

**Title:** Marketing Supplemental Educational Services

**Date:** August 29, 2008

**Prepared for:** Texas Comprehensive Center

This document responds to a request from Texas Education Agency—forwarded to the Center on Innovation & Improvement by Stella Bell of the Texas Comprehensive Center—to locate, if possible, “research-based, effective strategies for marketing and implementing Supplemental Educational Services to secondary (especially high school) students.” A review of the literature reveals no such research at this time. However, a significant body of research literature does exist in the field of “social marketing,” research which is analogous to that requested. In general, social marketing attempts to change individuals’ behaviors in such a way that both the individual and society benefit from the change. Public service messages on television are among the most familiar forms of social marketing. More specifically, social marketing aimed at adolescents has typically sought to reduce high-risk, unhealthy behaviors: smoking, alcohol and drug use, and sexual activity, and so forth.

This *Solution-finding Report* is intended to provide a quick response to the request for information; it is not intended to be definitive literature survey or synthesis of the topic.

## Resources

Abraham, C. & Michie, S. (2008). A Taxonomy of Behavior Change Techniques Used in Interventions. *Health Psychology*, 27(3), 379-387.

[http://www.psychol.ucl.ac.uk/susan.michie/references/Techniques%20Taxonomy%20\(in%20press\).pdf](http://www.psychol.ucl.ac.uk/susan.michie/references/Techniques%20Taxonomy%20(in%20press).pdf)

**“Objective:** Without standardized definitions of the techniques included in behavior change interventions it is difficult to faithfully replicate effective interventions and challenging to identify techniques contributing to effectiveness across interventions. This research aimed to develop and test a theory-linked taxonomy of generally-applicable behavior change techniques (BCTs).

**“Design:** Twenty six BCTs were defined. Two psychologists used a five-page coding manual to independently judge the presence or absence of each technique in published intervention descriptions and in intervention manuals.

**“Results:** Three systematic reviews yielded 195 published descriptions. Across 78 reliability tests (i.e., 26 techniques applied to 3 reviews), the average Kappa per technique was 0.79 with 93% of judgments being agreements. Interventions were found to vary widely in the range and type of techniques employed, even when targeting the same behavior among similar participants. The average agreement for intervention manuals was 85% and a comparison of BCTs identified in 13 manuals and 13 published articles describing the same interventions generated a technique correspondence rate of 74% with most mismatches (73%) arising from identification of a technique in the manual but not in the article.

**“Conclusions:** These findings demonstrate the feasibility of developing standardized definitions of BCTs included in behavioral interventions and highlight problematic variability in the reporting of intervention content.”

Academy for Educational Development. (1999). *Social Marketing Lite: Ideas for Folks with Small Budgets and Big Problems*. Washington, DC: Author.

<http://www.aed.org/Publications/loader.cfm?url=/commonspot/security/getfile.cfm&pageid=25705>

Chapters in this booklet address the following topics: Social Marketing: An Evolving Definition; Social Marketing: What's the Big Idea?; Forget Messages...Think About Structural Change First; Marketing with No Budget; Homegrown Social Marketing—What Next?; Branding and Brand Envy; Social Marketing Lite: A Practical Future for a Big Idea; Application to AIDS Prevention; Application to Education Reform; Appendix A: Behavioral Science Theory.

Glanz, K., Lewis, F. M., & Rimer, B. K. (Eds.) (2008, 4th ed.). *Health Behavior and Health Education: Theory, Research and Practice*. San Francisco, CA: Jossey-Bass Inc, Publishers.

Publisher’s blurb: “This fourth edition of the classic book, *Health Behavior and Health Education: Theory, Research, and Practice* provides a comprehensive, highly accessible, and in-depth analysis of health behavior theories that are most relevant to health education. This essential resource includes the most current information on theory, research, and practice at individual, interpersonal, and community and group levels. This edition includes substantial new content on current and emerging theories of health communication, e-health, culturally diverse communities, health promotion, the impact of stress, the importance of networks and community, **social marketing**, and evaluation.”

Kraak, V., & Pelletier, D. L. (1998). How Marketers Reach Young Consumers: Implications for Nutrition Education and Health Promotion Campaigns. *Family Economics & Nutrition Review*, 11(4), 31–41.

“Provides an overview of the advertising techniques, styles and channels marketers use to reach children and teenage youth. Discussion on how knowledge of market research methods, marketing strategies, and techniques can be used to design more effective nutrition education and health promotion campaigns for young consumers; **marketing concepts that can be used for planning a social marketing program.**”

Maibach, E. W., Abroms, L. C., Marosits, M. (2007). Communication and Marketing as Tools to Cultivate the Public's Health: A Proposed “People And Places” Framework. *BMC Public Health* 7.

<http://www.biomedcentral.com/1471-2458/7/88>

**“Background:** Communication and marketing are rapidly becoming recognized as core functions, or core competencies, in the field of public health. Although these disciplines have fostered considerable academic inquiry, a coherent sense of precisely how these disciplines can inform the practice of public health has been slower to emerge.

**“Discussion:** In this article we propose a framework – based on contemporary ecological models of health – to explain how communication and marketing can be used to advance public health objectives. The framework identifies the attributes of people (as individuals, as social networks,

and as communities or populations) and places that influence health behaviors and health. Communication, i.e., the provision of information, can be used in a variety of ways to foster beneficial change among both people (e.g., activating social support for smoking cessation among peers) and places (e.g., convincing city officials to ban smoking in public venues). Similarly, marketing, i.e., the development, distribution and promotion of products and services, can be used to foster beneficial change among both people (e.g., by making nicotine replacement therapy more accessible and affordable) and places (e.g., by providing city officials with model anti-tobacco legislation that can be adapted for use in their jurisdiction).

**“Summary:** Public health agencies that use their communication and marketing resources effectively to support people in making healthful decisions and to foster health-promoting environments have considerable opportunity to advance the public's health, even within the constraints of their current resource base.”

Perin, D., Flugman, B. Spiegel, S. (2006). “Last Chance Gulch: Youth Participation in Urban Adult Basic Education Programs.” *Adult Basic Education*, 16(3), 171-188.

“In a case study of four urban adult basic education programs in a northeastern state, large increases in the participation of 16- to 20-year-old students were found. Many of these students were reading below the fifth-grade level despite aspiring to the General Education Development (GED) diploma. Reasons for youth participation included increased high school graduation standards, high school adjustment difficulties, pregnancy, poverty, court referral, misperceptions of the GED, preference for an adult environment, and **program marketing**. Low retention and GED attainment rates were reported by staff. Attempts to serve this vulnerable population included segregating classes by age, providing individualized assistance in class, offering computer-based practice, and hiring teachers who had experience with students with special education or correctional backgrounds. The findings suggest that the ABE programs were poorly equipped to assist urban youth in their attempts to complete secondary education.”

Social Marketing (website)

<http://www.squidoo.com/socialmarketing>

This website contains a variety of materials and links focused on the topic of social marketing.

Turning Point Program (website)

<http://www.turningpointprogram.org/>

Funded by the Robert Wood Johnson Foundation and located at the University of Washington, the Turning Point program sought to “transform and strengthen the public health system in the United States to make the system more effective, more community-based, and more collaborative.” The program produced a number of free publications (downloadable pdf files) concerning social market, including *The Basics of Social Marketing*, *The Manager's Guide to Social Marketing*, *Lessons from the Field*, *Social Marketing Resource Guide*, and trainer and participant manuals for a 1-day workshop.

Weinreich, N. K. (1995). *Building Social Marketing Into Your Program*.

<http://www.social-marketing.com/building.html>

This website article, which originally appeared in the *Social Marketing Quarterly*, offers “ten tips are designed to help those new to the field to understand the basic principles of social marketing, with practical suggestions on how to implement these concepts in any type of program.”

Weinreich, N. K. (1999). *Hands-On Social Marketing: A Step-by-Step Guide*. Thousand Oaks, CA: Sage Publications.

[Publisher’s blurb]: “*Hands-On Social Marketing* provides a comprehensive guide to the social marketing process for professionals who wish to influence health or social behaviors using effective techniques of this emerging field. Written in a friendly, engaging style, this book leads the reader throughout the steps involved in developing, implementing, and evaluating a social marketing program. *Hands-On Social Marketing* also includes comprehensive worksheets and practical sidebars providing expert advice. This ‘how-to’ book is both instructional and functional, with an emphasis on low-cost methods and do-it-yourself guidelines. After explaining the basic concepts of social marketing, *Hands-On Social Marketing* devotes a section to each of the five steps in the author’s model of the social marketing process: planning, message and materials development, pretesting, implementation, evaluation and feedback.”

Tools of Change (website)

<http://www.toolsofchange.com/English/FirstSplit.asp>

“This Web site, founded on the principles of community-based social marketing, offers specific tools, case studies, and a planning guide for helping people take actions and adopt habits that promote health and/or are more environmentally-friendly. This Web site will help you include in your programs the best practices of many other programs—practices that have already been successful in changing people’s behaviour.” See also the webpage “Introduction to Social Marketing” within the website.