics Canada, 2012 http://www.statcan.gc.ca/daily-quotidien/131126/dq131126d-eng.htm

Document	Key Findings Related to the Project Topic	Source
	internet at home, compared with 61.4% of households in the lowest income quartile (those with incomes of $30,000 or less) ▪ Of those households that did not have access to the internet at home, 20% reported having no access because of the cost of the service or equipment	

Section 3: Marketing/Outreach to Vulnerable Populations
Many studies have been conducted to identify what makes marketing/outreach to vulnerable populations effective. Highlights of evidence-informed practices for marketing/outreach to vulnerable populations include:

- The five most effective recruitment strategies for a community program are:
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- When using word of mouth marketing strategies, use current or former learners as spokespeople
- Ensure materials used are in a low literacy format and are culturally appropriate
- Build relationships with other service providers/partner with community organizations in order to identify eligible individuals and expand outreach/coordinate outreach efforts with other programs.
- Successful outreach and marketing campaigns need to be continuous, widespread, multiform, have varied sources of information and be geared to a specific population
- Video is good to explain a program's purpose and eligibility qualifications
- Person-to-person outreach efforts are the most successful to pursue. This is face to face, individualized communication that allows the communicator to tailor the message to the prospective client
- A well-constructed outreach plan should integrate appropriate elements, allow for careful targeting and send a consistent, unified message. The particular media used should be chosen for its ability to reach the target audience
- For overall effectiveness, the number of times that a message reaches the target population is more important than the size of the population reached
- It is not only important to market the existence of a service, but also to outline what the service can do for clients and how they can contact the service
- Communication and marketing through existing, trusted services or people appears to be most effective
- Design messages that are attention getting, highly memorable, believable, attractive, easy to comprehend and motivational
- Pretest the materials to be used with the target audience for comprehension, relevance, believability, and persuasiveness and then revise them to maximize their effectiveness
- Barriers to accessing service for low income individuals include: knowledge barriers (not realizing they need the service, not knowing a service exists, not knowing how to obtain a service) and out of pocket costs (transportation, child care)

Document	Key Findings Related to the Project Topic	Source
Evaluating Outreach Strategies and Events	▪ The project examined the effectiveness of outreach strategies ▪ The most effective way to reach out to single mothers was through peer, word of mouth references. The second way was through communication with other agencies ▪ Recommend involving current or graduate learners as spokespeople ▪ Outreach strategies should rely on a promotional mix, one that incorporates a consistent message delivered through different media that will influence the target market in the desired manner (presentations, promotional materials and public service announcements through the media were used) ▪ The most appropriate product to distribute to single mothers was determined to be fridge magnets – handing out a visual reminder of the program can help engender a lasting impression ▪ Focus on key messages that will resonate with single mothers ▪ Mass communication marketing is not likely to be a cost effective vehicle for reaching single mothers ▪ Minimize use of the word literacy in the messaging ▪ 30 second radio ads were purchased over a three week period ▪ Most interviewees were skeptical about the use of mass print materials such as flyers, brochures and posters (especially when used in isolation) ▪ Evaluation is an integral component of the marketing strategy ▪ There is no one marketing strategy that will reach all potential learners. You must tailor the marketing strategy to the target audience ▪ Before beginning an intervention, extensive research into the motivations and barriers affecting each market segment must be completed ▪ Any outreach strategy must ensure that program barriers that may inhibit participation are sufficiently reduced	Tri-County Literacy Network, March 2003 http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CBwQFjAA&url=http%3A%2F%2Ftcln.on.ca%2Fevaluating-outreach%2F&ei=fWzRU_G0EOHO8AGLm4A4&usg=AFQjCNFVA7VkazYC1qxOGCX2O4O8VVVd6g&sig2=zPuS5po9TBm8IyHXkRO8AQ&bvm=bv.71778758,bs.1,d.cGU

Document	Key Findings Related to the Project Topic	Source
	▪ The messaging used in the marketing should be positive and it should address the motivations and perceived barriers of the target market ▪ A strategic word of mouth marketing strategy must consider the social networks that individuals are a part of, if it is to be successful	
Oregon Community Health Outreach Project	▪ The intent of this project is to improve the capacity of Oregon providers to deliver quality care to their underserved patients. This target area has been selected by virtue of its status as a High Migrant Impact Area and because a substantial percentage of the permanent population recorded by the Bureau of the Census is of Hispanic origin ▪ To address the issue of low literacy and the scarcity of materials available written below an eighth grade level, we asked provider participants their suggestions. They recommended that they would, as needed, adapt the materials found to a low literacy format or, for patients who don't read, present the contents orally to patients in small groups or one-to-one sessions	http://nnlm.gov/archive/2006 1109154729/orecom.html
PATH Street Outreach Video Series	▪ Equips outreach service providers with the skills and knowledge to assist people in transitioning from homelessness. The three videos cover the initial contact, the follow-up visit, and connecting people with services. Has an accompanying discussion guide ▪ Meet people where they are ▪ Notice and respect small indicators of engagement ▪ Follow the person's lead ▪ Building on the relationship, offer information about programs and services	U.S. Department of Health and Social Services, Substance Abuse and Mental Health Services Administration http://store.samhsa.gov/produ ct/PATH-Street-Outreach-Video-Series/SMA10-4580
Social Security Benefits: Outreach, Access and Recovery for people who are homeless	▪ Building good relationships with other service providers is key ▪ Latinos are at special risk for substance abuse, so a webcast was produced in Spanish ▪ The Acting Surgeon General has produced a Call to Action re: underage drinking. He will soon release Guides to Action for use by	Substance Abuse and Mental Health Services Administration News, March/April 2007, Volume 15, Number 2

Document	Key Findings Related to the Project Topic	Source
	families, educators and communities (short, colourful, easy to read brochures) ▪ Released two public service announcement videos to emphasize the young age at which children start drinking. These videos are 60 seconds in length (https://www.stopalcoholabuse.gov/statevideos/default.aspx) ▪ Disseminates educational materials to fifth and sixth graders. The material includes a four page set of lessons and activities for use as well as a take home packet for parents	http://www.samhsa.gov/SAMHSA_News/VolumeXV_2/March April_2007.pdf
Strategies for Behavioral Health Organizations to Promote new Health Insurance Opportunities in American Indian and Alaska Native Communities	▪ Outreach and enrollment strategies are highlighted for the American Indian and Alaskan Native communities that have been used successfully by organizations. These include: - Ensure that staff is culturally competent and aware of cultural values - Provide a personal approach. Using mail service and distributing pamphlets is not sufficient for engagement, especially with persons who are homeless. You need staff to be available to discuss questions and concerns with individuals - Designate staff for enrollment and outreach – someone who can lead and direct your organization's efforts - Use language familiar to your community. Watch for literacy levels and cultural sensitivity - Engage community members on their own terms. Time must be given for individuals to connect - Partner with community organizations in order to identify eligible individuals and expand outreach - Integrate your message into community events. Find ways or plan to be involved in community events and celebrations - Communicate directly with community members. Connect with other programs that engage these populations - Use media as a resource – radio, television and the internet are powerful ways to connect. Emails, community pages, text	Substance Abuse and Mental Health Services Administration http://store.samhsa.gov/shin/content/SMA14-4821/SMA14-4821.pdf

Document	Key Findings Related to the Project Topic	Source
	messaging and social media can be used to expand your outreach. American Indian Health and Family Services (Michigan) has created videos for both clients and staff training to promote education on the benefits of insurance enrollment (http://www.aihfs.org/videos.html) - Attend to feedback from the community. Use evaluation to determine what you can improve and to identify barriers or obstacles	
Community Toolbox: Implementing Promising Community Interventions: Chapter 23. Modifying Access, Barriers, and Opportunities Section 6. Using Outreach to Increase Access	▪ People use the word "outreach" to describe a wide range of activities, from actual delivery of services to dissemination of information. As a tool to help expand access to healthy services, practices or products, outreach is most often designed to accomplish one of the following (or some combination): - Directly deliver healthy services or products - Educate or inform the target population, increasing their knowledge and/or skills - Educate or inform people who interact with the target population (often called community health advisors) - Establish beneficial connections between people and/or organizations ▪ Is a personal or cultural stigma attached to using your service or product? Do potential users fully understand the benefits? If low use of your program is related to user attitudes or values, you might need to focus on a social marketing campaign to explain the benefits of your service or initiative ▪ Marketing is a form of outreach in that it requires you to find out who your users are, where to reach them, and how to communicate with them. After reaching out to understand your users with surveys, interviews, or focus groups, you can reach out again with a marketing campaign that helps change attitudes and correct misperceptions	University of Kansas, Workgroup for Community Health and Development http://ctb.ku.edu/en/table-of-contents/implement/access-barriers-opportunities/outreach-to-increase-access/main

Document	Key Findings Related to the Project Topic	Source
	- Some marketing-type outreach takes the form of incentives. If you distribute coupons for condoms at the local teen hangout, you are not only reducing the cost, but you 're also increasing awareness of a product or service while providing an incentive to behave differently - People who typically use this type of service also have the least access to communication, including newspapers and television. Therefore the clinic has relied on word-of-mouth publicity and referrals from other health professionals in the community - There are many vehicles for informational outreach (beyond paid advertising) that can help you spread your word more widely, or to target certain populations - A form of informational outreach could be to post flyers in coffee shops and record stores that are popular with teens - Guidelines for effective outreach include: - Meet people where they are - Be respectful - Listen to your community - Build trust and relationships - Get the word out in a non-stigmatizing manner - Offer service and information in a variety of locations (including home visits) and at non-traditional times, especially after work hours - Make written information friendly and easy to understand - Provide information in the primary language of those who will use the service - Follow-up, follow-up, follow-up!	
Outreach and Marketing	The success of children's health insurance programs hinges on the program's ability to enroll the eligible children. States' experiences demonstrate that while some portion of the eligible population is generally easy to reach, there are others who are considered "hard to reach." In particular, the "hard to reach" populations present	U.S. Department of Health and Social Services, Office of the Assistant Secretary for Planning and Evaluation

Document	Key Findings Related to the Project Topic	Source
	specific challenges for outreach and marketing efforts that may need to be specifically targeted, non-traditional, and often community-based in terms of enrollment strategies ■ In order to reach the eligible population, successful outreach and marketing campaigns need to be continuous, widespread, multiform, have varied sources of information and be geared to a specific population ■ Outreach begins with understanding the target population, communicating the availability of health care coverage, and educating potential beneficiaries about the program eligibility requirements and how to sign up ■ States have implemented a variety of approaches and some states have used multidimensional outreach campaigns that combine printed materials, radio and television advertisements. Programs often distribute brochures at schools, churches, hospitals, clinics, businesses, government agencies, and other community sites ■ Many states have translated promotional materials into the languages of their target populations ■ Studies in both Minnesota and New York found that most enrollees generally learned about the programs by word-of-mouth (friend, school or doctor) ■ Tennessee state officials conducted outreach meetings in all ninety-five counties, where they presented a video on TennCare that explained the program's purpose and eligibility qualifications. Applications were distributed after the presentation ■ Five of the nine state programs described extensive efforts to coordinate with other children's programs and agencies for outreach and the identification of potential enrollees. States detailed the advantages of being able to capitalize on other organizations' expertise in attracting enrollees to their program ■ Most programs rely upon public information campaigns via media and large population techniques rather than on community	http://aspe.hhs.gov/health/reports/resource/outreach_and_marketing.htm

Document	Key Findings Related to the Project Topic	Source
	outreach workers who may interact directly with the targeted population ■ An approach common to all nine states was the coordination of outreach efforts with other programs. Relying on an "extended family" in the community serves two primary functions: (1) it is a cost-effective method for programs with small outreach budgets; and (2) it effectively reaches shared target populations	
Managing Medicaid Take-Up: Strategies, Efforts and Evaluation	■ The report looks at state efforts of Medicaid and CHIP communication and outreach, the correlation between these efforts and enrollment across states and how these efforts compare with "best practices" standards from literature on marketing, communications and outreach strategies. 18 states were studied along with best practices standards from literature ■ The states studied were most likely to use advertising campaigns (particularly television, radio, brochures, and flyers), person-to-person contact and direct marketing approaches for their outreach efforts ■ A range of other approaches were tried, including: publicity and public relations strategies, branded giveaways and promotions ■ Person-to-person outreach efforts were the most successful for states to pursue. This is face to face, individualized communication that allows the communicator to tailor the message to the prospective client. These efforts were particularly effective when done in partnership with public health or other agencies that have a community presence and in conjunction with events that attract both youth and adults. It is also effective when supported by supplementary information provided in brochures, websites, 1-800 phone lines and the like ■ Direct marketing may also be effective if the target audience is carefully selected. For overall effectiveness, the number of times the message reaches the target population is more important than the size of the population reached (need extensive repetition). The	Federalism Research Group, July 2003 http://www.rockinst.org/pdf/health_care/2003-07-chip_and_medicaid_outreach_strategies_efforts_and_evaluation.pdf

Document	Key Findings Related to the Project Topic	Source
	most prominent strategies used were: direct mail advertising (postcards, letters, brochures/flyers, newsletters, applications), the use of 1-800 hotlines, and website/internet access ■ There is little evidence to suggest that promotions and public relations events would have much effect on take-up ■ While person-to-person interactions are the most expensive of all communication efforts, they are often considered to be the most effective ■ On average, people open 74% of the direct mail they receive. Of all direct mail received, 45% of it is read (at least to the extent necessary to determine the subject matter) ■ Mass media advertising requires a large budgetary commitment as it requires numerous, expensive repetitions within a carefully prescribed period of time ■ A well-constructed outreach plan should integrate appropriate elements, allow for careful targeting and send a consistent, unified message. The particular media used should be chosen for its ability to reach the target audience ■ For overall effectiveness, the number of times that a message reaches the target population is more important than the size of the population reached	
Outreach legal services to people with complex needs: what works?	■ The paper presents a review of the best available research into outreach legal services to disadvantaged people with complex needs ■ Need to form and maintain strong links with target communities and the agencies which support them ■ The reach of the service is increased by appropriate marketing of the service to the target group and supporting agencies and individuals ■ In the studies reviewed, three main strategies were successfully used to reach clients:	Law and Justice Foundation of New South Wales, Justice Issues Paper 12, October 2009 http://www.lawfoundation.net.au/ljf/site/articleIDs/69EBF819BDD1BB8BCA25766A0082208C/$file/JI12_Complex_Needs_web.pdf

Document	Key Findings Related to the Project Topic	Source
	1. Appropriate location: located in places that can be easily reached and are regularly used by the target client groups 2. Effective referral pathways to the service: building relationships with key "problem noticers" in other agencies 3. Marketing the service: it is important to market the service directly to target clients and communities and the agencies and individuals who support them ▪ It is not only important to market the existence of a service, but also to outline what the service can do for clients and how they can contact the service ▪ Communication and marketing through existing, trusted services or people appeared to be most effective ▪ Services commonly reported reaching new clients through word of mouth referrals from existing clients ▪ Some ongoing marketing through other local services may also be necessary ▪ Promotional strategies need to be appropriate to the target audience (culturally appropriate and in plain language)	
A social marketing approach to increasing enrollment in a public health program: A case study of the Texas WIC Program	▪ Evaluation results suggest that social marketing can be helpful to program planners who want to improve their delivery of services and motivate new groups to use their services ▪ Social marketing is the application of commercial marketing technologies to the analysis, planning, execution and evaluation of programs designed to influence the voluntary behaviour of target audiences in order to improve their personal welfare and that or society ▪ Need to design messages that are attention getting, highly memorable, believable, attractive, easy to comprehend and motivational ▪ Started with focus groups to identify the benefits that are most attractive to eligible participants and to lower barriers to participation	Human Organization, Volume 6, Number 3, 2001 Note: Electronic copy of journal article on file

Document	Key Findings Related to the Project Topic	Source
	- Need to transmit messages that reach the audience when and where they are most likely to respond - The most frequent information sources about the program were: friends and relatives, public health clinics, social service agencies, doctors and mass media - Print and electronic materials were pretested with the target audience for comprehension, relevance, believability, and persuasiveness and then were revised to maximize their effectiveness - A community organizer's kit was developed to increase referrals from other agencies - The social marketing strategy used radio and television ads and billboards	
Recruiting, Assessing and Screening Temporary Assistance for Needy Families (TANF) Recipients	- The document presents the experiences of 10 microenterprise organizations engaged in efforts to recruit and serve TANF participants - They use a variety of methods to market their programs directly to potential clients, including: - Placing flyers and other information in community locations such as laundromats and grocery stores - Building relationships with institutions that can be sources of referrals or access to potential clients - Advertising the program through standard advertising sources - Public service announcements via radio, television and newspaper - Media campaigns (the placement of stories about clients in the local press) - Program video - Distribution of information through community groups - Providing information at orientations or job fairs - Periodically housing staff on-site at welfare agencies to provide information about the program	Field Forum, Issue 7, October 2000 http://fieldus.org/publications/ Field_Forum7.pdf

Document	Key Findings Related to the Project Topic	Source

	- Creating an incentive program that encourages existing clients to refer new participants
	■ Outreach methods to welfare caseworkers or contractors include:
	    - Program video
	    - Guidebook that explains the program and relevant regulations and forms
	    - Briefings or presentations made to regional welfare staff
	    - Periodically locating staff on-site to make presentations to staff
	    - Contractors referring clients to the program get joint credit for an successful placements of those clients	

Active Engagement: Strategies to increase service participation by vulnerable families	■ Active engagement strategies are those which raise the rate of participation in, and completion of, effective programs by those families identified likely to benefit
	■ The paper lists strategies aimed at increasing recruitment or initial uptake of services. Those pertaining to outreach and marketing include:
	    - Have an outreach worker accompany a known agency worker (when visiting the family for the first time, take a worker from another agency already known to the family)
	    - Recruit families through an agency that is not seen as representing authority (recruit through the community versus institutions seen as authority i.e. Schools)
	    - Other agencies can also act as ambassadors (an agency or service can act as an ambassador to help overcome any stigma and threat of authority implied by the provider)
		Dr. Johanna Watson, New South Wales Department of Community Services, August 2005
		http://www.community.nsw.gov.au/docswr/_assets/main/documents/research_active_engagement.pdf

Marketing Ourselves: A resource guide for Ontario's community literacy agencies	■ Conducted a marketing and outreach survey in May 2007
	■ The most effective ways that organizations conduct outreach to adult learners are:
	    - Word of mouth
	    - Media (paid advertising in print, radio and on TV as well as public service announcements)
	    - Flyers, brochures, posters, signage
		Community Literacy of Ontario, 2008
		http://www.communityliteracyofontario.ca/wp/wp-content/uploads/2013/08/marketing.pdf

Document	Key Findings Related to the Project Topic	Source
	- Networking and referrals	

Recruitment and Engagement of low income populations	▪ Low income families have significant barriers to participation in programs such as economic stress due to lack of resources. Coping with daily life can prevent those with low incomes from participating in activities other than those that are necessary for meeting their needs
	▪ Children and low income families are less likely to participate in community programs as compared to families with higher incomes
	▪ Knowledge barriers prevent people from accessing programs/services – not realizing they need the service, not knowing a service exists, not knowing how to obtain a service
	▪ A further barrier to participation is out of pocket costs (transportation, child care)
	▪ Scheduling conflicts and not having enough time are also barriers
	▪ Additional participation barriers include participation interests or concerns. Some people with low incomes have been found to either lack interest in participating or do not feel they need the help the program offers
	▪ Low income recruitment strategies – many studies cited used multiple recruitment strategies when recruiting their target population. Strategies used include:
	  - Print and broadcasting advertising: helpful in making individuals aware of the need for a service, the existence of a service and how to obtain it. Examples of this are: flyers distributed at community events, announcements in newspapers and magazines, television spots, radio programs, websites with information provided in multiple languages
	  - Mail, telephone and door to door recruitment: mass mailing or personal mailing based on individuals pre-selected from a list
	  - Word of mouth and community leaders: parents have suggested that program recruiters meet families face to face to inform them of potential opportunities in person. The use of
		Community-University Partnership for the Study of Children, Youth and Families, http://www.cup.ualberta.ca/wp-content/uploads/2011/07/Recruitment-and-Engagement-of-Low-Income-Populations1.pdf

Document	Key Findings Related to the Project Topic	Source

	individuals respected in the community and agency staff often help people learn about existing services and ways to obtain them (have service providers distribute recruitment materials to target populations)
	- Referrals: communicate to individuals and families through other organizations. Studies show that provider referrals result in a greater number of eligible participants who agree to participate versus face to face and targeted mail strategies
	▪ Ways to help eliminate barriers to participation for low income individuals include the use of recruitment and retention incentives (for example: discounted cost, transportation, child care, reduced amount of paperwork, provide meals/snacks)
	▪ Based on a survey, the five most effective recruitment strategies for a community program are:
	  6. Word of mouth referrals (encourage current or past participants to tell others about your program)
	  7. Government or community agency referrals
	  8. Health practitioner referrals
	  9. Information sharing at community or interagency meetings
	  10. Information and referral resources
	▪ The five most effective incentives for recruiting to community programs are:
	  1. Convenient location of program
	  2. An opportunity to socialize with other participants before or after the program
	  3. Child care provided during the program
	  4. Flexible hours
	  5. Snacks/meals provided during program
	▪ The highest rated challenges to participation in programs were:
	  1. Transportation
	  2. Not aware of what is available
	  3. Stable housing	

Document	Key Findings Related to the Project Topic	Source
	4. Nervous about participating 5. Negative experiences with institutions/organizations	

Section 4: Marketing/Outreach to At-Risk Youth

When marketing to at-risk youth it is important to focus on the following:

- Ensure materials are non-stigmatizing (do not use the word "literacy") and use the word "adults" instead of "youth"
- Recruitment strategies should concentrate on places where young people spend a significant amount of time
- The strategies should employ a range of traditional and nontraditional media relevant to teens, with an emphasis on peer-to-peer media that teens can appropriate and distribute among themselves
- Youth rely heavily on communication technologies to access information and carry out social interactions. The use of social media is critical, especially Facebook
- Need to make a clear, strong contention between education and work

From studies, the successful methods for recruiting youth were: word of mouth, referrals from other agencies and working with other providers. Marketing suggestions for this target group include:

- Design messages that show a strong connection between literacy and employment
- Strategically place marketing messages in places that youth are most likely to come across them (youth seek services through Kijiji)
- Develop videos to make youth service providers aware of services so that they can speak confidently about them to their youth clients
- Create videos for youth and use peers in the videos

Document	Key Findings Related to the Project Topic	Source
Youth Literacy Programs: A Review of the Literature	- Low literacy levels can be found among youth from low income families, Aboriginal youth, youth who are newcomers, and youth who are out of school or who drop out of school - Breaking down the barriers to motivate youth to willfully engage in literacy tasks depends on the tasks being meaningful, authentic and sufficiently scaffolded with reading and writing instruction to support success "Literacy" may not be the most appropriate term to use with youth when attempting to engage them to participate in programs due to the unwillingness to acknowledge weakness and face being stigmatized	London Child and Youth Network, June 2013 http://londoncyn.ca/wp-content/uploads/2012/07/Literacy-Programs-A-Review-of-the-Literature-Final-Designed-Copy-2.pdf

Document	Key Findings Related to the Project Topic	Source
	- Have meaningful content – some programs engaged youth in creating fun and engaging curriculum that was project base and responsive to their interests - According to the Department of Labour in New Zealand, the following features are distinct for engaging young people in literacy skills development: - The importance of extrinsic motivation appears to be more heavily weighted to paid work versus learning - Learning through different kinds of approaches - The importance of mentoring and counselling - Attitudes to anything that is like school - The hooks for getting young people involved were the activities offered had an appeal to young people, or an end goal that articulated with their ambitions - Successful methods for recruiting were: word of mouth, referrals from other agencies and working with other providers. Those that were less successful were: working with leaflets, outreach work, and media advertising - The inclusion of technology and arts is "cool" to youth, and for this reason, many literacy programs have utilized them for motivation and engagement	
Core Principles for Engaging Young People in Community Change	- Recruitment strategies should concentrate on places where young people spend a significant amount of time. These include schools, youth serving organizations, faith based organizations and more informal settings such as malls, community centres and recreation areas - Connect with existing organizations	The Forum for Youth Investment, July 2007 http://forumfyi.org/files/FINAL Youth_Engagment_8.15pdf.pdf
Youth Outreach Worker Program: Preliminary Evaluation	- Capacity for establishing a trustful and helping relationship with the youth is also paramount to the success of the program - It appears that those workers who are able to establish a trusting, collaborative relationship with the youths are more effective in helping these adolescents to achieve their goals	Debra Pepler, Gregory Knoll, Wendy Josephson, September 2008 http://www.google.ca/url?sa=t &rct=j&q=&esrc=s&frm=1&sou

Document	Key Findings Related to the Project Topic	Source
	▪ The youth outreach workers use a number of strategies to locate and engage youth who have not successfully connected to the community organizations and/or services that they require. The youth and family members interviewed found out about the YOW program in a variety of ways. The most common ways were through a school (e.g., guidance counselor or principal), a Youth Outreach Worker (e.g., approached youth in public/advertising flyer), a community program, or a family member	rce=web&cd=4&ved=0CC8QFjA D&url=http%3A%2F%2Fwww. rosaliehall.com%2Fdownloads %2FyouthOutreachWorkerProg ram.doc&ei=-GzRU- ztKIac8QGa8YGgCw&usg=AFQj CNEdDMdSPqxnhrdIp07XHjTNr zEKaQ&sig2=eNLUSkpKIc4LgVS dx6-Nfw
Meeting Youth Where They Are	▪ The use of social media is critical because without it, "our reach to adolescents who are unaware of our services would have been limited" ▪ An outreach worker has created an account on online dating sites that explicitly explains that he is an employee of Baylor Teen Health Clinic and the purpose of his presence is for outreach exclusively. The outreach worker contacts an average of ten individuals per day and invites people to contact him through e-mail if they have any questions concerning safer sex practices, HIV/STD information/treatment, and clinic services	2013 http://blog.aids.gov/2013/06/ using-social-networking-to- promote-hiv-testing.html
Youth Outreach Campaign	▪ Project to develop outreach materials that would promote positive messages and steer at-risk teens towards beneficial activities ▪ A high priority for Flintridge was to involve local youth in the development of the project ▪ The strategies employed a range of traditional and nontraditional media relevant to teens, with an emphasis on peer-to-peer media that teens could appropriate and distribute among themselves. The strategies developed were: - Speaking to youth in their language, on their terms - Presentation of career trading cards. Giveaway trading cards feature information about unconventional careers as a way to address the hopelessness teens feel when they lack employment	Flintridge Youth Outreach http://www.flintridge.org/colla borations/youth_outreach.htm

Document	Key Findings Related to the Project Topic	Source
	options for the future. Each card has a link to a related MySpace site with more details, including how to prepare for the career - Making use of a popular teen communications tool, a text messaging system informs teens about positive youth-oriented events in the community. By texting the word "bored" to a central number from a cellular phone, the caller is entered into a database and receives messages about upcoming activities. The number is promoted on the back of appealing giveaway buttons and cards and through humorous videos posted on YouTube - Dilemmas board game. The Dilemmas board game presents players with choices that can impact their future. The game is based on the premise that staying out of trouble is the result of a series of small decisions—Do I go to the mall or to school? Do I shoplift this candy bar or pay for it? The game demonstrates that a minor wrong choice can have serious consequences - Other outreach ideas include zines (inexpensively produced mini-magazines) that teens can create and distribute among themselves, and posters and websites that expose the corporate interests behind the glorification of urban violence in pop culture - Student outreach coordinator conducts promotional events at local high schools and inputs activities for teens into the text messaging system. ▪ The youth-accessible outreach strategies were featured at the 2009 Communities Empowering Youth (CEY) conference in Washington, D.C. for CEY grant recipients, of which Flintridge was one	
What works in youth literacy and why?	▪ Youth who face literacy challenges and leave school often reflect multiple social and economic barriers in their lives ▪ Several studies have emphasized the risks and barriers faced by youth literacy learners, such as deep seated alienation, deficits in primary relationships, negative self esteem	John D. Malcolmson, Human Resources Development Canada, 2001 http://www.youthliteracy.ca/pdf/new_school_lit_review.pdf

Document	Key Findings Related to the Project Topic	Source
	▪ Research underlies the importance of flexible and innovative programming able to reach youth and instill a sense of ownership and responsibility. Need to mobilize non-conventional resources, utilize opportunities for group collaboration and build a sense of community inside and outside the classroom ▪ Research supports the need to develop programs that integrate relevant, hands on job skills and training	
Improving the Economic and Life Outcomes of At Risk Youth	▪ Factors that contribute to under enrollment in youth programs include: - Lack of awareness or interest - Unmet needs - Obstacles outside the program (personal and situational factors) ▪ Past studies indicate that what galvanizes young people are opportunities to belong to a community, build their skills, hold paid jobs, receive paid hands on training, have contact with caring adults, and express themselves through arts and sports	MDRC, Spring 2003 http://www.mdrc.org/sites/default/files/full_403.pdf
Targeted Literacy Programming and Outreach for Young Single Males on Ontario Works - Literature Review	▪ It is important to work "with" youth as opposed to doing things "for" youth ▪ The research shows that digital media may have influenced learning styles and that youth rely heavily on communication technologies to access information and carry out social interactions ▪ For males to be motivated to read they need to access material they are interested in ▪ "Mobile identity" is important to youth. The need to learn how to manage and to develop personal identity and the importance of social networks in this process are strongly facilitated by mobiles	Literacy Link South Central, 2014 Note: Electronic copy from LLSC on file
Literacy and the Young Single Male - Literature Review	▪ Youth don't have to learn technology; it's an inherent part of their culture. Students now absorb and process information differently than those that have gone before them. Teachers need to recognize the factors that are different between themselves (Digital Immigrants) and their students (Digital Natives)	Literacy Link South Central, 2013 Note: Electronic copy from LLSC on file

Document	Key Findings Related to the Project Topic	Source
	▪ Classrooms that incorporate the foundational elements of video games may see increased success in learning	

Literacy and the Young Single Male	▪ Focus of the project was on single males between the ages of 18 and 29 receiving Ontario Works
	▪ Youth today have short attention spans, but only for old ways of thinking (need to have programs that better fit the learning needs of generations raised with technology)
	▪ Classrooms that incorporate the foundational elements of video games may see increased success in learning
	▪ Need to make a clear, strong contention between education and work
	▪ Youth felt that returning to education seemed like an overwhelming commitment and not part of a clear path to employment
	▪ Before returning to school, youth want to know how more education would be useful to them
	▪ Challenges to engaging youth are:
	  - Youth are unaware of the literacy and employment services available to them (ways to address this are: promote programs to people who work with youth such as probation and parole officers or Children's Aid Society, put information booths outside the parole office, use word of mouth, have a visual presence)
	  - Youth only do things that their friends will do (ways to address this: use a buddy system in programming, offer incentives to bring a friend)
	  - They lost interest in school but are interested in learning through a hands on approach
	  - Youth are not easily approachable and are not very trusting of people they don't know
	  - These youth have low self-esteem and feel like "just a number" especially since they might belong to a number of systems
		Literacy Link South Central, 2013
		http://www.learningnetworks.ca/Files/LLSC-LMP/Strategy%202%20Final.pdf

Document	Key Findings Related to the Project Topic	Source
	▪ Marketing suggestions for this target group include: - Design messages that show a strong connection between literacy and employment - Strategically place marketing messages in places that youth are most likely to come across them (youth seek services through Kijiji) - Develop videos to make youth service providers aware of our services so that they can speak confidently about them to their youth clients - Create videos for youth and use peers in the videos	
Electronic Youth: Creating the Current	▪ The top five ways youth share information about jobs are: 1. Emails 2. Face to face interactions 3. Phone calls 4. Texting 5. Facebook chat	Elgin, Middlesex, Oxford Workforce Planning and Development Board, 2011 http://www.workforcedevelopment.ca/sites/default/files/CreatingTheCurrentReport.pdf
Regional research on how to best connect with youth and older workers to encourage participation and retention in LBS	▪ Marketing requires a variety of methods and tools. There is no "one way" to reach any age group ▪ Word of mouth is a key and important way to disseminate information, along with hearing about the program from another agency, and social media ▪ Youth use social media, with Facebook being the preference ▪ The message used to target younger learners should be "adults 19-29" ▪ Prefer detailed program information via face to face meetings and through one agency in the community who knows the details to make referrals ▪ Key reasons for wanting to participate in a program include: - Wanting to upgrade to get a job or find a job that better suits their needs or retrain - Having new goals ▪ Barriers to participating in programs include:	Adult Basic Education Association, 2014 Note: Electronic copy on file

Document	Key Findings Related to the Project Topic	Source
	- Transportation issues - The program location doesn't work for them - Don't see the value - Aren't interested in upgrading ▪ The most significant reason why people stay in upgrading programs is because they are learning the skills they need to reach their goals	
Youth focused programming	▪ Most of the young adults found out about the service provider from their LBS instructors, employment counsellors, OW case managers, the newspaper, or family and friends (word of mouth) ▪ Expectations of the program included: work experience/job skills, soft skills, specific job related skills, chance to work towards their GED or grade 12 and an opportunity to refresh their skills ▪ Word of mouth is a strong referral mechanism in LBS ▪ Service providers used the usual methods to recruit youth to the programs (flyers and posters). The strongest source of referrals was from employment service providers	Literacy Link Niagara, 2014 Note: Electronic copy on file

Section 5: Marketing/Outreach to Apprentices

When marketing to apprentices, it is important to engage employers, Unions and Trade Sector Councils in any outreach strategy.   Also, important factors when marketing to this group include:

- Young people communicating with young people about the value of skilled trades is the best way of truly reaching youth. Speak to youth in language and terms to which they can relate
- Social media is an effective tool for recruitment and retention, with potential value to create front-end awareness
- Harness the power of technology (including mobile phone apps), television and social media to raise the "cool" factor of skilled trades
- Young people prefer to hear from their contemporaries, so engage young people in promoting trades careers
- Word of mouth is an effective way to market to this population

Document	Key Findings Related to the Project Topic	Source
An Ontario Based Aboriginal Apprenticeship Strategy	- Engage employers, Unions and Trade Sector Councils in any outreach strategy - Increase awareness of available support mechanisms to apprentices and apprenticeship candidates - Encourage the public to view apprenticeship training as another form of education that is no less credible than pursuing a university or college diploma - Ensure promotional materials are appropriate to the target group - Utilize Aboriginal channels of marketing (APTN, gatherings, protocol, word of mouth)	Ontario Aboriginal Apprenticeship Working Group, April 2005 http://www.aabo.ca/PDFs/Strategy.pdf
Engaging Youth in Apprenticeship: Perceptions and Best Practices	- Elements that should inform outreach efforts to engage youth include: - Young people communicating with young people about the value of skilled trades is the best way of truly reaching youth. Speak to youth in language and terms to which they can relate - Hands-on demonstrations have significant impact - Pre-apprenticeship programs played a big role - Supportive parents and passionate teachers in high school are key	Canadian Apprenticeship Forum, 2014 Note: Electronic copy on file

Document	Key Findings Related to the Project Topic	Source
	■ Social media is an effective tool for recruitment and retention, with potential value to create front-end awareness ■ Messages should emphasize the skilled trades as valued, rewarding and well paid career choices. Certification should be viewed as a stepping stone to a wide variety of career opportunities ■ Advertising is required in areas frequented by youth, including social media sites and movie theatres ■ Harness the power of technology (including mobile phone apps), television and social media to raise the "cool" factor of skilled trades ■ Young people prefer to hear from their contemporaries, so engage young people in promoting trades careers	

Apprenticeship Analysis: Youth Perceptions of Careers in the Skilled Trades	■ National survey with 873 students across Canada in 2013 and then compared to a similar survey from 2004
	■ Youth attitudes to the skilled trades are becoming more positive
	■ Outreach and information can be improved, especially to youth influencers and female students
	■ Working with a younger cohort who has yet to identify a first choice career path would be useful
	■ Youth engagement initiatives include the use of:
	  - Distribution of posters, brochures and other materials to high schools across the country
	  - Advertisements shown in movie theatres and on television
	  - Website – Careers in Trades
	  - Educator's Guide with lessons for the classroom
	  - Information sessions for youth and their parents
	  - Profiles of apprentices and journeypersons created to share success stories
	  - Speak to students at schools
	■ The internet is the most popular source for information about careers in skilled trades
		Canadian Apprenticeship Forum, 2014
		Note: Electronic copy on file

Document	Key Findings Related to the Project Topic	Source
	- The primary reason for rating skilled trades careers as worse than other careers was poor pay. Others said these careers were for those who were academically weak - Continued messaging needs to focus on: pay, educational requirements, technological advances, and opportunity - Provide interactive, modern content on the internet that responds to youth expectations	
Improving the EO-Apprenticeship Connection	229 surveys were completed by Level 1 apprentices - The primary ways individuals heard about the apprenticeship program were: family, employer, friend and school teacher/counsellor - In terms of researching the trade, the majority of apprentices talked to others already in their trade - The majority of individuals did not need academic upgrading to be **eligible** for their trade. A small percentage (4.4%) required grade 12 math and physics	College Sector Employment Services (CSES) Note: Electronic copy on file

Section 6: Video Learner Success Stories
A number of literacy networks and organizations, including the Ministry of Community and Social Services have started to use video as a channel to profile learner success stories and the work that they do. These videos range from 2:21 to 9:58 minutes in length. Many of the videos are clustered around the 3:00 to 3:30 mark in terms of length.

All but one of the videos had current or former adult learners share their story and experience with using the programs and services. Many also talked about the programs and services offered. Those videos with the sole purpose of profiling a person's story did not provide contact information at the end of the video. All other videos provided a contact website for further information.

Document	Key Findings Related to the Project Topic	Source
Learners Speak Out	▪ Video is 9:58 in length ▪ Provides stats about literacy and has adult learners speak about their experience ▪ Provides direction for more information…"Look under LEARN in the yellow pages"	Tri-County Literacy Network, 2006 https://www.youtube.com/watch?v=j-z6eT5gHZs
Gary Porter	▪ Video is 3:00 in length ▪ Adult learner telling his story ▪ No program or service contact information provided	Essential Skills Ontario, 2009 https://www.youtube.com/watch?v=OkgIFpt1Dxs&feature=youtu.be
Community Based Eastern Ontario LBS Learning Network (Our Learners)	▪ Video is 4:49 in length ▪ Markets community based literacy programs ▪ Adult learners tell their stories, including the changes it made in their lives ▪ Provides stats about literacy interspersed throughout the video ▪ No program or service contact information provided	LOCS, 2014 http://youtu.be/6X5nlMvcDjU
QUILL – Videos profiling Adult Learning	▪ Shows the building and people who work there profile the programs and services offered ▪ Stories by people who have used the services ▪ Videos are 3:40 (Huron County), 3:19 (Perth County), 3:26 (Grey County), 3:36 (Bruce County), 3:49 (South Georgian Bay) in length ▪ Directed to QUILL website for more information	QUILL, 2014 Huron County https://vimeo.com/92581992 Perth County https://vimeo.com/92581824 Grey County https://vimeo.com/92580244

Document	Key Findings Related to the Project Topic	Source
		Bruce County https://vimeo.com/92579477 South Georgian Bay https://vimeo.com/92582221
GED	▪ Video is 3:51 in length ▪ Talks about what the GED is and why it is important ▪ Stories by people who have accessed the GED program ▪ Directed to QUILL website for more information	QUILL, 2014 https://vimeo.com/92582337
QUILL Testimonials	▪ Video is 3:35 in length ▪ Students tell their stories about accessing adult learning programs and services in the QUILL Learning Network ▪ Directed to QUILL website for more information	QUILL, 2014 https://vimeo.com/92621123
QUILL Trailer	▪ Video is 2:21 in length ▪ Introduces the importance and value of essential skills, QUILL, and the services QUILL offers ▪ Directed to QUILL hotline and website for more information	QUILL, 2014 https://vimeo.com/92630280
Cam's Story	▪ Video is 2:22 in length ▪ Community Training Program in Windsor, Ontario ▪ Talks about his story to find the program and what it did for him (one person's success story) ▪ Service provider talks about the program and what it does ▪ No program or service contact information provided	Ministry of Community and Social Services http://www.mcss.gov.on.ca/en /mcss/about/stories/cam.aspx
International Adult Learners Week	▪ ABC Life Literacy Canada developed videos to profile five people's stories accessing literacy programs and services. The videos are set up as an interview with the individual ▪ Videos are 5:47, 4:27, 9:46, 4:17 and 9:39 in length ▪ No program or service contact information provided	ABC Life Literacy Canada, 2009 Wendy's Story http://youtu.be/qUh2NOtU7kM Evelyn's Story http://youtu.be/dzHq5OejNxw Patrick's Story http://youtu.be/0Fu9YLa5FH4 Oscar's Story http://youtu.be/cBRAiMRjQDo

Document	Key Findings Related to the Project Topic	Source
		Joanne's Story http://youtu.be/qSPUSWVmWq0
Money Matters Canada	- Profiled the money matters program (staff talked about the program) - Used an individual client to talk about his experience - Provided stats about the program (satisfaction and outcomes) - Video is 2:58 in length - Directed to Money Matters website	ABC Life Literacy Canada, 2014 http://abclifeliteracy.ca/mm/money-matters-home
Adult Literacy Week Voices of Success	- Video is 2:06 in length - Student success stories as part of "Voices of Success" from WCC and BTC's Adult Basic Education programs. Brings awareness to the 6th annual Adult Literacy Week - No program or service contact information provided	WCC and BTC's Adult Basic Education programs, 2010 https://www.youtube.com/watch?v=PowW1D2Alek&feature=youtu.be
Ashton's Story	- Video is 2:51 in length - The video is filmed in the workplace and the employee, service provider and employer all talk about their experience in Sarnia, Ontario - No program or service contact information provided	Ministry of Community and Social Services http://www.mcss.gov.on.ca/en/mcss/about/stories/ashton.aspx

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The information contained in the document is not necessarily exhaustive but, rather, provides a sampling of resources and information available.

The views expressed in this document are the views of the Tri-County Literacy Network and do not necessarily reflect those of the Ministry of Training, Colleges and Universities.