Canada Learning Code

2021 Annual Report

Initiated: April 27, 2022

[Annual Report - 2021 - Project Plan (Go live: Aug 2022)](https://docs.google.com/spreadsheets/u/0/d/1jxnGudfZcnFfeeAO3CFeaeBHuvKxjZwZc2QkpEuizTw/edit)

# Brief

| *Creative brief template:*  **GET** - The audience of creative.  **TO** - The desired outcome after this audience experiences the post/ad/content.  **BY** - The strategic approach we will take.  **BECAUSE** - The main message that connects why this strategy is true and appropriate. |
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| **GET** - Our existing funders, and past supporters, potential funders, and additional stakeholders of our work  **TO** - Feel proud of what we’ve accomplished together, and energized about where CLC is headed  **BY** - Providing an enticing summary of what we accomplished towards our vision in 2021  **BECAUSE** - We’ve come far but there’s so much more to do - a better and more inclusive future won’t build itself. It relies on support from our funders and donors. |
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**Background**

CLC releases our annual report in the summer of fall each year for the purpose of recognizing the individuals and orgs who made our work and impact possible, as well as to build our case for support. Given this year’s OGSMT goal to diversify our funding sources, the annual report presents a key opportunity to tell a strong and compelling story about the variety of reasons (big and small, functional and emotional) that our work warrants support. To this end, a cross-functional team has been assembled to collaborate on narrative creation, storytelling, and qualitative and quantitative proof of impact to make up this year’s annual report. This artifact should set up: why our work matters, and what the need for support is in order to serve in the solicitation of future funders/donors, and supporters.

**The Ask**

Develop a guiding concept for this year’s annual report, develop the content, and produce it into a finished product that will allow us to tell a story about our work, highlight our biggest wins, and weave in a call for support, all while driving brand affinity with funders.

**The Challenge**

Anecdotally, it has been determined that Canada Learning Code is not broadly understood to be a charity organization who relies on funder support to exist and have impact. The Annual report is an opportunity to create transparency with our audiences. We want to share a glimpse into how we operate and the rewarding, passion-fueled work we do, while noting that passion alone is not enough. To continue and increase our momentum in the coming years, that are sure to see even more stark changes as the rate of tech transformation across all sectors presses on, we require support from funders.

**Tone and Manner:**Bring the best of our masterbrand to life (think our most aspirational creative, ie: the recent brand campaign)

Speak in the Confident, optimistic, approachable CLC voice, and don’t be afraid to make use of copywriting that tugs on the heart strings where appropriate.

**Budget**Jess D - \*waiting on quote\*

**The Audience**

*Primary:* Our big and little Funders from 2021 (everyone who's supported from $5-$5M)

* Individual donors - personal one time gifts ($20-500)
* Individual monthly donors - personal monthly donations ( value $200+ annually)
* One time corporate gifts ($500-10000)
* Multi-year partners (Google, RBC, Amazon Future Engineer)
* New 2021 partners worth highlighting - Shaw Communications, TikTok, Intuit

*Secondary:* Potential new donors: corporate as well as individual donors who maybe have heard of us before but never quite felt compelled to donate.

*Tertiary:* Other stakeholders, including: parents, learners, potential learners, and potential donors, staff, volunteers, prospective staff and volunteers

**Execution:**

* Web-based Annual Report in an engaging format (interactive TBD using data visualization tools)
* Distributed to partners via email
* Promoted via AR highlights on social media (publicly thanking partners)
* Theme TBD on Layah’s reco + consult with Jaci
* Content to include:
  + Letter from Mel
  + Vision & Mission
  + Explain ToC (+ data points)
  + Highlight Goal progress (MLEs + others)
  + Storytelling (connected to theme)
    - What happened this year through the numbers
    - What happened this year through learner stories (magic moments)
  + Financial summary (and link to full financial report)
  + Partner thank you (Logos + in-text sponsor names)
* CTA - Support our work (partnership email + link to individually donate)
* Connected to AR - revamp Sponsors page to include Giving Levels

Themes for consideration:

* Keeping learners at the centre during changing times (4)
  + *2021 was full of challenges and disruptions for people in Canada. Lockdown after rolling lockdown meant that everyone from the young to the old were forced to accept kiboshed routines, canceled plans, and the need to navigate a “hybrid” lifestyle. One of CLC’s main values is to keep learners at the centre and this is what we as a community strove for throughout 2021. It’s this commitment which you’ll see as the driving force beyond our impact. This annual report will help you understand what Learners at the centre means, why it’s so important, and why it’s what illuminates our path ahead.*
  + Potential data points:
    - Learner satisfaction (can be overall or highlight specific things - new LMS, sig events)
    - What learners told us (+ how we made decisions informed by this data)
    - Any testing data - ex. # Learners involved in helping us build LMS

From Ops

* + - Adult and teen learners who took an experience in 2020 told us they prefer a variety of learning approaches (2020 annual survey)
      * How would you prefer to learn from Canada Learning Code?
        + Asynchronous 12%
        + Live-online 44%
        + Mix 43%
        + Other 1%
        + In-person 33%

I like this direction because it’s well suited to talking about learner insights (both that we gleaned through various ways in 2021 and that we’re going to be focusing on in the year ahead). It allows us to talk about trial and error, new people we served or reached, people we want to serve or reach, the barriers and opportunities there, and research we’ve done and WANT to do, including the pathways we hope to build beyond CLC.

* From unprecedented to unleashing (potential) (4)
  + *At the beginning of 2021 we at CLC were still trying to adjust to the “new normal” of the pandemic - nearly every aspect of what we do and we do it had to be reinvented. Everything was unprecedented and it felt like we were starting from scratch. By the end of 2021 however, we uncovered new benefits and silver linings of working remote-first. More time for work life balance and a deeper understanding of the motivations that draw learners to CLC in this new, more online way of life. That’s why our results this year don’t look like those of previous years. While 2021 started with nothing but uphill battles, it ended with a sense of renewed perspective and unleashed potential, and we’re just getting started.*
  + Potential data points:
    - Hours spent creating a new LMS (maybe this is impossible, but shows dedication!)
    - Number of learners (highlight that it was 100% online)
    - # learners who created an LMS account (maybe show this over time - so it shows growth over the year)

From Ops

* + - The majority of respondents (>60%) felt that due to the pandemic, it is even more important that they, their children, their learners, or the people their organization serve, learn tech and code. Parents and instructors/mentors who received training felt the most strongly (80%). (2020 Annual survey)
    - A majority of educators reported that they began to incorporate tech and code into the curriculum because of the Canada Learning Code experiences they participated in. (TBD 2021 Annual survey)

I like this direction because it allows for us to talk frankly about our challenges and roadblocks that we had to overcome in 2021 but it’s still overall inspiring and forward looking.

* Reimagining what’s possible - adapting (3)
  + *2021 was a year that made us question absolutely everything. From how we work internally, how we recruit and onboard new chapter leads, and how to have impact in the way that matters most, to how we deliver workshop experiences live-online. The second year of the pandemic was all about taking advantage of the chance to step back and reassess, and truly adapting, not just surviving. For our learners, there was a lot of demand for the new and the different: we rolled out new content, onboarded them to a new learning management tool, and helped them to surprise themselves with what they could create.*
  + Potential data points:
    - Number of LMS users total
    - # pieces of new content
    - # of new digital experiences
    - # sig events (and mention learning resulting in reducing this for 2022)

From Ops:

* + - Adults upskilling
      * TBD Why they are taking our experiences
    - % of learners who continues to learn after experiences

I like this direction because it has a quirkier, more inventive tone which feels very CLC (in that tinkering, imaginative way). Can make ties to constructivism which is really core to what makes CLC distinct, unique, and beloved!

***Notes from Blue Sky Sesh on May 17***

[Jamboard](https://jamboard.google.com/d/1YCxxgpThjQjuAJ1snu5QIF0TNKvzx4W-9Nmav1qMPs4/edit?usp=sharing)

Theme buckets:

* Adaptation / evolution / growth / expansion
* Continuity / learners at centre / connected / resilience
* Magic / sparks / creation / power / unleashing
* Helping and supporting / memories / foundation
* Disruption / challenge

Top voted ideas:

* Keeping learners at the centre during changing times (4)
* From unprecedented to unleashing (potential) (4)
* Reimagining what’s possible - adapting (3)
* Unlocking digital potential (inactive to active users of tech) (2)
* Sparked (2)
* Harnessing the power of technology - from pivot to potential (1)
* The ripple effects of teaching - how it affects everything (1)
* New challenges and new opportunities (1)
* Teaching and learning with those who teach and learn (1)
* Teach and learn alongside one another (1)
* Evolving education (1)
* No limits to learning (1)
* learner resilience (continuing to learn, pursue career changes, teach new things despite their lives being disrupted by pandemic) (1)