



Social Marketing Campaign

Audience Research Report

September 23, 2014

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Douglas County Partners for Student Success

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Introduction

A desire to pool resources, reduce duplication of effort and meet mandates, motivated the collaborative partners of Douglas County Partners for Student Success (DCPSS) to secure a contract to develop and implement a Social Marketing Plan.

The College Access Marketing (CAM) model was chosen as the basis of the assessment process. Most major CAM campaigns have been initiated by state education agencies, commissions or partnerships. Examples include the Tennessee Higher Education Commission and the College Foundation of West Virginia. Campaign participants often include representatives from the public, private and nonprofit sectors.

College Access Marketing (CAM) is a form of social marketing that encourages people to continue their education beyond high school. CAM campaigns try to reach specific audiences, such as students who would be the first in their families to go to college. Campaigns then convince their audience to take specific actions, such as applying for financial aid or applying to college.

Due to the resources and time required for a thorough CAM process, the collaborative group agreed upon a modified CAM model with a time line of February 2014-Sept 2014.

Problem Statement

Successful graduates are productive citizens and employees. Young adults are crucial to a vibrant and sustainable economy. Douglas County Partners for Student Success aim to engage youth in education and connect them with existing resources.

A list of obstacles to improving post-secondary education in Douglas County:

- Young adults lack access to resources and opportunities (learn, earn and return)
- Douglas County lacks a 'culture of education'
- Young adults are under-engaged and leaving the community (aka 'brain drain') or simply being unproductive
- We do not provide encouragement or incentive for students to return to Douglas County
- Parents that lack post-secondary experience do not impart that culture to their children

Purpose

Educate, engage and connect those interested in higher education with the resources needed to take the next step.

Behaviors and values that DCPSS can seek to address and influence. Thereby encouraging more young adults to graduate high school and/or continue on to post-secondary educational opportunities.

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Behaviors	Values
<ul style="list-style-type: none"> • Increase retention rates • Reduce absenteeism rates • Increase 'soft-skills' for a ready workforce • Students prepare and plan for 'year 13' 	<ul style="list-style-type: none"> • Family and community members support students in their efforts toward graduation/post-secondary completion • Create a culture of education that is supportive, innovative and transparent
<p>More students:</p> <ul style="list-style-type: none"> • Graduate high school • Enroll in secondary education • Apply for scholarships • Request advising • Complete a degree/certificate • Participate in internship/apprenticeship 	<ul style="list-style-type: none"> • All students understand importance of 'year 13' • Students enjoy and value education

DCPSS aim to help students understand their place in the education continuum and provide the necessary resources/support to take the next step toward post-secondary education completion.

Past experience tells us that young adults do not grow up with a culture of education due to parent's socioeconomic status. They lack skills, resources and support needed to complete post-secondary education programs. Early intervention and school attendance will increase the likelihood that young adults will seek out and commit to additional opportunities.

Engagement of Stakeholders

Business Champions for Kids (link)

Recognizing that an investment in early childhood has a high return including lower incarceration rates, increased productivity and a healthy workforce, area business leaders want to do their part by focusing on employees with children birth to five years of age. Led by a core team of 'business champions' in Douglas County, Business Champions for Kids is reaching out to all employers to educate, engage and provide resources on family friendly practices to benefit families and their bottom line.

Douglas County Charter Schools

A charter school in Oregon is a public school operated by a group of parents, teachers and/or community members as a semi-autonomous school of choice within a school district. It is given the authority to operate under a contract or "charter" between the members of the charter school community and the local board of education (sponsor).

- [Camas Valley Charter School](#), Camas Valley
- [Days Creek Charter School](#), Days Creek
- [Elkton Charter School](#), Elkton
- [Glendale Community Charter High School](#), Glendale
- [Phoenix Charter School](#), Roseburg

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- [Reedsport Community Charter School](#), Reedsport
- [Riddle Education Center](#), Riddle

Douglas ESD (link)

ESDs work to provide the various counties' school districts with a wide array of educational programs and services, many of which are too costly or limited in demand for a single location.

Eastern Promise Replication (link)

Encouraging innovation and collaboration between schools, higher education institutions, and communities to better support student learning and provide increased opportunities for students to earn college credits while in high school. Expanding access accelerated courses is part of the state's overall effort to increase the number of students prepared for successful entry into college and career.

Eco Northwest (link)

ECONorthwest has been helping clients solve problems and make data-driven decisions since 1974. They specialize in education and evaluation initiatives under Governor Kitzhaber's 40/40/20 vision.

Oregon Gear UP (link)

As part of the Oregon University System, Gear UP support schools in their efforts to set high academic expectations, promote early awareness of college opportunities, and engage students in college and career planning. The goal is to increase the number of low-income students who are prepared to enter and succeed in postsecondary programs, while working with school districts, colleges and universities, and a variety of partner organizations across Oregon to realize that goal.

Oregon TRiO (link)

The Oregon TRIO Association is a 501(c)3 organization that advocates on behalf of low income and first generation college students in the state of Oregon. TRIO programs assist students with career exploration, college admissions, college preparation, financial aid, scholarships, and college retention and graduation. This program operates through Umpqua Community College.

Science Technology Engineering Arts and Math (STEAM) Hub (link)

The Regional STEAM Hubs will foster 21st century STEAM career skills and provide for student populations that have historically been underserved and underrepresented throughout the state. Funding for the regional hubs was proposed by the Oregon Education Investment Board as a key strategic investment to support Oregon's attainment of the 40/40/20 goal.

South-Central Oregon Early Learning Hub (link)

Families, early childhood professionals, schools, business and faith leaders, healthcare providers, and others work in partnership to develop a coordinated, effective system of early learning services that equips young children with needed skills for success in school and in life across Douglas and Lake Counties.

Umpqua Community College (link)

Offering career and workforce training, continuing education, GED, Adult Basic Training and Dual Credit programs.

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Wolf Creek Job Corps (link)

Job Corps is a no-cost education and career technical training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through career technical and academic training.

Context

Below are internal strengths and weaknesses that the organizations involved in this campaign bring.

Strengths	Weaknesses
Existing resources to share the message	Lack of understanding about what other programs offer
Each organization represents specific stakeholder(s)	Large geography to cover, need to reach rural Douglas County
	Using different messages to reach students
	Lack of inter-organizational communication
Opportunities	Threats
Target each market segment differently	Unstable economy, skewed data
Coordinate with existing efforts	State testing requirements, skewed reporting

Audience Research

Location and Physical Characteristics

Douglas County is a rural county located in Southwestern Oregon. It is the fifth largest geographical county in the state and ninth in population. Douglas County is 5,071 square miles and stretches from the Pacific Ocean to the Cascade Mountains. There are thirteen incorporated cities and numerous small rural communities with a total countywide population of 107,690 (2010). Roseburg, the largest city in the county, has a population of 21,660. Interstate 5 (I-5) runs down the center of Douglas County, with Roseburg lying on the I-5 corridor.

The terrain and geography is diverse and includes hundreds of hills and valleys, waterways and limited road structures in some areas, creating many small isolated communities. The majority of County residents live in unincorporated areas, creating geographic barriers to accessing educational resources and information.

Transportation to services continues to be a challenge for many residents in Douglas County, particularly for those of low income. Mass transit systems are very limited in most unincorporated areas, or not available at all.

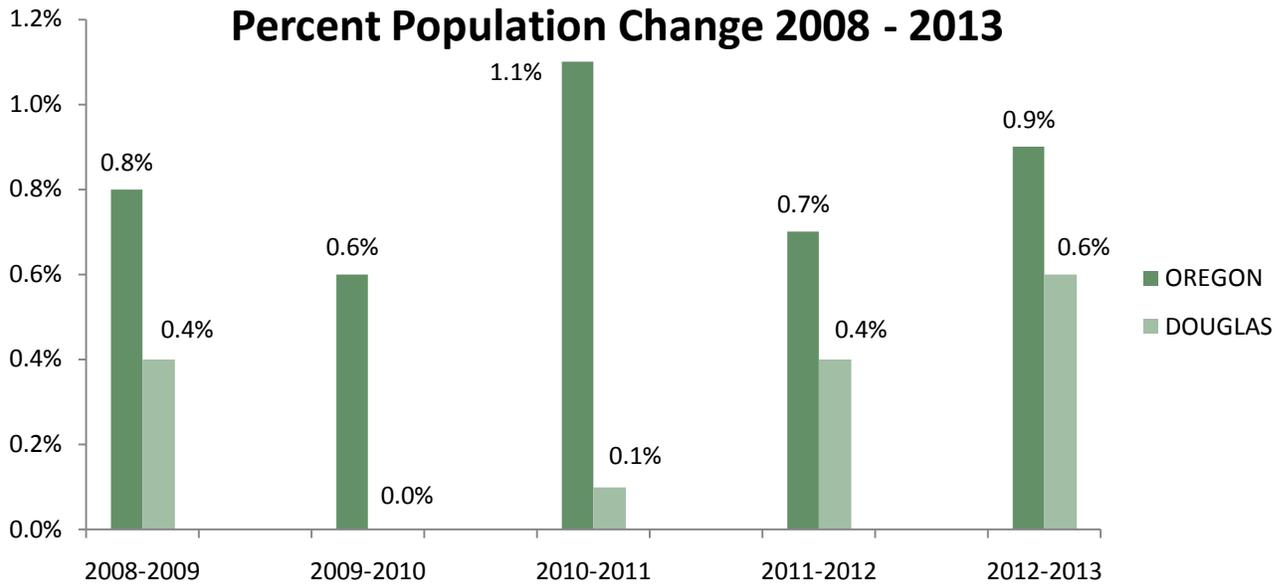
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Demographic Trends

Migration and Growth

Like many rural counties, population growth has been limited although population has only increased 0.6% from 2012 - 2013. The growth of Douglas County is below the state average (0.9%) and far below most metro/urban counties (1.7%).¹

Douglas County's total population number has remained fairly stagnant for several decades. Even though the total population has remained steady, shifts between demographics in the community show interesting changes. The economic downturn in 2008 influenced demographics within the county. Local population statistics begin showing the trend of younger families and groups leaving rural areas for metropolitan counties to find jobs shortly after the turndown. At the same time, the county has continued to see a steady influx of seniors into the county-largely from out of state. The percent of young adults age 15-34 in Douglas County is 20.9% while the percent of adults age 50-74 is 46.4%. Both the exodus of younger populations and the influx of older demographics into the county, account for the rather steady total number but shifting age groups within the total. The percentage of 60 and over is expected to continue to rise within the county, while percentages of younger age groups diminish.



Source: PSU Population Research Center

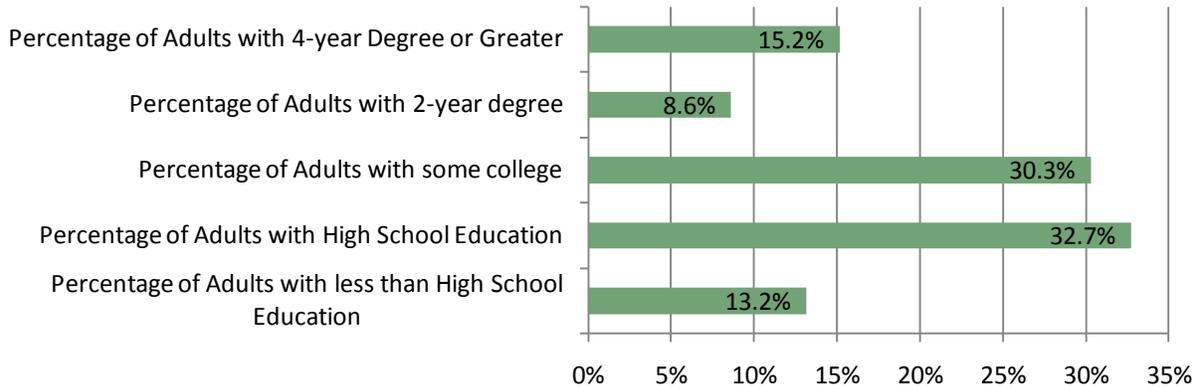
¹ U.S. Census

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Education

Education attainment numbers are significantly lower in the county than statewide averages. The state average for 25 and older adults having a Bachelor's degree is 29.3%. In Douglas County, only 15.2% of adults 25 and older have a Bachelors Degree.

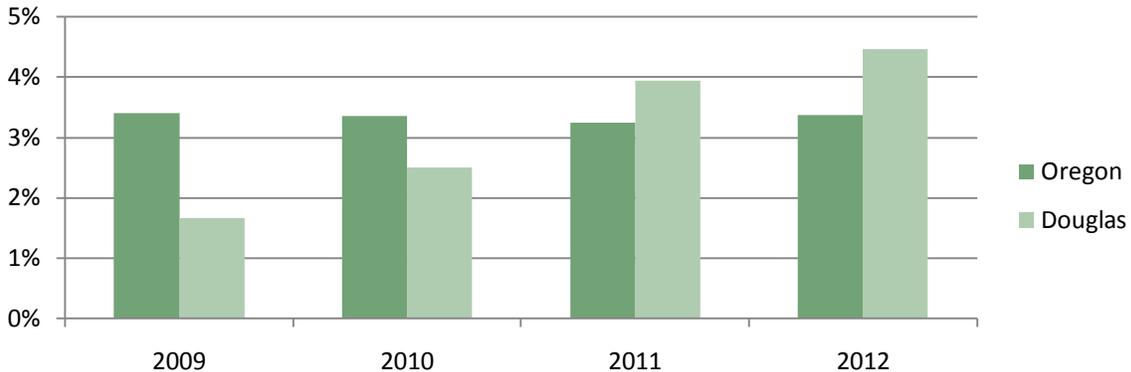
Percentage of Adults with Education 2008-12



Dropouts/Graduation Rates

The average rate of high school dropouts in Douglas County is comparable to the State average but has steadily increased over time. Below is a graph that demonstrates the percent of students who withdrew from school and did not graduate or transfer to another school that leads to graduation.

High School Dropout Rate 2009 -2012



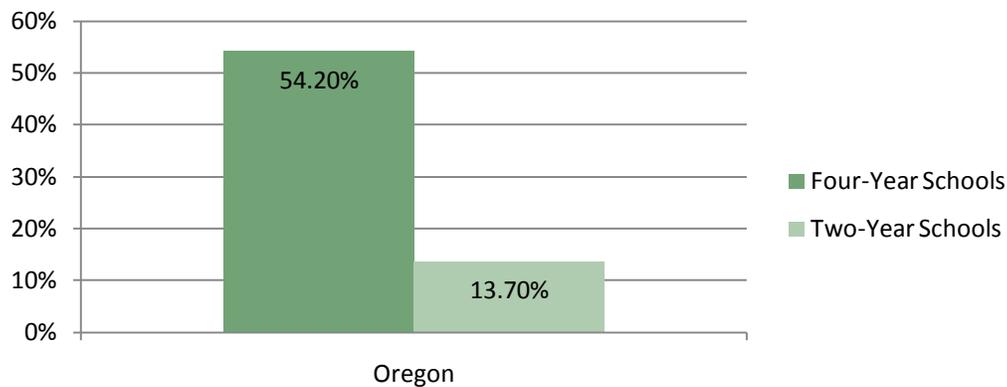
Source: OSU Rural Communities Explorer

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Continued Education

Failure rates are even more pronounced at the postsecondary level. The percentage of students who graduate from college “on time” varies widely by the selectivity of the institution. Among “very selective” nationwide four-year colleges, 75 percent of the students earn a B.A. within 6 years.² But among Oregon four-year colleges, just 54 percent of students meet this goal. And at community colleges—the largest post-secondary system—fewer than 14 percent of students manage to earn an A.A. degree “on time” (meaning within three years).

Oregon Public College Graduation Rates 2010



Source: *Chronicle of Higher Education*

Widening Skills and Opportunity Gaps

Focusing more precisely on future employer demand illuminates part of the challenge, but there’s also a problem at the supply end of the equation. Increasingly, U.S. employers complain that today’s young adults are not equipped with the skills they need to succeed in the 21st century workforce. In 2006, the Conference Board and three other organizations issued *Are They Ready to Work?* Based on a survey of several hundred employers, the report concluded that “Far too many young people are inadequately prepared to be successful.” The authors were especially scathing regarding high school graduates, concluding that more than half were “deficient” in such skills as oral and written communication, critical thinking and professionalism.³

² 2006, National Center for Higher Education Management Systems

³ Tony Wagner, 2008, *The Global Achievement Gap*

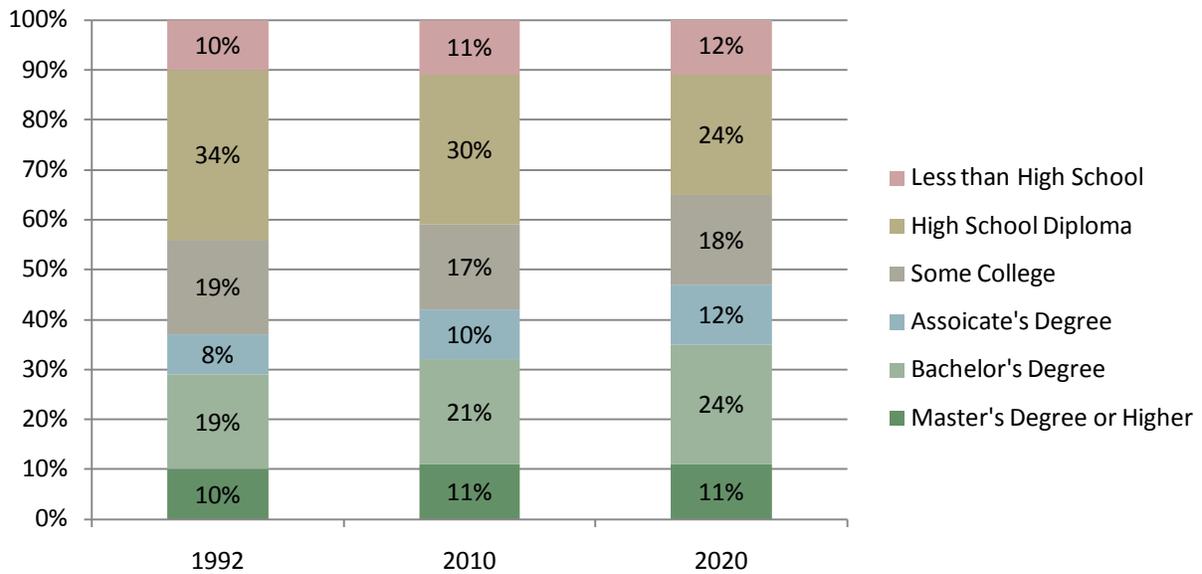
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A More Demanding Labor Market

In 1973, nearly one-third of the nation's workers were high-school dropouts, while another 40 percent had not progressed beyond a high school degree. Thus, people with a high-school education or less made up 72 percent of the nation's workforce. In an economy in which manufacturing was still dominant, it was possible for those with less education but a strong work ethic to earn a middleclass wage, as 60 percent of high school graduates did. In effect, a high school diploma was a passport to the American Dream for millions of Americans.⁴

However, today's jobs require students to have a more formal education. Since 1992, the number of jobs requiring a post secondary degree or higher has increased while the number of jobs requiring only a high school diploma has decrease.

Educational Demands of Workforce 1992 - 2020



Source: Center on Education and the Workforce

⁴ June 2010, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*

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Community Perceptions of Education

Focus Group Report

This report presents summary findings from surveys, interviews and focus groups, conducted in Douglas County as part of the 2014 College Access Marketing Plan. The purpose of this assessment was to learn what people think about career and educational opportunities and what affects their choices. The purpose of the focus groups was to gather primary qualitative data on community perceptions and increase community engagement to educate, connect and engage parents, teachers and students to move youth through the education continuum.

Forty three students, parents and educators participated in surveys, interviews and/or focus groups. Participants were selected based on their geographic location and role in education. Focus groups and interviews were facilitated by a local consultant with guidance from Douglas County Partners for Student Success (DCPSS) and Seven13 Studios staff.

We asked students, teachers, parents and adult learners for their input on the Douglas County Partners for Student Success (DCPSS) collaborative. The purpose was to learn what they think about career and educational opportunities and how that affects their choices.

Several themes emerged from the surveys, interviews and focus groups. Participant responses are presented in six sections.

1. The value of education
2. Benefits to receiving quality education and career opportunities
3. Challenges to receiving quality education and career opportunities
4. Current sources of information
5. Community participation
6. Influence

Findings from the surveys, interviews and focus groups serve to understand community perceptions about education related to access to career and educational opportunities. The process provided an opportunity to gather information to enhance future communication and outreach efforts.

Process

Several community partners met in 2013 to discuss collaborating in ways that positively impact the educational and future lives of children cradle to career resulting in improved community vitality. The initial focus was to build a deeper understanding of the current culture in Douglas County that supports student entry into post-secondary education with the intent to compel action for improvement. This project was founded on the belief that a collective, county-wide, cross-sector effort can achieve systemic change that individual efforts alone, cannot.⁵

⁵ <http://www.dcpss.org/>

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The group enlisted the help of Seven13 Studios to complete a College Access Marketing plan. The group also discussed and guided the selection of data and questions to gather in interviews, surveys and focus groups. These questions and supporting information is attached in the Appendices. Participants were recruited by email and on facebook through selected organizations. Data was gathered during the groups via open-ended questions and survey questions. Survey questions were collected through the use of SurveyMonkey and distributed by email and on facebook.

Demographics of Participants

Participants answered demographic questions about gender and age through SurveyMonkey.

The total number of participants was forty three. Please note that not all participants chose to fill out demographic information, so totals on the demographic categories are varied.

Characteristic	Response (number)	Response (%)
Age		
12 - 16	0	0.0%
16 - 18	9	37.5%
18 - 21	3	12.5%
21+	12	50%
Gender		
Male	7	29.2%
Female	17	70.8%

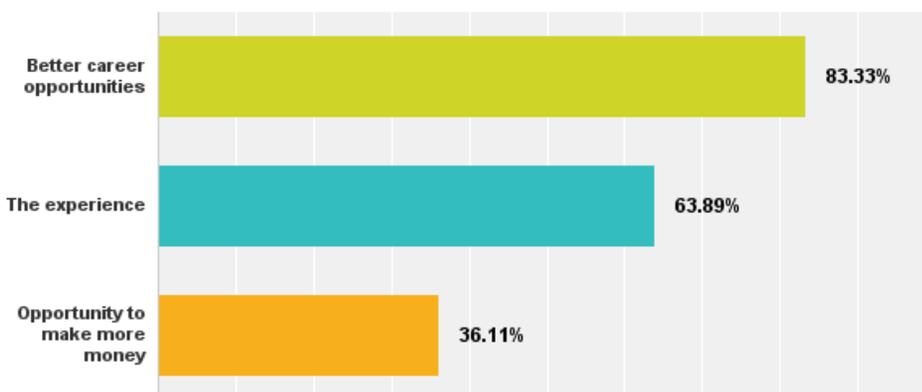
Demographics of Participants

Community Perceptions

Participants also answered questions about their access to career and educational opportunities and what influences their choices. The following data were collected with SurveyMonkey. Commentary from discussion questions are summarized in the section titled **Participant Commentary**.

One question all participants were asked is whether or not they found value in education. It is notable that all participants felt there was value in education.

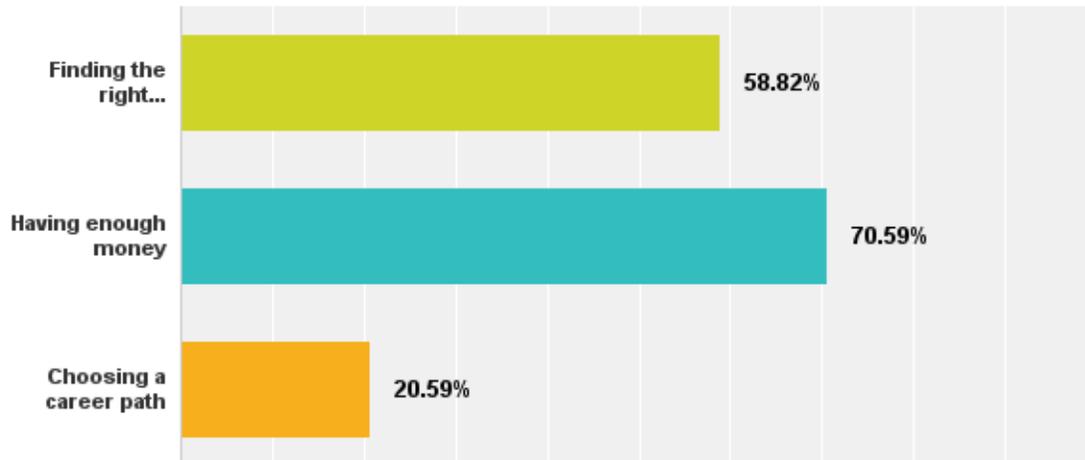
What is the greatest benefit in receiving an education?



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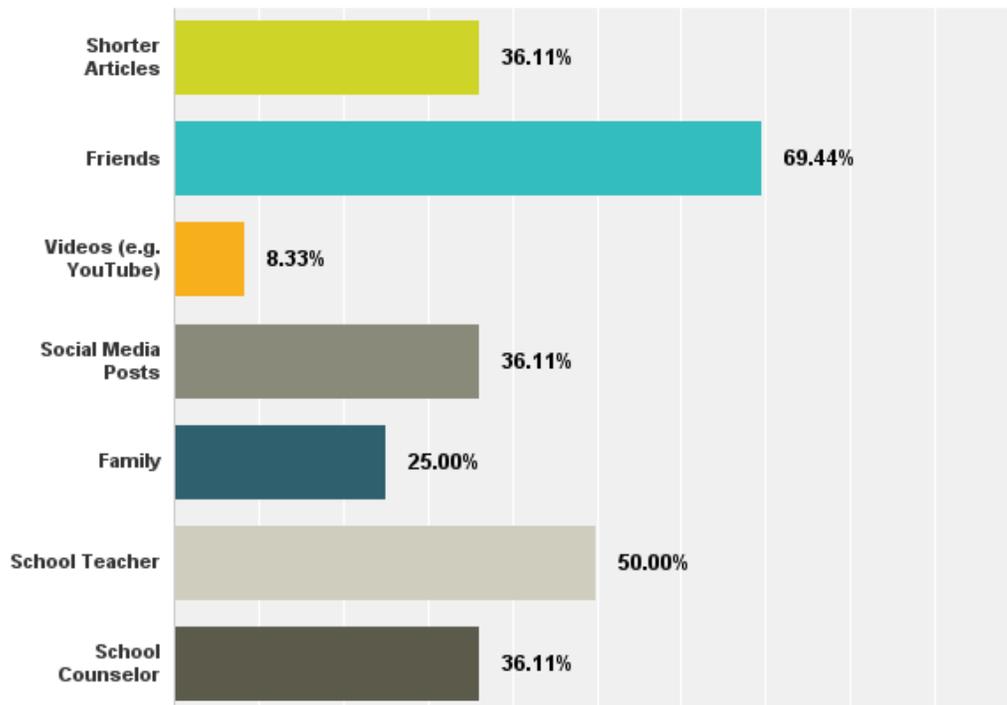
Participants were asked what they believe the greatest benefit was to receiving an education. They were allowed to choose more than one answer. Over making money, participants listed better career opportunities and experience as the two largest benefits.

What is the greatest challenge to accessing educational and career opportunities?



In surveys, interviews and focus groups participants stated that affording continued education is of great concern. Older adults struggle with providing basic necessities and finding enough money to attend school.

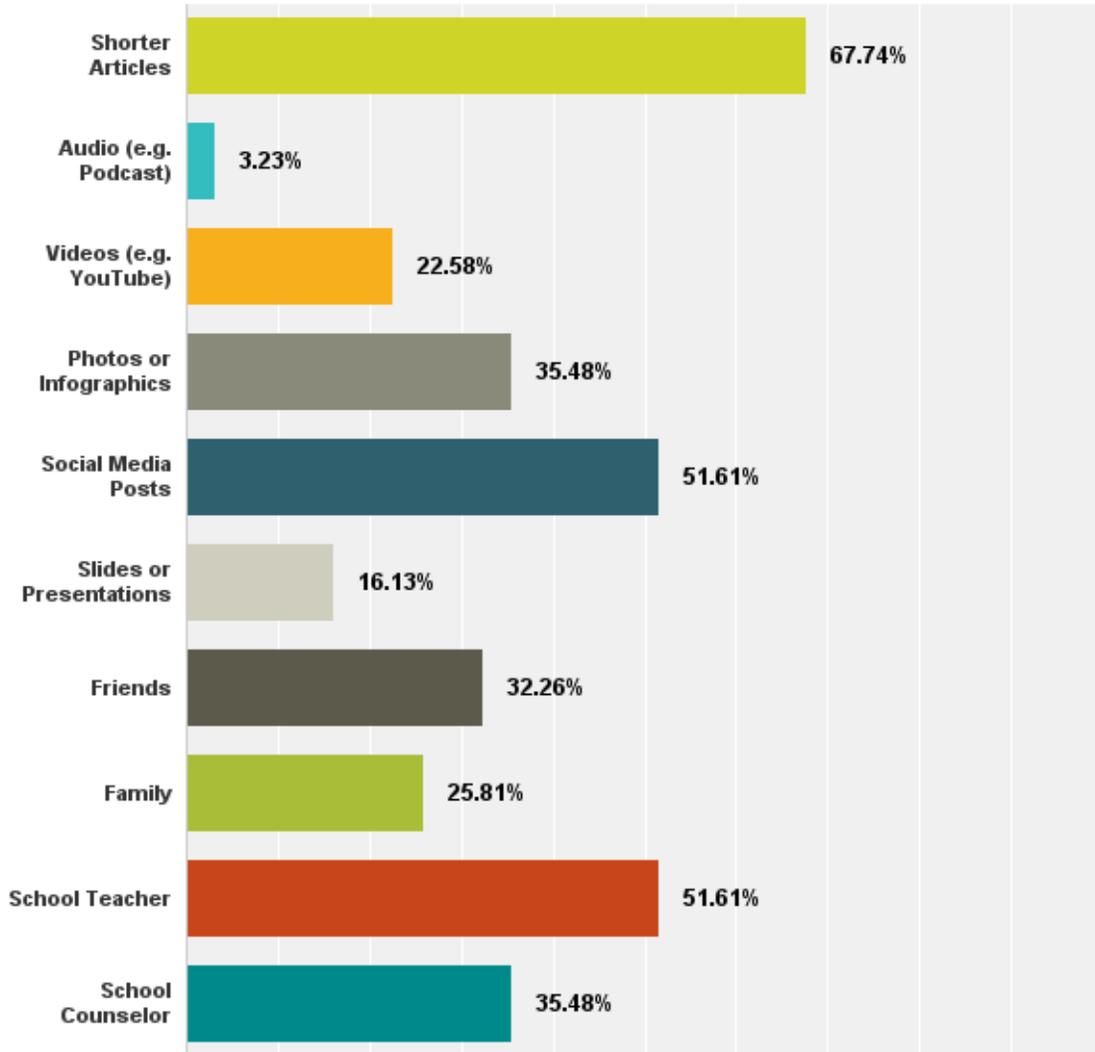
How do you currently learn about career and educational opportunities?



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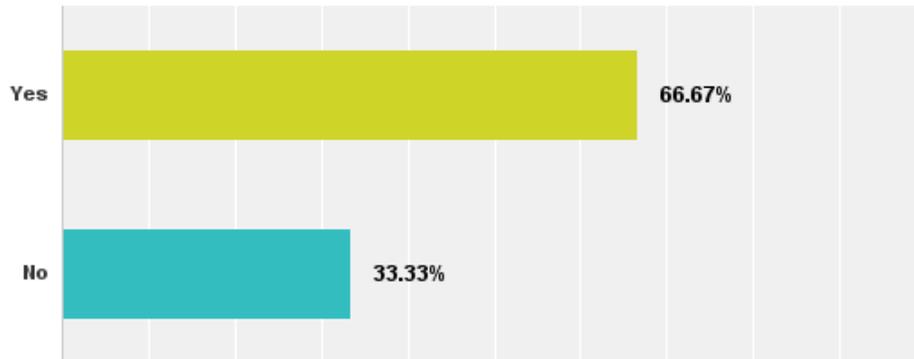
Which method do you prefer to receive information about career and educational opportunities?

Many participants felt that word of mouth and personal online research was sufficient for their needs. In particular, existing students prefer to speak with an individual one-on-one to get their specific questions answered.

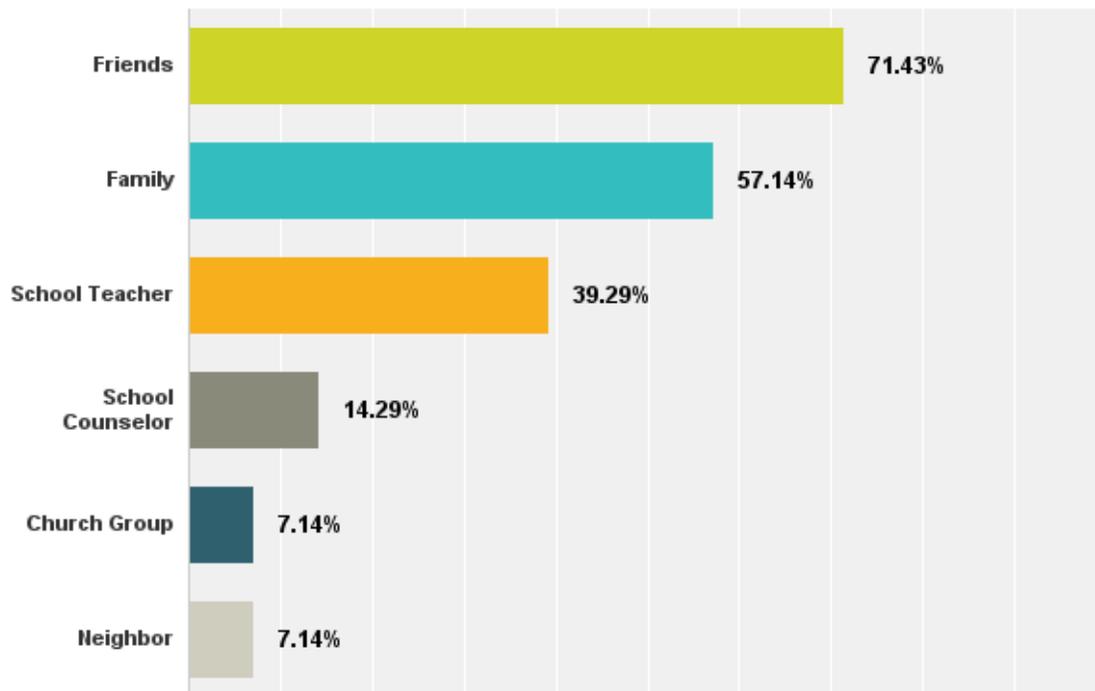


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Do you currently participate in community events or extracurricular activities?



Who or what influenced you to participate?



This demonstrates that school faculty influence student's interest and rate of participation in extracurricular activities.

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Challenges in Accessing Education

Participants were asked to describe their greatest challenge(s) in accessing career and educational opportunities. Common themes include receiving support and encouragement, finding funding and receiving individual assistance.

- “Finding funding for education is difficult and colleges do not make it easy for students to access information on how to get funding.”
- “Lack of support, encouragement, dysfunctional relationships (family and friends)”
- “I will be paying off my loans for a very long time. It's going to be a challenge financially going back to school but if I don't go now, I doubt if I ever will.”
- “Being a single parent it is difficult to find reliable childcare and work to pay the bills.”

Benefits to Accessing Education

Participants were asked to describe the greatest benefit(s) in accessing career and educational opportunities. Common themes include personal fulfillment, future success and increased understanding.

- “A better and more fundamental understanding of how the surrounding world works. Better understanding leads to better work skills which results in higher pay.”
- “An education changes your perception of the world around you. It opens doors you didn't know were there because suddenly you have an interest in greater opportunities you wouldn't have otherwise cared about.”

Engage

Participants were asked to explore extracurricular activities and influences on whether or not they participated.

Why do you choose to participate or not?

- “I live too far out”
- “Because I feel it's my duty as a citizen’
- “To make a positive impact on the community I live in”
- “It's good to be involved in your local community”
- “To help better myself and the community”
- “It allow me to work with other people to hopefully help to improve their lives’

Who or what influenced you to participate?

- “Convenience and promise of enjoyment”
- “Different circle of people”
- “Community involvement is more of an expectation here than I former locations where I have lived.”

Connect

Participants were asked where they currently seek out and learn about career and educational opportunities available to them. They offered suggestions on how DCPSS could assist them in accessing this information.

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How do you currently learn about career and educational opportunities?

- UCC
- Employers (Work posters and emails)
- Pamphlets
- Career fairs
- Internet
- Community
- Newspapers

Which method do you prefer to receive information about career and educational opportunities?

In order of importance, participants felt that information from an expert, real person and/or work experience opportunities to be most helpful.

- An expert or someone who has the experience
- More work experience opportunities
- Phone
- One on one help
- E-mail
- Letters
- Advertisements

What information would you like to see DCPSS provide?

- “Talk to students about opportunities. I'd like to hear from other college students. Reduce costs of higher education, low cost day care and shared resources (housing, carpool).”
- “Tell me so I remember, Remind me so I don't forget, Involve me so I understand. -Franklin Roosevelt”
- “Give us updated educational sources, help chip away the barriers”
- “Provide a more personalized approach”
- “How to get grants, scholarships and loans. What opportunities are available?”
- “How to access resources and support. Provide incentives and motivation more ways to help people get back into school.”
- “How to get enough money to afford to go to school without having to drop out because you can't pay bills. Also, would LOVE someone to help me get scholarships or grants. I have a 4.0 and no scholarships but may have to find full time work and drop school to pay bills.”

Key Informant Interviews

Several community leaders involved in the educational sector were interviewed to gain additional insight into the strengths and weaknesses of the education continuum in Douglas County.

Individuals and organizations were chosen based on their organization affiliation, role in providing career and educational opportunities to Douglas County learners.

Douglas Educational Service District (ESD)

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Umpqua Community College - Woolley Center
Elkton Community Education Center (ECEC)

Other organizations that were invited but unsuccessfully reached:

Myrtle Creek School District
Glide School District

Key Interview Questions

All key informants were asked the following questions:

Educate

1. Is there value in education? And if so, what is the value?
2. In your words, what is the greatest benefit in receiving an education?
3. What is the greatest challenge to accessing quality education?
4. How can we overcome those barriers?

Connect

1. How are you currently giving/receiving information about education options?
2. How would you like to receive that information?
3. What other agencies/individuals need to be part of the conversation?

Engage

1. Do you currently participate in community events or extracurricular activities?
2. Who or what influenced you to participate?

Themes

Key informants universally talked about ways to educate, engage and connect youth in the education continuum.

Educate

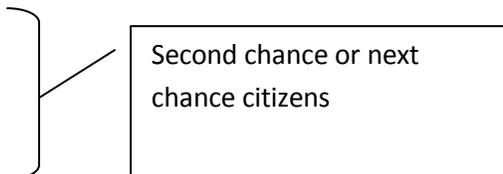
- Purpose of education is to allow citizens to read, speak, think and write critically.
- Greatest benefit in receiving education is an informed and workforce ready public.
- The greatest challenge in accessing quality education is the lack of family support. There's a perception that education is not an investment.
- The community needs to be invested and provide resources. Bring back educated adults that can live and work here. Support students with mentors and strong role models.
- Investment in yourself (you and your family's future)
- Step on your career path
- It's an "If – Then" proposition. If you get this, you can get that
- Getting out of a dead end job
- Setting an example for future generations
- Need more adults working with kids, role models and mentors (Example: [ASPIRE](#))

Connect

- We need to bring more industries to the table to achieve career pathway goals.

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- We need to get into rural communities and advertise at their community events (Myrtle Creek Festival, Glide Wildflower Show, etc). Have a table or talk directly with people.
- Reach out to rural communities through charter schools
- Integrate into the rural communities
- Students are looking on the internet
- Religions organizations
- DC Mental Health/CHA
- Parole and Probation
- Adapt
- English as a Second Language classes



Barriers	Incentives
Access	Life Experience
Cost	Financial assistance
Transportation	Transportation assistance
Child Care	Child care assistance
Lack of Skills	
Time	
Frustration (feelings of being 'cheated' or mislead'; 'I did everything right')	
Lack of self worth	
Personal/family emergencies prohibit progress	
Many students lack 'soft skills' necessary for placement	

Engage

- Parents and family members encourage students to graduate/continue school. Often it's a "promise made, promise kept".
- Stories from other students are powerful
- Communicate value of education as a tool to use, the result of hard work = similar to working up the 'work ladder' it's relatable
- Students most encouraged by ownership in the process, responsibility and opportunity to make money

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Strategic and Tactical Planning

Plan the strategies, tactics, and messages for your campaign. Then test your messages and ideas with the audience. Make sure an evaluation plan is built into your campaign plan.

Set objectives
Set measurable goals
Craft the Message



Results of Audience Research will inform these points

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Appendix

Douglas County Partners for Student Success Focus Group Guide and Questions

We are asking your input for the Douglas County Partners for Student Success (DCPSS) collaborative. The purpose of these questions is to learn from you what you think about career and educational opportunities and what affects your choices. The information gathered will be used to enhance our communication and outreach efforts. Once we hear from everyone, we can send information about what we learned and what we are doing to anyone who is interested.

Successful graduates are productive citizens and employees. Young adults are crucial to a vibrant and sustainable economy. This campaign is designed to educate, connect and engage parents, teachers and students to move youth through the education continuum. We want students to have the resources/support to take the next step toward career readiness. We first need to understand what's available, any barriers to accessing information and how to share resources with those that need it. Your input and contribution will help us paint that picture.

- 1. Is there value in education? And if so, what is the value?**
- 2. In your words, what is the greatest benefit in receiving an education?**
- 3. What is the greatest challenge to accessing quality education?**
- 4. How can we overcome those barriers?**
- 5. How are you currently giving/receiving information about education and career options?**
- 6. How would you like to receive that information?**
- 7. Do you currently participate in community events or extracurricular activities?**
- 8. Who or what influenced you to participate?**