

I AM

**Dress for Success Worcester:
A Video Campaign**

Supplementary Materials

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Table of Contents

Appendix A: Abstract.....	2
Appendix B: Authorship.....	3
Appendix C: Background.....	4
Appendix D: Sponsor Description.....	12
Appendix E: Methodology.....	14
Appendix F: Ethical Considerations.....	21
Appendix G: Interview Questions for Creating a Video.....	22
Appendix H: Interview Questions for Video Recording an Interview.....	24
Appendix I: Interview Questions for Participants.....	26
Appendix J: Informed Consent Agreement for Participation in a Filmed Interview.....	29
Appendix K: Research Study Photo/Video Release Form.....	31
Appendix L: Focus Group Questions for Piloting the Video.....	33
Appendix M: Interview Questions for Promotion Strategies.....	35
Appendix N: Task Schedule.....	37
Appendix O: Marketing Calendar.....	38
Appendix P: References.....	41

Appendix A: Abstract

Dress for Success Worcester is a non-profit organization that empowers women both professionally and personally through providing professional attire, job training, and support networks, but they struggle to be recognized for more than just the clothing they provide. This project developed the *I AM* Dress for Success Worcester video campaign to help the organization promote their services. We produced six short videos about the organization and their programs featuring testimonials of women involved in the organization. We also developed a marketing plan for the videos to spread the word about the change Dress for Success Worcester can make in women's lives.

Appendix B: Authorship

This project was a collaborative effort between all team members. Each section was originally written by one or two team members, then edited by the remaining group members. The final report was also edited by all team members multiple times. For this project, both interviews and video editing were divided and done in pairs. We rotated pairs for each interview and video editing to ensure work was divided evenly.

The original authors for each section are as follows:

Abstract: Amelia Brown

Introduction: Amelia Brown and Emma Fields

Background: Talia Brooks, Amelia Brown, Emma Fields, and Janette Fong

Methodology: Janette Fong

Results: Emma Fields

Conclusions and Recommendations: Emma Fields

Appendix C: Background

Women often face a variety of employment barriers in their careers that can hold them back from achieving economic independence and success. Dress for Success Worcester is a nonprofit organization that strives to help the women of the community who are not benefiting as much as they should be from the booming economy. This chapter will discuss the employment barriers that women face, employment statistics in Worcester, and best practices for promoting a non-profit organization.

Women in the Workforce

Women are at a significant disadvantage compared to men when entering the workforce. Cohen (2017), states that “only 73.7 percent of prime-age women — those roughly 25 to 54 — were in the work force in 2015”. This statistic is considerably different than that of men. Tuzemen (2018), found that 88.6 percent of prime-age men were in the workforce in 2018. This results in a difference of 14.9% in employment rates for men versus women which represents 48.6 million people and is caused by numerous factors (U.S. and World Population Clock, 2019). In this section we will discuss the four major barriers for women in employment: flexibility and childcare, wage gaps, training and education, and life altering changes.

Wage Gaps

One difference between men and women in the workforce is the ever-lingering wage gap (Rose, 2018). A study by the National Partnership for Women and Families found that in Massachusetts, full-time, employed women earn 82 cents to a man’s dollar (Bonacci, 2016). However, a national study conducted over fifteen years, by the Institute for Women’s Policy Research, shows that women only earn 49 cents to a man’s dollar when factoring part time employment on average (Rose, 2018). With this wage gap, women working part-time are at a significant disadvantage financially. The question arises: if women working part-time earn significantly less, why do so many women continue to work part-time? In the following sections we will discuss common reasons that cause women to work part-time and more obstacles that they face within the workforce.

Flexibility and Childcare

Low-income women often face limited work opportunities due to employer unwillingness to accommodate family care and medical needs (Obstacles Facing Low-Income Women, 1999). Women, especially of low-income, can be held back from finding and keeping employment because of the unspoken rule that they are expected to be the primary caregivers of their families (1999). The 2018 Care.com Cost of Care Survey found that 63 percent of parents made adjustments to their employment, mainly consisting of asking for more flexible hours, reduction of hours, or quitting altogether. Overall, the lack of flexibility and accommodation that employers offer is a burden low-income women face and can set back a women's success in the workplace.

Training and Experience

Women leaving and re-entering the workforce due to responsibilities outside of work greatly reduces their level of job training. A study conducted by the National Bureau of Economic Research found that women are less likely to go through job-related education, such as on-the-job training (Mincer, 1991). Training is a beneficial part of any job that makes workers feel more comfortable and competent in their workplace. Women who are let go miss out on even more work experience. This vicious cycle sets back women within their careers and life (1991).

Life Altering Changes

Women may face several life changing obstacles, such as death of a spouse, divorce, or downsizing of a company. According to the Executive Director of Dress for Success Worcester, Justina Lachapelle, these three obstacles are the most common reasons that women seek help from Dress For Success Worcester (Personal Communication, March 18, 2019). According to Sharp (n.d.), many widowed women face challenges returning to the workforce after the death of their partners. This is due to the fact that women tend to attempt to manage multiple tasks at once during the grieving process and do not reserve much time for themselves (Sharp, n.d.).

Similar to attempting to reenter the workforce after death of a loved one, it is also an emotional struggle for women who want to reenter the workforce after divorce. Many women who get married end up leaving their jobs to care for their family. If a woman who has children becomes divorced, her priorities become divided between returning to work and raising her children (Lewis, 2017). Most women who are divorced will have gaps in their resume from

leaving the workforce to care for their family (Lewis, 2017). This usually causes a difficult inner struggle in women when attempting to reenter the workforce (Lewis, 2017).

It is also difficult to reenter the workforce after a company downsizing. Millions of people are laid off during downsizing when there is economic downturn (Gupta & Sucher, 2018). Companies usually downsize to maintain profitability during poor economic conditions. According to Boston College researchers, female employees over the age of 50 are one demographic that reach unprecedented unemployment rates during recessions (Orlova et al, 2013). Companies view workers over 50 as expensive, unwilling to relocate, and difficult to train (Orlova et al, 2013). These involuntary job losses create a “scarring” effect for the women affected, including increased job instability and reduced future earnings for their careers (Orlova et al, 2013). These three major life changes (death, divorce, and downsizing), all make it more difficult for women to reenter the workforce.

Employment Data in Worcester and Massachusetts

Worcester is a diverse city. The US Census Bureau’s (2017) most recent data shows that 185,677 people lived in the city in 2017, 94,695 of which are female. Additional data from the US Census Bureau (2018) illustrates that 57.1% of the city’s residents alone are white, 20.9% are Latino/Hispanic, 13.2% are Black or African, 7.3% are Asian, and the remaining 1.5% are people of other races. This racial distribution is illustrated in Figure 1.

Racial Distribution

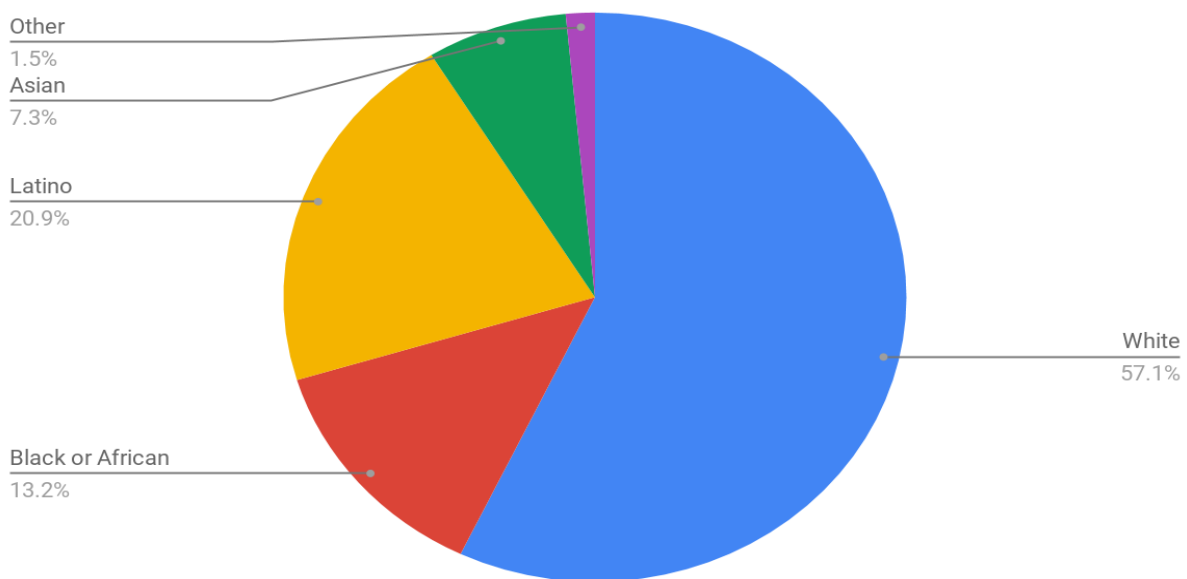


Figure 1. Racial Distribution, Data Compiled from US Census Bureau (2018)

Worcester's economy is currently booming. According to White (2018), the city currently shows the highest growth since the 90s, with an increase of 3.2 percent in the growth index. Additionally, unemployment in Worcester and Massachusetts are at historic lows. Figure 2 illustrates the falling unemployment rate over the past 10 years in Massachusetts (3.5% currently), Boston (3.1% currently), and Worcester (4.1% currently).

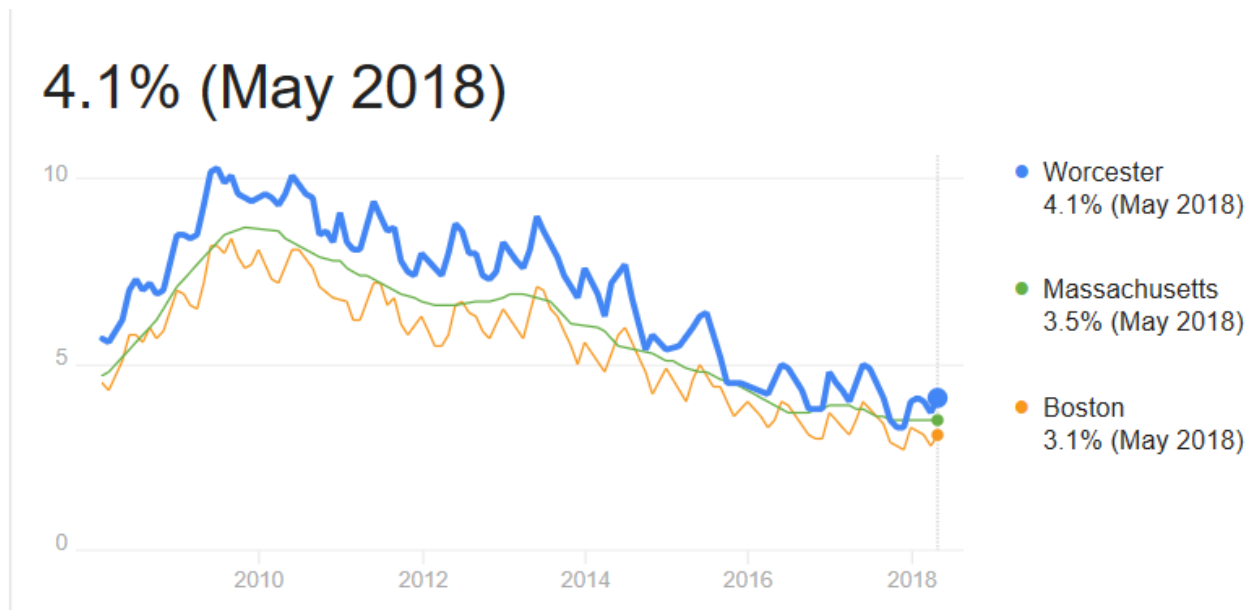


Figure 2. Unemployment Rate, Google (2019).

The unemployment rate of the U.S. is comparable to that of Worcester at 4.0% (Bureau of Labor Statistics, 2018). Even though the overall unemployment rate of Massachusetts was lower than that of the country in 2018, it was not as low for all groups of people. The Bureau of Labor Statistics shows that in Massachusetts, in the fourth quarter of 2018, the unemployment rate for women was 3.8% (2019). Moreover, 5.6% of Black and African American women and 4.6% of Latinas were unemployed in 2018 (2019).

Specific to Worcester, data from an MIT study shows that the largest demographic living in poverty is women of ages 25 to 34 (Data USA, 2017). The labor force statistics for Worcester in 2018 support this data, and begin to paint a picture of why women of that age are the highest demographic living in poverty. Only 61.1% of Worcester residents, over the age of 16, were employed in 2018 (US Census Bureau, 2018). In respect to female residents, only 57.5% of the 94,695 women living in Worcester were employed in 2018.

Unemployment rates of women do not always paint a full picture though. Cohen (2017) suggests that women's unemployment rates may seem lower than they are because women cycle in and out of the workforce at a higher rate than men (2017). As discussed previously, there are several barriers that drive women to frequently leave and reenter the workforce. Women leaving and reentering the workplace cause the employment numbers for women to portray a steady unemployment rate, when in reality, it may be higher.

Women desire financial and job stability where they do not have to worry about poverty or unemployment. Dress for Success Worcester is a non-profit organization that aims to help the women of the community obtain and retain employment. However, many people of the Worcester community have not heard of Dress for Success or know what the organization has to offer.

Message to the Masses

Dress for Success wants to help more women become successful and have their services be utilized more. If more women use their range of services, Dress for Success will be able to better help support women's long-term careers. To promote these programs, attract financial support, and gain a positive reputation within the community, it is necessary to market in a way that is beneficial for a non-profit group.

Promoting a Cause

Marketing for the mission, or cause, allows an understanding of the goals, works, and impacts that the company has on those that they help. An efficient marketing strategy will lead a possible supporter to say "I'm willing to pay the price because you're providing someone else with what they need" (D.E. Visuals, 2005). In understanding the group's importance, potential volunteers and donors will be more inclined to help, even though they receive nothing in return. The more people that relate to the mission, the more the organization will benefit in terms of donations, notoriety, and credibility over competition. As a result, 'cause marketing' can be a fruitful strategy in gaining support for the organization.

Storytelling

Storytelling allows for a connection to develop between the non-profit, and those they give to and receive from and puts the mission at the forefront of any campaign. Researchers of the University of Alberta and Charles Sturt University concluded that storytelling is memorable and easy to understand (Forcier et al, 2013). The more a reader remembers a story, the more likely it is that they will remember the nonprofit.

Ilma Ibrisevic, an author of the Donorbox Nonprofit Blog, explains the importance of context, a call to action, and the creation of a connection between the viewer and nonprofit in stories. Giving the consumer the ability to visualize, or contextualize, the hardships of others allows the viewer to sympathize with the organization's mission and feel more inclined to help and to share social media posts to spread awareness. The organization can then gain a lasting relationship based on trust, with the contributors, and those who come to benefit from their services (Ibrisevic, 2018).

Stories are most successful when fulfilling the five essential building blocks determined by Julie Dixon (n.d), a lead researcher at Georgetown University's Center for Social Impact Communication, the nation's leader in social impact communication. She defines these building

blocks as: an effective character, trajectory, authenticity, action-oriented emotions, and a hook (Dixon, n.d.).

A singular character at the center of the story is easier to follow and relate to than multiple people. Dixon (n.d.) next defines trajectory as the momentum in which the story moves the reader forward. The trajectory of a story is not set in stone. Depending on the desired impact, trajectory can be influenced in a number of ways – such as a story told in installments coupled with the use of cliffhangers or suspense to keep readers interested. Authenticity is transparent and shows the true intentions and actions of the organization to build rapport with viewers. Following subsequently in Dixon’s list are action-oriented emotions. The story needs to stimulate the reader to support the organization however they can. The fifth and final element on Dixon’s list is a hook, which reels the reader into the story. (Dixon, n.d.)

All five building blocks of storytelling can be satisfied in any single medium or combination of mediums. This is only heightened by memorable, or feeling-evoking, pictures, video, or audio. Picture, video, and audio all evoke different experiences to the viewer, and if utilized correctly, can help a nonprofit effectively promote themselves.

Visual Marketing

An inspiring picture, or gripping short video, can be the perfect way to share a nonprofit’s mission with the masses. Pictures and video should have meaning and strategy behind them. All media should have compelling titles and descriptions that accurately represent the content, provide additional information like links to information about the cause (or calls to action), and utilize tags to take advantage of new and existing search trends (Youtube Next Lab, 2013). Sherry Pagoto (2016), a professor at the University of Connecticut, and director of the UConn Center for mHealth and Social Media, found that social media users generally watch videos averaging two minutes and forty five seconds or less.

Videos combine sight and sound to draw in an audience. As a nonprofit, videos do not need to be high production ventures. As long as the video is centered on the mission and tells a story, it will shine a positive light on the organization. Ragland (2013) further adds that videos should try to garner a response from the viewer. Even short, simple videos are practical for use in sharing stories and increasing engagement with consumers.

Rebecca Brooks (2018), Director of Communications at Animoto, explains that because mobile phones are integral to our daily lives, and are most often used for social media, videos on

these sites should follow a square or vertical format ideal for mobile use. The Jane Goodall Institute found that square videos were significantly better received than videos that were not mobile friendly. Brooks (2018) also mentions a survey conducted by her company and reports that consumers ranked video as their favorite form of content.

Jacquelyn Madalena, Brittaney Mericle, and Dayouna Yang (2018), researchers from the University of Central Florida, observed and examined the ways in which the nonprofits Charity: Water, World Bicycle Relief, and Save the Children use storytelling through videos. Videos like Charity: Water's, share the stories of those whose daily lives are negatively impacted by the lack of clean water. The sight of the previously unclean water becoming fresh and clean, and the smiling faces of those they've helped, make the consumer feel positivity towards the group. Knowing that someone less fortunate, and without the means to help themselves is being helped by an organization, urges the viewer to donate to that organization. The combination of visual and auditory stimulants make videos a medium to story tell that arguably has the most potential to reach their target.

In general, seeing the mission of an organization actively taking shape in front of their eyes, both for beneficiary and benefactor, will lead to more support and positive interactions with a nonprofit organization. Storytelling through digital media proves to be an effective strategy. Storytelling through picture and video, as the main marketing strategy, would be the most effective way for promoting Dress for Success Worcester in the community.

Appendix D: Sponsor Description

The Dress for Success global nonprofit organization came from humble beginnings. In 1996, founder Nancy Lublin inherited \$5,000 from her great-grandfather and decided to use that money for a greater cause. The then second year law student founded the first ever Dress for Success boutique in a Manhattan church basement with three nuns. From that point, Dress for Success expanded nationally. By 1999, the organization founded the first international branch and is now an international organization that is present in over 150 cities and in 30 countries (“About Us,” 2019a). In 2013, the organization received over \$17 million dollars in funding. A large portion of this is from ongoing funding through a partnership with the Walmart Foundation. As of 2017, they have helped over 925,000 women worldwide.

Dress for Success Worcester is an affiliate of the Dress for Success organization. Like all Dress for Success affiliate branches, Dress for Success Worcester aims “.. to empower women to achieve economic independence by providing a network of support, professional attire and the development tools to help women thrive in work and in life” (“What We Do,” 2019a). This mission is laced into every facet of the organization. The Worcester branch officially opened in May of 2009, but was founded in 2008. As a nonprofit organization, Dress for Success locations rely heavily on volunteers to help run their programs. Dress for Success Worcester has 2-10 full time staff, but pride their successes on the over 13,000 volunteers that help yearly (“Who We Are,” 2019). Dress for Success Worcester specifically helps women in Central Massachusetts, 70% of whom are single mothers, and most of whom are in the 18-38 age range (“Dress for Success Worcester Inc,” 2019). These women are generally disadvantaged, have little to no resources to improve their situation on their own, and often believe that there are no options for them in terms of stability in any form in their lives.

There are many services offered by Dress for Success divisions offer. The cornerstone service that Dress for Success offers is suiting, where new or lightly used business clothing for job interviews and professional wear. Initially, the Worcester branch focused solely on the suiting program for women for jobs and job interviews as the first step to help women enter or reenter the workforce. Dress for Success also offers more programs that help women grow their confidence. Employment retention, job training, and career center programs teach skills that allow women to create long term solutions and break the cycle of poverty (“What We Do,” 2019b). It was not until 2011 that these programs were introduced to the Worcester branch.

Throughout their ten years in operation, and with the introduction of more services, Dress for Success Worcester has helped over 4,000 women and over 8,000 children be in homes with stable incomes (Dress for Success Worcester Inc, n.d.). These women and their families serve as living testimony of the importance and effectiveness of Dress for Success programs.

Dress for Success expresses that they are “much more than simply a new outfit,” but feel that their services outside of suiting could be better utilized (“What We Do,” 2019b). This ties into the project problem we will be working on. In addition to a video celebrating the 10th anniversary of the Dress for Success Worcester location, we will also be working on how to promote the career building services that the organization offers. If more women use these services, Dress for Success will be able to better help support their long-term careers.

Appendix E: Methodology

Introduction and Goal

The goal of this project was to create marketing materials to help Dress for Success Worcester promote their range of services. In order to achieve the goal, the project was broken down into three main objectives. Our first objective was to obtain a better understanding of Dress for Success Worcester and their target audiences. The second objective was to produce videos for the organization to use in their campaign. The last objective was to provide recommendations for where Dress for Success Worcester could use the videos. Dress for Success Worcester requested a video to promote their services to allow the viewer to visually learn about their mission. In this chapter, we discuss how we accomplished each of our objectives.

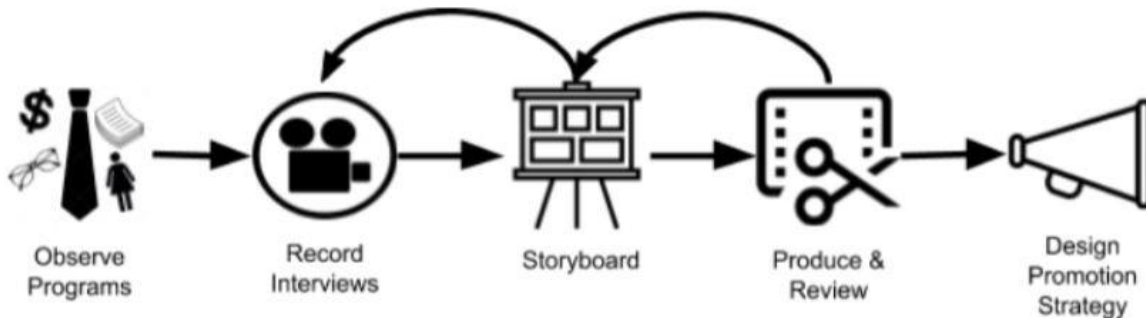


Figure 3: Methodology Roadmap, [Images Compiled from Google]

Objective 1: Obtain a Better Understanding of Dress for Success Worcester and their Target Audience

Our first objective was to obtain a better understanding of Dress for Success Worcester and their target audience. In order to produce successful videos, we first had to understand how the organization operates to determine what aspects of the organization were crucial to incorporate in the videos. This was done through the use of participant observation and archival research methods.

Participant observation was key in understanding Dress for Success Worcester's demographics, and how the organization makes an impact on the women who are part of the organization. Participant observation is a tool for researchers to learn about the participants' activities through both observation and participation in the activity (Kawulich, 2005). Throughout the term, we attended the Suiting program, the Workplace Readiness program, the

Professional Women’s Group, and the Financial Literacy program. While observing Dress for Success clients participate in programs, we developed a better understanding for how programs operate, and how the women respond to the programs. Exposing ourselves to Dress for Success Worcester’s culture through participant observation in their programs gave us first hand experience to develop a deeper understanding of the organization. All forms of participant observation followed proper ethical protocols detailed in Appendix F.

In addition to participant observation, we conducted archival research to develop a better understanding of Dress for Success’ Worcester. Archival research is “the investigation of hard data from files that organizations or companies have” (WPI, 2018). We reviewed board reports, grant applications, and annual reports. Board reports allowed us to wholly comprehend the organization’s performance metrics and goals for the future. The grant applications gave insight into the funding priorities of the organization. Additionally, the Career Center program was not running at the time of our project so instead we conducted research on it. We read descriptions and statistics about the program. All information and knowledge that we gained through participant observation and archival research directly influenced the structure, theme, and overall production of the videos.

Objective 2: Produce videos to promote Dress for Success Worcester

To fulfill our second objective, we produced six short videos to promote the organization and their range of services. These videos were made with the idea that our sponsors could use the videos to increase awareness of the organization and their services for the Worcester community. All aspects of the videos, including the clips and music, followed ethical procedures detailed in Appendix F.

Preparation and Training

To begin preparation, we attended the Basic User Training, Techniques in Field Methods, and Video Editing and Processing training sessions at WPI’s Global Lab. These sessions were completed during the preparatory term to gain an understanding of the technical aspects of producing a video, including equipment and editing software. The training sessions detailed the features on the video recording equipment and microphones, tips about lighting, and techniques for producing videos. We were trained to use a Field Kit from the WPI Academic Technology

Center (ATC). The Field Kit consists of a tripod, GoPro Hero 7, and Saramonic tx9 wireless microphone. The editing training was done using Adobe Premiere.

In addition to these training sessions, we interviewed Jim Monaco from the WPI ATC and Mike Savino from Mike Savino Film/Video. Jim Monaco explained the purpose of storyboarding, along with tips on how to create a storyboard. Mike Savino explained best practices for video recording an interview, including: lighting tips, how to conduct an interview, audio tips, and tips about background and positioning. In each interview, we followed the necessary ethical procedures from Appendix F. Interview questions are in Appendices G and H.

Planning Out the Video

Next, we worked with the Dress for Success Worcester staff to identify current and past volunteers and clients to be interviewed for video testimonials. Ms. Lachapelle first reached out to the selected people via email to introduce us and our project. The email included a list of available interview slots for each woman to choose from to be interviewed. We chose to interview clients, Professional Women's Group members, volunteers, staff, the Board President, and the Executive Director of the Southeast Asian Coalition (SEAC) since their different perspectives and personal stories are a compelling way to draw in the audience of the videos. All interviews and forms of video recording followed ethical protocols detailed in Appendix F.

Before beginning any interviews, we watched several Dress for Success videos from various locations to determine what we found to be most effective. We also watched videos from other non-profit organizations, other WPI project groups, and the WPI marketing team. This allowed us to pull ideas we could incorporate in the videos in terms of editing techniques. We decided to make six videos based on ideas from the WPI Boston IQP video series. The first video is an introductory video that highlights what Dress for Success Worcester does. The other five videos correspond with each of the five Dress for Success Worcester programs. These six videos were made to be able to serve as stand alone pieces or be played one after the other as a series. To do this, we needed to find a way to ensure that all six videos were related in some way. Through brainstorming with our sponsor, Justina Lachapelle, and advisor, Laura Roberts, we determined that each video would have the same introduction and closing. A phrase that our sponsors have been using at various events is "I am Dress for Success Worcester." We decided to have each woman we interviewed say "I am (name) and I am Dress for Success Worcester."

We could then use this line at the end of each short video to ensure that all videos could easily be identified as part of the series.

We developed storyboards detailing what else would be included in the six videos. Storyboards are a quintessential technique used in the world of production. Storyboards are a tool that can be used to visualize ideas, streamline production, and carry a theme throughout a video (Vyond, 2018). After creating the storyboards, we presented our ideas to Ms. Lachapelle, Professor Roberts, Professor Krueger, Leslie Dodson (Global Lab), and Jim Monaco (ATC). With each contact, we explained and showed our storyboard and then asked for any feedback. The purpose of discussing the storyboard with each of these people was to get feedback from professionals of different expertise. Ms. Lachapelle is an expert on Dress for Success Worcester, where as Leslie Dodson and Jim Monaco are experts in media, and our advisors are outside parties. The broad array of feedback allowed us to improve our storyboard as much as possible. The storyboard was edited to reflect the recommendations and feedback we received before beginning to produce the videos.

Interviewing

Before beginning interviews, we determined the best place in the boutique to complete each interview based on the tips that we received from Mike Savino. We chose to complete interviews in front of a clothes rack with colorful suits, and no direct overhead lighting. We chose this location so that the background captured the essence of Dress for Success Worcester and looked appealing, without being distracting. We chose a location with no direct overhead lighting based on Mike Savino's suggestion, to ensure that interviewees did not look shiny or washed out. We also took test videos to ensure that there was no significant white noise in that specific location. Lastly, based on our interview with Mike Savino, we chose to have each interviewee sit in the same place on the couch, and made sure their head was in the upper right part of the frame, and only captured from belly and up.

During each interview, we had the interviewer sit directly beside the camera and had the interviewee look at the interviewer rather than at the camera. We also had a second member of our team sit in on the interview, out of sight. We had the second person present so that they could take photos and also ensure that the interviewer did not forget any aspect of the interview. The interview questions were chosen to evoke emotional responses, and testimonials about each program that the interviewee attended. We used the interview outline provided in Appendix I

along with the written consent form provided in Appendix J. One member from our team facilitated and recorded the interview.

Producing the Video

After each interview, we transferred all the recordings to our laptops and made a copy of it so that we always had an unedited version of the footage. Since we were making six videos for Dress for Success Worcester, we created six separate folders. We had one folder titled “Intro” for the introductory video that highlights what Dress for Success does. The other five folders were for the five Dress for Success Worcester programs (Suiting, Career Center, Financial Literacy, Professional Women’s Group, and I Am Successful). We then viewed the footage on our laptops’ media players and used the default trimming tool to create snippets of quotes that we wanted to include in the videos. Depending on what the interviewee said in the trimmed clip, we sorted the clips into the proper folder.

We also obtained legal and fair use music to use in the video through suggestions and websites that Ms. Ellen Lincourt from the ATC had provided. Kritika Bansal (2017) states that being able to download music for free does not necessarily make it legal to use for free.

To start video editing, we each downloaded Davinci Resolve 15 onto our laptops. We chose this program based on recommendation from Ms. Lincourt and the fact that we could download it onto our personal computers. This allowed us the freedom to be able to meet off campus, and in quieter locations, to edit the videos. We watched tutorials on youtube by the user, PremiumBeat, a Shutterstock company, to learn how to use Davinci Resolve 15. Additionally, Ms. Lachapelle provided us the Dress for Success logos and the guidelines on how to properly use them in the videos.

For each of the six videos, we used the knowledge we gained from watching the youtube tutorials to create the videos based on what we had storyboarded. As suggested by Jim Monaco, we utilized “buddy editing.” Buddy editing is when two people edit on one computer and one person directs the mouse while the second person provides direction on what to do (J. Monaco, Personal Communication, February 18, 2019). Buddy editing is used so that one person is not doing all of the editing for one video, and the input of more than one person is considered (J. Monaco, Personal Communication, February 18, 2019). We also met with Jim Monaco twice more during the editing process to help troubleshoot some visual and audio problems that we encountered.

Piloting

Lastly, we held a focus group with Ms. Lachapelle and two volunteers to pilot the videos. We played the videos for them and then asked a series of questions to obtain feedback. An outline of the plan for the focus group is included in Appendix L. Based on the feedback from the focus group, we made additional edits to the video.

Objective 3: Make Recommendations for Marketing the Video

Our final objective was to make recommendations to Dress for Success for platforms to use for the promotion of the video. Ms. Lachapelle and Ms. Butler already mentioned using the video at their annual gala, but we wanted to recommend other places where they can use the video to effectively promote their programs to a wider audience.

During personal interviews, we asked participants and volunteers where they heard about Dress for Success Worcester and used this information to develop our recommendations for future promotion of the video. This strategy allowed us to determine effective platforms for the promotion of Dress for Success Worcester. In addition, we used the interview outline from Appendix M to interview Stacey O'Brien, a Digital Media Associate in the office of Marketing Communications at WPI. We used her answers to further develop suggestions on where to use the videos and how to reach the largest audience. Using our research and the knowledge from experts, along with the responses that we got from participants and volunteers, we recommended the best platforms for our sponsors to use the videos. We proposed the campaign strategy when we delivered the final copies of our videos.

Summary

At the completion of our project, we had attended almost all of Dress for Success Worcester's programs and developed an understanding of the organization and what they offer. We created six videos to help Dress for Success Worcester with the promotion of their range of services. We also developed suggestions of platforms to use the videos on. The suggestions will allow our sponsors to use the videos to increase awareness of their programs in the Worcester community. The strategy also aimed to inform the maximum number of people about the organization's mission so that women can better utilize their services. We provided a timeline of our project in Appendix N. Throughout the whole process we made sure to follow ethical

protocols to ensure the safety and comfort of our participants. All ethical considerations are discussed in Appendix F.

Appendix F: Ethical Considerations

During our project, we conducted participant observation, focus groups, and interviews. Our project went through the WPI Institutional Review Board (IRB), and we followed the ethical considerations detailed below.

For participant observation, we introduced ourselves to all of the participants and volunteers at the program, and explained our project and the reason we were attending each program (Kawulich, 2005). For interviews and focus groups, we provided a written explanation in our first email that introduced ourselves to the interviewees, and explained our project and the reason we were reaching out to them. We also informed the interviewee that we planned to record the interview and use the footage in promotional videos and provided them with a written consent form, outlined in Appendix K. For all three data collection methods, we also included a preamble that explained to the participants that their decisions to participate were voluntary and they could withdraw at any time. Each appropriate preamble could be found in its corresponding Appendix. We only identified participants by name in their video testimonial if they gave their written consent. Another ethical responsibility that we followed was to ensure that upon request, participants, volunteers, and interviewees' names were left anonymous in field notes and the final report to prevent identification (Kawulich, 2005).

Lastly, we used free and legal music in the production of the videos. We did this by checking the Terms of Use for that audio recording to determine if we could legally use it in the videos.

Appendix G: Interview Questions for Creating a Video

Interviewee: Jim Monaco

Organization: Worcester Polytechnic Institute

Interviewee Position: Senior Instructor Media Specialist

Date of Interview: 18 February, 2019

Location: WPI

Purpose of Interview: To obtain research regarding video production.

Introduction/Preamble

Our names are Talia Brooks, Amy Brown, Emma Fields, and Janette Fong. We are a group of students from WPI partaking in a project to help Dress for Success promote themselves. We are mainly doing this through the use of a video. We would like to ask you some questions about creating a video, editing a video, and producing a video.

- Get consent for note taking.

Warm-up Questions:

1. Tell us about yourself.

Questions:

Question 1: Tell us about what you believe makes an effective video.

Justification: To get Mr. Monaco to advise us on what we should focus on while we make the video.

Question 2: Tell us more about the steps in creating a video.

Justification: To learn the best approach that we should take to create the video.

Conclusion:

Concluding Question(s):

1. Is there anything else you would like to share with us?

2. Can we contact you in the future with any further questions?

3. Do you have any questions for us?

Thank Interviewee for their time.

What will happen after interview: Go over the notes, Continue working on Project/ video

Provide contact: gr-dressforsuccess@wpi.edu

Appendix H: Interview Questions for Video Recording an Interview

Interviewee: Mike Savino

Organization: Mike Savino AV

Interviewee Position: AV Specialist

Date of Interview: March 12, 2019

Location: Phone Call

Facilitator: Amy Brown, Emma Fields, Janette Fong, & Talia Brooks (rotating)

Scribes: Amy Brown & Janette Fong

Purpose of Interview: To obtain research regarding video recording an interview.

Introduction/Preamble

Our names are Talia Brooks, Amy Brown, Emma Fields, and Janette Fong. We are a group of students from WPI partaking in a project to help Dress for Success promote themselves. We are mainly doing this through the use of videos. We would like to ask you some questions about video recording an interview.

Questions:

Question 1: What is the best way to set up the camera to film the interviewee?

Justification: To determine angles, lighting, and how close camera should be to interviewee.

Question 2: Should we make a standard framing for every interview?

Justification: To determine if we should have the same background in every interview.

Question 3: How should we start the interview?

Justification: To learn approaches to get the interviewee talking and comfortable.

Question 4: What do you find works best in a scripted interview/phrases you want to make sure are included?

Justification: To help decide if we want to script at all, and if we do what is the best way to do it.

Question 5: How/ when should b-rolling be used to be most effective?

Justification: To learn more about this technique and use it effectively.

Question 6: What's a good way to transition between themes/sections in a longer video?

Justification: To help in the editing process.

Conclusion:

Concluding Question(s):

1. Can we contact you in the future with any further questions?
2. Do you have any questions for us?

Thank Interviewee for their time.

What will happen after interview: Go over the notes, Continue working on Project/ video

Provide contact: gr-dressforsuccess@wpi.edu

Appendix I: Interview Questions for Women of Dress for Success Worcester

Interviewee: Clients, Professional Women’s Group Members, Volunteers, Board President, SEAC Executive Director

Organization: Dress for Success Worcester

Interviewee Position: Participant

Date of Interviews: March 22, 2019; April 1, 2019; April 4, 2019; April 8, 2019

Location: Dress for Success Worcester Boutique - 484 Main Street

Facilitator: Amy, Emma, Janette (rotating)

Scribe: N/A (video recorded)

Purpose of Interview: To get womens’ testimonials about Dress for Success to incorporate in our video.

Introduction/Preamble

Our names are Talia Brooks, Amy Brown, Emma Fields, and Janette Fong. We are a group of students from WPI partaking in a project to help Dress for Success promote themselves. We are mainly doing this through the use of a video. We would like to ask you some questions about your experience at Dress for Success. We would like to record the interview if that is okay (if so give them form to sign). We can keep your name, or face, out of the completed video if you so wish. We would also like to note that your participation is completely voluntary, and you may withdraw or leave at anytime.

- Get written consent for video & audio recording (please refer to Appendix E) & note taking.

Warm-up Questions:

1. Tell us about yourself.
2. How did you hear about Dress for Success?

Questions:

Question 1: Tell us about the first time you came to Dress for Success.

- a. (Follow up if need more info) - When did you first come here?
- b. How did you feel before you came to Dress for Success and how did you feel once you were here?

Justification: To get the participant to start sharing about their experience.

Question 2: What is/was your favorite part about Dress for Success?

Justification: To learn what Dress for Success is doing successfully.

Question 3: What does Dress for Success mean to you?

Justification: To obtain a testimonial to potentially use in our video.

Question 4: What programs have you attended at Dress for Success?

- A. Tell us about your experience with the program(s).
- B. How did the program(s) help you?

Justification: This will help us with the promotion of Dress for Successes range of services in our video(s).

Conclusion:

Concluding Question(s):

1. Is there anything else you would like to share with us?
2. Can we contact you in the future with any further questions?
3. Do you have any questions for us?

Thank Interviewee for their time.

What will happen after interview: Go over the recordings and potentially use some of the footage in our video

Provide contact: gr-dressforsuccess@wpi.edu

Appendix J: Informed Consent Agreement for Participation in a Filmed Interview

Jane Jones

Worcester Polytechnic Institute

Interactive Qualifying Project Video (or photograph) Document

Purpose: We are a group of student researchers from Worcester Polytechnic Institute's Worcester Community Project Center. We are working collaboratively with Dress for Success to create marketing materials to help with the promotion of their range of services. A requirement for the academic portion of our research is a video documenting success stories and testimonials from individuals affiliated with Dress for Success. Your participation in this media production would be greatly appreciated and is entirely voluntary. Thank you.

Procedures to be followed: We will be (videotaping/photographing) success stories and testimonials. Interview questions will vary by participant.

Risks to interviewee: No direct risks are a result of filming/photographing/quoting in project report.

Record keeping and confidentiality: Your likeness will be used in promotional materials for Dress for Success Worcester. We are happy to keep any level of confidentiality in the postproduction of the video (e.g changing of voice, names, and displayed image). If you are interested, information concerning the published video can be provided at the conclusion of the media project. The resulting video document will be available to the public and will be published to Worcester Polytechnic Institute's Worcester Community Project Center webpage, wp.wpi.edu/wcpc

For more information about this recording contact:

Interviewer: Amelia Brown, Talia Brooks, Emma Fields, or Janette Fong

Email: abrown@wpi.edu, tebrooks@wpi.edu, elfields@wpi.edu, or jlfong@wpi.edu

The WPI Student Research Group Email: gr-dressforsuccess@wpi.edu

Laura Roberts: WCPC Assistant Director, Interdisciplinary Global Studies Division:

lroberts@wpi.edu

IRB Chair, Professor Kent Rissmiller, Tel. 508-831-5019, Email: kjr@wpi.edu

Human Protection Administrator Gabe Johnson, Tel. 508-831-4989, Email: gjohnson@wpi.edu

Your participation in this interview is voluntary. Your refusal to participate will not result in any penalty to you or any loss of benefits to which you may otherwise be entitled. You may decide to stop filming at any time without penalty or loss of other benefits.

By signing below, you acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

Participant Signature (If over 18)	Participant Name Printed (If over 18)	Date (mm/dd/yyyy)
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Signature of Parent or Guardian (If under 18)	Parent or Guardian Name Printed (If under 18)	Date (mm/dd/yyyy)
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Appendix K: Research Study Photo/Video Release Form

Protocol #19-0517

Protocol Title: Dress for Success Worcester: Producing a Video to Promote a Nonprofit Organization

As part of this research study, Worcester Polytechnic Institute and those acting pursuant to its authority (“WPI”) may record your likeness and/or voice on a particular medium (“recordings”) including but not limited to video, audio, photographic, digital, and electronic media during your participation in this research study. We will be using these photos and recordings for the promotion of Dress for Success Worcester and their range of services. Please indicate what uses of these photos and recordings you are willing to permit, by putting your initials next to the uses you agree to and signing the form at the end. The choice is completely up to you. We will only use photos and recordings in the ways that you agree to. In any recording, you will not be identified by name unless you indicate your consent below. The photo/videos will not be used for commercial purposes.

1. _____ The photos and recordings can be studied by the research team for use in the research project
2. _____ The photos and recordings can be used for scientific/academic publications and reports
3. _____ The photos and recordings can be used for scientific conferences or meetings
4. _____ The photos and recordings can be used for educational purposes
5. _____ The photos and recordings can be used for public presentations to non-scientific groups
6. _____ The photos and recordings can be used on television or the audio portion can be used on radio
7. _____ The photos and recordings can be posted on a public website
8. _____ I give WPI permission to identify me by name in the photos and recordings

I understand that all such photos and recordings, in whatever medium, shall remain the property of WPI. I agree that I will not be compensated for the use of the recordings.

I have read the above descriptions and give my consent for the use of the recordings as indicated by my initials above. **(Youth under 18 years of age must have a parent/legal guardian signature.)**

(Name, please print)

(Signature of Subject)

(Date)

(Parent/Guardian Signature, if participant is a minor)

(Date)

(Signature of Person Obtaining Consent)

(Date)

Appendix L: Focus Group Questions for Piloting the Videos

Focus Group Participants: Ms. Lachapelle, and 2 Dress for Success Volunteers

Organization: Dress for Success Worcester

Focus Group Positions: Executive Director, Volunteer

Date of Focus Group: April 23, 2019; April 26, 2019

Location: Dress for Success Worcester Boutique - 484 Main Street

Facilitators: Talia Brooks, Amy Brown, Emma Fields, Janette Fong

Scribe: Amy Brown

Purpose of Focus Group: To pilot the video to our sponsors and Dress for Success volunteers to get feedback about our video.

Introduction/ Preamble

Our names are Talia Brooks, Amy Brown, Emma Fields, and Janette Fong. We are a group of students from WPI partaking in a project to help Dress for Success promote themselves. We are mainly doing this through the use of a video. We would like to show you our edited video and get each of your feedback. We would also like to note that your participation is completely voluntary, and you may withdraw or leave at anytime. Lastly, we would like to make sure that everyone is okay with us taking notes about your feedback.

- Show them video

Questions:

1. What are your initial thoughts about the video?
2. What did you like about the video?
3. What did you not like about the video?
4. What else would you like to see in the video (if anything)?

Conclusion:

- Thank them for their time
- Plans moving forward: Discuss feedback as a group, and make any necessary changes to video

Appendix M: Interview Questions for Promotion Strategies

Interviewee: Stacey O'Brien

Organization: Worcester Polytechnic Institute

Interviewee Position: Director of Research Communications

Date of Interview: April 12, 2019

Location: WPI

Facilitator: Emma Fields

Scribe: Janette Fong

Purpose of Interview: To obtain research regarding promotion strategies, specifically for nonprofit organizations.

Introduction/Preamble

Our names are Talia Brooks, Amy Brown, Emma Fields, and Janette Fong. We are a group of students from WPI partaking in a project to help Dress for Success promote themselves. We are mainly doing this through the use of a video. We would like to ask you some questions about promotion strategies and developing one for a nonprofit organization.

- Get consent for note taking.

Warm-up Questions:

1. Tell us about yourself.

Questions:

Question 1: What are effective platforms to promote a nonprofit organization?

Justification: To learn from Mr. Dorsey how best to develop a promotional strategy for Dress for Success.

Question 2: What makes promoting a nonprofit organization different from other organizations?

Justification: To better understand different designing a promotion strategy for a nonprofit organization is.

Conclusion:

Concluding Question(s):

1. Is there anything else you would like to share with us?
2. Can we contact you in the future with any further questions?
3. Do you have any questions for us?

Thank Interviewee for their time.

What will happen after interview: Go over the notes

Provide contact: gr-dressforsuccess@wpi.edu

Appendix N: Task Schedule

Task	Week						
	1	2	3	4	5	6	7
Obtain better understanding of D4S and their target audience							
Produce video(s) to help D4SW promote their 10 th anniversary and range of services.							
Develop potential video marketing strategy for D4SW to use.							

Appendix O: Social Media Marketing Calendar

I AM SERIES SOCIAL MEDIA MARKETING CALENDAR				
WEEK 0				
EMAIL				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Wednesday	N/A - No Outgoing Material			
FACEBOOK				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Tuesday	Post & Photo	N/A	Announcement/introduction to the I Am series	
Thursday	N/A - No Outgoing Material			
INSTAGRAM				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Tuesday	N/A - No Outgoing Material			
Friday	N/A - No Outgoing Material			
YOUTUBE				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Saturday	N/A - No Outgoing Material			
Week 1				
EMAIL				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Wednesday	Email	I Am Dress for Success Worcester: A New Video Series	Who we are as an organization, promote intro video, thank for support	N/A
FACEBOOK				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	I Am: Who I Want to Be!	Motivational, you can be who you want to be	
Thursday	Post & Video	I Am: Dress For Success Worcester	Who we are as an organization, promote intro video	
INSTAGRAM				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	I Am: Whoever I Want to Be!	Motivational, you can be who you want to be	
Thursday	Post & Video	I Am: Dress for Success Worcester	Who we are as an organization, promote intro video	
YOUTUBE				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Thursday	Video	I Am: Dress for Success Worcester	Who we are as an organization, promote other social media	
WEEK 2				
EMAIL				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Wednesday	Email	I Am Dress for Success Worcester: The Suiting Program	What is the suiting program, promote the video, thank for support	N/A
FACEBOOK				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Confidence Through Clothing	Story of the first time someone put on a suit/how they felt, promote other social media	
Thursday	Post & Video	I Am: Suited for Success	What is the suiting program, stats, links to other social media	
INSTAGRAM				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Find the Right Interview Outfit	Do's and Don'ts of interview wear, ask followers their go-to interview outfit, links to other social media	
Thursday	Post & Video	I Am: Suited for Success	What is the suiting program, links to other social media	
YOUTUBE				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Thursday	Video	I Am: Suited for Success	What is the suiting program, stats, links to other social media	
WEEK 3				
EMAIL				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Wednesday	Email	I Am Dress for Success Worcester: The Career Center	What is the career center, promote the video, thank for support	N/A
FACEBOOK				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Resume Ready	What you should and shouldn't have on your resume, links to other social media	
Thursday	Post & Video	I Am: Career Ready	What is the career center, links to other social media	
INSTAGRAM				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Programs Galore	Statistic on the office program skills used in most jobs	
Thursday	Post & Video	I Am: Career Ready	What is the career center, links to other social media	
YOUTUBE				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Thursday	Video	I Am: Career Ready	What is the career center, links to other social media	

WEEK 4				
EMAIL				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Wednesday	Email	I Am Dress for Success Worcester: The Financial Literacy Program	What is the financial literacy program, promote the video, thank for support	N/A
FACEBOOK				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Benefits fo Budgeting	Why and how you can budget your daily life to save more and spend less, links to other social media	
Thursday	Post & Video	I Am: Financially Fit	What is the financial literacy program, links to other social media	
INSTAGRAM				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Credit Breakdown	Graphic that gives an overview of what makes up your credit score, body of post talks about free yearly credit score checks, ask if people know you got that many free checks, links to other social media	
Thursday	Post & Video	I Am: Financially Fit	What is the financial literacy program, links to other social media	
YOUTUBE				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Thursday	Video	I Am: Financially Fit	What is the financial literacy program, links to other social media	

WEEK 5				
EMAIL				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Wednesday	Email	I Am Dress for Success Worcester: The Workplace Readiness Program	What is the workplace readiness program, promote the video, thank for support	N/A
FACEBOOK				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Personal Branding: Putting your Best Foot Forward	Ways women can market themselves to show a potential employer why they should hire you	
Thursday	Post & Video	I Am: Successful	What is the workplace readiness program, links to other social media	
INSTAGRAM				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Transferrable Skills	graphic/photo of transferrable skills you wouldnt expect, ask what is one thing you wish your employers knew about you	
Thursday	Post & Video	I Am: Successful	What is the workplace readiness program, links to other social media	
YOUTUBE				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Thursday	Video	I Am: Successful	What is the workplace readiness program, links to other social media	

WEEK 6				
EMAIL				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Wednesday	Email	I Am Dress for Success Worcester: The Professional Women's Group	What is the professional women's group, promote the video, thank for support	N/A
FACEBOOK				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	My First Month Back in Work	Personal story of a woman's experiences going back into the workforce, links to other social media	
Thursday	Post & Video	I Am: A Professional Women	What is the professional women's group, links to other social media	
INSTAGRAM				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Monday	Post & Photo	Emploment Retention	Graphic/stat on keeping a job after initially obtaining it, explain why this creates a need for PWG	
Thursday	Post & Video	I Am: A Professional Women	What is the professional women's group, links to other social media	
YOUTUBE				
DAY OF THE WEEK	MEDIA TYPE	CONTENT TITLE	DESCRIPTION	LINK
Thursday	Video	I Am: A Professional Women	What is the professional women's group, links to other social media	

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