



DIGITAL COMMUNICATION STRATEGY

For Boulder Valley School District

May 2, 2018



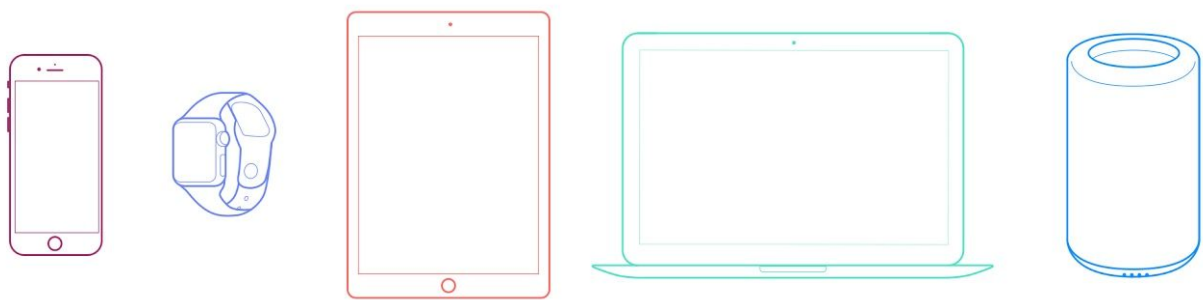
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Introduction

Boulder Valley School District (BVSD) recognizes the need to engage parents, families, students, employees, and community members in ways that are **clear, timely, relevant, and convenient** for them as they go about their daily lives.

As a forward-thinking organization, BVSD understands that communicating effectively in this day and age requires thinking carefully about how different people within these audience groups use digital channels — websites, texting, email, robocalls, apps, social media, etc.



Many organizations, like BVSD, now realize the need for a comprehensive plan to guide how they engage diverse audiences via digital channels. For BVSD, we could substitute “audiences” with families, students, community members, employees, job applicants, etc. To keep things simple, we refer to all these people collectively as “users.”

Users are getting hungrier by the day for instant information from companies, schools, government, and other organizations. As Forbes magazine says:

“A weekly mailer is not enough. Neither is an automated email message. Today, companies need to have a strategic communication plan that builds loyalty and trust with their customers [users] on an omnichannel level.”

Daniel Newman

“How Shifting Communication Trends are Impacting Digital”

Forbes Magazine, June 6, 2017

But sending out more information is not the answer. In speaking with BVSD parents, for example, there is frequent talk of feeling overwhelmed. This raises important questions:

What information is most important to users? What tools make it easiest for them to get important updates quickly? Would they prefer different tools for urgent vs. non-urgent situations? How do they flow back and forth between digital and non-digital channels?

In K-12 education in the US, the issue is even more complex:

- Parents are increasingly concerned about safety at school.¹
- Expectations of families around communication have increased as the number of families with working parents has increased.²
- The US population is becoming more diverse, with different cultures having different needs for, and comfort levels with, the world of digital tools.

¹ [University of Michigan. "Back-to-school worries for parents? One in three very concerned bullying, cyberbullying: Racial inequity No.1 concern for Black parents; bullying, lack of exercise, unhealthy eating, drug abuse and internet safety top list of overall child health concerns in 2017."](#)

² [Pew Research Center survey of parents with Children Under 18, Sept 15 - Oct 13, 2015](#)

For BVSD, there is an additional consideration — the fact that equity and excellence form the heart of the brand. Digital communication must support BVSD's mission and values by ensuring all families across the District are well-served. Lack of a smartphone, home WiFi or an unlimited texting plan should not mean being left behind.

This strategy must also support BVSD employees who have a dual role. They serve users (like parents) *and they are users themselves*. As user needs change, employees' needs change as well if they are to keep pace and do their jobs well. As Forbes puts it:

“It used to be that sending out a quarterly newsletter or weekly email digest could pass as ‘internal communication’... it’s no longer enough to inform employees what’s happening around the office. Instead, they need to be tied-in to the company vision...”

Daniel Newman

“How Shifting Communication Trends are Impacting Digital”

Forbes Magazine, June 6, 2017

To come up with the best possible plan to improve digital communication at the District level, BVSD partnered with iFactory, a digital communications firm in Boston. The ultimate goal: a roadmap to guide (and drive) District-level communication from where it stands today to a comprehensive communications environment that not only informs our audiences but engages them.



How We Organized This Strategy

This is a high-level, comprehensive strategy that will shape the way BVSD engages families, staff, and community, with an eye toward utilizing digital communication avenues in a way that realizes our need and desire to fully engage with our stakeholders. This report centers around six themes that emerged during research and discovery. For each theme, the strategy is considered from three perspectives:

- Best practices
- The current situation at BVSD
- iFactory's recommendations

The strategy also:

- Categorizes recommendations into “Guidelines” vs. “Actions.” This should make planning easier for BVSD as it takes the steps along the roadmap to better communication.
- Lays out our guiding principles to give readers a sense of how we think and why we’ve written this strategy in a very specific way.
- Includes a number of appendices so those who want to dive into details can do so without making this document more difficult to read.

In the short term, this strategy is meant to be informative and consultative. As the project evolves and progresses, it should continue to serve as a reference point for the actions the District chooses to take.

Our Approach

Through the many conversations with people across the District, and our own research, four core principles were used to guide this strategy.

Equity and Inclusivity: It is important to include as many people as possible in the re-visioning and the eventual implementation process. As a result, this report has been written in plain, simple language so that it is easily readable and understood by everyone involved, from parents to IT technicians. A higher value was placed on making it accessible than on making it impressive. BVSD is urged to share this strategy in a number of different formats and through a number of communication channels so people from across the District can join the conversation.

Alignment: In order to achieve widespread adoption and alignment, BVSD must share and discuss this plan openly. Effective change management requires collaboration and consensus on high-level items. Different people will have different ideas about how to accomplish the work, but alignment to these core agreements will ensure that the project moves forward and achieves our shared goals.

Action: Some recommendations made here are specific actions for BVSD to take. For the action items, details, like timing and cost, are laid out in a 1/3/5 roadmap (see Appendix A). Other recommendations for BVSD are not directly actionable, but are noteworthy ideas or guidelines that provide useful context for the actionable recommendations.

Inspiration: This strategy is intended to help inspire excitement and create a sense of enthusiasm across the entire District about the larger initiative. This is a great moment for everyone to come together, to develop better ways to engage our community.

In terms of prioritizing recommendations, this strategy and the 1/3/5 roadmap both lay out:

- Some things that can be done quickly to improve digital communication (the 1-Year Plan)
- Some things that are doable but will take *a little more time/money/work* (the 3-Year Plan)
- Some things that are doable but will take *a lot more time/money/work* (the 5-Year Plan)

Plan)

Keep in Mind Across All Themes...

Change can be exciting, but it can be unsettling for some people. It can keep them from trying new things or considering new ideas. Parents and families are particularly risk-averse when their children could be impacted. Studies show that parental risk aversion negatively impacts childhood educational attainment.³

Guidelines

Putting people at ease requires listening actively to their concerns, understanding their context, earning their trust, and making them feel respected. For BVSD, that means:

- Respecting cultural differences
- Being sensitive to the fact that different people have different abilities to access information (for example, some families have members who are blind, some may not have WiFi, some may have very limited text plans, etc.)
- Realizing that families with several children enrolled in school may feel overwhelmed by different communication strategies at each school
- Recognizing that schools have the tightest bonds with families/parents and are really BVSD's brand ambassadors
- Prioritizing work based on impact and thinking in terms of urgency and frequency
- When considering new tools and new ideas, making sure employees who will be doing the work can weigh in so we make their jobs easier, not harder
- Recognizing that in order to make things simple for users, BVSD must take on the complex work of implementing a robust digital communications strategy

³[Checchi, Daniele, Carlo V. Fiorio, and Marco Leonardi. "Parents' risk aversion and children's educational attainment." *Labour Economics* 30 \(2014\): 164-175.](#)

Also consider...

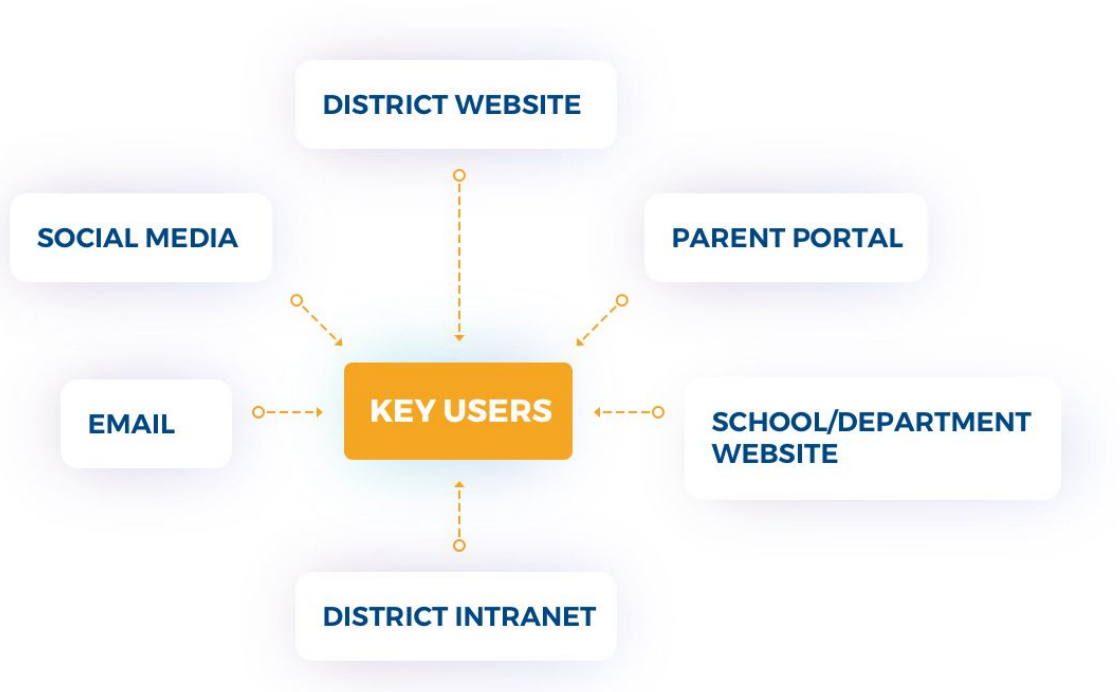
By keeping the following things in mind, and taking action where necessary, BVSD can set the scene for the project's long-term success.

- Be sure that information about this plan — and any future work — is highly accessible to all people within the District.
 - Use plain language that people can easily understand.
NOTE: That is what we did in this report.
 - Think about different languages people may speak; for example, many District families speak Spanish at home.
NOTE: BVSD will provide a version of this strategy in Spanish.
- Set clear expectations right away by developing a communication plan for this initiative.
- Provide opportunities for all kinds of users to share formal and informal feedback.

Specific Goals

What BVSD Asked iFactory to Solve

The original request to iFactory was to help BVSD **lay out a high-level roadmap** to re-imagine and revision how BVSD engages key audiences via digital media.



BVSD requested that this strategy consider the following important issues:

- Communication needs and preferences of key users (audiences) across various channels, including:
 - District website
 - Social media
 - Email

- District intranet (for employees)
 - Parent portal
 - School/department/division websites
- How the BVSD brand is perceived across the digital channels above
- How other organizations handle digital communication
- Strategy for administration and resourcing the proposed strategy for BVSD
- Technology strategy centered around guiding principles
- Roadmap for implementation, including key deliverables, milestones, and cost estimates

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Methodology

What We Did

The iFactory team worked closely with BVSD and did the following:

- We held a project kick-off meeting with the BVSD Project Core Team on November 6, 2017, at their 6500 Arapahoe Road office. The Project Core Team included:
 - Andrew Moore, Chief Information Officer
 - Randy Barber, Chief Communications Officer
 - Sean McDermid, Director of Applications and Digital Web Development

- We reviewed documentation provided to iFactory by BVSD to help us understand the way digital communication is now being used and help us get to know the District.
- We reviewed BVSD's brand identity (logo, fonts, etc.) to get a sense of how it is portrayed across channels and different parts of BVSD.
- We created and sent out three (3) surveys to connect with different kinds of users across the District, including:
 - English-speaking parents/families across the District (3,800 respondents)
 - Native Spanish-speaking parents/families in the District — same as English version but translated into Spanish (134 respondents)
 - BVSD employees (1,085 respondents)
- We spoke with a number of people across the District in depth, including:
 - DTAC (Digital Technology Advisory Committee)
 - Latino Parents/Community
 - Parents/Community
 - Prospective employees/students and District residents
 - BVSD employees from:
 - Cabinet
 - Department Leadership Team (post-DLT)
 - District and School Administrative Assistants (2 groups)
 - Enrollment
 - External Audiences — Marketing (Project Advisory Group)
 - Family and Community Partnerships
 - Human Resources
 - Instructional Services & Equity
 - IT Leadership
 - IT Tech Team
 - Principals and Assistant Principals (2 groups)
- We took inventories of BVSD's website content, the various individual websites with the District, and other digital properties (for example, the various District Facebook pages).
- We reviewed and mapped the major technologies BVSD now uses to engage users.

- We researched the latest trends in K-12, change management, accessibility, cultural sensitivity, and communication best practices.

Major Themes

After looking closely at BVSD's existing digital communication, **six clear themes** arose that are at the core of this report.

THEME 1

Find the Best Ways to Connect With Users

THEME 2

Think Holistically About Communication

THEME 3

Establish Governance & Protocols

THEME 4

Use the Right Technology for the Right Purpose

THEME 5

Structure Information Clearly and Give Users Options

THEME 6

Empower the Schools

We believe these themes — along with the specific recommendations and roadmap included in this strategy — will help BVSD reach the true goal of this project: Fostering stakeholder engagement by establishing a culture of communication, including digital tools that facilitate this environment.

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Theme 1

FIND THE BEST WAYS TO CONNECT WITH USERS

At a Glance

If content is king, context is queen. Connecting with users means **understanding user needs, expectations, preferences...** and getting to know them as individuals. The result? Communication that is highly relevant to the user and effective for the District.

Best Practices

“An avalanche of devices, platforms, channels, and information is crushing consumers as they go about their daily lives.”

Jonathan Gardner, Vibrant Media
Mashable Magazine (Feb 2012)

In order to connect with users, we need to understand their needs, expectations, communication preferences, struggles, and day-to-day realities. Once we understand them, we can put them into groups based on things they have in common (also known as “segmenting”). By grouping them, we can tailor our communication to suit each group. Tailored communication is more effective. Email service provider MailChimp reports that segmented emails achieve 15% more opens and 100% more clicks than non-segmented emails.⁴

⁴ [Effects of List Segmentation on Email Marketing Stats](#)

CONTEXT MATTERS

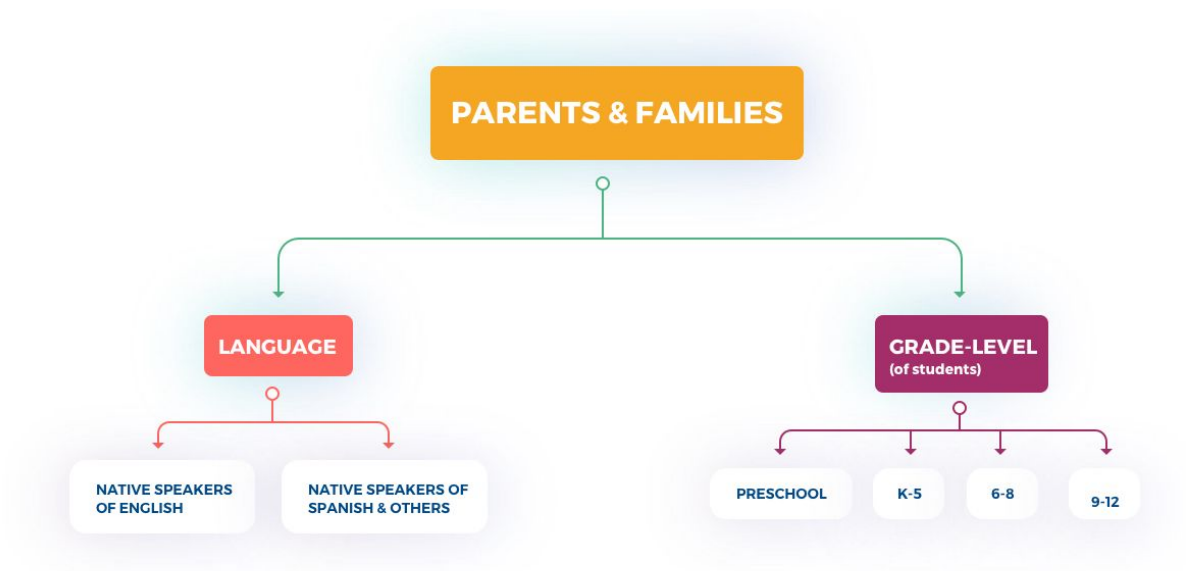
Some specific best practices for connecting with users:

- Speak their language, in the broadest sense of the term. That means considering issues of language (for example, translating to Spanish), accessibility (for example, meeting the WCAG 2.0 AA standard for the visually impaired), and literacy (for example, striving to write at a sixth-grade reading level in general).
- Create fictional user profiles — called “personas” — to guide digital communication decisions. By picturing users, a sense of empathy is created; this, in turn, helps ensure users are front-of-mind when engaging users (see Appendix D).
- Create two-way conversations with users rather than pushing announcements at them; for the District, communication is about building and nurturing long-term relationships of trust.
- Understand how users flow from one channel to another; ensure all pieces work together so users can get more information without getting conflicting information.
- Measure how communication efforts are working and use data to improve over time.
- Report and share data regularly among BVSD employees so they can make good decisions — separately and together.



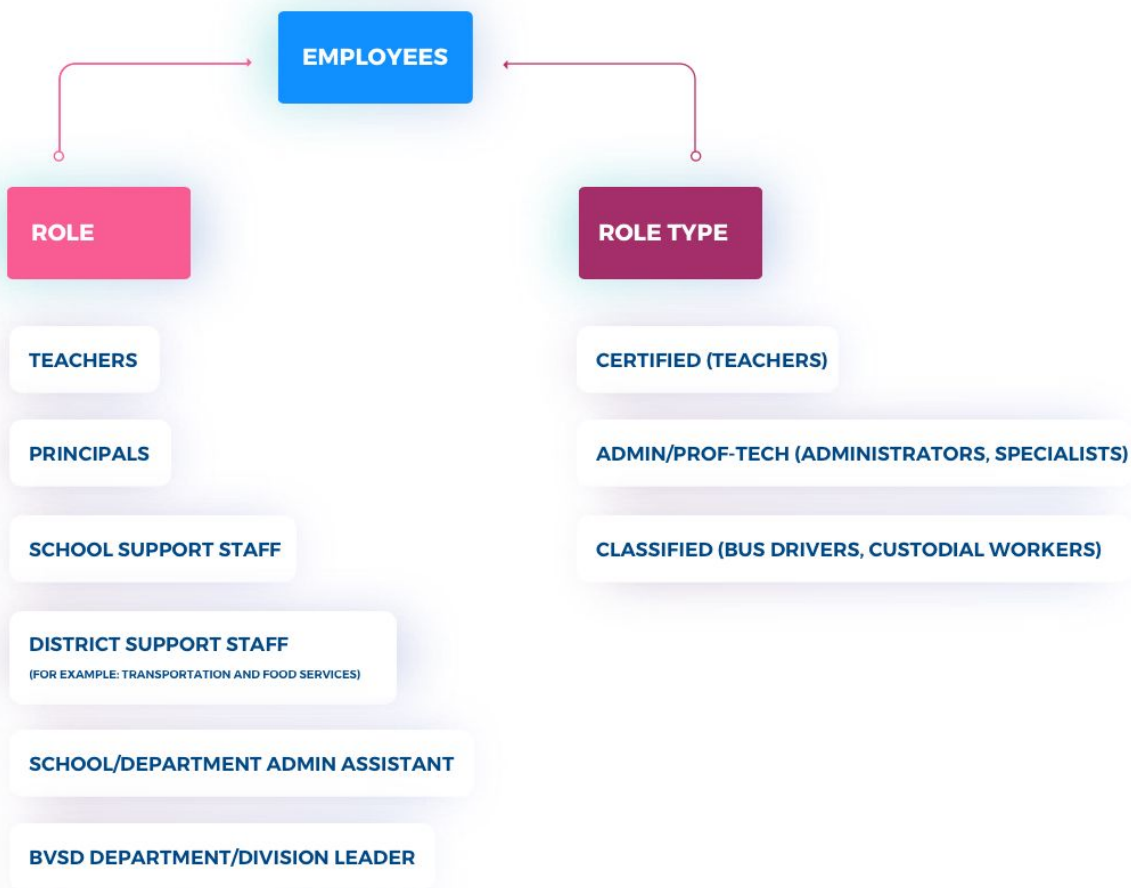
Current State

In terms of external audiences, BVSD must engage students (current and future), families (current and future), future employees, and community members who do not have a direct connection to the District. Families, the primary focus of external communication, fall into two broad categories — language and grade-level.



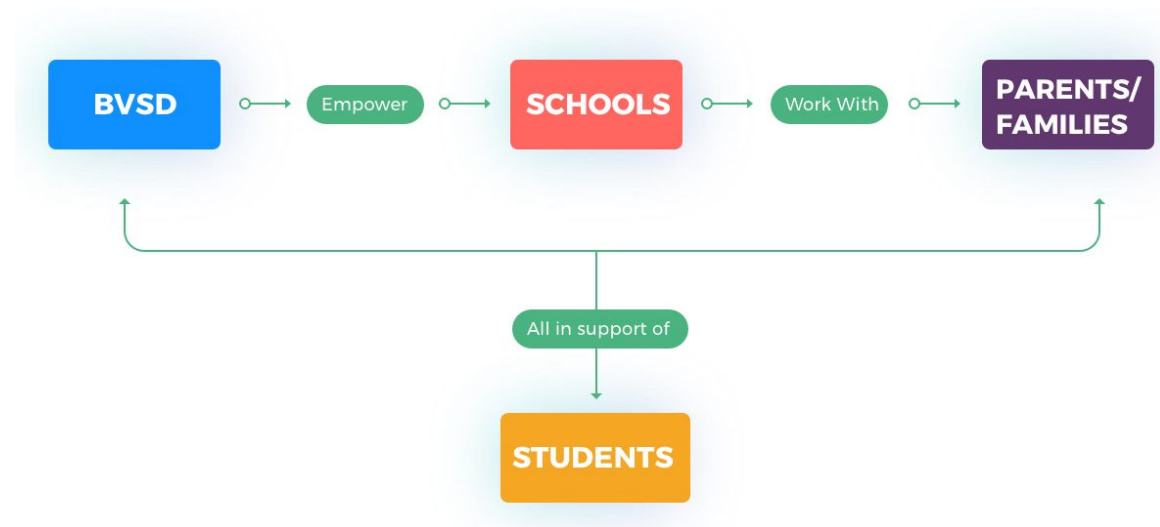
We define our **internal audience** as those that serve our students and in extension, their families. These primarily are our employees, which fall into two broad categories — roles and role types.

Recommendations



Guidelines

- Parents and families should be the priority, along with employees that serve them.
- This does not mean BVSD should be the main point of contact with parents and families; rather, BVSD should empower schools to do so because when employees understand the District's mission, visions, etc., they will be BVSD's best ambassadors.
 - BVSD should partner with schools to gain a better grasp of what parents and families need, want, and expect in terms of communication.



Actions

- We urge BVSD to begin putting mechanisms in place to measure how well digital communication from the District is working. Analytics data — e.g., email open rates — will increase understanding of what each user type (“segment”) needs, prefers, and expects.
- Give BVSD users (particularly parents/families) some modest control over the information they get (more opt-out choices by channel); we recommend an opt-out model based on a 2016 working paper from Columbia Teachers College⁵ that showed significantly increased parental participation rates over an opt-in model.

⁵ [Bergman, Peter, “Parent-Child Information Frictions and Human Capital Investment: Evidence from a Field Experiment,” Columbia University Teachers College Working Paper, 2016](#)

F Y I

90% vs. 73%

Difference in preference levels for receiving text notifications for emergencies, weather announcements, and bus delays between all English-speaking parents/families vs. all Spanish-speaking parents/families surveyed.⁶

- To kickstart the practice of using personas, several personas are attached to this report for BVSD's use; they are *as a starter kit* based on a diverse representative sample.*

**Clearly, no simple document could ever truly represent the full diversity of people across the entire District; these personas are simply a way to get the ball rolling and help shift the culture of communication at BVSD to be more inclusive.*

Notes

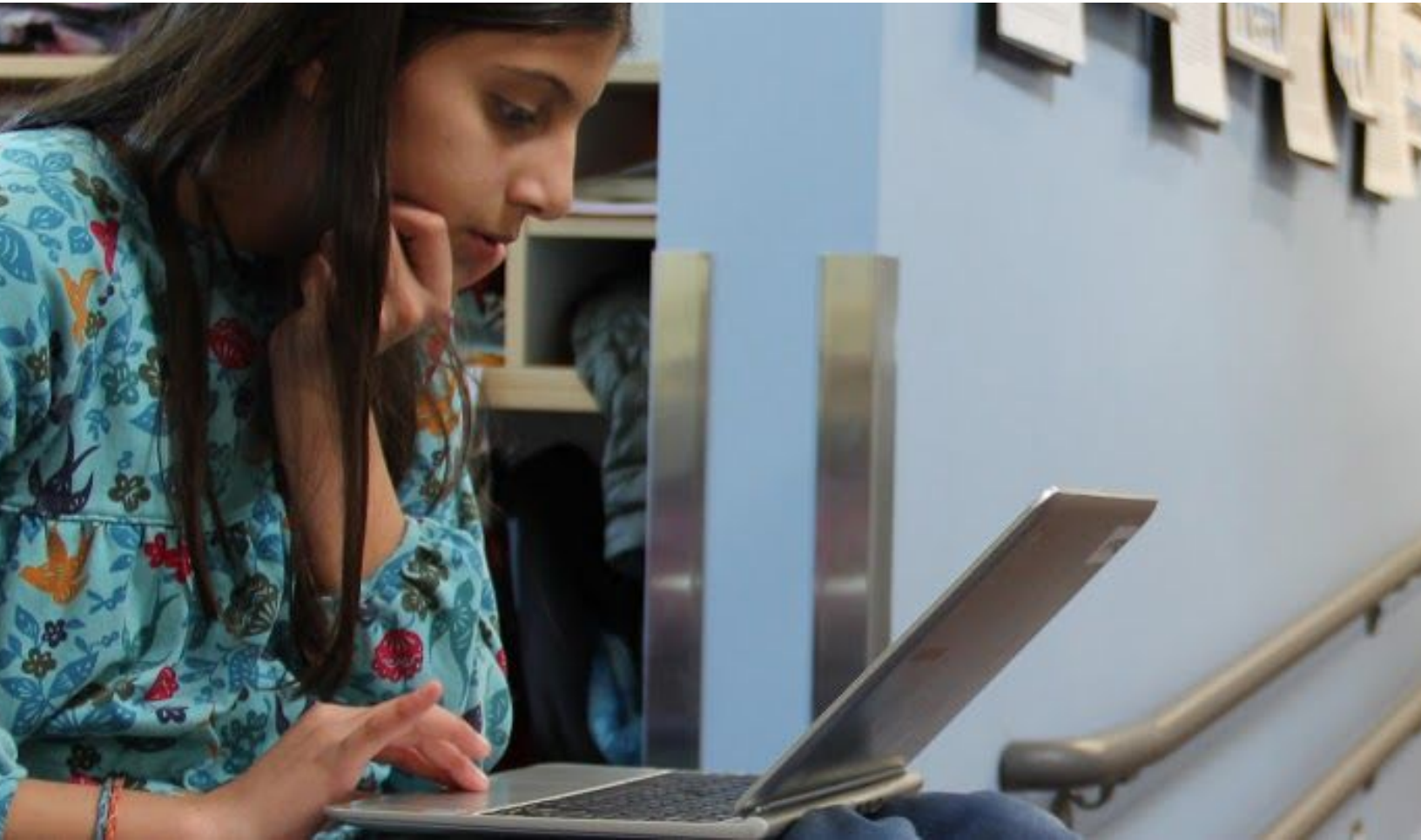
- In Theme 2, we recommend BVSD closely monitor data collected to gauge what is/is not working, allowing employees to continuously improve communication efforts.
- To give users more control and more options ("personalization"), users need a way to log in, to create a profile, to save their preferences, etc. BVSD will need a mechanism (likely a customer relationship management (CRM) tool) to create/securely store user profiles. A CRM is recommended in Theme 5.

For more information about **Theme 1** costs and resources...

[GO TO 1/3/5 ROADMAP](#)

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⁶ SOURCES: Boulder Valley School District Parents and Families Survey, Feb 2018; Encuesta de Padres y Familias del Distrito Escolar del Valle de Bouldera, Feb 2018



Theme 2

THINK HOLISTICALLY ABOUT COMMUNICATION

At a Glance

Users move between digital and non-digital channels quite naturally in daily life. **Information and messages must be consistent across all channels** to avoid sending mixed messages and creating confusion.

Best Practices

While this project is focused on developing a digital communication strategy for BVSD, it behooves BVSD to think holistically about communication. Several studies⁷ have shown that a consistent brand can positively influence how consumers feel about it. Additionally, studies also indicate that inconsistency makes people anxious and causes distrust.⁸ There are several reasons for this.

First, some users can't — or won't — use digital technology. Disconnections between digital and non-digital channels may put some users at a disadvantage. Second, the BVSD brand must be presented in an organized, consistent way to build trust and maintain/support credibility. Helping users get familiar with BVSD (recognizing the logo, a tagline, etc.) allows for relationships to be nurtured with those users.

Some specific best practices for thinking holistically about communication include:

- Structure communications around the needs and expectations of the user rather than around the structure of the organization. Rather than trying to teach them how BVSD works, is organized, or is managed, think about their mental model. What words do they use? What is most familiar to them?
- Consider options to convey a message digitally and non-digitally to support equity in communication across a diverse array of users.

⁷[Czellar, Sandor and Kocher, Bruno. \(2007\). To be or not to be consistent in brand logo changes?, No 875, Les Cahiers de Recherche, HEC Paris](#)

⁸[Didier Louis, Cindy Lombart, \(2010\) "Impact of brand personality on three major relational consequences \(trust, attachment, and commitment to the brand\)", Journal of Product & Brand Management, Vol. 19 Issue: 2, pp.114-130](#)

F Y I

66% vs. 7%

Difference in high-level comfort with technology usage between all English-speaking parents/families vs. all Spanish-speaking parents/families surveyed ⁹

- Consider how channels integrate to tell a complete story; use each digital channel for what it does best. (For example, Instagram is a great way to celebrate events with photos, but BVSD users may want a newsletter with photos that point to Instagram for more.)
- Remember people often go back and forth between digital and non-digital channels. (For example, a paper mailer may tell users to visit www.bvsd.org for more information.)
- Prioritize frequent and urgent situations so resources have the most positive impact.

F Y I

Consistent

branding increases trust, builds bridges, and nurtures relationships with users

⁹ SOURCES: Boulder Valley School District Parents and Families Survey, Feb 2018; Encuesta de Padres y Familias del Distrito Escolar del Valle de Bouldera, Feb 2018

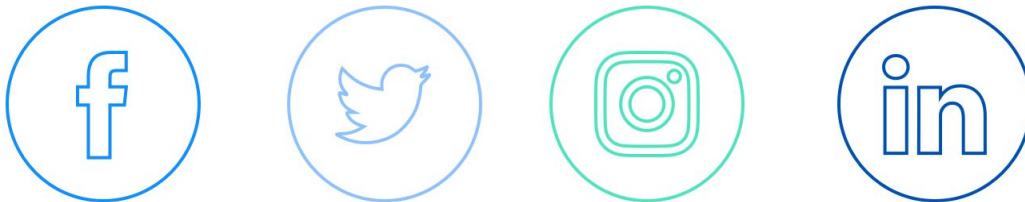
Current State

Your content has been inventoried, and the findings are in the following sets of documents:

- Existing District Communication Channels: District Level Communication Channels Inventory
- Existing Content From the Current BVSD Website (www.bvsd.org): Content Inventory of District Website
- Primary social media properties for BVSD: Social Media Audit and Roadmap

Some things to note:

- Though the main content management system (CMS) BVSD uses to manage web content is SharePoint 2013, some websites with the District system use other design templates and, in some cases, even other web tools, contributing to a fractured experience.



- Some social media channels have very little following, or appear to be inactive.
- The focus of divisions like “Innovation” and “EdTech” are confusing to users who may not know what they mean, how the words apply to their lives, and how they differ. Approach subjects from the user mindset, not the hierarchy or constructs of the District.
- Platforms like LinkedIn have a large number of followers and an active employee base, but are not being engaged with via regular posting to the platform.
- There are social properties catering directly to the Spanish-speaking audiences, but they are not fully and consistently executed; therefore, their lack of success may be more indicative of execution than lack of interest by Spanish-speakers.

F Y I

63%

of all parents and families surveyed reported they were not interested in getting more updates from BVSD via social media¹⁰

- As our review of the BVSD brand across different communication channels illustrates, the BVSD brand identity is highly splintered (see Appendix B). For digital channels, visual inconsistency decreases trust¹¹ and usability.¹²
 - The format, style, and tone of website and social media content vary a lot from website to website and platform to platform; this can be very confusing for users who visit multiple sites (for example, parents/families who may have students in more than one school).

¹⁰ SOURCES: Boulder Valley School District Parents and Families Survey, Feb 2018; Encuesta de Padres y Familias del Distrito Escolar del Valle de Bouldera, Feb 2018

¹¹ [Marie Christine Roy, Olivier Dewit, Benoit A. Aubert, \(2001\) "The impact of interface usability on trust in Web retailers", Internet Research, Vol. 11 Issue: 5, pp.388-398.](#)

¹² [Sogaard, Mads, Consistency: MORE than what you think, The Interactive Design Foundation, Feb 2018](#)



- The large amount of content means there is no clear, consistent “BVSD personality.”
- Some parts of BVSD have their own websites that make them look as if they are in no way related to BVSD.



Recommendations

Guidelines

- Create visual maps (sometimes called “user journey maps”) that illustrate how audiences interact with BVSD in certain situations. The old expression “a picture is worth a thousand words” is true in digital communications, too; some things that are simply too complicated to explain in words can easily be understood in a simple drawing.
- Foster partnership with schools and let them be BVSD’s ambassadors; take advantage of their contact with parents/families.
- Have a “communication first” mindset when considering:
 - What does BVSD want users to know and do?
 - What do users want to find and do?
 - What kinds of messages work well on different channels?
 - How can BVSD adapt content to suit each channel and social media tool?
 - When does it make sense to create a new channel or social media account?

- When does it make sense to turn multiple social media accounts into one?
- Thinking about different social media having different “personalities,” how do these personalities interact with one another to tell a good story of BVSD?
- What will encourage users to interact with content — and act if necessary?

Actions

- To help create a “communication first” mindset within BVSD, a number of hypothetical user profiles (called “personas”) have been created. Personas help decision-makers feel empathy for the user, ensuring their perspective is front-and-center. For BVSD, the personas help any employee involved with District-level communication remember their audience. Distribute the personas to all employees so they can become part of the communication culture.



- Identify communication situations that are most urgent, as well as things that happen most often, and map out how users flow.
- Review messages communicated by the District when these scenarios happen and look for patterns; use data to see how users responded, what worked, and what didn't work.
- Map out user journeys/flows for the above.

For more information about **Theme 2** costs and resources...

[GO TO 1/3/5 ROADMAP](#)

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Theme 3

ESTABLISH GOVERNANCE & PROTOCOLS

At a Glance

Most employees want to do the right thing. They don't want to invent their own rules. **But if they don't have what they need to do their jobs, they'll make their own.** A governance framework and actionable protocols — with simple guidelines, templates, training, and support — foster alignment, consistency, and efficiency.



Best Practices

Governance & Protocol: these two words are often used interchangeably. In the case of BVSD, they refer to documenting how any process should be followed (or tweaked) under a specific set of circumstances when someone needs to take action.¹³ Governance is used here to mean documenting the process (or workflow) and the people that inform how BVSD creates, edits, and publishes content.¹⁴

Taken together, a governance framework and actionable protocol can improve digital communication by:

- Facilitating internal alignment and raising employee awareness of communication expectations so information is consistent across all channels and sources in the District.
- Adding clarity around who owns what, who is responsible for what, and who has responsibility for addressing questions or concerns.

¹³ ["Between Policy and Protocol." DifferenceBetween.Com. May 25, 2011](#)

¹⁴ [Principles of Content Governance, GatherContent](#)

- Allowing BVSD to act quickly.
- Helping BVSD to automate and streamline where possible to save human resources for situations where high-touch is required (some examples might include emergencies, unforeseen circumstances, or other situations where extra hand-holding is needed).
- Letting BVSD manage expectations for specific situations in advance of an actual event.
- Educating employees about what does and does not work for digital communications and why (e.g., why parents using smartphones dislike PDFs in SchoolMessenger alerts).
- Resources (including staff) must be aligned to support governance and protocol. Some companies refer to this as “incentivizing” people (“incentivizing” here is not referring to financial rewards; rather, it refers to setting up teams to collaborate successfully by making it in everyone’s best interest to do so).

Current State

[The BVSD Communications team has begun documenting the basic communication protocols and procedures for BVSD.](#) This is an important first step and includes the following protocols:

In terms of current internal communication:

- Only BVSD Communications, Human Resources (primarily Benefits), and IT have the ability to send email messages to all-staff or to all-principals.
- A decision was made to create Noteworthy, a single weekly newsletter, as a result of almost every department needing to share (non-urgent) information with principals.
- A few departments have hired dedicated staff to create content and support communication. Other divisions and schools do not have resources to do the same and must utilize existing (non-specialized) staff, resulting in issues with consistency.
- In terms of ongoing, regular communication with parents that is focused on District-related information, the current state consists of a number of splintered

newsletters.

In terms of current external communication:

- All external messages go through BVSD Communications following the direction and guidance of the Superintendent. (Food Services and Lifelong Learning are exceptions.)
- Schools have latitude around community communications.
- While efforts are currently underway, current methods for connecting with Spanish-speakers are not strategic or comprehensive.
- Outreach to community residents has been limited.

F Y I

66%

of all parents and families surveyed reported expecting both schools and the District to provide information about an emergency¹⁵

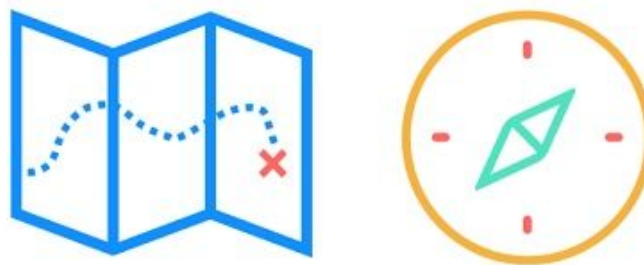
(For more routine matters for the District, only 15% of English-speaking parents and families expected to hear from both the District and the school vs. 60% of Spanish-speaking parents and families)

¹⁵ SOURCES: Boulder Valley School District Parents and Families Survey, Feb 2018; Encuesta de Padres y Familias del Distrito Escolar del Valle de Bouldera, Feb 2018

Recommendations

Guidelines

- Work toward internal alignment by recognizing that cultural change takes time and effort; break down silos to increase consistency and cohesion of communication.
- Think about how BVSD will further document, and get the word on the street about, important decisions (what is being decided, the possible impacts and opportunities to provide input).



Actions

- Perform a comprehensive audit to clarify brand identity, including sub-brands. (Make the relationship between District, departments, and schools clearer for users.)
- Refine BVSD's brand identity system based on audit findings.
- Craft highly actionable governance model and protocols for BVSD employees; for example, organize protocols by situation, put on the intranet, and make them keyword-searchable.
- As more protocols are created, be sure the community is clear on what to expect from BVSD for urgent/frequent scenarios.
- Set up clear workflow — who creates content, edits, publishes, etc. This makes overall workload transparent, giving the opportunity for a more equitable distribution,

especially among employees whose primary job duty is not communication.

- Make protocols and governance more than good ideas; bake them into tools and technologies; create permissions and workflows that support employees based on role; disseminate common protocols to all District employees.
- Utilize a cohort model; create a small cross-functional team straddling BVSD's Communications and IT that partners with schools, supporting their communication efforts, and ensuring all are well-represented in key District communication decisions.

For more information about **Theme 3** costs and resources...

[GO TO 1/3/5 ROADMAP](#)

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Theme 4

USE THE RIGHT TECHNOLOGY FOR THE RIGHT PURPOSE

At a Glance

Strategic investment in technology plays a major role in improving digital communication. And **making sound tech investments is complex**. Initial cost vs. maintenance. Buy vs. build. Cloud vs. self-hosting. Simplicity vs. scalability. New hires vs. consultants. Best-in-class tools vs. consolidated suites. That's a lot to consider.

Best Practices

The goal is to identify the correct technologies to leverage that are effective for all users, integrate seamlessly within the landscape, increase efficiency, and decrease expense.

Using the right technology for the right purpose includes:

- Mapping out the current landscape so we can visualize how well the pieces fit together
- Identifying the necessary feature set for each process needed
- Ensuring District needs are clearly identified to drive tool selection
- Ensuring proof-of-concept with user testing to inform technology adoption and rollout
- Supporting cultural equity

Current State

The current BVSD technology suite is expansive. There are many redundant applications and overlapping features. This is typical of an organically evolving system and is often driven by immediate needs of a group or individual. There are also systems that are outdated, inaccessible, and perceived to be difficult to use.

All of this leaves the system user feeling lost, creates redundant and often conflicting content, and results in varying levels of user experience. The challenge is to identify those instances, create a new landscape, and ensure adoption.

For this report, we have inventoried the current communications technologies in use by BVSD. We have also diagrammed both the flow of communication for Parents and Families and the technologies associated with accessing the relevant content (see Appendix E). We did this to provide BVSD with a starting point for the significant work of mapping user journeys across all user types*, as mentioned above in “Best Practices”.

** NOTE: Included as a task in our 1/3/5 Year Plan (see Appendix A).*

Considering the diagrams in Appendix E, we noted the following:

- The current BVSD communications technology landscape illustrates the large number of different technologies/interfaces parents and families must use to engage with BVSD. In the process, BVSD requires them to learn how to use each of them.
- The complexity of the BVSD communications technology landscape can leave end users feeling overwhelmed and likely causes them to miss priority messages.
- A complex technology landscape requires increased support resources and effort.

Recommendations

Guidelines

- Approach technology and workflow decisions from the personas’ perspectives.
- Consolidation of Services / Platform should focus on:
 - Making the overall system easier to use (fewer tools to learn)
 - Increasing adoption by having fewer tools
 - Lowering cost to train and support
 - Committing to platforms for each major line of business process
 - Replacing outdated technology
 - Presenting the entire system to the user based on their role and tasks
- In line with Theme 3, use the 1/3/5 roadmap to vest disparate stakeholders in the outcome.

Actions

Content Management System to Manage Websites

The District needs to move to a centralized Content Management System that is user-friendly for both the average user and advanced content creators. This system needs to:

- Enforce structure, design, and governance
- Accommodate the deployment of subsites on an as-needed basis
- Allow for custom integrations and embedding of third-party code
- Allow for Modern REST API and Webhook support
- Allow for content migration
- Serve as clearinghouse for content
- Enable compliance support
- Provide accurate multi-language capabilities
- Content Syndication
- Monitor ADA Compliance
- User Roles and Permissions
- Delivery
 - Public
 - School Sites
 - Mobile
 - Project Sites
 - Blogs
 - Intranet

Platform Recommendations:

After extensive review of the web properties of the District, iFactory advises the use of an enterprise-level Content Management System. This will allow the District to control the overall branding, UI, design, and content structure of the sites that are created. This site should serve as a clearinghouse for content.

iFactory reviewed more than twenty CMS platforms, K-12 based platforms, and frameworks to identify the best fit for the District. The criteria for this research was based on a review of the current landscape, staff interviews, other K-12 systems, and content management best practices.

The major criteria identified:

- Hosted System as a Service (SaaS) — preferred
- Multi-site creation and management
- User and permission management
- Intuitive administration tools
- ADA Compliance enforcement and monitoring
- Ensure that the solution is highly configurable and extensible
- Robust Feature Set
- Supports third-party integrations via APIs, Webhooks, and direct links
- Cost-effective
- Reduce time and resources from internal IT department
- Stability of platform and provider
- CMS as core competency
- Maturity of solution

Based on that research we were able to identify that the District would need a system that could handle a large volume of sites that include specialized initiatives and features.

iFactory is recommending the District consider one of two methodologies to approach the creation and management of a holistic content management system that can service the entire District.

CMS - Software as a Service

This allows the opportunity to create, deploy, and manage sites on a platform that is hosted, monitored, upgraded, and supported by the vendor. This option is the ideal scenario based on our interviews, research, and follow-up discussions with stakeholders.

Pros:

- Reduces time and server resources provided by IT staff.
- Easier to monitor and enforce structure, workflow, and rules.
- Subscribe to On Demand Support.
- All sites benefit from platform upgrades/patches done by vendor over license lifecycle.

Cons:

- Cost is typically higher than that of a self-hosted solution and includes an annual license for platform, add-ons, and support.
- Base platform features cannot be modified or enhanced.
- BVSD does not control the features roadmap and velocity of updates.

Platform Contenders: OmniCampus, Edilo, SchoolMessenger

CMS - Hosted

This option will allow the District to build a completely custom site ecosystem to fit the District and its members' specific needs. The District can control the full roadmap of the sites within the system.

Pros:

- Full granular customization
- Full access and control
- Roll out features when desired
- Fully customized features, themes, integrations, and workflows

Cons:

- Requires a hosting environment and management
- Increases management support by IT Staff
- Vendor(s) needed to design, develop, and deploy the system
- Support provider by vendor rather than company that built the platform

Platform Contenders: Drupal, Wordpress (Campus)

For more information about **Theme 4** costs and resources...

[GO TO 1/3/5 ROADMAP](#)

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Theme 5

STRUCTURE INFORMATION CLEARLY AND GIVE USERS OPTIONS

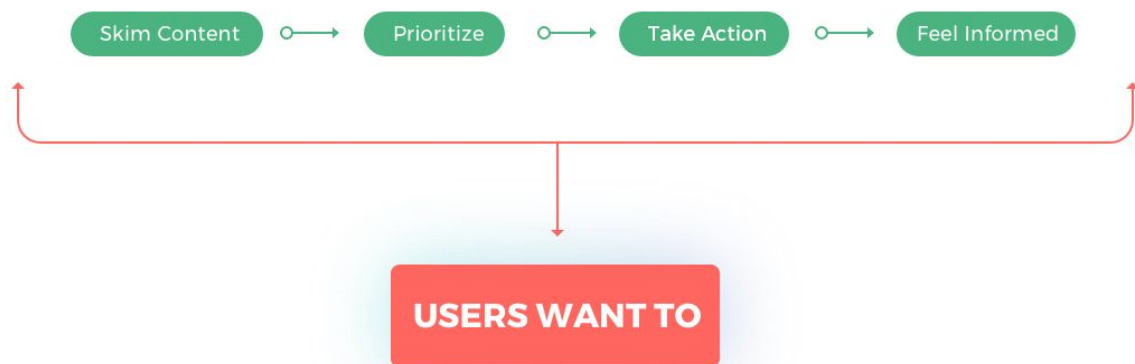
At a Glance

Imagine going to the grocery store multiple times in a month... and finding the aisles have been rearranged every single time, the aisle signage is in different formats and locations, and related items are no longer grouped together. **Now think about all the different communications going to parents/families from BVSD.**

Best Practices

A great communication model includes structured information that guides the user by helping them:

- Skim content quickly
- Prioritize
- Take action where needed
- Feel informed



Well-structured content and flexible options for users can have big benefits, including:

- Allowing users to change their minds (freedom) based on changes in their lives
- Helping users with special needs/requirements self-identify and be well-served
- Preventing users from feeling overwhelmed and/or losing interest
- Helping users know what content is urgent, when there are important deadlines coming up, or when something is just FYI
- Encouraging users to respond when needed
- Making it easier to group users with common traits (users that speak a specific language, users that live in a certain area, users that have children at a specific school, etc.)
- Giving them control over how they get information (for example, some users prefer text over email, or phone over text)

Consider a CRM, which tracks people and preferences easily — and doing so makes the user feel known and understood by BVSD (includes thinking about data and measurement); this turns from tracking to nurturing/relationship building.

F Y I

Content Strategy

means having a systematic way to ensure users get the info they want and need

Important things to consider:

- It is very important to have a solid content strategy that thinks about users and makes sure they get the information they want/need in a way that works for them; it also helps get users to respond when needed.
- A real conversation requires back-and-forth between people; if the goal is for users to join the conversation with BVSD, BVSD needs to meet them on their own terms. For digital communication, that means giving users options to control how they get information.

For example, maybe they want information only on certain topics, or only when it's urgent, or only by text, or only outside of work hours.

- In order to give users options, content has to be structured and categorized in ways that make sense to users. That means:
 - Laying content out in a visual way (using icons, colors, font sizes, images, etc.) that helps give the user clues about what they're reading
 - Planning a system for tagging content different ways (a "taxonomy")
 - Creating a list of important definitions for specific words (a "lexicon")

Current State

In terms of information structure, most of the communication coming from BVSD seems inconsistently structured. Also, different parts of BVSD format and design various messages quite differently. As noted earlier, both make things harder for users.

In terms of options, users currently have very limited choices for the communication they receive. In general, they can set some very simple preferences:

- They can opt-in or opt-out of SchoolMessenger:
 - Text
 - Email
 - Voice

- They can get notifications from the various applications in use.
- They can subscribe to Newsletters (although they are not centralized or coordinated across BVSD).

F Y I

88% vs. 52%

Difference in reported helpfulness of District website content between all English-speaking parents/families vs. all Spanish-speaking parents/families surveyed¹⁶

Recommendations

Guidelines

- Crowdsource content where possible to minimize lift for any one member of staff. For example, solicit “success stories” from teachers to feature in key communications.
- Think about organizing newsletters and other content in ways that can help meet the specific needs of different kinds of users and tell good stories. Some ways to organize topics and categories include the following:
 - Activities and events
 - Promotion of school happenings, awards, functions, etc.
 - Parent resources
 - Supplementary resources dedicated to supporting parents (forms, afterschool programs, college preparatory resources, local library listings, etc.)
 - Community outreach

¹⁶ SOURCES: Boulder Valley School District Parents and Families Survey, Feb 2018; Encuesta de Padres y Familias del Distrito Escolar del Valle de Bouldera, Feb 2018

- Articles on community outreach, volunteering, fundraising, and partnerships
- Student spotlights
- Inspiring success stories of students, classes, parents, and teachers
- Critical information
- Information on school policies, delays, closings, and administrative processes

Actions

- Create a simple content editorial calendar that includes topics, owners, SMEs, and distribution channels (e.g., newsletter, social media, etc.) so all team members know who is doing what by when, along with the status of each to-do.
- Adopt a Customer Relationship Management (CRM) system.
- Implement personalization for communication that gives users control and flexibility:
 - Offer topical and audience-based filters/choices; prioritize creation of a parent portal that is focused entirely on their needs.
 - Provide opt-out choices per channel (vs. opt-in) to improve engagement.¹⁷
 - Start thinking about how content will need to be structured and tagged (often called planning a “taxonomy”) in order to give users what they want or need.
- Create feedback mechanisms that are simple and easy; for example, a button and/or simple form on BVSD's website homepage.

For more about **Theme 5** costs and resources...

[GO TO 1/3/5 ROADMAP](#)

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¹⁷ [Peter Bergman and Eric W. Chan. "Leveraging Parents: The Impact of High-Frequency Information on Student Achievement." Working Paper, September 2017.](#)



Theme 6

EMPOWER THE SCHOOLS

At a Glance

If schools are spokes on a wheel, the District is the hub. **The District is perfectly positioned to help parents and families by partnering with schools.** Publish core, shared principles with associated guidelines. Provide toolkits schools can adapt for different users (based on geography, grade-level, etc.). Give schools the support, flexibility, and freedom to do what they do best: Educate students.

Best Practices

Empowering BVSD schools matters because...

- The people closest to the families are in the best position to serve the families needs and to achieve equity.
- Training and support is required for any empowerment model to be effective.
- Proper resourcing permits consistency and responsiveness, both of which lead to and bolster brand trust.
- By offering tools, templates, training, and support to facilitate ease of communication, BVSD frees teachers and staff to focus on teaching and adding educational value.
- It allows for BVSD to set minimum viable product standards vs. restrictive rules.
- It prevents thinking in silos.
- It inhibits creating unfunded mandates unintentionally.

Current State

Based on discussion with numerous stakeholders, there is general agreement that individual schools, rather than BVSD, serve as the primary interface with parents/families. However, the current communication model is largely not based on this reality, which manifests itself in the following ways:

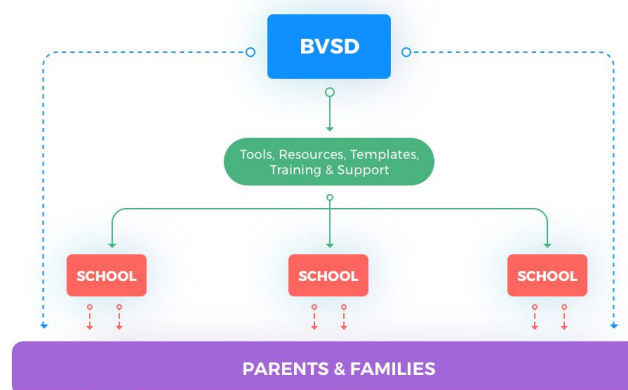
- Schools believe they are on their own when it comes to communicating with parents and families.
- Some schools are better equipped to fly solo, creating inequity.
- School employees end up relying on skilled volunteers for communication tasks for which they lack sufficient training and, as a result, timeliness and consistency are impacted.
- BVSD is not leveraging the schools as trusted sources of information and partners.

Recommendations

Guidelines

Significant focus should be placed on how BVSD can provide schools with standards, templates, tools, support, and training that empower, rather than restrict, them. That should include:

- Resource for digital communication as part of the Omnichannel experience
- Empowering schools in a scalable, sustainable, governable fashion to support specific needs of individual schools as partners



Actions

- Survey school employees to get the details about their communication needs, including:
 - What communication activities they do frequently
 - How they communicate, interact, and coordinate in urgent situations
 - What tools they need most in order to deal with those kinds of situations, such as:
 - Simple online guide to BVSD communication best practices branding
 - A kit of branded templates that helps them spend less time “designing”
 - Easy-to-use tools (including online tools) that make their jobs easier
 - Training so they can do the basics (not everything) themselves
 - Support for things that are not the basics

F Y I

Email

Is by far the preferred method of BVSD employees in terms of receiving information from the District in a wide array of situations and scenarios¹⁸

¹⁸ SOURCE: Boulder Valley School District Employee Survey, Feb 2018

- Work with the Digital Technology Advisory Committee (DTAC) to identify volunteer families willing to test all big new ideas before rolling them out to the entire District (often called “proof-of-concept”).
- Find a number of volunteer families to try out an idea or tool and provide feedback. BVSD can then use this feedback to understand what worked and what didn’t work before moving ahead. DTAC could be very helpful in this effort.
- As stated in Theme 2, think of a cohort model and create a small cross-functional team drawn from staff from the BVSD Communications and IT teams. Doing so would tangibly show BVSD’s commitment to empowering schools.

Note

- Reference baseline data from Theme 2 to understand what works for families.

For more about **Theme 6** costs and resources...

[GO TO 1/3/5 ROADMAP](#)

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Conclusion and Next Steps

This strategy provides BVSD with a high-level, actionable plan to improve digital communication, particularly at the District level. Along with the 1/3/5 roadmap, BVSD can begin acting: Fostering alignment, managing change, prioritizing recommendations, budgeting resources, and continuing the inclusive process started here.

The short-term potential for positive impact is high, particularly for parents and families. The long-term potential is game-changing. By providing users with a personalized communication experience based on a true understanding of them — and their context — BVSD can make it significantly easier for them to support their students. In doing so, BVSD directly advances its mission: Helping children thrive and be prepared for successful, civically engaged lives.

For more information about costs and resources for all themes...

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Appendices

[APPENDIX A: 1/3/5 YEAR ROADMAP](#)

[APPENDIX B: BRAND AUDIT](#)

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[APPENDIX E: TECHNOLOGY RECOMMENDATIONS](#)

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[APPENDIX G: SEGMENTATION RECOMMENDATIONS](#)

[APPENDIX H: SURVEY SUMMARY DATA - Employees](#)

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APPENDIX A: 1/3/5 Year Roadmap

Action from Strategy	Theme #	Year 1 Focus	Year 1 BVSD Staff Effort Level	Year 1 Ballpark Cost (non-staff)	Years 2-3 Focus	Years 2-3 BVSD Staff Effort Level	Years 2-3 Ballpark Cost (non-staff)	Years 4-5 Focus	Years 4-5 BVSD Staff Effort Level	Years 4-5 Ballpark Cost (non-staff)
Put mechanisms in place for measuring how well communications from the District are working	1	Establish baseline measurement model for key channels (limited scenarios); create analytics dashboard; implement cross-domain/channel analytics consistently; monthly monitoring and consulting	Medium	\$75,000	Learn from Year 1 baseline; broaden measurement to additional scenarios/channels; monthly monitoring by iFactory; analyze baseline data to-date to inform continuous improvement of communications	Medium	\$50,000	Ongoing measurement and improvement	Medium	\$0
Give users (particularly parent/families) some modest additional opt-out options by channel	1	Add opt-out options in primary communication tools like SchoolMessenger; modest consulting	Medium	\$15,000	(Beyond Year 1, this work would be part of introducing true personalization)					
Disseminate personas to all BVSD employees	2	Socialize personas from strategy	Low	\$0						
Identify urgent and most common communication situations/scenarios	2	Lay out simple scenarios; run them by key stakeholders and constituent groups to confirm; modest consulting time	Low	\$10,000	Add more scenarios if needed	Low	\$0			
Map out user flows/journeys (for above)	2	Significant consulting	Low	\$125,000						
Analyze baseline data - how users responded, what worked well, and what didn't work well - for urgent and common scenarios	2				Use baseline data from Year 1 to inform and refine future communications; moderate consulting	Medium	\$50,000	Use baseline data from Year 1 to inform and refine future communications; moderate consulting	Medium	\$50,000
Perform comprehensive audit to clarify brand identity, including sub-brands (schools, etc.)	3	Significant consulting	Low	\$125,000						
Refine brand identity system based on audit findings	3	Significant consulting	Low	\$100,000						
Craft governance model and protocols; make them searchable by situational keywords	3	Start simple for Year 1; create basic framework to build on in Years 2-3; moderate consulting	Medium	\$25,000	Build on Year 1	Medium	\$0			
Workflow - set up clear roles and responsibilities; bake into communication tools & technologies	3	Outsource planning and basic workflow modeling; consulting; BVSD implements workflow model; significant consulting	High	\$75,000	Build on Year 1	Medium	\$0	Build on Years 2-3 as needed	Low	\$0
Disseminate common scenario protocols to all District employees	3	Send to employees via email and newsletter; post on website	Low	\$0						
Set public expectations for urgent and common scenarios	3	Small campaign on expectation setting; includes moderate consulting	Medium	\$25,000						
Create cohort model of small cross-functional team (1 from Communications + 1 from IT)	3	Hire positions; set up working model for collaboration; modest consulting	Medium	\$10,000	Survey District about how this is working; at same time, disseminate communication effectiveness baseline data	Low	\$0	Survey District about how this is working; at same time, disseminate latest communication effectiveness data	Low	\$0

Action from Strategy	Theme #	Year 1 Focus	Year 1 BVSD Staff Effort Level	Year 1 Ballpark Cost (non-staff)	Years 2-3 Focus	Years 2-3 BVSD Staff Effort Level	Years 2-3 Ballpark Cost (non-staff)	Years 4-5 Focus	Years 4-5 BVSD Staff Effort Level	Years 4-5 Ballpark Cost (non-staff)
Consolidation of Services / Platform	4	Identify, review, and approve processes and system consolidations; plan rollout based on order of importance, cost, and complexity	Medium	\$0	Start consolidation, tackling items of lowest level of effort first	Medium	\$50,000	Complete migrations to platform by tackling the largest effort	High	Variable depending on whether shifting to a new major platform
Select CMS & Redesign District Website - Select CMS based on key criteria - Leverage APIs and data feeds to create single point of data input that pushes to the other channels and databases	4	CMS recommendation and selection; redesign (including build) District site; create school templates based on the main site; significant consulting	Medium	\$150,000	Create governance plan and roll out platform to schools and initiatives	Medium	\$50,000	Complete platform rollout and train additional system administrators; add new features	Medium	\$50,000
Messaging Platform - Consolidated to fewer channels based on type and audience - Standardization of messages and templates	4	Confirm purpose for each channel. Create delivery guidelines, templates and retraining; modest consulting	Medium	\$10,000	Review analytics and adjust communication plan based on data. Create new templates and notification triggers	Low	\$10,000			
Governance and Oversight / Compliance - Guidelines and Training	4	Create guidelines and training of staff; moderate consulting	Medium	\$20,000	Audits, fixes, and training	Medium	\$20,000	Audits, fixes, and training	\$20,000	
Create a simple content editorial calendar	5	Choose a simple method/tool for content editorial planning across all channels; share across functions and departments; make visible to all employees; some outsourced consulting	Medium	\$10,000	Maintain calendar; tweak as needed	Medium	\$0	Maintain calendar; consider options for personalized content	Medium	\$0
Adopt Customer Relationship Management System (CRM)	5		Low		Establish business needs; select tool; planning and licensing; some outsourced consulting Integrate with top 3 platforms (Infinite Campus, messaging, and payment systems)	High	\$250,000	Integrate with remaining key systems	High	\$600,000
Develop content strategy for personalized, omnichannel experience	5				Address key personalization components (by user type): Editorial calendar; taxonomy; and system preferences/permissions	High	\$65,000			
Plan and implement true personalization model for users	5				Start planning roles for personalized content for parents/families; outsourced consulting	Medium	\$80,000	Implement true role-based personalization for parents/families	High	\$450,000
Create simple feedback mechanisms (for example, a button on BVSD website homepage)	5	See how many users actually use it and what feedback they have	Low	\$0						
Survey schools and school employees about details of their communication needs	6	Help bring them into the process once work starts; ask for their priorities, what would help them most, etc.; modest consulting	Low	\$10,000	Survey again each year	Low	\$0	Survey again each year	Low	\$0
Work with DTAC to Identify volunteer families willing to test proof-of-concepts	6	Formulate group; convene kickoff meeting to facilitate collaboration	Medium	\$0						
ANNUAL TOTAL COSTS			Year 1 =	\$785,000		Years 2-3 =	\$625,000		Years 4-5 =	\$1,150,000



APPENDIX B:

BRAND AUDIT



At a Glance

After conducting a District-level audit of BVSD, we've created high-level recommendations to inform future brand identity decisions.

Why Is Brand Identity Important?

A strong brand identity unifies a large, complex brand, providing consistency and adding power to messaging. Brand powerhouses like Disney ensure all sub-brands are immediately recognizable as part of the Disney system by consistent/persistent adherence to brand guidelines.

BVSD's current brand is fractured (see "Findings" below). This reduces brand recognition and erodes trust. A cohesive identity system will empower BVSD to meet the expectations of all key audiences across the various communication channels.

"A brand for a company is like a reputation for a person. You earn reputation by trying to do hard things well."

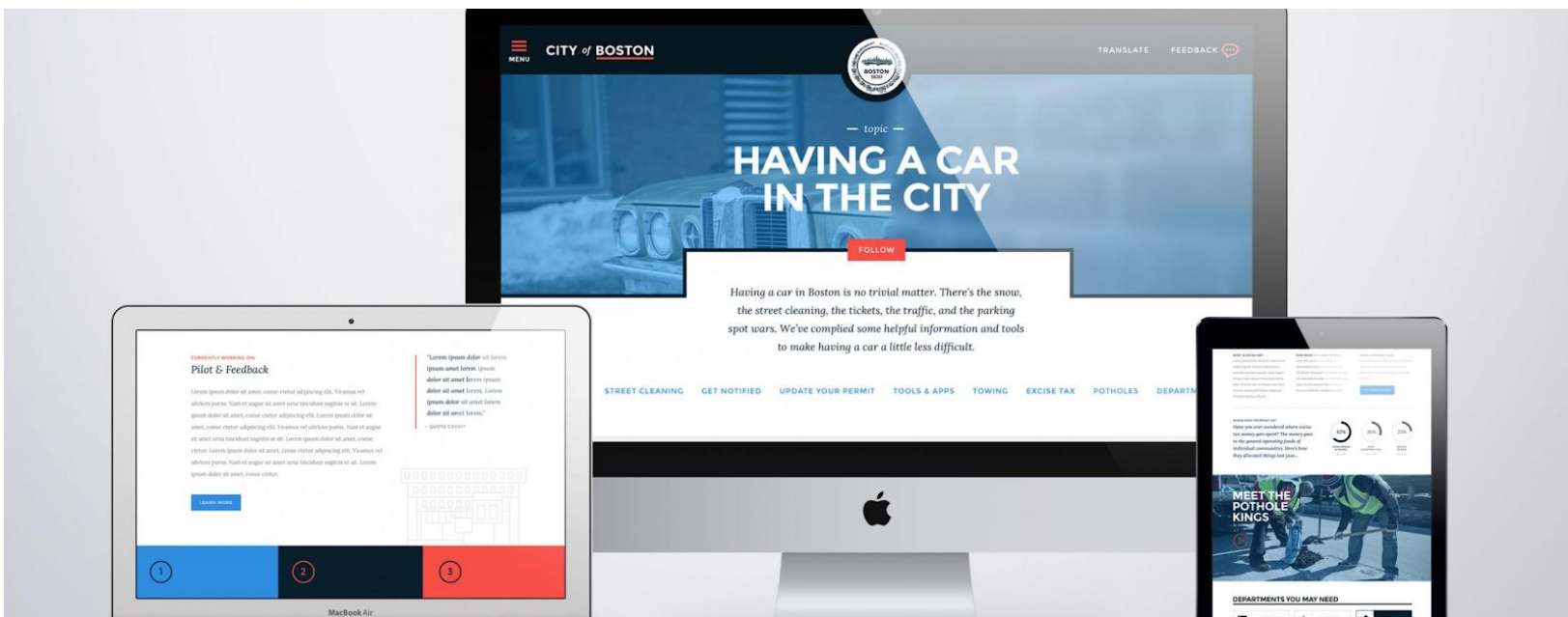
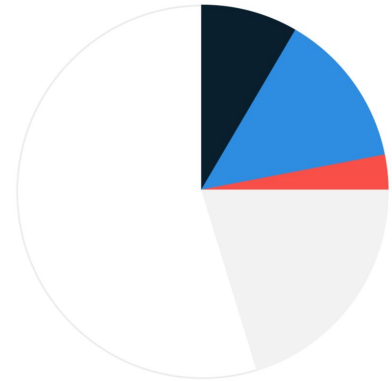
Jeff Bezos, CEO Amazon

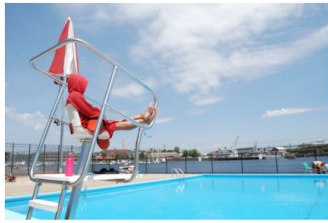
Brand Identity Done Right

City of Boston

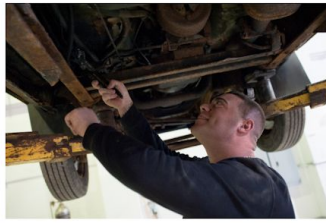
When the City of Boston rebranded recently, the designers developed [Brand Guidelines](#) to protect the visual identity and aesthetic of the new brand. The rebrand is a great example of a large, sprawling organization exerting control over how it presents itself across platforms.

The brand guidelines cover everything from color usage percentages (see right) to content writing, appropriate logo usage, and image theming (see final images and captions below).





Do find real people doing real things in the less “famous” areas of Boston. Find candid moments, where people don’t know you’re taking their photo.



Do find moments where you can make a real Boston resident or employee feel a bit heroic in what they’re doing. This is achieved here with the wide angle lens and a lower vantage point.



Do find interesting things in your composition to focus on – it might not always be people, and that’s ok. These type of photos are great because you can put text over the blurry part and still have it be legible. Imply human presence, even if there is no person in the picture.

Findings

Brand Sprawl

BVSD's brand identity lacks cohesion. Sub-brands use unique visual elements that do not relate to the endorser brand (see logos below). Some sub-brands maintain the blue, but others do not. There is no consistency in typeface choices or illustration styles.

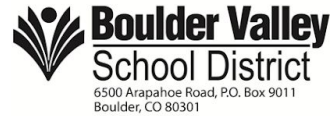
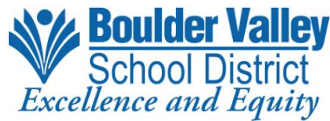
Brand sprawl undermines the integrity of the BVSD brand. It also inhibits “the halo effect” whereby sub-brands benefit from the strength of the endorser (main) brand; this, in turn, undermines the trust that comes with clear brand recognition. In terms of digital communications, users may fail to realize they are on a BVSD-affiliated website or resource, compromising the user experience.



Visual Complexity

The BVSD master logo is quite large and unwieldy, especially for use on digital channels. While there are more condensed variations of the logo, they share common issues.

- 1) The mark is misaligned with Boulder Valley School District, making it hang low.
- 2) The size relationship between the mark and the text is out of proportion.
- 3) The placement of accompanying taglines is inconsistent, making the seamless integration of sub-brands difficult.
- 4) The overall logo feels dated, and would benefit from an assessment of
 - a) the mark, as a strong symbolic representation of the brand
 - b) the font usage, with options to change or modernize, as appropriate.

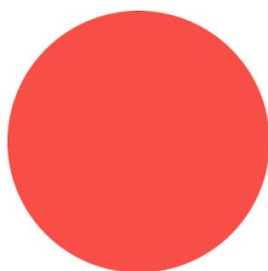


Recommendations

Color

Color cannot solve all design problems, but it can solve a lot of them.

- Choose a main color and a supporting color palette that complements it.
- Choose colors that make sense for the web and all print collateral.
 - The web is a great place to experiment with brighter color accents.
- Deviation = Dilution
 - Do not allow deviations from the approved color palette. Any small changes dilute the brand identity.
- Assign a role — meaning, a specific purpose/usage — to each color to ensure colors are used consistently. This helps provide users with cues for wayfinding. (Below is an example of how the City of Boston defines the use of Freedom Trail Red.)



FREEDOM TRAIL RED

HEX: #FB4D42

PANTONE: 1788C

RGB: 251,77,66

A brick-red, inspired by the Freedom Trail. Use this color to draw attention to something on the page, or for important links and buttons. Never use Optimistic Blue on top of Freedom Trail Red (and vice versa). They are too bright and vibrate when used on top of each other.

Simplicity

A logo should make a bold statement, simply.

Concept

A logo should capture the brand essence in a conceptual way. For example, the City of Boston logo (shown below) is both versatile, simple, and bold.



Simplicity

The current BVSD logo is visually complex. The logo is long and thin and does not scale well. It is important to consider how a logo is viewed on the web, especially on mobile.

Usage Conventions/Rules

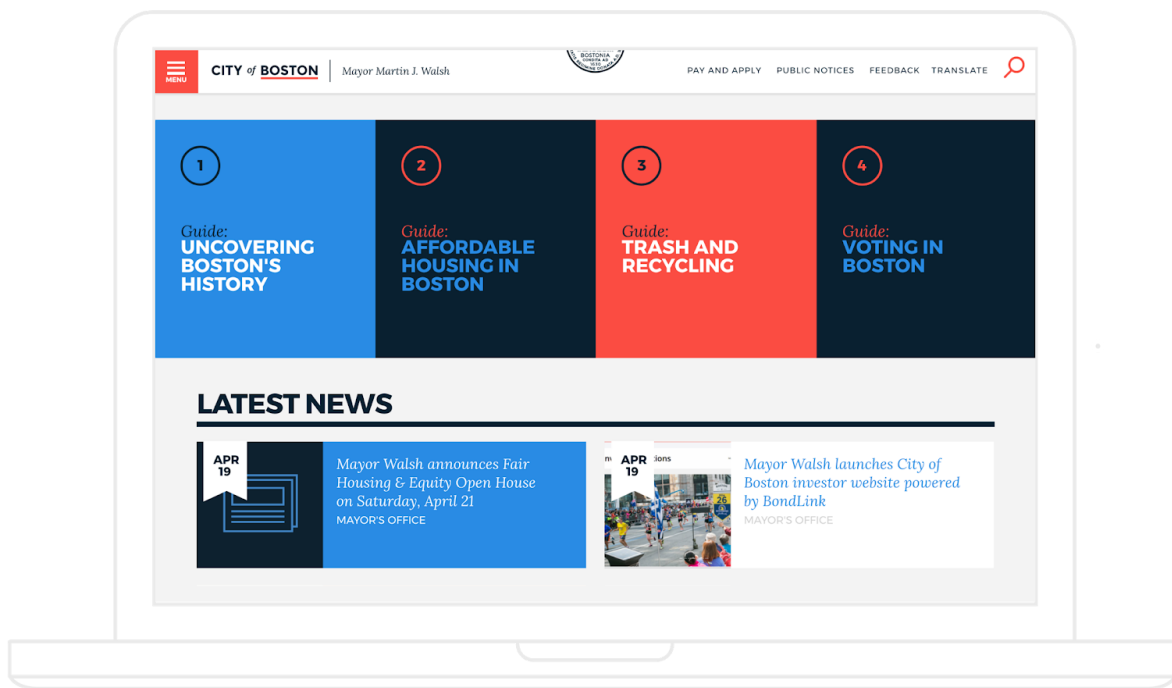
Develop a consistent set of rules for sub-brand logos. Shown below is an example of how the City of Boston illustrates the visual rules for sub-brands.



Typography

When it comes to fonts, versatility is king.

Choose font families (two should be sufficient) that complement each other and work across platforms. When considering logos and sub-brand variations, set rules for how fonts are used.



The City of Boston uses Montserrat and Lora on their site. **Montserrat** is a bold, clear, sans serif typeface. In contrast, **Lora** is a lighter and elegant serif font. In this example, Lora is used for news headlines and small subtitles. When used together, the fonts create a modern yet authoritative tone.

Lora		Montserrat	
<div>Glyph</div> <div>Ll</div>	<div>Characters</div> <div>ABCČĆDĎEFGHIJKLMNOP QRSŠTUVWXYZŽabcčćdđef ghijklmnopqrsštuvwxyzžA БВГГДЂЕЁЄЖЗСИІЙЖКЛЉ МНЊОПРСТЋУЎФХЦЧЏШ ЩЪЫЬЭЮЯабвггђеёєжзс иіјкљмњопрстћуўфхц чџшщъыьэюяĂĚÔŮáâêô ơư1234567890'?'!"(%)[#{ @}/&\<-+:x=>@©\$€£¥¢;:,.</div>	<div>Glyph</div> <div>Mm</div>	<div>Characters</div> <div>ABCČĆDĎEFGHIJKLMNOP QRSŠTUVWXYZŽabcčćd đefghijklmnopqrsštuvw yzžАБВГГДЂЕЁЄЖЗСИІЙ ЖКЛЉМНЊОПРСТЋУЎФ ХЦЧЏШЩЪЫЬЭЮЯабвгг ђђеёєжзсиііјкљмњо прстћуўфхцчџшщъыьэю яĂĚÔŮáâêôơư1234567 890'?'!"(%)[#{@}/&\<-+÷ x=>@©\$€£¥¢;:,.*</div>

Illustration

Choose a set of visual ingredients and do not stray from it.

Find a combination of colors, shapes, etc., that represent the brand and use them consistently. Below is an example of the icon styles the City of Boston defined in their style guild. BVSD should explore icon- and text-based approaches for designing sub-brand logos to see what makes sense.



EXPERIENTIAL ICONS



DEPARTMENTAL ICONS

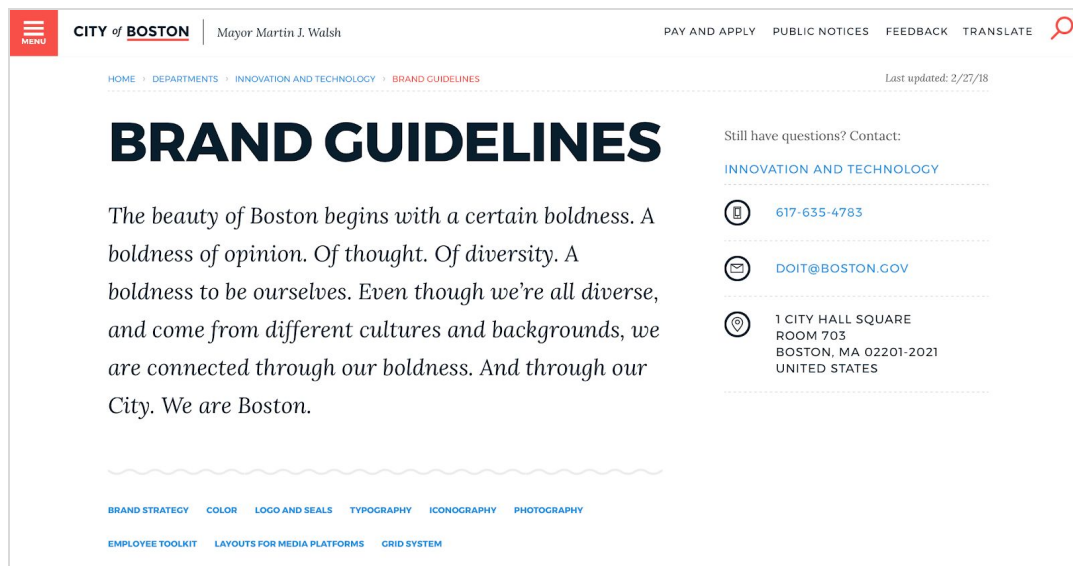


SMALL CIRCULAR ICONS

Dissemination and Governance

People can only act on what they know.

Once BVSD has established new brand guidelines, they must be shared across the District and be accompanied by a governance model with the unequivocal endorsement of executive leadership and a method of enforcement. This will help ensure consistent application by all, including sub-brands. There are a number of ways to do this, but the gold standard is to create a section on the main website entitled “Brand Toolkit.” [The City of Boston](#) (shown below) and Colorado State University have both taken this approach.



Closing Thoughts

Based on our findings, we believe BVSD would benefit from a comprehensive redesign project to help establish a unique, robust, and truly integrated brand identity. This project will help unify all aspects of the brand and establish a visual language that BVSD can roll out across all platforms to guarantee a consistent and positive user experience.



APPENDIX C:

CONTENT INVENTORY SUMMARY



At a Glance

iFactory conducted a content inventory of BVSD's various digital properties. There is a large amount of content — some fresh and high-quality, some dated and of lesser quality.

It can be a bit daunting to see all the details (and not especially useful for many readers of this report). Therefore, key findings are summarized below for quick reference... and links to detailed spreadsheets are provided at the end for the brave of heart.



What Exactly Is a Content Inventory?

It's really just a spreadsheet. (Well, several spreadsheets.)

More specifically, it's a detailed listing of every publicly searchable page of digital content (along with associated URL links). The content inventory done by iFactory allows BVSD to begin considering what content should be kept, revised, or archived as digital communications and channels are rethought, redesigned, refocused, and streamlined.

By creating awareness around what digital content exists now within BVSD, duplicate content can be eliminated, outdated content archived, verbose content edited for the web, and content gaps identified.

General Observations

While the main content management system (CMS) in use by BVSD is SharePoint 2013, some related sites are on other systems and use entirely different design templates. This splintering is one factor that contributes to the brand fragmentation noted in Appendix B of this report.

As a result of this fragmentation of digital properties, the tone and style of content (images and text in particular) vary from site to site, which means there is no clear "BVSD Personality," and not all schools have easily defined personalities.

We also found some technical inconsistencies that may be affecting site performance (lack of standardization with site setup). Each of our findings is listed in detail below.

Recommendations

- Strive for standardized, consistent page layouts and navigation. This does not imply a rigid approach; rather, we recommend creating a series of adaptable page templates and an associated library of standard “widgets” that give content contributors a modular solution that is both standardized/consistent and flexible.
- Work toward a single CMS solution across web properties to make it as easy as possible for various properties to share content. Syndicating content across sites can improve efficiency of content management, prevent content sprawl, increase the impact of content in places where it is contextually relevant, and create a cohesive brand story across properties. (The BVSD ContentHub concept is applicable here, although the specific execution would depend on the CMS BVSD chooses.)
- Content contributors often seek work-around alternatives to a selected CMS because the selected CMS is too complex, too rigid, or does not offer them enough support to sustain it. Ensure you have planned for a variety of needs, and be sure the CMS is configured for easy administration. Otherwise, if users have trouble maintaining content, they will go to another CMS.
- Consider separating content into an intranet and a public-facing site. This can keep your site content from getting muddled.
- Create a style guide ([example](#)) to help users create new content, and set up a task funnel that would help them perform more technical tasks.
- Recommend drawing a line between the “BVSD Personality” and individual school or initiative personalities.
- Create a style guide ([example](#)) to help users create new content, and ask each school or initiative to build off that style guide so they can have their own voices.
- Some technical inconsistencies exist that may be affecting the performance of existing BVSD web properties. These should be addressed as soon as possible. (Specifically, [Fairviewhs.org](#) threw so many URLs that redirected to a Google sign-in that our crawling tool ground to a halt. [Fairviewhs.org](#) and [horizonsk8school.org](#) also threw a high number of calendar-related URLs that caused issues. Finally, we were also able to access email correspondence, which should be inaccessible to search

engines.)

- For the new site, we recommend boosting security to include training all content generators in storage and security.

The Details

The following three Google Sheets files provide a read-only view of the full content inventory undertaken by iFactory.

FILE 1

Inventory for www.bvsvd.org and all subdomains

FILE 2

Inventory for all District school sites

FILE 3

BVSD Communication channels inventory

Closing Thoughts

We recommend the BVSD team go through all three files above and assign ownership to a person. If a piece of content has no owner, it should be archived. (The clear exception to this rule would be content that is required to ensure compliance with applicable laws, statutes, regulations, or policies.)

Once ownership is clarified, each piece of content should be categorized as “keep,” “revise,” “merge,” or “archive.” The end goal is to ensure the quality, accuracy, and freshness of all existing digital content that is not archived. It is also an opportunity for BVSD to eliminate duplicate content and identify gaps to drive future content creation.



APPENDIX D:

USER PERSONAS





Jacob

English-Speaking Parent

Basics

Back Story

- Lives in a fairly **remote area** in the mountains of Boulder County
- Has son in the seventh grade at Nederland Middle-Senior High School
- Has another son in the fifth grade at Nederland Elementary with an IEP

Pain Points, Concerns, and Challenges

- Lives in an area with **poor cell service** and internet access often gets knocked out; needs to feel confident he will still receive most important communications via landline, especially related to **bus transportation and school closings**
- **Overwhelmed** by the number of tools he needs to use to keep up with his children's education
- Recently divorced and wants to make sure that **both he and his ex are receiving all communications** so it's not just one of them getting the calls, texts, and/or emails

Influenced by...

- Other parents with children at Nederland
- School/District through digital communications
- His children's teachers, via in-person and digital communication
- His sons
- His ex-wife

Aspirations and Business Objectives

Jacob wants [to]...

- Support his children's individual needs; **feel confident** he's selecting the best school possible for each of them
- Receive consistent, cohesive communication (both digital and nondigital) from BVSD across schools on a routine basis
- Personalize **how** (what medium) **and when** (frequency and priority) he receives communications from schools or BVSD; stay updated and informed in the ways that he prefers

BVSD wants [to]...

- Provide resources and tools that can **help parents to support their child** through their education, as well as good avenues for communication between the parent and teacher and parent and school
- Build solid protocols for crisis communication, including alerts for Standard Response protocol-level incidents (lockout, lockdown, evacuation, shelter-in-place, etc.), to **make it easier for schools** to help students and their families

Tasks Jacob Wants to Accomplish

1. Check on the assignments his sons' teachers are giving, so that he can see if there's something his younger son will need assistance with, and make sure his older son is appropriately budgeting the time he spends on homework vs. on electronic devices
2. Get in touch with his teachers to discuss the assignments his older son has missed
3. Update how he receives notifications, since he seems to get texts and emails with duplicate content and wants to unsubscribe from one or the other
4. Make sure that he and his ex-wife are receiving all of the same communications since they share custody; he doesn't want either of them to miss something important on a day that the kids are staying with them
5. Make sure he is hearing the latest from BVSD in terms of upcoming school board meetings, educational initiatives, or other District developments that will impact his sons
6. Access a District-wide calendar of events and meetings of interest to parents
7. Check and add funds to his sons' lunch balances
8. Review his sons' grades and make sure he is getting updates on their progress and how they're improving
9. Learn about the process for enrolling his younger son in a different middle school; keep his options open in case a different school will be a better fit than NMSHS
10. Learn about how different schools handle IEPs, and what the process is like for transferring records
11. Find out if he can change his mind if his younger son starts at a different school but it doesn't work out
12. Get actual information from the school or District before — or quickly after — he gets a text from his sons



Maria

Spanish-Speaking Parent

Basics

Back Story

- Lives in Boulder with her husband and three children
- Two youngest attend Whittier Elementary, and her oldest attends Casey Middle School
- **Works full-time;** both of her children at Whittier use the YMCA after-school program
- Native **Spanish speaker;** both children are enrolled in **English Language Development (ELD)**

Pain Points, Concerns, and Challenges

- Needs to handle and prioritize communications from two different schools
- Prefers to **communicate over the phone** and finds navigating multiple websites frustrating
- **Reluctant to seek out help** based on poor experiences in the past with monolingual, English-speaking staff

Influenced by...

- Other Spanish-speaking parents in her neighborhood
- School/District through digital communications
- Her children's teachers, via in-person and digital communication
- Her children
- Her husband

Aspirations and Business Objectives

Maria wants [to]...

- **Build trust and rapport** with the District before diving straight into technology
- Understand the technology landscape and **how all of the pieces work together**
- Have solid, consistent communication avenues to engage with the District, including having **translators** present at parent meetings

BVSD wants [to]...

- Engage with Latino families in ways that are **tailored to them** and reinforce our commitment to recognizing them as **valuable, critical members of our community**
- Ensure they **feel heard and empower them** to become more involved with the District

Tasks Maria Wants to Accomplish

1. Notify the school that her younger daughter will be out sick today
2. Fill out YMCA registration forms for the upcoming year
3. Find someone who can help her out after losing the login information for two of her accounts.
4. Check and add balance to her children's lunch accounts
5. Check her daughters' grades
6. Her older daughter wants to play intramural soccer, and she wants to find out how much it costs and how to get her registered
7. Find out more details about the upcoming parent/teacher conference, since she didn't receive the paper note that provided information about it
8. Find out about the possible childcare options she can use while she and her husband attend the conference
9. Learn about the upcoming "1:Web" program at Casey Middle School, and get a sense of the financial implications
10. See if there are any Spanish-speaking parent groups in which she could participate
11. Learn more about the District's and schools' general stance and policies around safety and security in light of current events; she wants to know what resources and procedures they have in place to make sure her children feel safe and confident that they have people who will listen to them



Elizabeth

Teacher

Basics

Back Story

- Fifth-grade teacher in BVSD
- Member of the International Society for Technology in Education (ISTE)
- Mother of two children attending Boulder High

Pain Points, Concerns, and Challenges

- Struggles with the national narrative and state and national **mandates on teachers**; they can make her **feel underappreciated**, undercompensated, and overworked
- **Feels she knows what is best** for the students she teaches and often **feels disconnected** from larger BVSD
- Holds her employer to a high standard and expects them to use the **latest** communication methods and tools
- Not all Infinite Campus functions that she needs to successfully manage her classroom are easily available **when she is at home or away** from the school

NOTE: As a parent, Elizabeth shares attributes with "Maria," but we are focusing here on her role as a teacher.

Influenced by...

- Other teachers, both within her school and the District at large, via in-person and digital communication
- Her students
- Her children
- Her husband
- Her school's administration
- Parents of her students

Aspirations and Business Objectives

Elizabeth wants [to]...

- Take **pride** in the great work that BVSD is doing in educational technology and thought leadership
- Have access to tools and **measurements to understand** how her communications are being received, and make them more effective
- Be able to work creatively **within the structure** provided by BVSD

BVSD wants [to]...

- Build a sense of community and foster the pride that faculty have as being part of BVSD
- Provide resources to teachers that they can **use in their day-to-day teaching**; allow them to access and manage information and resources easily and efficiently, preferably through a single destination

Tasks Elizabeth Wants to Accomplish

1. Input her students' grades on a weekly basis
2. Submit paperwork to HR
3. Learn if a new educational app she heard about from a colleague in another school district meets BVSD's criteria so she can try it out
4. Find out what other applications are being used within BVSD to see if there is anything she hasn't considered
5. Share ideas with other teachers focused on innovation within their classrooms, and get feedback from them
6. Discuss curricula with other teachers in the District
7. Find out what the protocol is for sending a message to parents, and look up training materials for the online systems she uses
8. Figure out the best resource for parents who forget how to log in to the school's online system
9. Access a calendar of upcoming events to see what professional development offerings may be available
10. Figure out how to "VPN" into the District's network from home to finish getting her student's grades entered



Patricia

Health Services Coordinator

Basics

Back Story

- District-level Health Services coordinator

Pain Points, Concerns, and Challenges

- Needs to be able to communicate with both the **health** department and individual schools, across **multiple levels of priority**
- Often feels that she does not have the authority or ability to keep oversight of communication with all of the schools; wishes there were **clear policies and procedures** in place so she didn't have to worry about bad medical information going out to families
- Doesn't feel that everyone is on the same page with regard to what schools can do with or without her **endorsement**
- Would feel better about putting in the effort of sending out updates if she knew her messages would **reach people and be read**

Influenced by...

- Health department
- Principals and school administrators
- American Medical Association
- Government communications, from both general news media (primarily digital) and official federal and state channels

Aspirations and Business Objectives

Patricia wants [to]...

- Have access to tools and **measurements** to understand how her communications are being received, and make them more effective
- Ensure that **schools follow her lead**, with minimal need for her to act as someone who creates and enforces regulations

BVSD wants [to]...

- Build a sense of community and foster the **pride** that employees have as being part of BVSD
- Give employees the resources they need to be **successful** in their jobs; provide them clear resources for how to communicate to make their lives as employees **easier**

Tasks Patricia Wants to Accomplish

1. Send out notice to schools for the start of flu season, reminding parents to get kids vaccinated and about reinforcing good hand washing practices
2. Send out notice to schools for a norovirus outbreak
3. Provide resources to teachers and make sure they're equipped to share with their classrooms
4. Contact a student's parent regarding a health issue
5. Implement and record required screening programs; notify parents when further medical evaluation is indicated
6. Oversee prescription medication administration to students
7. Establish and update health and immunization records
8. Stay informed about immunization records, regulations, and other medical information, so that she can keep all school staff up-to-date



Jonathan

Community Member

Basics

Back Story

- Completed his Masters in Education and is looking for a job teaching high school science in the Boulder area
- Is originally from Boulder and recently moved back; he knows he **loves the area**, but he wants to catch up with what might have changed since he was last around
- Is an **active and engaged** community member
- Spends what spare time he has volunteering for a national advocacy group seeking to **change the dialogue on education**
- Active voter who likes to stay **informed**

Pain Points, Concerns, and Challenges

- Wondering whether BVSD or St. Vrain would be better to work in
- Handling a lot of different information from multiple schools and trying to decide where he would be the **best fit**
- Is concerned about how his **tax money** is being spent, but is unable to attend board meetings in person

Influenced by...

- Preconceived notions from growing up in Boulder
- Friends who live in and around Boulder
- Local media

Aspirations and Business Objectives

Jonathan wants [to]...

- Make sure he is working in a place where he feels he fits in; he wants to work in an organization whose **mission, strategic priorities, and future vision** will align with his own values and aspirations
- Feel confident that BVSD is using its **resources** to the best of its abilities

BVSD wants [to]...

- Communicate about themselves **authentically**, and share stories that have meaning and depth
- Communicate **professionally** in recruitment approach; maintain consistent communication styles between prospective applicants and those applicants who are in the pipeline
- Promote BVSD as a **great place** to live and work, and **celebrate** the benefits of working at BVSD; position BVSD as the best school district in the state to attract the best established candidate **talent**

Tasks Jonathan Wants to Accomplish

1. Get a sense of the people, place, and culture so that he can get a sense of whether it will be a good fit for him; check out various sites (like the Success Effect and the Food Project) and find out if/how they relate to BVSD
2. Search through current job openings and review the requirements for positions he is interested in
3. Learn about compensation and benefits that he could get as an employee
4. Get an idea of the performance, standards, values, and teaching philosophy for BVSD as a whole and for the specific schools he's looking at
5. Learn about the leadership at BVSD
6. Get a sense of any lifelong learning or professional development opportunities that would be available to him
7. Contact someone to ask questions
8. Complete an online application
9. Curious about what all that construction he sees every day as he drives past Centaurus High is all about and wants to learn more
10. See if BVSD has any information about education-related initiatives that will be on the upcoming ballot

Additional Considerations for BVSD

Other audiences and factors to consider when the time comes to create user journey maps

- Recruitment differences for employees like janitors and bus drivers
- Program owners (camp directors, club sports teams, nonprofit groups, etc.) who want access to BVSD's mailing lists / advertise; communicating clearly about what they can and cannot do
- Volunteer opportunities
- Information about the food truck that's affiliated with BVSD Food Services / catering
- Legislators
- Other districts who are looking for information / thought leadership
- Advocacy groups
- People want to understand:
 - Is BVSD is spending tax dollars well?
 - If you have a concern about the use of BVSD resources, whom do you contact?



APPENDIX E:

TECHNOLOGY RECOMMENDATIONS



Introduction

iFactory conducted an audit of the current communication technology landscape of BVSD at a District level. Using the findings of the audit, project goals, and industry research, we created diagrams of both the major types of communications (content and related tasks), as well as the associated delivery mechanisms (interfaces).

Below, we provide two diagrams. The first diagram illustrates the relative simplicity of the actual communications flow in the absence of specific technology choices. The second shows how the communications flow (and the overall user experience) for Parents and Families is greatly complicated by the current BVSD communication technology landscape.

NOTE: While there are several key audiences to consider and numerous factors to take into account when selecting technologies, the Parents and Families model must be a primary driver. Fortunately, we believe other audiences will greatly benefit from this approach as well.

Diagram A:

BVSD Parents & Families Communications Flow Without Associated Technologies



Diagram B: BVSD Parents & Families Communications Flow With Associated Technologies

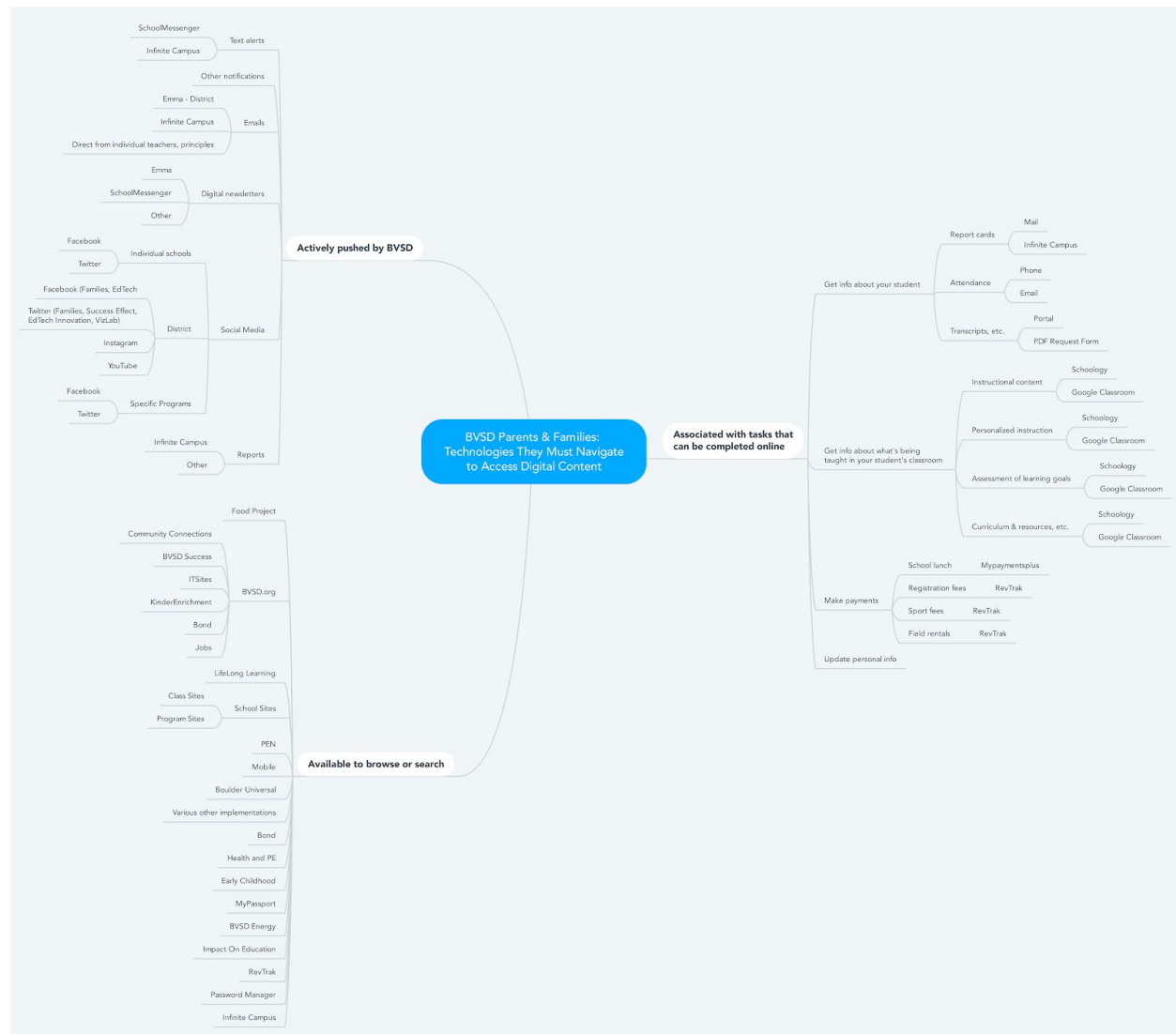
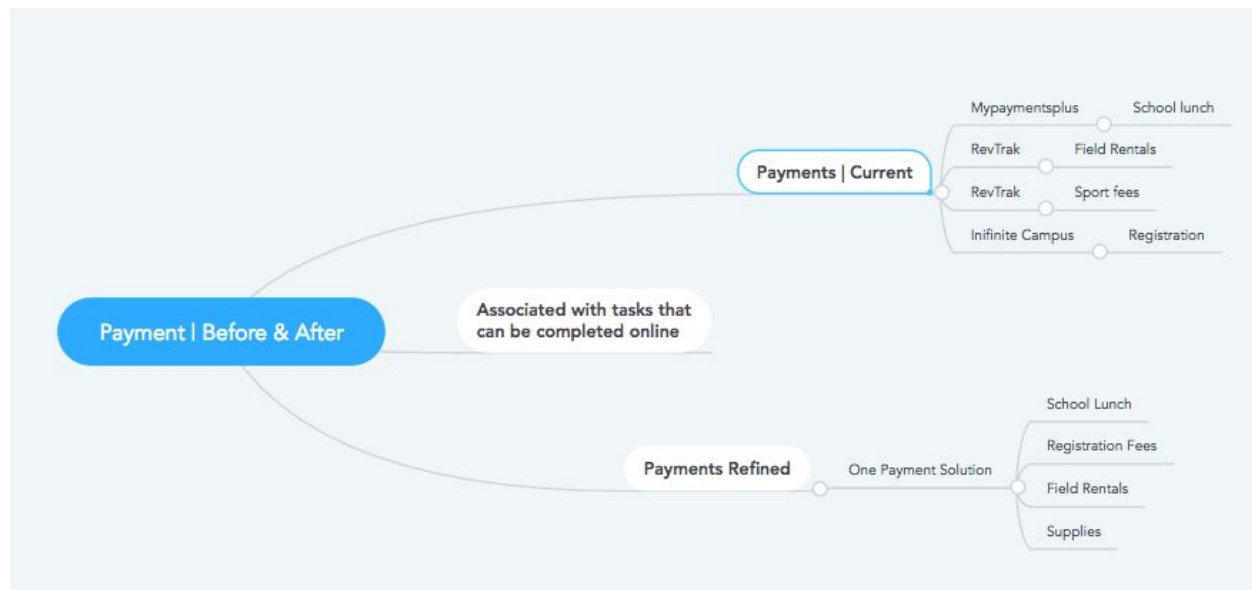


Diagram C:

BVSD Parents & Families Communications Flow for Payment Method



Again, the above diagrams show a stark contrast between the relative simplicity of the communications flow and the complexity of the user experience in terms of associated technologies.

These diagrams played an important role in the creation of our 1/3/5 roadmap. In the short-term, we noted there is clearly some simple streamlining that can be done to reduce the number of technologies (interfaces) with which BVSD Parents and Families must interact. What's more, this streamlining can be done without sacrificing a best-in-breed approach to individual tool choices.

In the longer-term, we've taken a more aspirational, holistic, and broadly systemic approach to rethinking BVSD's communication technology landscape. We refer to this as our vision for BVSD's digital communication.

Specific Recommendations

Global Standardization

Single Sign On (SSO)

Goal: To create a system that allows user to seamlessly jump from one application to the next.

- Two-factor authentication; one system and one login

Platform Recommendations: Confirm new system rolled out for SSO can be integrated in all third-party integrations and can leverage this architecture.

Calendar & Event Management

Goal: To create a system that will enable users to create calendars, which will then feed into a single master calendar that can be filtered based on topic, department, user type, etc.

- Academic
- Internal
- Events
- Athletics
- Clubs

Platform Recommendations: Google Calendar with potential custom-built filtering and aggregation. Alternatively, a robust hosted events management such as Localist could be considered.

Forms

- API integration to internal databases
- One point of management

Platform Recommendations: Formstack, DocuSign, KissFlow

Ecommerce

Goal: Consolidate to one solution for payment to allow for easier management, accounting and end user convenience.

- Facility rentals
- Memberships
- School supplies
- Fundraisers

Platform Recommendations: RevTrak, SchoolCare Works. There is also the option of adding a payment gateway and commerce component to the CMS system. Complexity to configure and manage varies depending on platform and business rules. An open-source CMS would present the least barrier of entry to create basic products, checkout process, and tie-in to a payment gateway.

Search

Goal: Creation of search engine instances that feed an overall master search that can be filtered by topic, organization, audience, etc.

- Federated search
- Parameterized filtering
- Content priority weighting

Platform Recommendations: CMS system, ideally

Video

- User account management by District
- Use channels for each group
- Enforce transcript guidelines for ADA compliance
- Consolidate on one platform

Platform Recommendations: YouTube Channel(s)

Academics Management

Infinite Campus, due to current investment and infrastructure, should be leveraged to administer all academic management tasks that are native to the platform when practical. Other viable options researched are PowerSchool and Blackboard.

- Assignments, grades, etc.
- School fees
- School lunch
- Notifications
- Registrations
- School transfer

Platform Recommendations: Infinite Campus

Messaging

Goal: Consolidate to fewer channels based on audience type as well as standardize branding, control workflow, improve user preference management and ease effort of oversight.

Announcements and Newsletters

Goal: Implement one system to create and track general public announcements and newsletters.

- Approved templates
- Create a new template: Needs approval
- Preference management: One stop for users to define newsletter formats/subscriptions
- Bidirectional integration with Salesforce
- Supports landing pages and personalization
- Transactional communication: Automated messages triggered by events

Platform Recommendations: Emma (currently in Use), CampaignMonitor, or MailChimp

Community User-Specific Notifications

Goal: Implement one system for system clients to receive important updates.

- Alerts
- Notifications
- Status updates

Platform Recommendations: SchoolMessenger

Direct Student / Parent Academic Notifications

Goal: Implement one methodology for system parents to receive direct messages..

- Email
- Text

Platform Recommendations: Infinite Campus

School Staff

Goal: Implement one system for system staff, administration and teachers to receive important updates.

- SchoolMessenger
- Direct texting
- Direct email

Platform Recommendations: Infinite Campus, Slack, Google Messages

Social Media

Goal: Implement one system and methodology to assign , monitor and manage social media accounts and messaging.

- Account assignment and permissions
- Monitored by District

Platform Recommendations: HootSuite, which allows you to manage your social media channels and messaging

Mobile Applications

Goal: Select and implement a CMS system that can deliver a parallel mobile experience.

The selected CMS system should take over the mobile responsibilities, except for transactional data which should be delivered via Infinite Campus. This can either take the form of a

- Responsive theme of the main site, negating the need for mobile app... OR
- Mobile application is populated from data feeds from the main site

Athletics

- TeamSnap

Back Office

- ERP = Infor (Possible Replacement)
- CRM = TBD
- Analytics - Google Analytics
- Databases = SQL, MySQL
- Email = Gmail
- File Management = GSuite

Customer Relationship Management System

Goal: Manage information about parents, students, and employees throughout the relationship lifecycle.

A successful CRM initiative requires the definition of goals, data tracked, and workflow that can be used organization-wide. This will require making sure each stakeholder who will leverage this system has input and agrees to the overall strategy, workflow, and implementation.

Platform Recommendations: Salesforce for K-12 Solution, SugarCRM, ZoHo CRM

Learning Management System

Goal: The District should transition to one LMS platform in order to drive adoption and administrative resources, support, and costs. One platform will allow the online learning ecosystem to grow and provide a long-term continuity for your users.

Platform Recommendations: This is a large undertaking with many stakeholders, workflows, and business rules. Unifying to one platform should be a long-term goal and would require more internal discovery to determine the best platform to suit all parties involved.



APPENDIX F:

SOCIAL MEDIA AUDIT



Introduction

People across all demographics are using social media to engage with their friends, employers, interests, and organizations with whom they do business. Social media have specific niche markets and use cases. In order to ensure communications are effective and well-received, it's critical to ensure BVSD's brand and communications are translated/adapted to suit those social media channels in the BVSD communications arsenal. With so many participants, stakeholders, and opportunities available, taking a closer look at BVSD's approach will allow for optimization of its presence, and ability to interact with key audiences in a way that helps better communicate and engage with those audiences.

In that context, this audit + roadmap includes:

- Overview of existing brand accounts
- Content + branding analysis
- Social mentions + sentiment analysis
- Comparator analysis
- Goals, platform + posting recommendations
- Content recommendations
- Governance + management

Our Approach

This audit will serve to complement the overall report, taking a deeper dive into a key communications channel. We focused on Boulder Valley School District primary brand social accounts, and considered them against those of three comparators.

- Transport for London
- St. Vrain Valley Schools
- Stanford University, CA

Two of the comparators fall outside of the K-12 education industry, but serve as a best practices example for integrated communications on social media.

We use our own best practices knowledge in evaluating District channels and approach. We also use third-party tools that track share of voice and aggregate mentions, to pull in data concerning mentions of "BVSD" and associated sentiment. (For example, Meltwater displays hot topic trends, provides usable insights to hone social content, and shows how BVSD fares

against competitors.)

With the findings from the overall report, and the social media analysis in mind, this appendix provides recommendations for approach, platforms, content, and governance to apply moving forward.

Existing Accounts

Bird's Eye View

An overview of overall account followership, active management, content approach, and perceived engagement.

Account	Public	Families	Success Effect	EdTech	Innovation	VizLab
Total Followers	10,666	224	160	796	277	76
Facebook	4,672	50		3		
Twitter	2,558	174	160	793	277	76
Instagram	177					
LinkedIn	3,237					
YouTube	22					
Active?	Yes	No	No	50/50	Yes	50/50
Engagement	Med	Low	Low	Low	Med	Med
Duplicate content?	50/50	Yes	N/A	N/A	N/A	N/A

- Numbers indicated in black are outliers from the overall activity level indicated on the chart.
- Activity and Engagement levels are measured by agency best practices of each component. Engagement is ranked high, medium, and low, and measured as a ratio of followers to likes, comments, views, and shares on page posts and content. Activity level is based on frequency of posting and interaction with the page's community. 50/50 suggests sometimes the pages are active, and sometimes not, or, sometimes they share duplicate content, and sometimes not.

Topline Recommendations

As the chart below shows, BVSD has a strong following and activity level on some properties. iFactory would like to see you hone in on your public properties to avoid segmenting your presence through numerous other accounts like Success Effect, Families, and VizLab.

Consolidation

A number of accounts are inactive or have limited followers. We recommend streamlining efforts by merging or removing accounts that are not making an impact — or allocating resources to better manage them. This will increase the impact of all efforts, and reduce costs to manage and maintain so many accounts with similar objectives. Both London and Stanford are examples of streamlined, consolidated social account strategies that proliferate only when it serves a clear purpose.

Capitalize on Existing Properties

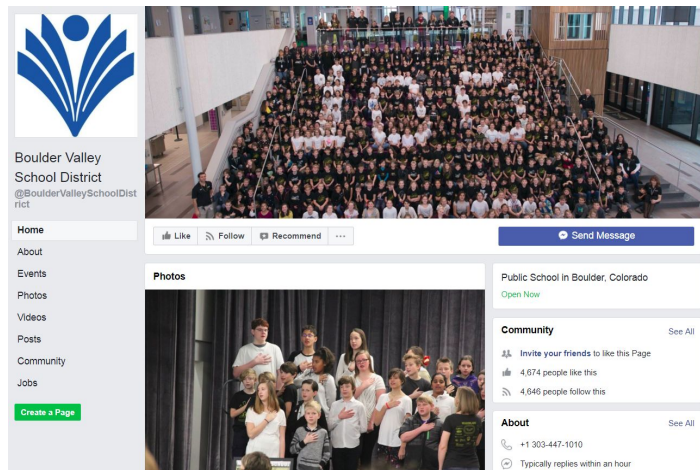
Some of BVSD's social platforms, LinkedIn for example, have a relatively large number of followers and an active employee base. Think of ways to better utilize it to communicate with and engage with those relevant stakeholders. This can be achieved by posting content more frequently. For example, if BVSD employees are the target audience, provide information about new regulations, third-party articles about education tips, or inspiring news from around the District.

Content + Branding Analysis

BVSD Public Social Media

Here is an overview of the look and feel of BVSD's social media properties. Look for inconsistencies in branding, appearance, and naming structure. We've also included key takeaways from our observations of the properties.

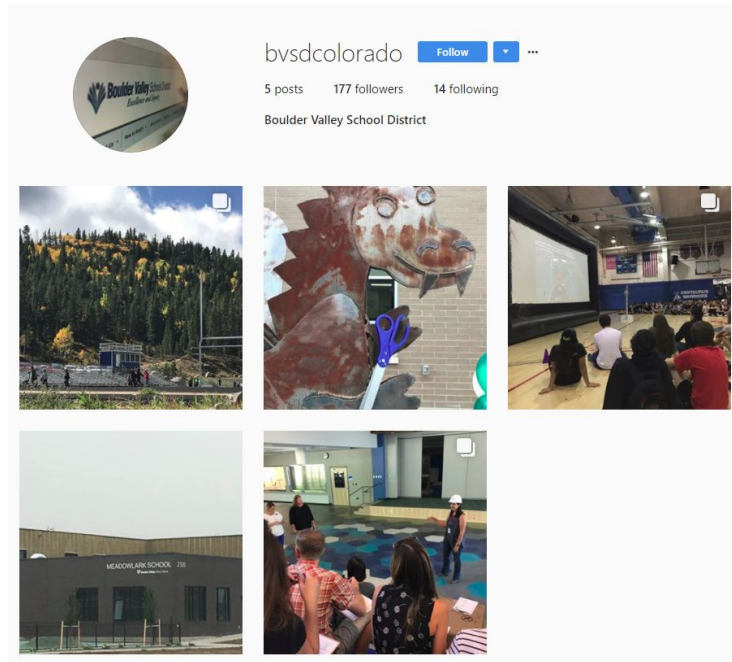
Facebook



Twitter



Instagram



LinkedIn



YouTube

Excellence and Equity

Vision of the Boulder Valley School District
We develop our children's greatest abilities and make possible the discovery and pursuit of their dreams which, when fulfilled, will benefit us all. We provide a comprehensive and innovative approach to education



Boulder Valley School District

22 subscribers

SUBSCRIBE 22

HOME

VIDEOS

PLAYLISTS

CHANNELS

DISCUSSION

ABOUT

This channel doesn't have any content

POPULAR CHANNELS

The Young Turks

SUBSCRIBE

CNN

SUBSCRIBE

Inside Edition

SUBSCRIBE

Vox

BVSD Public Social Media Takeaways: Strengths/Weaknesses

STRENGTHS

- In general, high-quality posts, good use of imagery, solid engagement, and friendly tone.
- BVSD retweets content often, and seems to interact well across platforms.
- Opportunities to expand audience reach on Facebook are apparent. Facebook has highlighted 13,000 people on the platform who have expressed interest in BVSD. Consider sponsored strategies to gain their followership.
- As far as faculty and staff engagement is concerned, LinkedIn boasts 2,116 BVSD employees who have linked themselves to the District here.

WEAKNESSES

- Very infrequent posts on the Instagram platform, which could be a key platform to engage with and interact with stakeholders through experiential content.
- BVSD could benefit from sharing when schools post quality content on their properties.
- Twitter should be a resource for people to seek help and ask questions, but on BVSD's account, there are few replies to users' Tweets. That means conversations are coming to a dead end, and users are not being engaged in dialogue. There are several possible reasons for this. Perhaps BVSD is not routinely and actively participating in managing its Twitter community. Perhaps the topics do not warrant mentions or retweets.

BVSD Families

Facebook



Twitter



Takeaways

- Interesting outlet for the Spanish-speaking population. Full translations on Facebook; however, the account hasn't been posted to regularly since spring 2017.
- On Twitter, no frequent posting since spring 2017, and the posts are not written in Spanish, which is a priority of the page.

Success Effect

Twitter



Takeaways

- Inactive, hasn't posted since February 2017

EdTech

Facebook



Twitter

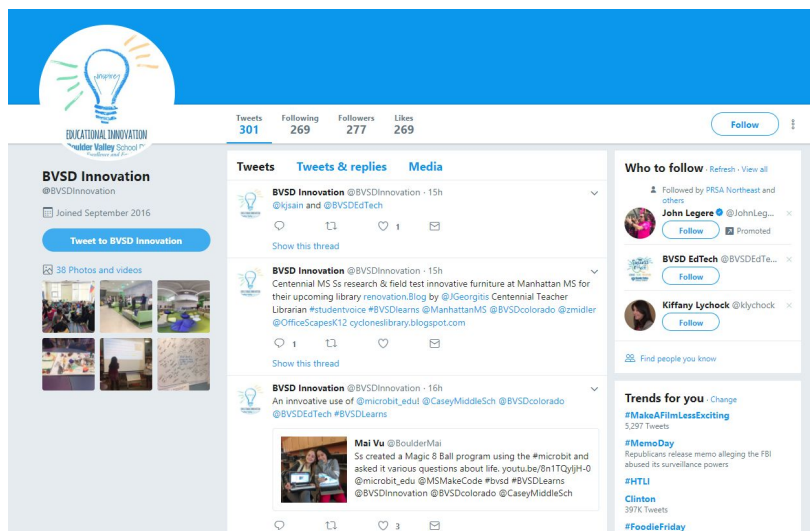


Takeaways

- The EdTech Facebook page is seemingly dormant, but the Twitter community is active. Consider ways to merge communities to make the most out of District resources/time.

Innovation

Twitter



Takeaways

- Frequent posting, but falling on deaf ears. Community not often engaged.

Social Mentions + Sentiment Analysis

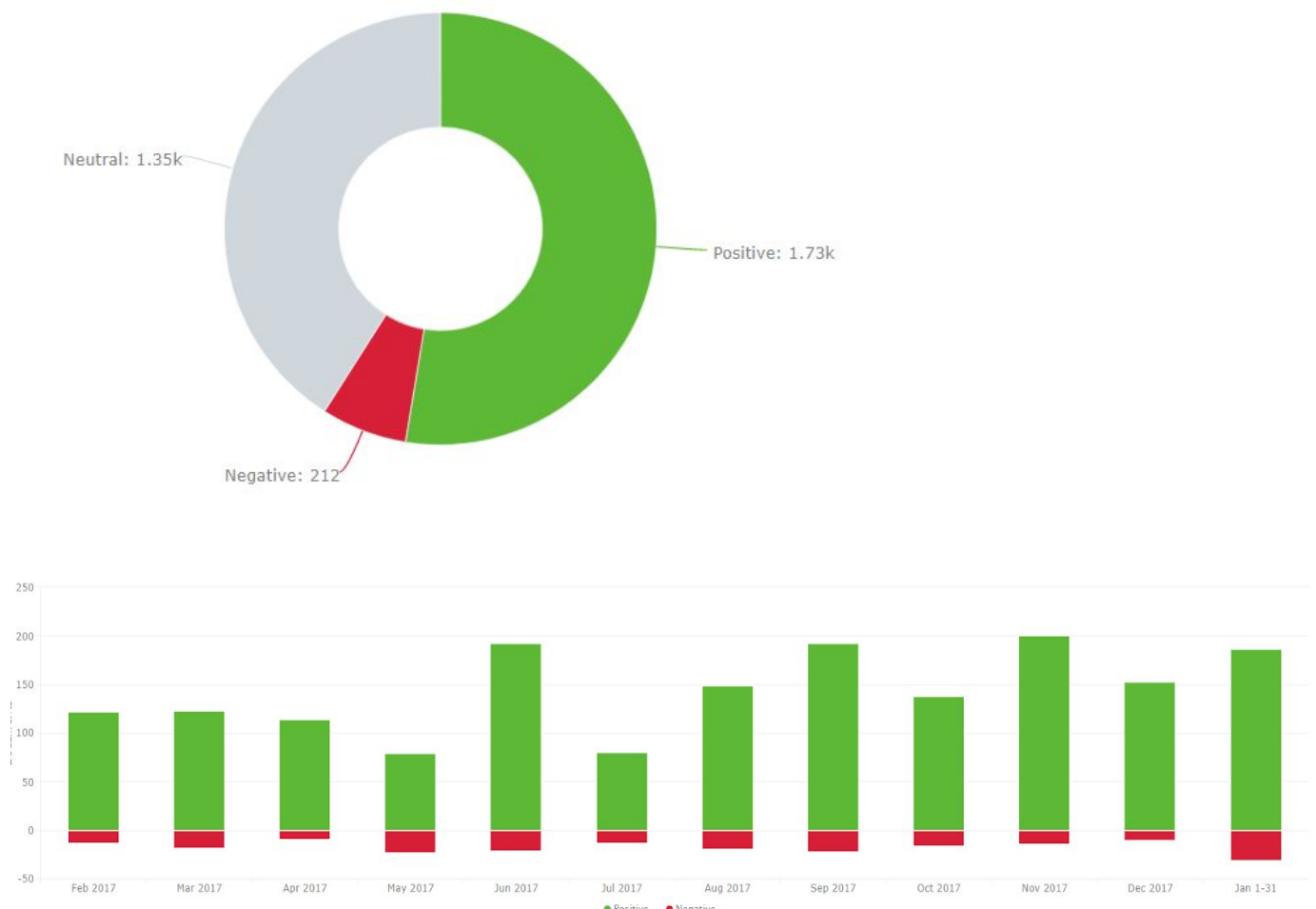
We use third-party tools to pull in mentions of Boulder Valley School District and other relevant terms to help define the online conversation surrounding BVSD's brand. All of the data featured is from the time period of February 2017 - January 2018. Only public mentions can be monitored.

Total Mentions: 2,237

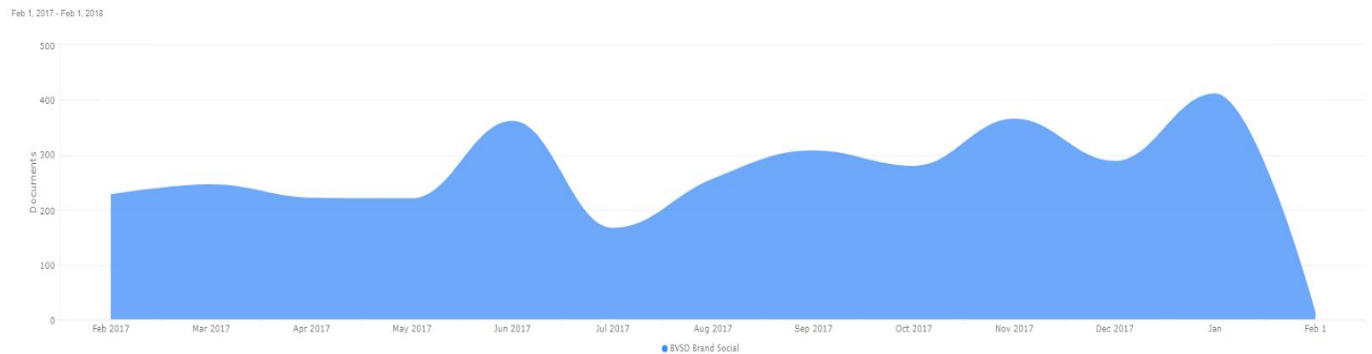
This is relatively strong, but there is room for growth. Think of it like this: Six users are mentioning BVSD per day.

Sentiment

Peaks in negativity surround conversations about the superintendent and recent allegations.



Mentions Over Time

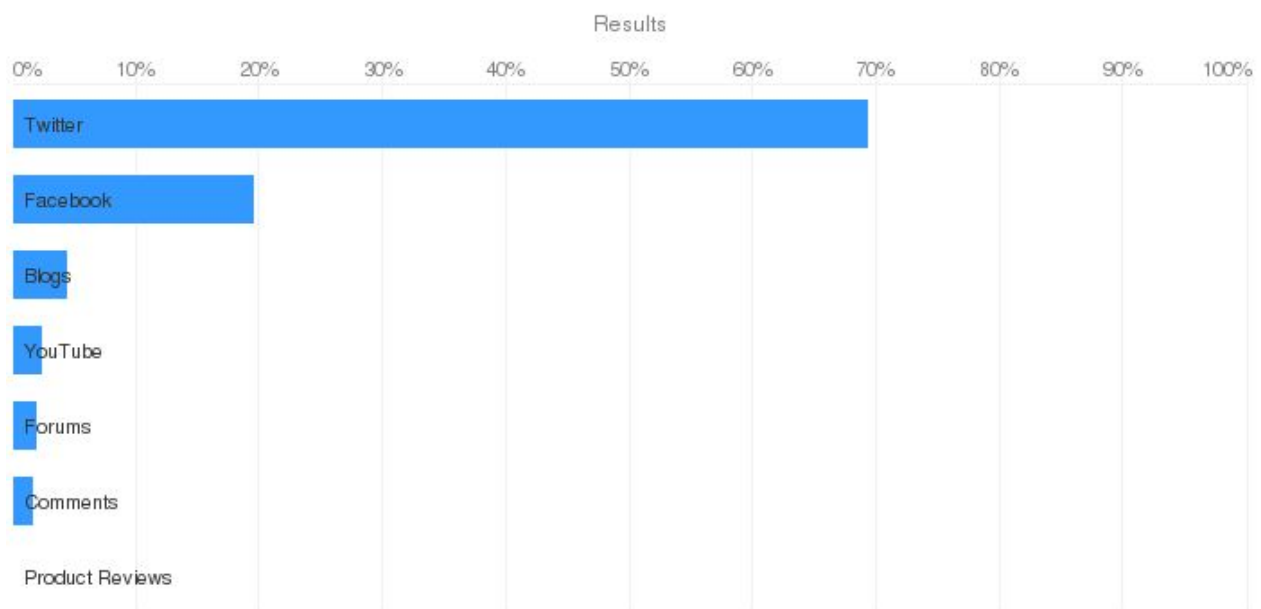


Peaks:

- June: Posts about Summer Learning and BVSD EdTech
- November: Faculty, school lunch, and Thanksgiving posts
- January: EdTech Twitter challenge

Top Sources of Mentions

Twitter is a clear leader in terms of public mentions of BVSD. Twitter is usually skewed higher due to the privacy settings users tend to use; however, the instance here is still significant. Facebook conversation is strong, as expected. The mentions of BVSD in blogs is surprisingly high; a deeper dive would be worth considering to see what's working well, seasonality, and how successful blogging efforts can be scale/replicated.



Comparator Analysis

Transport for London TFL Comparator Analysis

Total Followers: 2,908,340

Platforms Used: Facebook, Twitter, Instagram, YouTube

Actively Managed? Yes

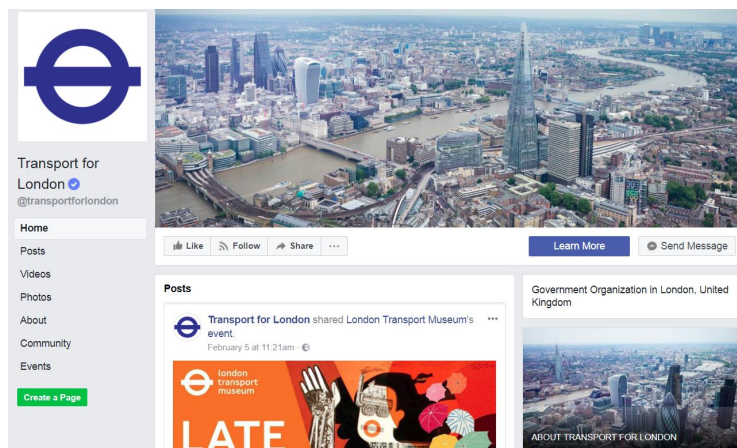
Strong Engagement? Yes

First Impression

They do a great job balancing fun with informative. They utilize content that helps educate their audience, while choosing mediums that engage them. Their properties are nicely branded, and the tone is consistent. Their design could be more attractive, however.

Additional Communications: In addition to social media, their use of integrated communications truly shine. They've created a number of useful outlets for riders to use to learn about delays, plan their trips, and experience the city of London. They have outdoor advertisements and transit advertisements positioning public transportation as a way to experience tourism in the city. They use email to update subscribers of potential delays or changes to scheduled routes. They have a website dedicated to helping users plan their trips, offering all possible options and ETAs for various mixes of public transportation, including trains, subway, bus, biking, and walking.

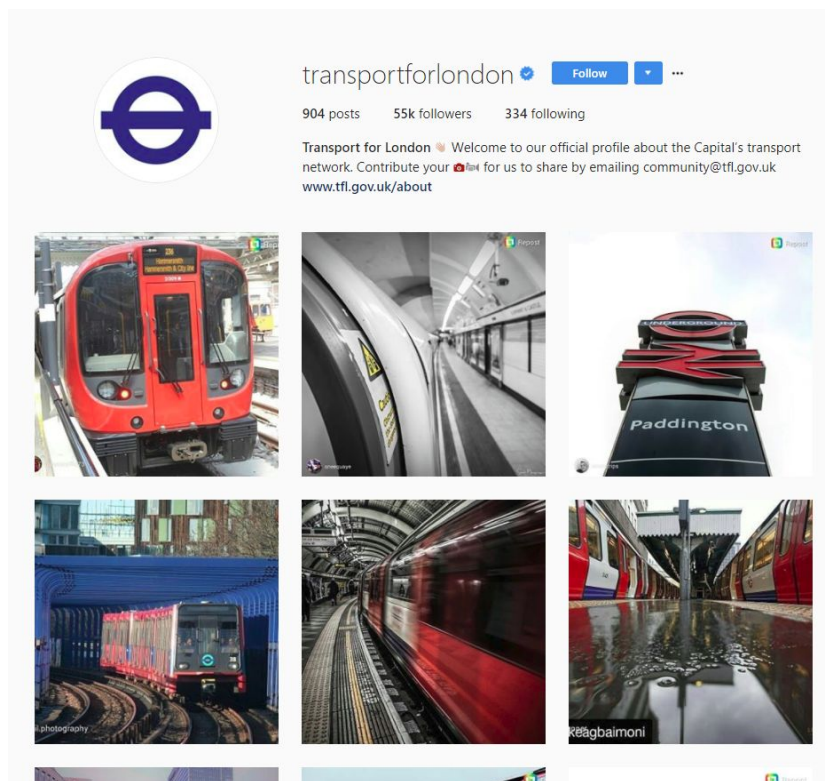
Transport for London: Facebook




Transport for London: Twitter




Transport for London: Instagram



Transport for London: LinkedIn






Transport for London
Transportation/Trucking/Railroad • London • 110,040 followers


[Follow](#) [See jobs](#)

[See all 14,088 employees on LinkedIn →](#)

Overview




Jobs



Sarah Johnson
Director of Digital Marketing Services at ...

[View job openings at Transport for London](#)


Life




About us

Every day, we help millions of people to make journeys across London: By Tube, bus, tram, car, bike – and more. People don't


Recent update [See all](#)




Ad ▶



Transport for London: YouTube






Transport for London ✓
38,559 subscribers


[SUBSCRIBE 38K](#)

HOME **VIDEOS** PLAYLISTS COMMUNITY CHANNELS ABOUT 🔍


Uploads ▾ [PLAY ALL](#) [SORT BY](#)




Sound in the City
3.3K views • 1 month ago




Finance roles at TfL: Move Millions
1.7K views • 1 month ago



Careers in Technology and Data at TfL - Project 2030
4.5K views • 2 months ago



The Knowledge: The World's Toughest Taxi Test
3.5K views • 2 months ago



Wren Academy - "Passenger Experience"
810 views • 2 months ago

Transport for London TFL: Content Analysis

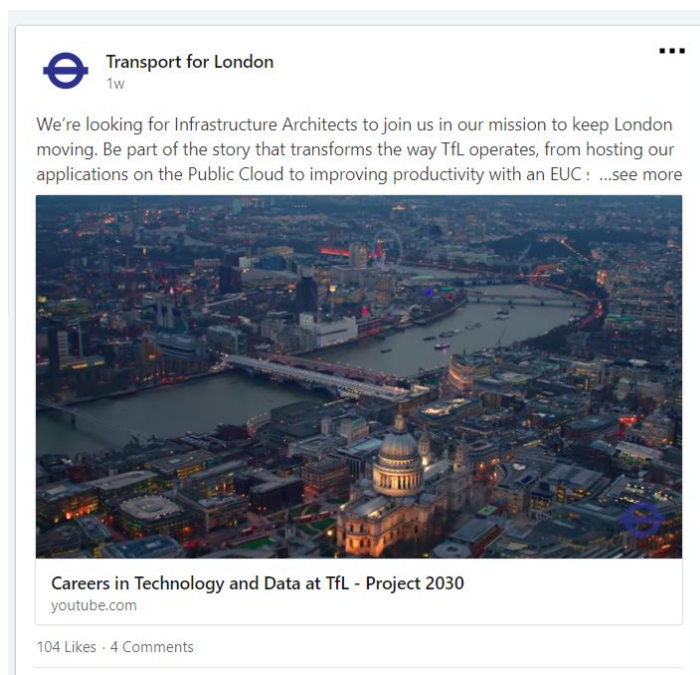
Things to Emulate

- Users are clearly first. They create updates to make traveling simpler, easier to navigate, and more helpful.
- Something so public-facing is bound to attract complaints. They balance addressing concerns with constant communication about the steps they take to prevent them in the first place.
- They do a great job curating content by platform. They have the best example of LinkedIn use for talent acquisition in this comparator set, and among those we observe on a regular basis.

Learn From Their Mistakes

- They could take the extra step to have more visual consistency with their imagery.
- Most Instagram content here is shared from other users. While this is a good part of a strategy, we would reduce focus. Users follow to get information, not curate it for others.

Talent Acquisition Posts



Events to Encourage travel + Engagement



Shares User-Generated + Influencer-Related Content



Showcase Examples of Maintenance and Behind-the-Scenes Footage



Utilize their Platform to Become Involved in Public Issues



Resources for Planning Trips Focused on the User

The image is a screenshot of the 'Plan a journey' interface on the Transport for London website. It features a blue header with the text 'Plan a journey'. Below the header are two input fields for 'From' and 'To'. Below these fields is a section for 'Leaving: now' with a 'change time' link and a right arrow. Below that is an 'Edit preferences' link with a right arrow. At the bottom is a large blue button labeled 'Plan my journey'.

St. Vrain Valley School District Platform Analysis

Total Followers: 6,640

Platforms Used: Twitter, LinkedIn

Actively Managed? Only Twitter

Strong Engagement? Only on Twitter

First Impression

Twitter is the only platform they're using actively, which is unfortunate. However, BVSD could take a cue from their approach to communications on Twitter. They're very interactive with the media and community, and they focus their efforts on one platform, instead of dividing into separate accounts.

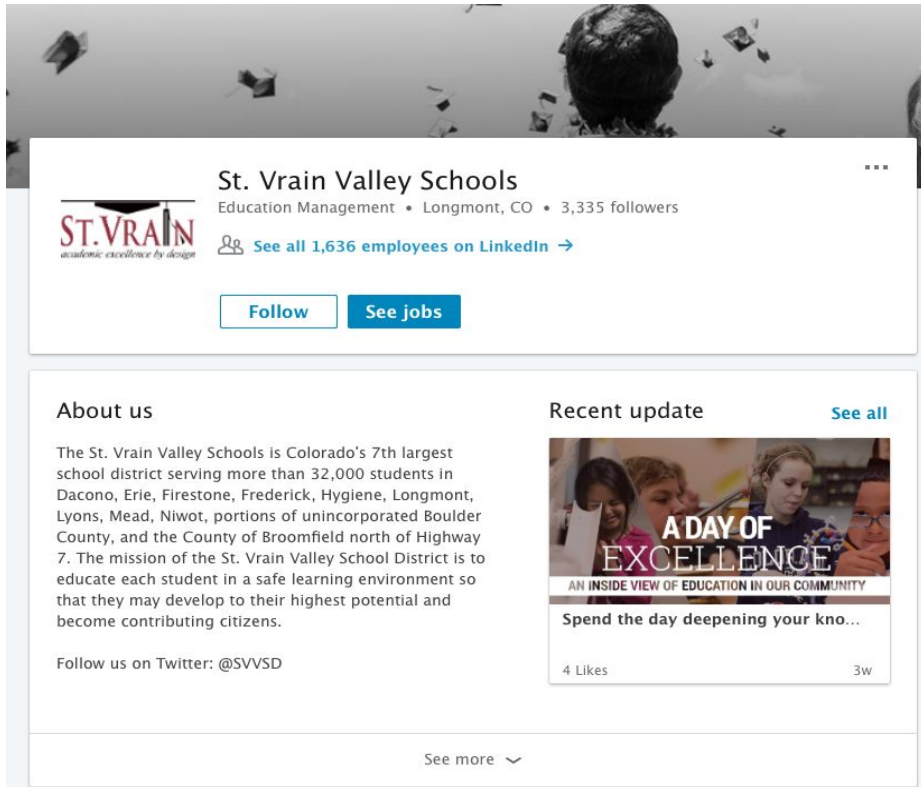
St. Vrain Valley School District: Facebook

No official St. Vrain Valley School District Facebook account. The Facebook accounts listed below are affiliated and linked to the brand.

St. Vrain Valley School District: Twitter



St. Vrain Valley School District: LinkedIn



The LinkedIn profile for St. Vrain Valley Schools is displayed. The header features a banner image of graduates with caps and gowns. The profile name is "St. Vrain Valley Schools" with the tagline "Education Management • Longmont, CO • 3,335 followers". Below the name is a logo for "ST. VRAIN academic excellence by design" and a link to "See all 1,636 employees on LinkedIn". Two buttons, "Follow" and "See jobs", are visible. The "About us" section describes the district as Colorado's 7th largest, serving over 32,000 students in various locations, with a mission to provide a safe learning environment. It also includes the Twitter handle "@SVVSD". The "Recent update" section shows a post titled "A DAY OF EXCELLENCE" with the subtitle "AN INSIDE VIEW OF EDUCATION IN OUR COMMUNITY" and the text "Spend the day deepening your kno...". The post has 4 likes and was posted 3 weeks ago. A "See more" link is at the bottom.

St. Vrain Valley Schools
Education Management • Longmont, CO • 3,335 followers
[See all 1,636 employees on LinkedIn](#) →

Follow **See jobs**

About us

The St. Vrain Valley Schools is Colorado's 7th largest school district serving more than 32,000 students in Dacono, Erie, Firestone, Frederick, Hygiene, Longmont, Lyons, Mead, Niwot, portions of unincorporated Boulder County, and the County of Broomfield north of Highway 7. The mission of the St. Vrain Valley School District is to educate each student in a safe learning environment so that they may develop to their highest potential and become contributing citizens.

Follow us on Twitter: @SVVSD

Recent update [See all](#)

A DAY OF EXCELLENCE
AN INSIDE VIEW OF EDUCATION IN OUR COMMUNITY
Spend the day deepening your kno...
4 Likes 3w

[See more](#)

St. Vrain Valley Schools Office of Professional Development: Facebook



The Facebook profile for the St. Vrain Valley Schools Office of Professional Development (OPD) is shown. The cover photo depicts a group of people at a professional development event. The profile picture is a logo with "ST. VRAIN OPD". The page name is "St. Vrain Valley Schools Office of Professional Development". The left sidebar contains navigation links: Home, About, Photos, Posts, and Community. The main content area shows a post with a photo of a presentation titled "Seeing is Believing: Accelerating Professional Learning". The right sidebar includes sections for "Education", "Community" (with 258 likes and 256 followers), and "About" (with contact information: 303-682-7231, opd.svvsd.org, and Education category).

St. VRAIN OPD
St. Vrain Valley Schools Office of Professional Development

Home
About
Photos
Posts
Community

Photos

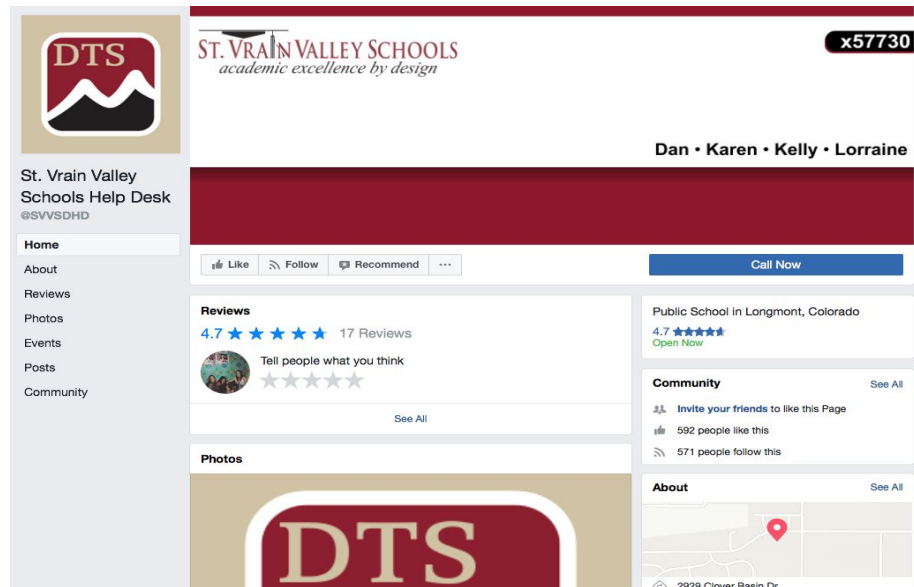
Seeing is Believing:
Accelerating Professional Learning

Education

Community [See All](#)
Invite your friends to like this Page
258 people like this
256 people follow this

About [See All](#)
303-682-7231
Send Message
opd.svvsd.org
Education
Suggest Edits

St. Vrain Valley Schools Help Desk: Facebook



St. Vrain Valley School District Content Analysis

Things to Emulate

- St. Vrain creates content on their own blog and links to it frequently, adding value and driving web traffic.
- They're active in engaging and retweeting important news from various sources, interacting with the community.
- They use the Twitter platform to communicate relevant happenings, events, and updates within the school district. They even spotlight educators and important figures.

Learn From Their Mistakes

- They don't follow content best practices, like sharing links with no images or ensuring all photos are cropped correctly for the platform. They also don't seem to take the extra step to edit metadata on the platform before posting. They could also update this on their website itself.
- St. Vrain should make a habit of always @mentioning when available to connect the dots between themselves and partners, or other schools within the District.
- Many platforms are dormant. This means they're likely missing out on key opportunities to engage with their community and stakeholders.

Engage Schools and Stakeholders Within the District:



Showcase Timely News and Events:



Stanford University Platform Analysis

Total Followers: 2,606,173

Platforms Used: Facebook, LinkedIn, Twitter, Instagram, YouTube

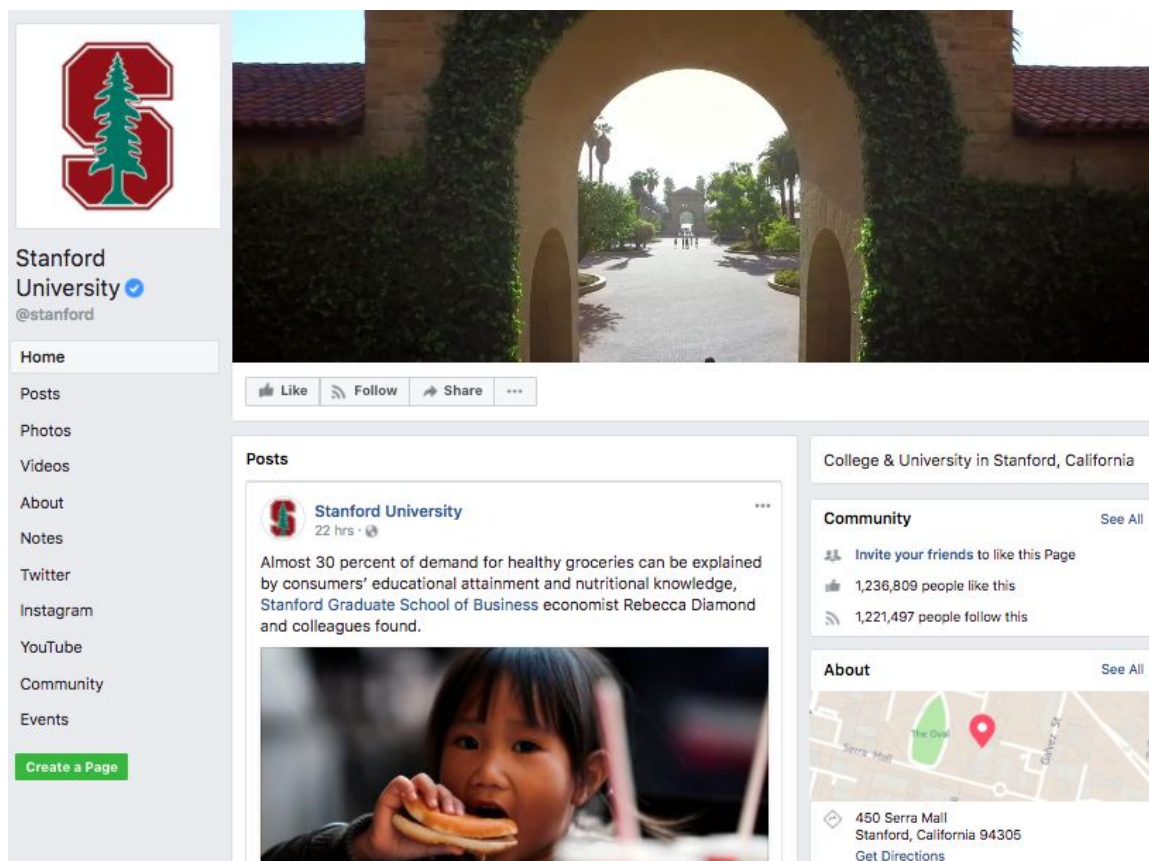
Actively Managed? Yes

Strong Engagement? Yes

First Impression

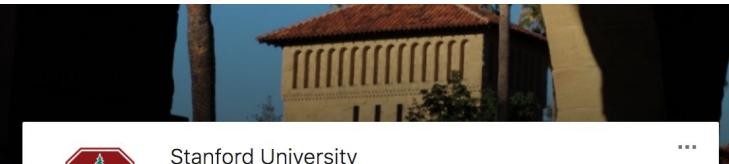
All of these properties are consistently branded and look like active representations of the organization. The accounts are actively managed and seem like reliable resources for outreach and information.

Stanford University: Facebook




The screenshot displays the Stanford University Facebook page. On the left is a navigation menu with links to Home, Posts, Photos, Videos, About, Notes, Twitter, Instagram, YouTube, Community, and Events, along with a 'Create a Page' button. The main content area shows a post from Stanford University, 22 hours old, with the text: 'Almost 30 percent of demand for healthy groceries can be explained by consumers' educational attainment and nutritional knowledge, Stanford Graduate School of Business economist Rebecca Diamond and colleagues found.' Below the text is a photo of a young child eating a sandwich. The right sidebar includes a 'College & University in Stanford, California' section, a 'Community' section with 1,236,809 likes and 1,221,497 followers, and an 'About' section with a map and address: 450 Serra Mall, Stanford, California 94305.

Stanford University: LinkedIn



Stanford University
Stanford, CA • 181,229+ alumni • 482,375 followers


 [See all 21,323 employees on LinkedIn →](#)

[Follow](#) [See alumni](#)

About us

Stanford University is one of the world's leading research universities. Stanford is known for its entrepreneurial character, drawn from the legacy of its founders, Jane and Leland Stanford, and its relationship to Silicon Valley. Research and teaching stresses interdisciplinary approaches to problem solving. Areas of excellence range from the humanities to social sciences to engineering and the sciences. Stanford is located in California's Bay Area, one of the most intellectually dynamic and culturally diverse areas of the nation.

Recent update [See all](#)



A neighborhood's cars indicate its poli...
news.stanford.edu

452 Likes • 22 Comments 2mo

[See more](#)

Stanford University: Twitter





Stanford University 
@Stanford

Stanford is one of the world's leading research and teaching institutions. Official Twitter feed by University Communications.

📍 Stanford, CA
🌐 [stanford.edu](#)
📅 Joined December 2008
📷 2,358 Photos and videos

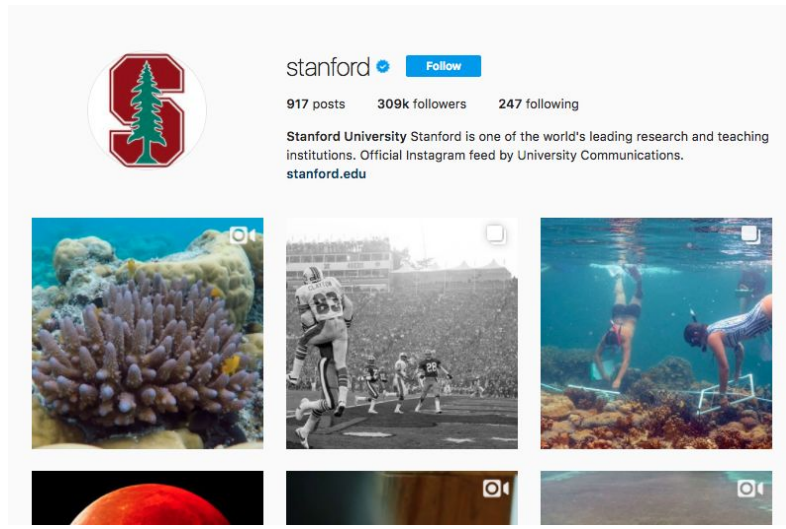
Tweets **Following** **Followers** **Likes** **Lists**
16.7K **513** **578K** **59** **9**

Tweets **Tweets & replies** **Media**

 **Stanford Earth**  @StanfordEarth • 17h
In developing an Oil-Climate Index, Earth Systems lecturer Jon Koomey and team found that some oils produce many times the amount of emissions as others under the same name.



Stanford University: Instagram



Stanford University Content Analysis

Things to Emulate

- Stanford's social properties all showcase an active content and community management strategy across all major platforms. Questions and comments that warrant responses are engaged with in a timely manner.
- Live streaming is a growing and great way for schools to provide a "first-hand" look at various happenings and content through their social channels. Students and Alumni are also featured frequently, driving both viral reach and adding a testimonial feel to some of their content.
- They actively redistribute content from affiliated schools (such as Stanford Medicine) to promote individual program content and provide synergy between the pages. In their regular content rotation, they also actively use video, which is a great driver of engagement, and broadcast live events.

Learn From Their Mistakes

- Content seems to be largely mirrored, though posts are optimized for each network they are posted on. (utilizing hashtags, @ tags, share features, etc.)

Re-syndication From Affiliated Schools & Organizations



Showcasing Students/Alumni



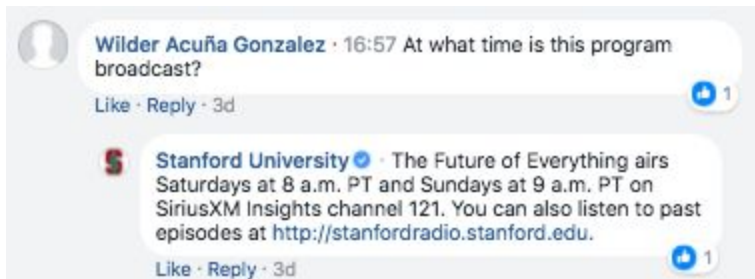
Utilization of Live Streaming



Utilization of Rich Media/Video Content



Active Community Management



Goals, Platform + Posting Recommendations

The following recommendations are based off of findings from the social media audit, in addition to insights from internal sessions, other communications with the BVSD team, and our knowledge of best practices.

These recommendations are meant to guide BVSD's approach to social media in order to support initiatives moving forward. These recommendations are designed to be reasonably attainable by the current team, but may include areas that extend past current bandwidth.

Goals

All social media activity should aim to support one or more of these goals.

- Streamline properties to improve communications
- Increase BVSD's following
- Increase engagement with relevant stakeholders
- Optimize existing content strategy
- Create a social-media-first internal culture

Platform Recommendations

- All: Based on need and resources, consolidate some more segmented properties to streamline efforts. For example, platforms with a following of fewer than 500 should likely be removed or combined with other relevant initiatives to increase impact. Update creative to be more cohesively branded, and so images appear according to best practices on each platform.
- Facebook: Post no more than twice daily. Focus on news updates and timely stories. Encourage commentary and feedback. Field concerns on a public forum.

- Twitter: Post multiple times daily. Position as an active resource. Share anything from weather updates to superintendent search content. The content on this platform should be the most diverse.
- Instagram: Become more active on Instagram as a way to showcase culture and better connect with student and young parent audiences. Post once daily if possible. Focus on people stories and beautiful photography.
- LinkedIn: Use this as a hub to communicate with employee (both current and prospective) and professional parent audiences. Post about three times weekly. Share industry news content, including things like updating to testing protocol, or government regulations that affect BVSD and the District. Share important accomplishments.
- YouTube: There are several ways to make the page appear more active to visitors. Continue to upload videos here. Update the about section, and take advantage of other formatting options, like integrating social channels and verifying the BVSD website. Also, take advantage of options available when publishing videos, naming formats, creating descriptions, and tagging content. Creating channels and featured content are other potential opportunities on YouTube. Discussions can be a challenge to monitor/administer in terms of resourcing, so think carefully before introducing.

Posting Considerations

Keep these best practices in mind when sharing content across channels. Consider best practices trainings for relevant team members managing social media properties.

Optimize each and every post shared.

The devil is in the details, and taking the extra time to get it right is worth it.

Things to think about:

- Is the headline strong and in title case?
- Does the link description exist and provide accurate info?
- Is the image in the preview large enough?
- Is the image cropped awkwardly?
- If using hashtags, are they relevant and/or effective on the platform?

Upload video content directly to Facebook when sharing on that platform.

Shared YouTube videos do not perform as well (at least 4x worse).

Diversify across platforms.

Give users a reason to follow BVSD on each.

Highlight core personas.

Reflect their key differentiators in content strategy.

Add value.

If sharing an article, share an opinion on it, not just the title/info about the subject.

Encourage participation.

Ask a question or use another call-to-action to encourage engagement.

Involve the community.

@mention relevant users where appropriate; however, it is not necessary to mention the source in every post.

Content Recommendations

Content Themes

Through a combination of hard- and soft-sell content, BVSD can create an online environment to support District goals. Nurture user engagement; increase satisfaction; and facilitate volunteerism, fundraising, and more.

Hard-Sell Content

This kind of content uses more direct "reasons why" approaches, all of which focus attention on how the user can directly benefit from engaging with BVSD.

Positive Mentions of BVSD in the News

Positive mentions of BVSD in the news are a great opportunity to engage with the media and other external stakeholders while showcasing recent BVSD achievements and more.

New Educator Stories + Highlights

Highlight why BVSD is making a positive impact on the community and those it educates by showcasing educators through testimonials and spotlights of people making a difference at BVSD.

Event Promotion and Live Coverage

Drawing attention to events and other goings-on can bolster the community feel and supportive environment of BVSD. Give stakeholders a glimpse of what BVSD has to offer, and show them the various ways they could be engaging with the District.

Achievements

Research, "newsworthiness," and achievements can be a key differentiator. Make the most of it. Create social-specific content and graphics to make this more engaging on each platform.

Soft-Sell Content

This kind of content is more subtle and indirect. Instead of emphasizing rational benefits, such communications attempt to influence the consumer by evoking positive emotional responses that are associated with ways the user can directly benefit from engaging with BVSD.

Slice of Life

Make people aware of the incredible things happening within the District and its stakeholders. Examples of this are photos of the building, stakeholder-generated content, highlights of news, and more.

Relevant Third-Party Content

Articles from reputable publications and news outlets that are relevant to key audiences through the lens of all the things BVSD has to offer.

BVSD Partnerships & Philanthropy

Showcasing relevant partnerships with other institutions (educational or otherwise) can help to position BVSD as a thought leader and increase positive sentiment among internal and external stakeholders. Highlighting philanthropic efforts and integration of BVSD with the community is also a great way to gain exposure and increase loyalty.

Resources for Prospective Audiences

BVSD can create insights into the process, steps, and challenges of new families considering the District. Create and share engaging content designed to support them throughout their consideration and decision stages.

Other

Just because something hasn't been highlighted before doesn't mean it shouldn't be. View new accomplishments, activities, and happenings through the lens of BVSD goals. Ask the question, "Can this help the District getting closer to goal?"

Social Media Campaigns

Social media campaigns are great ways to group content approaches in ways that tell a larger story. Campaigns should relate back to communications goals and focus on the user. Potential campaigns for BVSD might include:

Ambassador Stories

Featured stories and takeovers from key stakeholders like Hispanic heads of the household, students of varying ages and demographics, and educators. Stories should be told via multiple mediums, including photos, video, blog or website content, and even things like social media takeovers.

BVSD in the Community

Highlight all the ways BVSD participates in the community and gives back. Highlight the steps BVSD is taking to advance education and technology in the District. Position BVSD through rich content that portrays the District as Boulder Valley's "team captain and fearless leader."

Governance + Management

As with any communications medium, BVSD's social media strategy should be based on a helpful framework. Our suggested methodology consists of four stages: Gather, Prepare, Act, and Grow.



1. **Gather:** Take the time to assign roles, gather an internal or external team to help manage the project, and curate the content opportunities and resources that exist.
2. **Prepare:** Ensure team members are trained, and create content and resources needed for teams to get the job done well. Resources may include photo-sharing tools, processes, and more.
3. **Act:** Start executing on the strategy, and work to engage with stakeholders to continue to generate activity. And always, throughout every step, focus efforts on continuing to create and source content opportunities.
4. **Grow:** Gauge how well current efforts are performing, and tweak the approach to optimize. Consider paid media strategies also, to stimulate growth in key areas. Create new content based on learnings.

Regulate Process of Starting and Managing Communities

Develop/refresh guidelines for stakeholders and other internal teams to guide them through situations where engaging on behalf of BVSD is and is not appropriate. Include checklist for what is required of launching or managing a social media property on behalf of BVSD schools or programs. Encourage them to contact internal resources to help distribute content, as an option, rather than managing something on their own.

Refresh Social Media Policy

Develop/refresh guidelines for stakeholders and other internal teams to guide them through situations where engaging on behalf of BVSD is and is not appropriate. Create sections for different kinds of internal teams, those more heavily involved, and those simply participating.

Establish Social Media FAQ

Develop a Social Media FAQ featuring questions commonly asked by users and appropriate ways for the BVSD team to respond. Communicate to relevant internal teams.

Confirm Content Workflow

Create a process and workflow for curating content on BVSD social properties. Designate one person or team to “own” this, and direct internal teams to send content opportunities accordingly. Consider things like:

- **Editorial Calendar**
Formalize the District’s approach to creating content. Use calendars to map out posts.
- **Scheduling Tools**
Both Facebook and Twitter have built-in tools to schedule content. This helps maintain an active and effective social media presence.
- **One-Sheeters**
Create easy-to-follow guides for engagement best practices in specific situations for relevant teams. Examples include social media usage and compliance, social media FAQ, event participation, training, and responsibilities.

Create System for Sourcing Content

The Core Team will help source content and share to support content strategy, making suggestions for valuable resources for prospects and other content opportunities. Resources to facilitate this might include a “Content Submission Guide” for those wanting to participate.

Measurement

We recommend the following metrics to track the success of communications efforts moving forward:

Followership

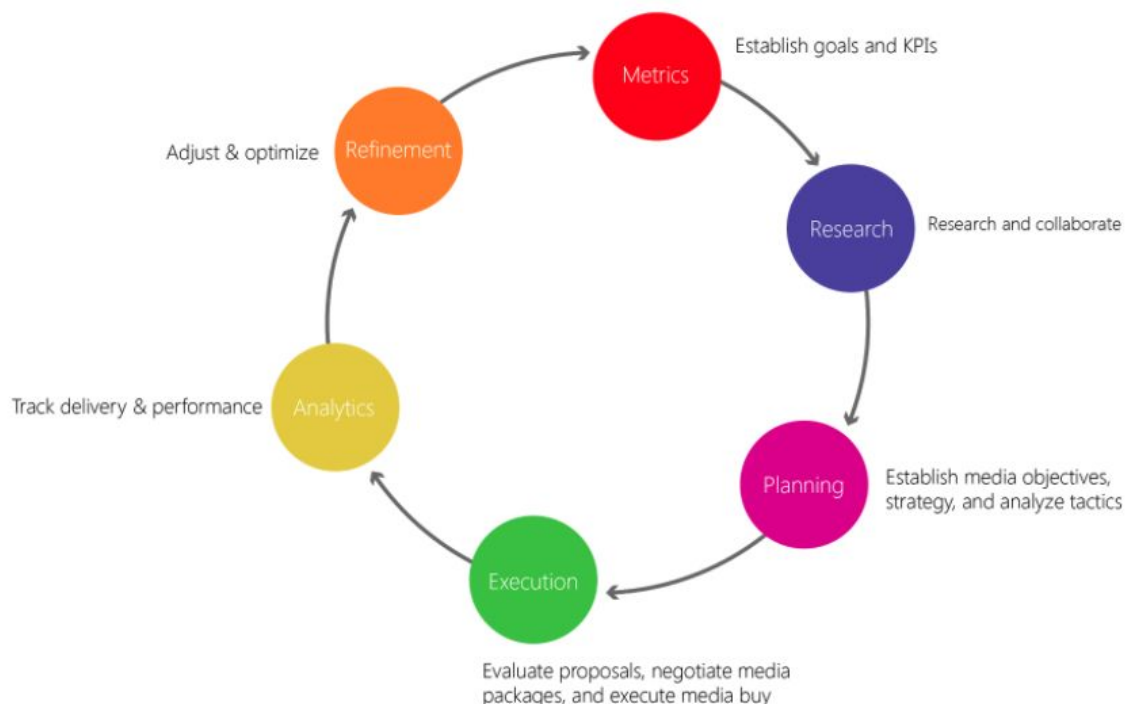
While the size of the BVSD community is limited, there is great opportunity for growth within the District's networks. Aim to increase the size of BVSD's presence among relevant stakeholders.

Engagement/Engagement Rate

Engagement is one of the strongest metrics tied to the impact of content on social media users or followers. While impressions and reach are valuable, engagements (the number of times people touch specific content) are far more meaningful.

Conversions

Identify key conversions on BVSD's website that indicate successful social media efforts. Use UTM codes, Google Analytics Goals, and conversion tracking codes to monitor and optimize the funnel and tactics.





APPENDIX G:

SEGMENTATION RECOMMENDATIONS



Introduction

Effective communications plans make target audiences feel understood — and instill a sense of loyalty. How? By delivering the right message to the right audience at the right time.

Segmentation of BVSD audiences into groups with common characteristics/needs will enable the District to tailor its content to be as effective as possible. It is, therefore, a critical component of iFactory's proposed communication strategy.

This document provides segmentation recommendations (by channel and by audience) to help BVSD prioritize and personalize all District communications.

Category Definitions

The topical categories defined below will help you more easily identify which content to group together for streamlined communications.

Activities & Events

Promotion of school happenings, ceremonies, awards, and other functions

Parental Resources

Supplementary resources dedicated to providing parents with forms and information. This may include links to important forms, after-school program listings, tutoring or college preparatory information, and more.

Community Outreach

Articles related to community outreach, volunteer work, fundraising events, and corporate sponsorships/partnerships

BVSD Community Spotlights

Inspiring student, parent, faculty, or class success stories highlighting important achievements

Critical Information

Information on school policies, delays, closings, and administrative policies

Feedback

A simple CTA (call-to-action) soliciting ongoing feedback from parents on how we can improve

Each category has been selected to support the goals of our proposed branding, technology, and administration strategies. These categories are also designed to emphasize creating a two-way conversation and nurturing relationships with stakeholders.

Communications by Channel

The table below categorizes various types of communications and the appropriate channels from which to distribute them. A responsive email newsletter should act as the gateway to all content categories. Other communications channels should be prioritized for certain topics. For example, people who find text messages disruptive may prefer to limit them to activity alerts and critical information.

Category	Website	Email Newsletter	Blog	Social Media	Text Message
Activities	X	X		X	X
Parental Resources	X	X			
Community Outreach	X	X	X	X	
Spotlights	X	X	X	X	
Critical Information	X	X	X	X	X

Communications by Stakeholder

The following table segments topics based on what is critical to each stakeholder. Note that we've also made recommendations on topics to consider translating in order to optimize engagement with Spanish-speaking households.

Category	Translate	Students	Parents	Faculty	Community
Activities	X	X	X	X	X
Parental Resources	X		X		
Community Outreach			X	X	X
Spotlights		X	X	X	X
Critical Information	X	X	X	X	



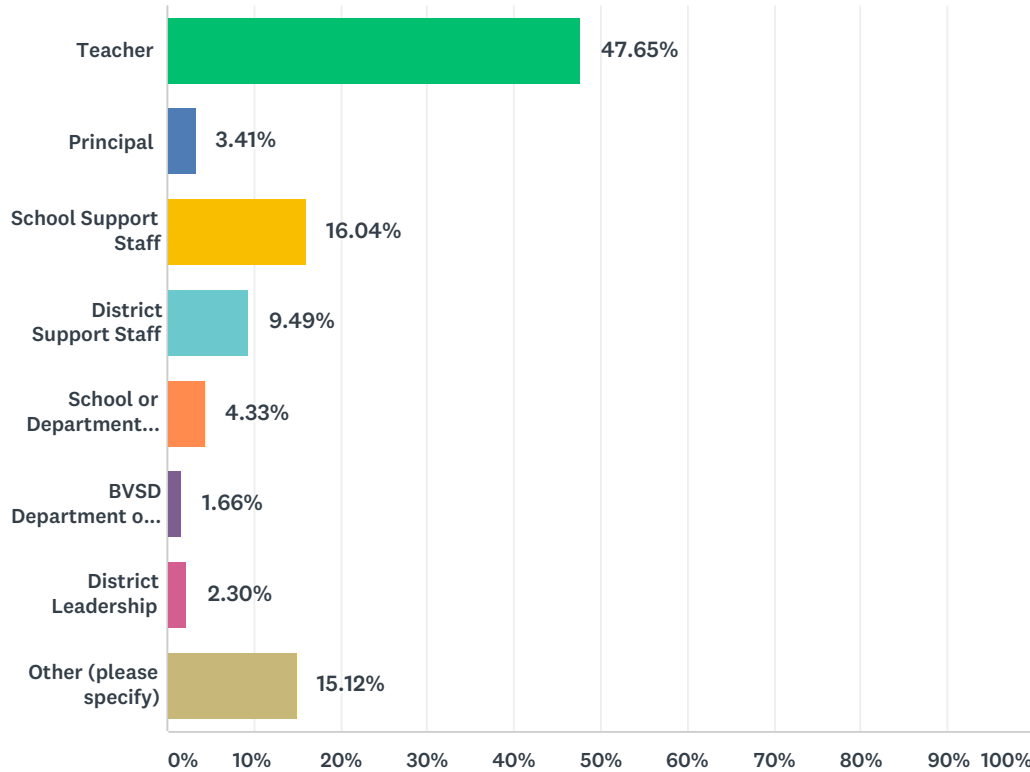
APPENDIX H:

BVSD Employee Survey



Q1 Which of these best describes your role?

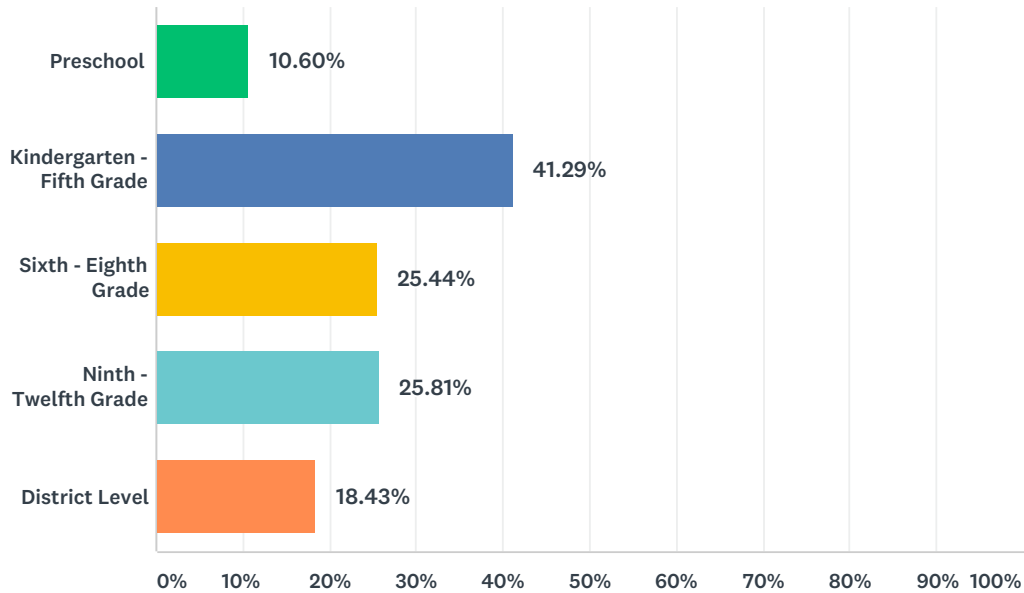
Answered: 1,085 Skipped: 0



ANSWER CHOICES	RESPONSES	
Teacher	47.65%	517
Principal	3.41%	37
School Support Staff	16.04%	174
District Support Staff	9.49%	103
School or Department Administrative Assistant	4.33%	47
BVSD Department or Division Leader	1.66%	18
District Leadership	2.30%	25
Other (please specify)	15.12%	164
TOTAL		1,085

Q2 Which of these best describes where you work? (Please check all that apply.)

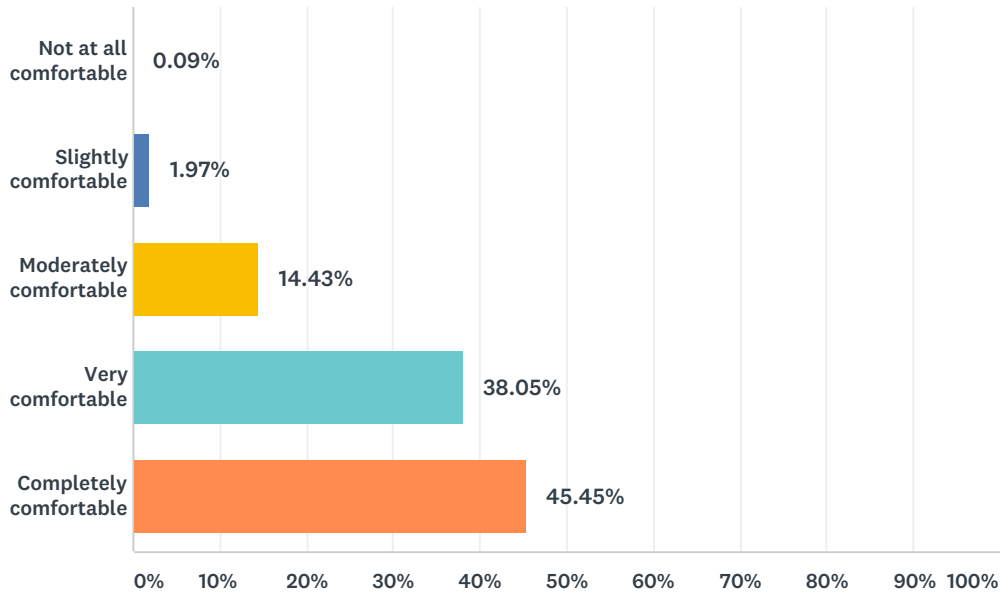
Answered: 1,085 Skipped: 0



ANSWER CHOICES	RESPONSES	
Preschool	10.60%	115
Kindergarten - Fifth Grade	41.29%	448
Sixth - Eighth Grade	25.44%	276
Ninth - Twelfth Grade	25.81%	280
District Level	18.43%	200
Total Respondents: 1,085		

Q3 How comfortable do you feel using technology such as computers, tablets, or smartphones in your daily life?

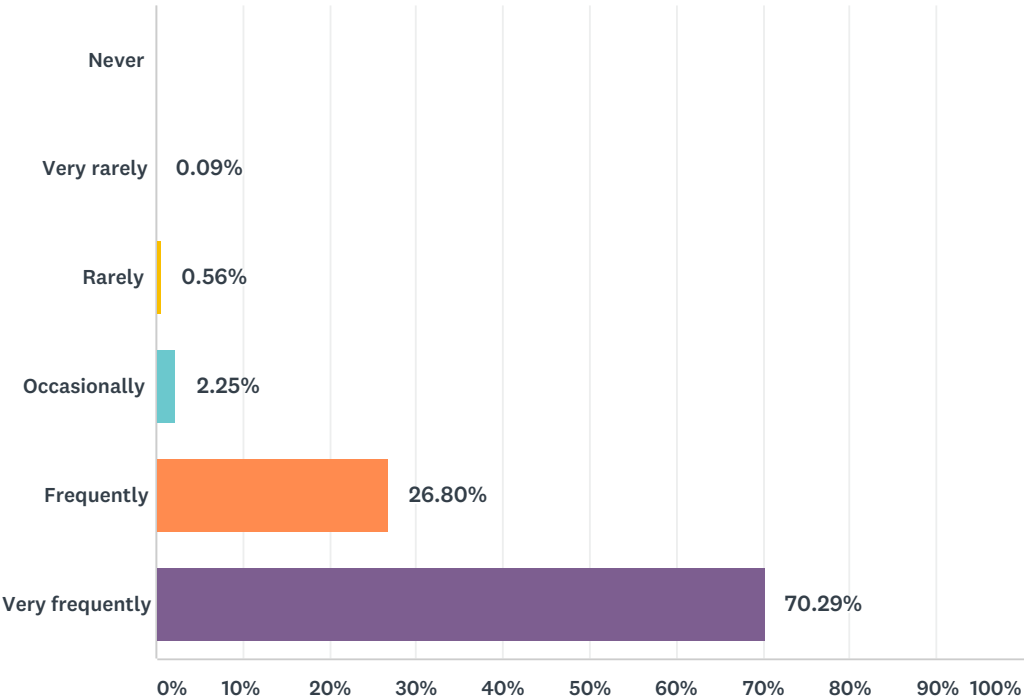
Answered: 1,067 Skipped: 18



ANSWER CHOICES	RESPONSES	
Not at all comfortable	0.09%	1
Slightly comfortable	1.97%	21
Moderately comfortable	14.43%	154
Very comfortable	38.05%	406
Completely comfortable	45.45%	485
TOTAL		1,067

Q4 How often do you have easy access to the internet?

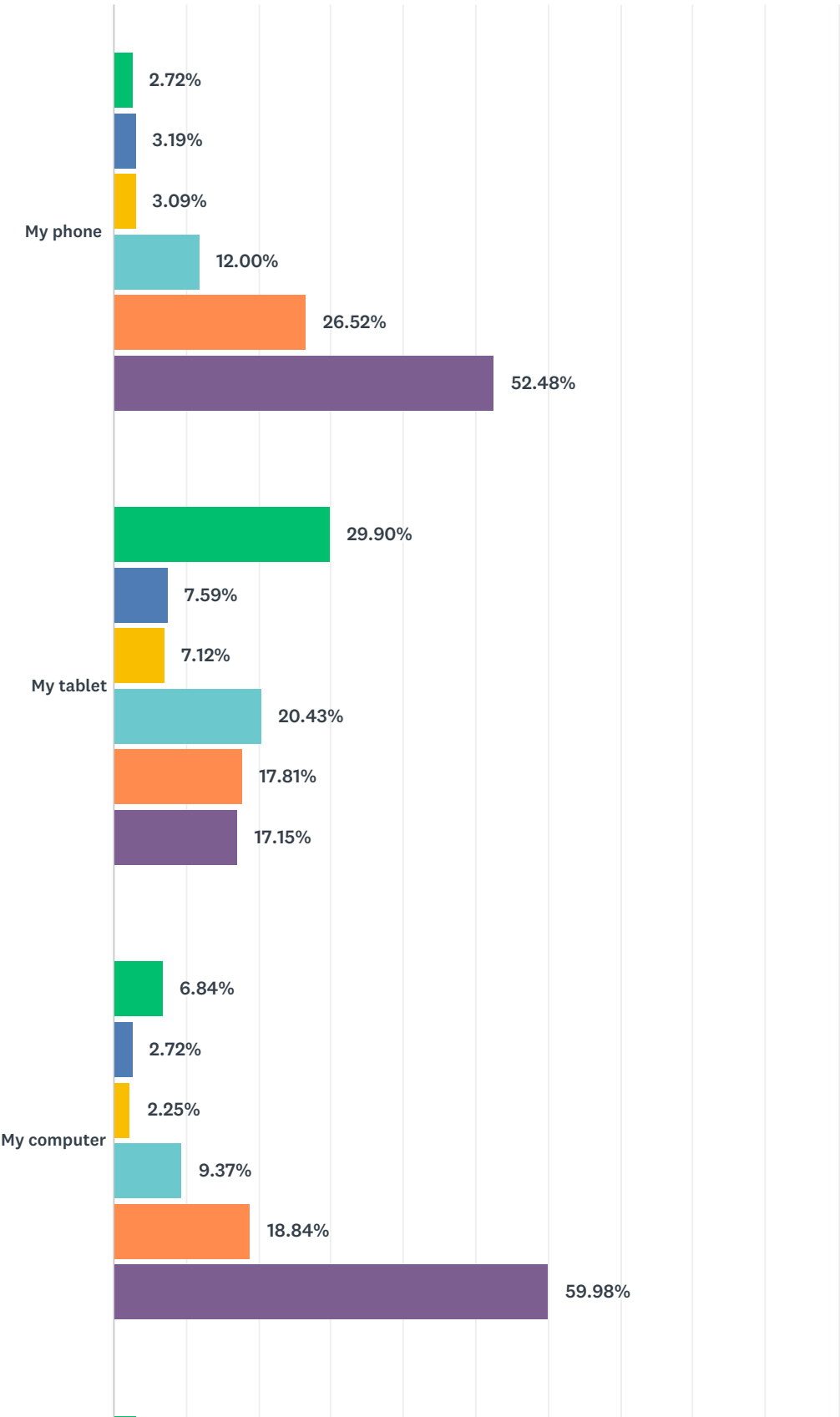
Answered: 1,067 Skipped: 18



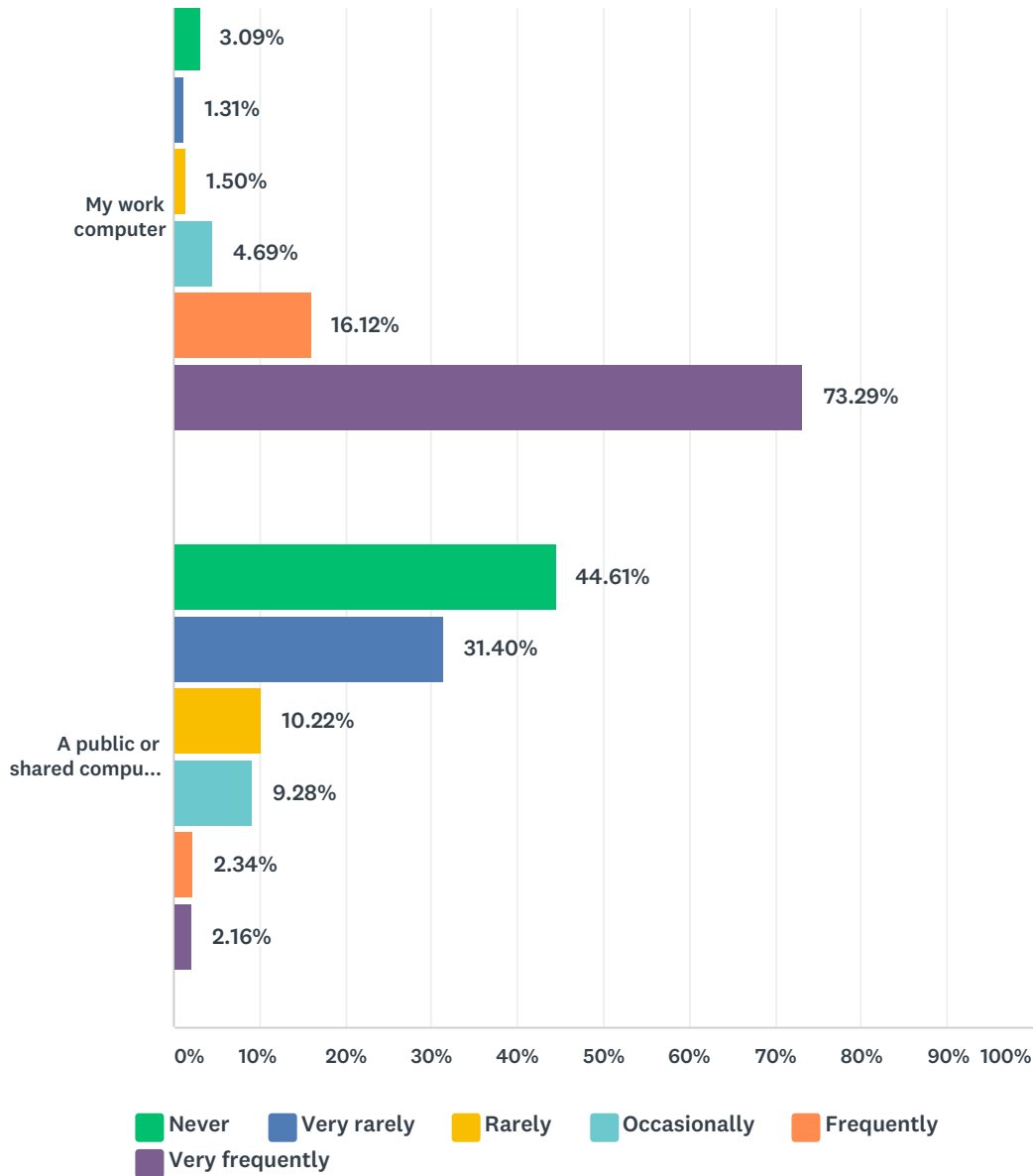
ANSWER CHOICES		RESPONSES	
Never		0.00%	0
Very rarely		0.09%	1
Rarely		0.56%	6
Occasionally		2.25%	24
Frequently		26.80%	286
Very frequently		70.29%	750
TOTAL			1,067

Q5 How frequently do you use the following to access the internet?

Answered: 1,067 Skipped: 18



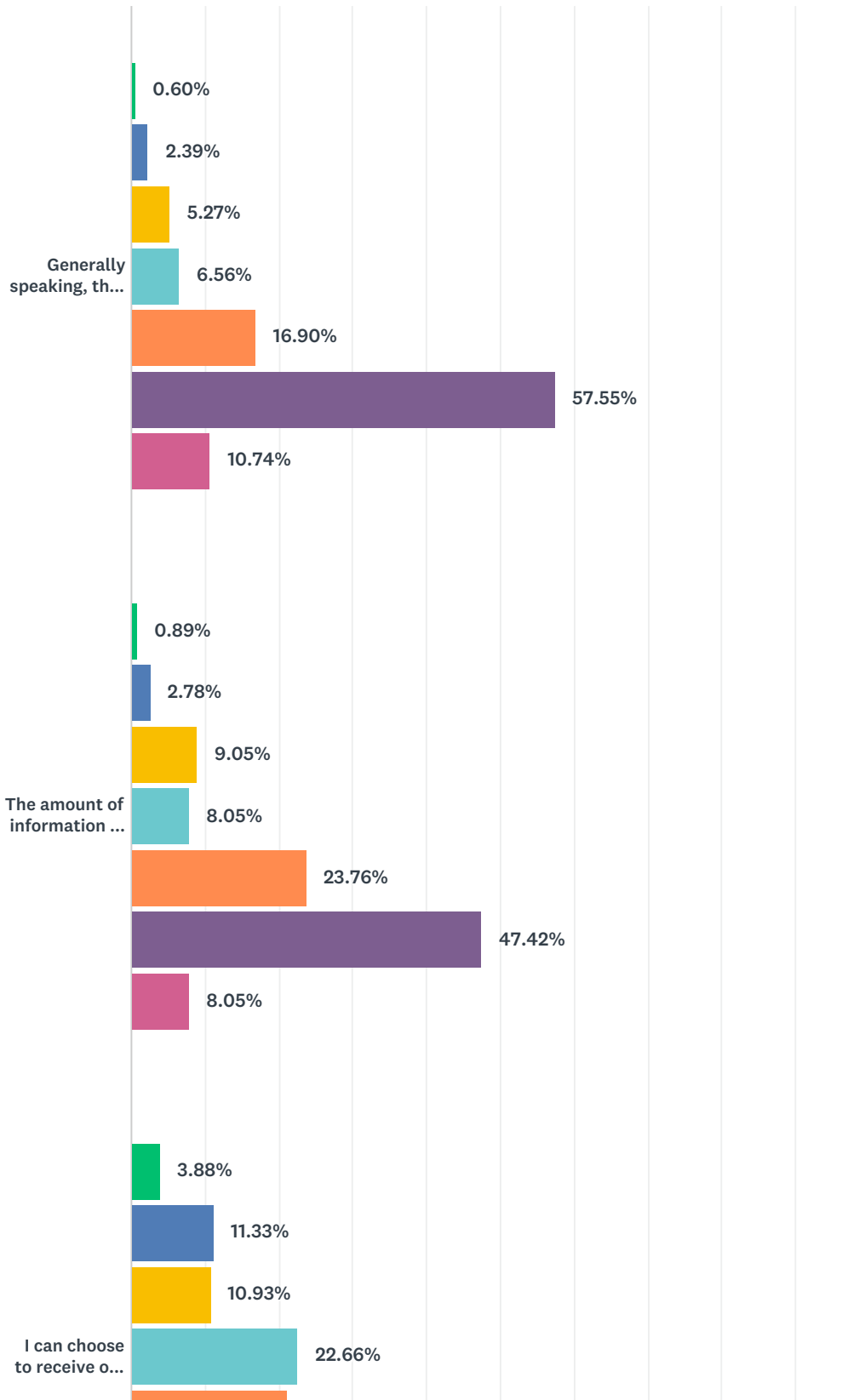
Boulder Valley School District Employee Survey



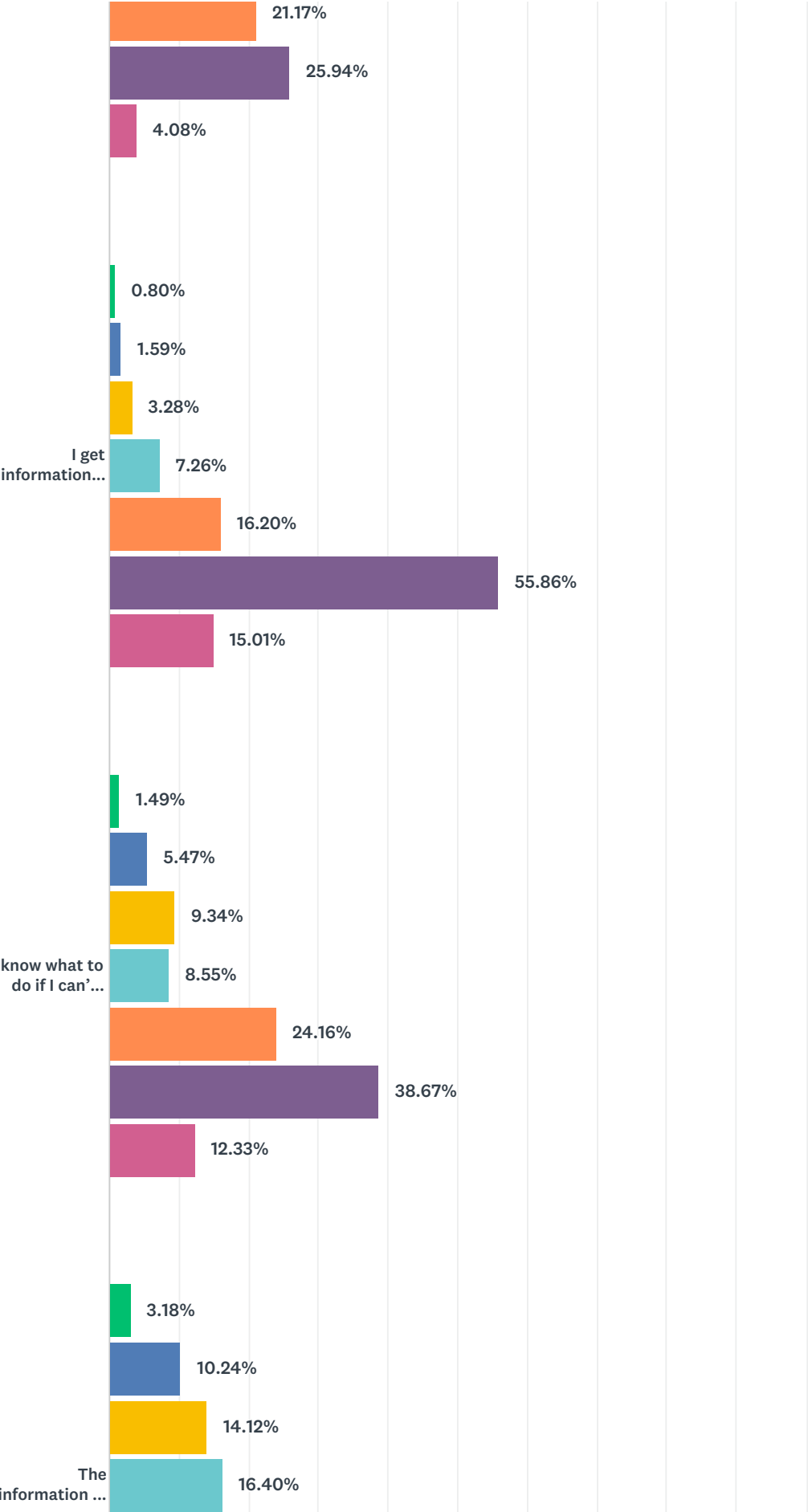
	NEVER	VERY RARELY	RARELY	OCCASIONALLY	FREQUENTLY	VERY FREQUENTLY	TOTAL
My phone	2.72% 29	3.19% 34	3.09% 33	12.00% 128	26.52% 283	52.48% 560	1,067
My tablet	29.90% 319	7.59% 81	7.12% 76	20.43% 218	17.81% 190	17.15% 183	1,067
My computer	6.84% 73	2.72% 29	2.25% 24	9.37% 100	18.84% 201	59.98% 640	1,067
My work computer	3.09% 33	1.31% 14	1.50% 16	4.69% 50	16.12% 172	73.29% 782	1,067
A public or shared computer (for example, at the library)	44.61% 476	31.40% 335	10.22% 109	9.28% 99	2.34% 25	2.16% 23	1,067

Q6 Rate the following statements, based on your experience with Boulder Valley School District.

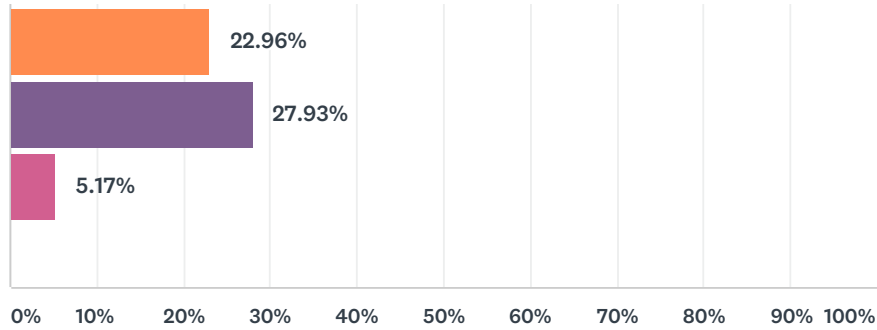
Answered: 1,006 Skipped: 79



Boulder Valley School District Employee Survey



Boulder Valley School District Employee Survey

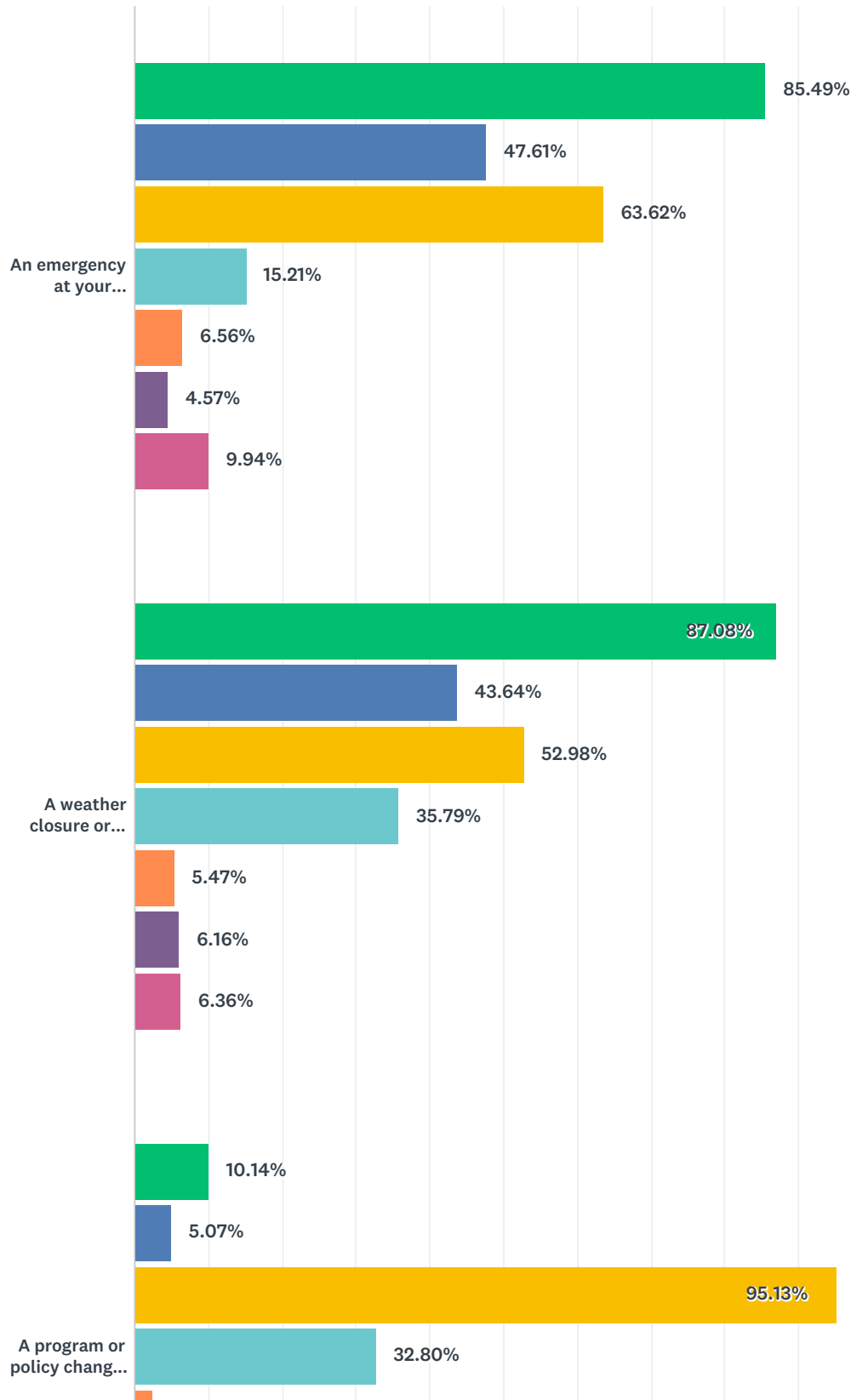


■ Strongly disagree
 ■ Disagree
 ■ Somewhat disagree
■ Neither agree nor disagree
 ■ Somewhat agree
 ■ Agree
■ Strongly agree

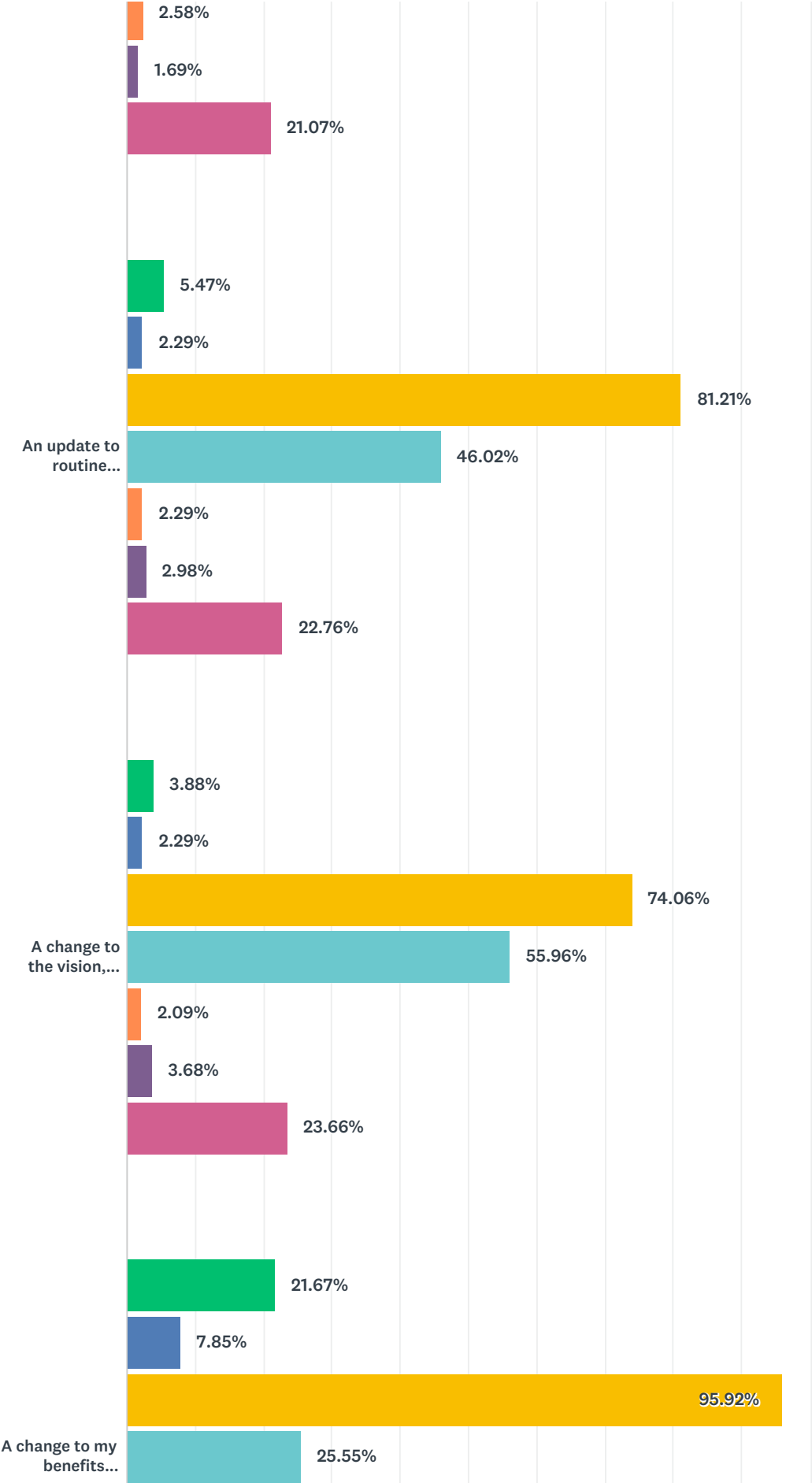
	STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE	TOTAL
Generally speaking, the amount of information I can get from BVSD as an employee is satisfactory.	0.60% 6	2.39% 24	5.27% 53	6.56% 66	16.90% 170	57.55% 579	10.74% 108	1,006
The amount of information I can get as an employee about career opportunities and training is satisfactory.	0.89% 9	2.78% 28	9.05% 91	8.05% 81	23.76% 239	47.42% 477	8.05% 81	1,006
I can choose to receive only information on topics I care about.	3.88% 39	11.33% 114	10.93% 110	22.66% 228	21.17% 213	25.94% 261	4.08% 41	1,006
I get information from BVSD in the way that works best for me (for example, phone, email, text, website).	0.80% 8	1.59% 16	3.28% 33	7.26% 73	16.20% 163	55.86% 562	15.01% 151	1,006
I know what to do if I can't get the info I need from my supervisor.	1.49% 15	5.47% 55	9.34% 94	8.55% 86	24.16% 243	38.67% 389	12.33% 124	1,006
The information is prioritized for me. (I know what is urgent vs. non-urgent.)	3.18% 32	10.24% 103	14.12% 142	16.40% 165	22.96% 231	27.93% 281	5.17% 52	1,006

Q7 How do you prefer to receive information in the following situations? (Please check the top 3.) There has been...

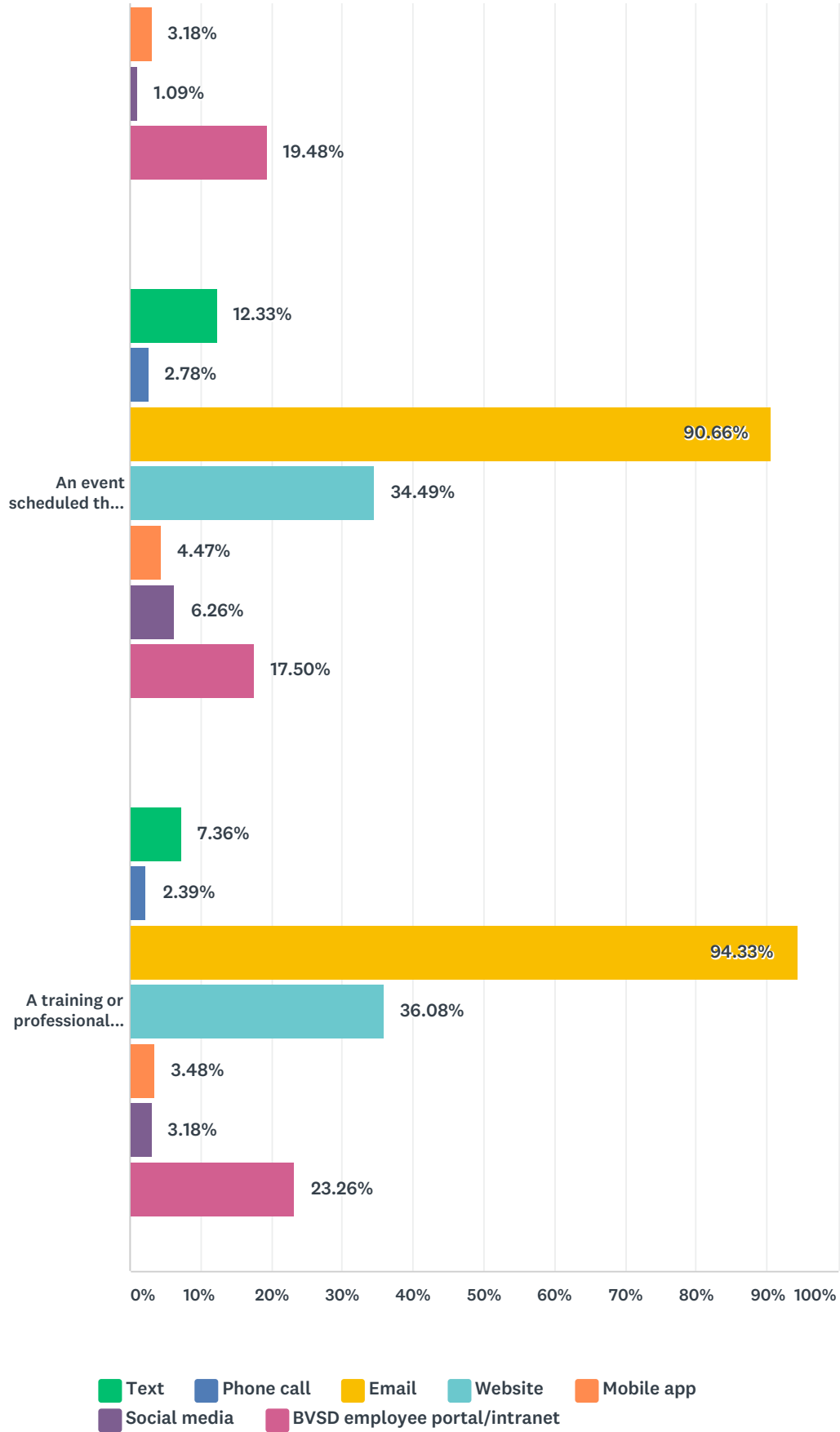
Answered: 1,006 Skipped: 79



Boulder Valley School District Employee Survey



Boulder Valley School District Employee Survey



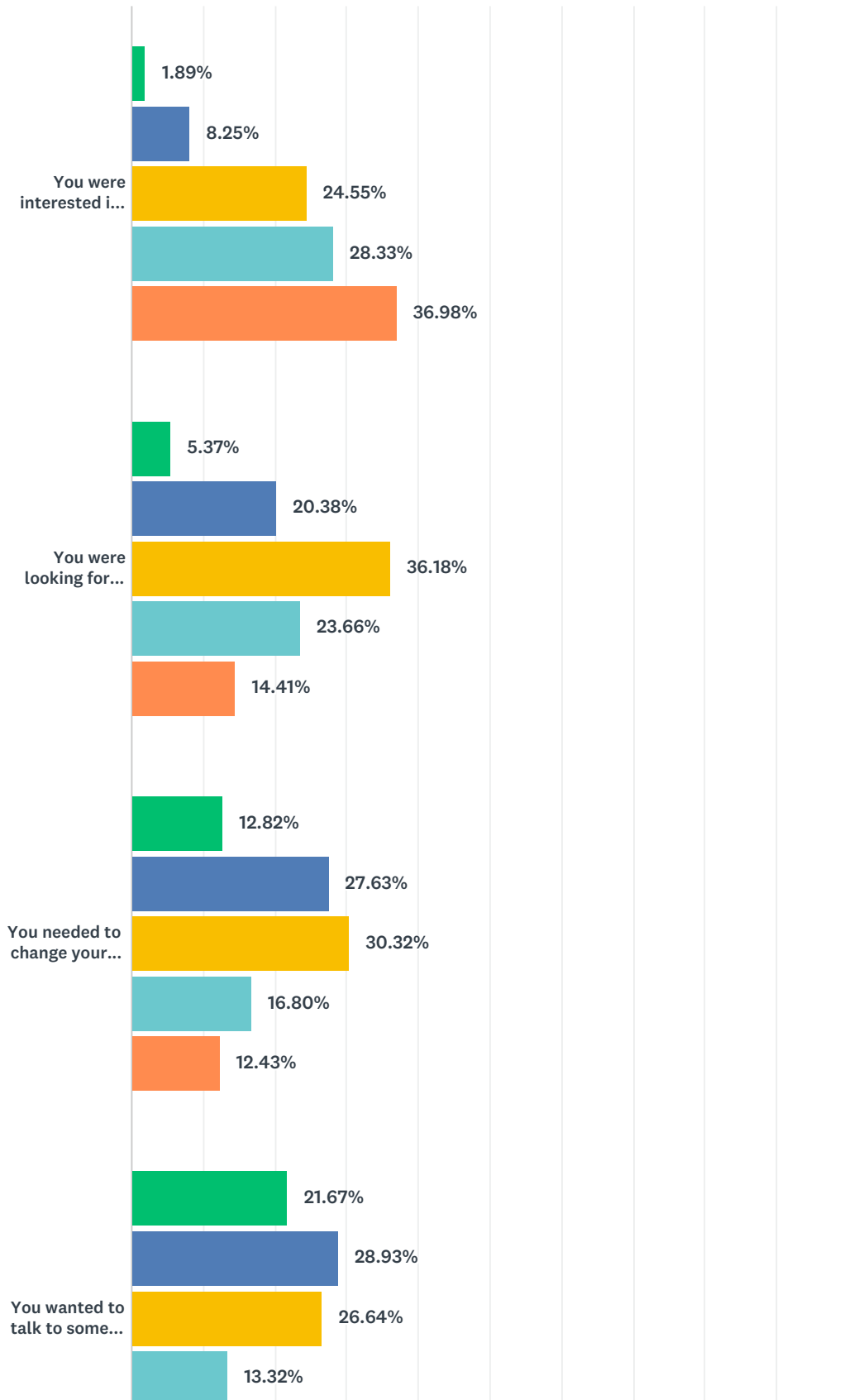
	TEXT	PHONE CALL	EMAIL	WEBSITE	MOBILE APP	SOCIAL MEDIA	BVSD EMPLOYEE PORTAL/INTRANET	TOTAL RESPONDENTS
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Boulder Valley School District Employee Survey

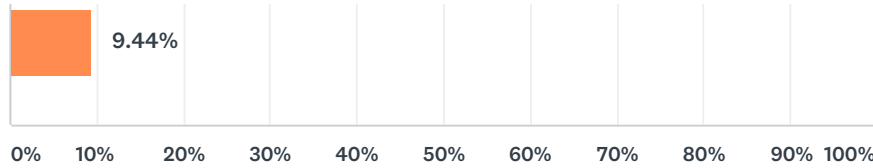
An emergency at your school/facility (ex. Lockdown or closure).	85.49% 860	47.61% 479	63.62% 640	15.21% 153	6.56% 66	4.57% 46	9.94% 100	1,006
A weather closure or delay.	87.08% 876	43.64% 439	52.98% 533	35.79% 360	5.47% 55	6.16% 62	6.36% 64	1,006
A program or policy change that impacts my school/department (instructional changes, budget, equity efforts, etc.).	10.14% 102	5.07% 51	95.13% 957	32.80% 330	2.58% 26	1.69% 17	21.07% 212	1,006
An update to routine district matters (district performance, school district budget, etc.).	5.47% 55	2.29% 23	81.21% 817	46.02% 463	2.29% 23	2.98% 30	22.76% 229	1,006
A change to the vision, mission, or strategic plan of the district.	3.88% 39	2.29% 23	74.06% 745	55.96% 563	2.09% 21	3.68% 37	23.66% 238	1,006
A change to my benefits package that will come into effect soon.	21.67% 218	7.85% 79	95.92% 965	25.55% 257	3.18% 32	1.09% 11	19.48% 196	1,006
An event scheduled that I might be interested in attending.	12.33% 124	2.78% 28	90.66% 912	34.49% 347	4.47% 45	6.26% 63	17.50% 176	1,006
A training or professional development opportunity.	7.36% 74	2.39% 24	94.33% 949	36.08% 363	3.48% 35	3.18% 32	23.26% 234	1,006

Q8 How confident are you about where to find information if...

Answered: 1,006 Skipped: 79



Boulder Valley School District Employee Survey

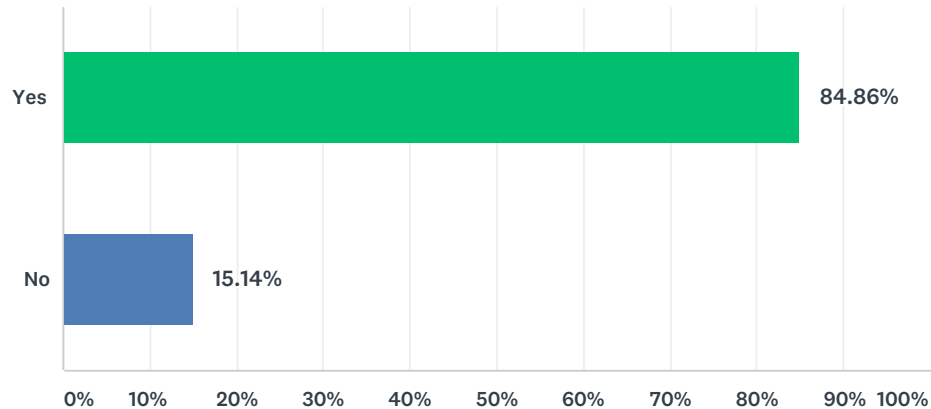


■ Not at all confident
 ■ Slightly confident
 ■ Confident
 ■ Very confident
 ■ Completely confident

	NOT AT ALL CONFIDENT	SLIGHTLY CONFIDENT	CONFIDENT	VERY CONFIDENT	COMPLETELY CONFIDENT	TOTAL
You were interested in finding and applying for jobs at BVSD?	1.89% 19	8.25% 83	24.55% 247	28.33% 285	36.98% 372	1,006
You were looking for opportunities to learn new skills or enhance your career?	5.37% 54	20.38% 205	36.18% 364	23.66% 238	14.41% 145	1,006
You needed to change your personal information (address, email, etc.) in the system?	12.82% 129	27.63% 278	30.32% 305	16.80% 169	12.43% 125	1,006
You wanted to talk to someone because you felt your needs were not being met by your supervisor?	21.67% 218	28.93% 291	26.64% 268	13.32% 134	9.44% 95	1,006

Q9 Are you responsible for directly communicating with other employees, parents/families, or the community as part of your position?

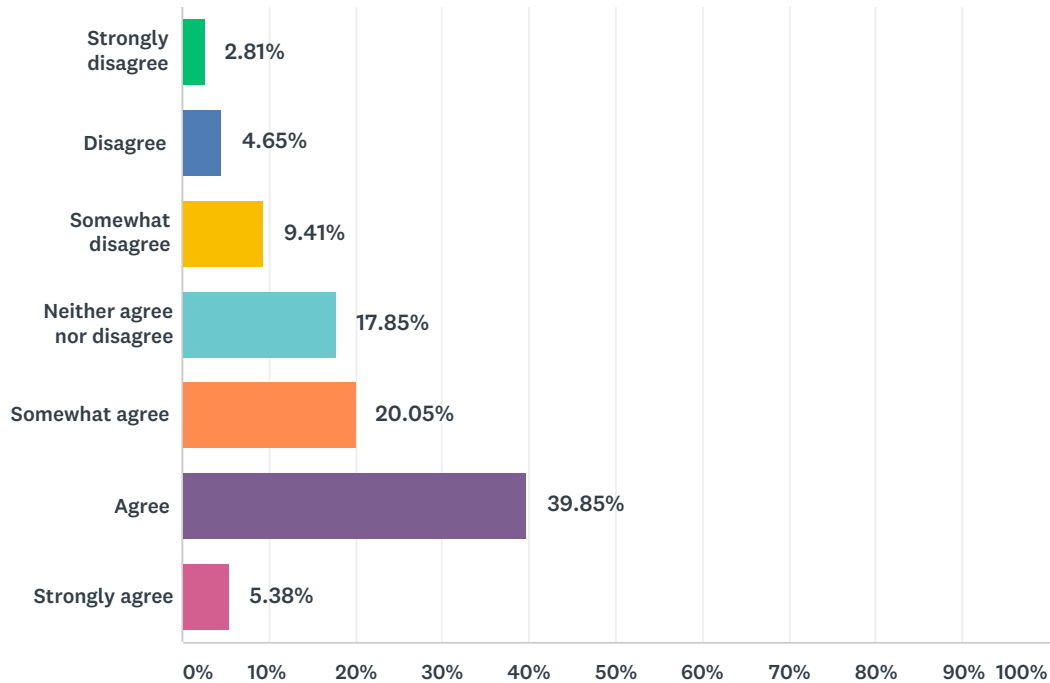
Answered: 1,004 Skipped: 81



ANSWER CHOICES	RESPONSES	
Yes	84.86%	852
No	15.14%	152
TOTAL		1,004

Q10 The information I can get from the district as an employee in terms of my role as a communicator is satisfactory.

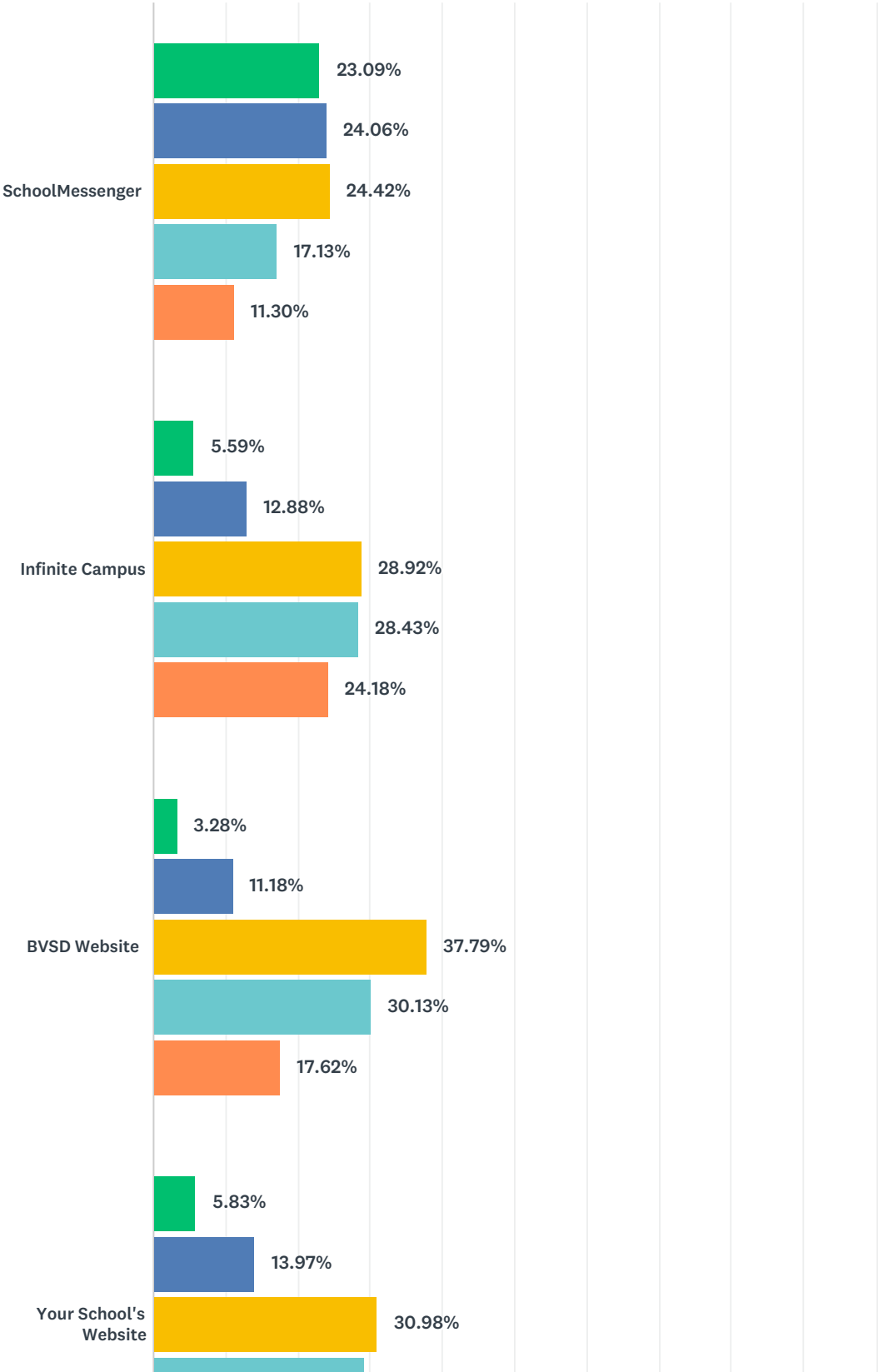
Answered: 818 Skipped: 267



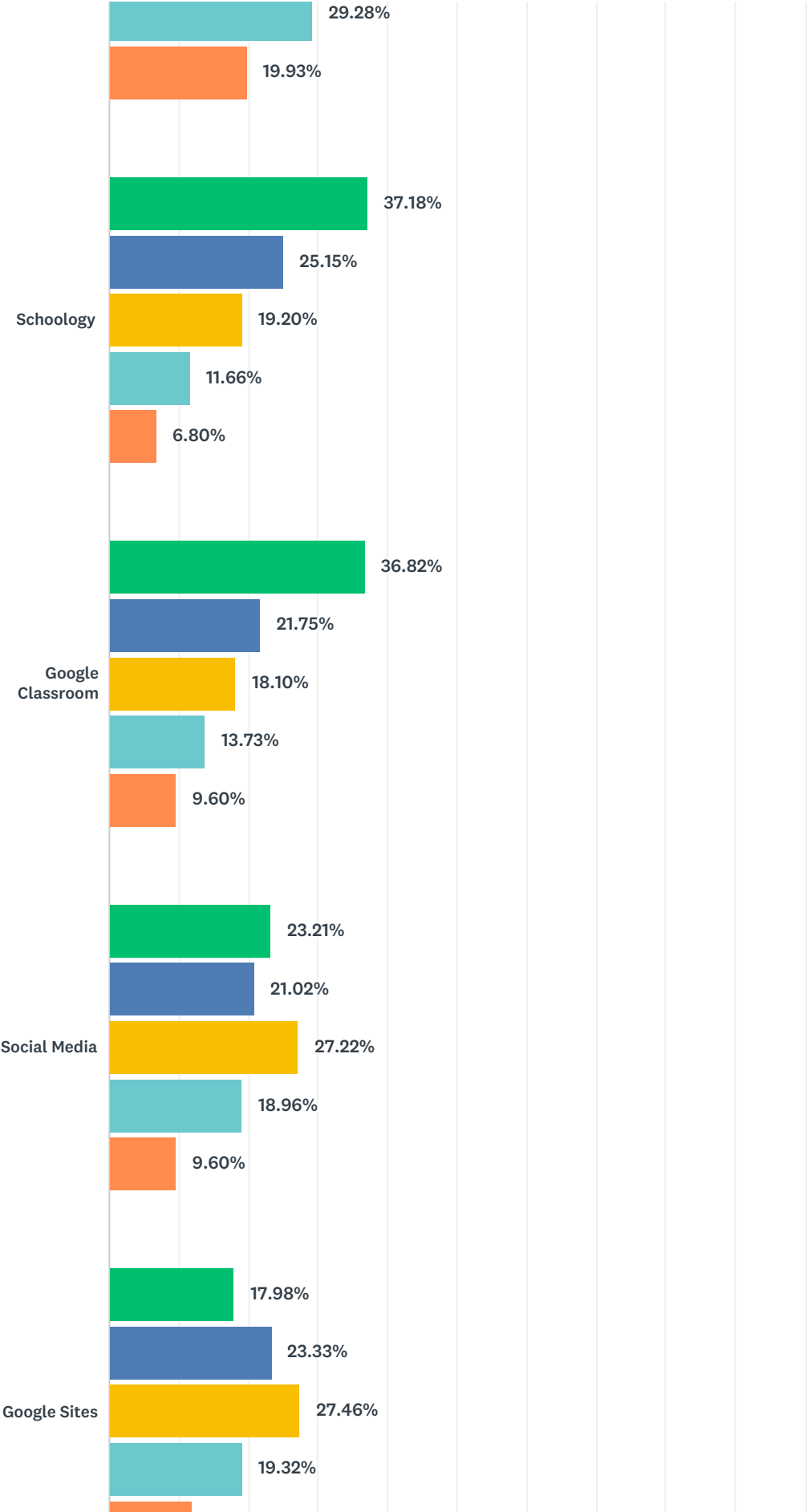
ANSWER CHOICES	RESPONSES	
Strongly disagree	2.81%	23
Disagree	4.65%	38
Somewhat disagree	9.41%	77
Neither agree nor disagree	17.85%	146
Somewhat agree	20.05%	164
Agree	39.85%	326
Strongly agree	5.38%	44
TOTAL		818

Q11 How confident are you that you could describe the primary purpose of the following communication tools in a sentence or two?

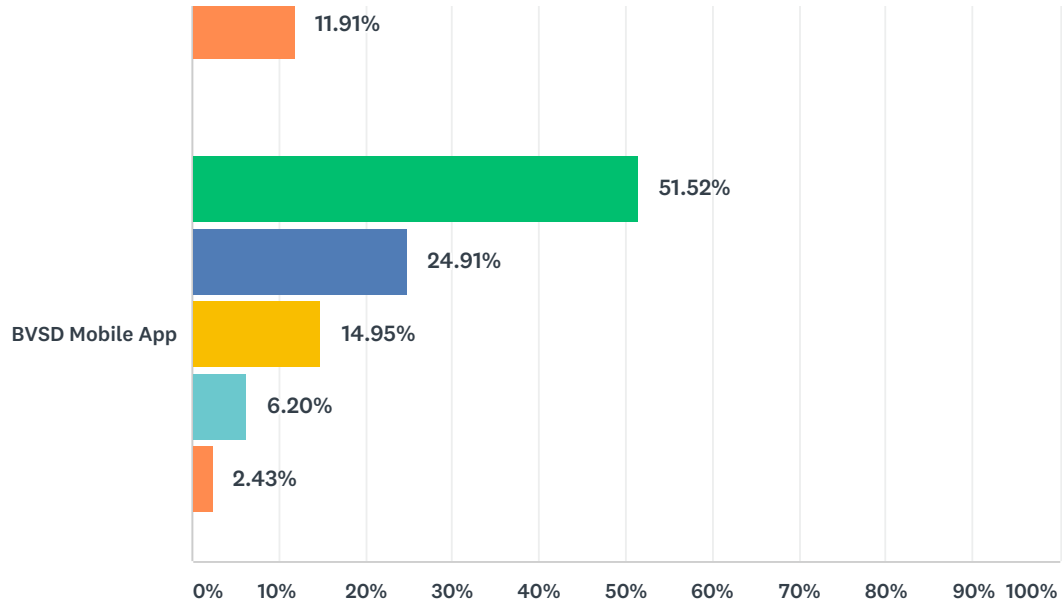
Answered: 823 Skipped: 262



Boulder Valley School District Employee Survey



Boulder Valley School District Employee Survey

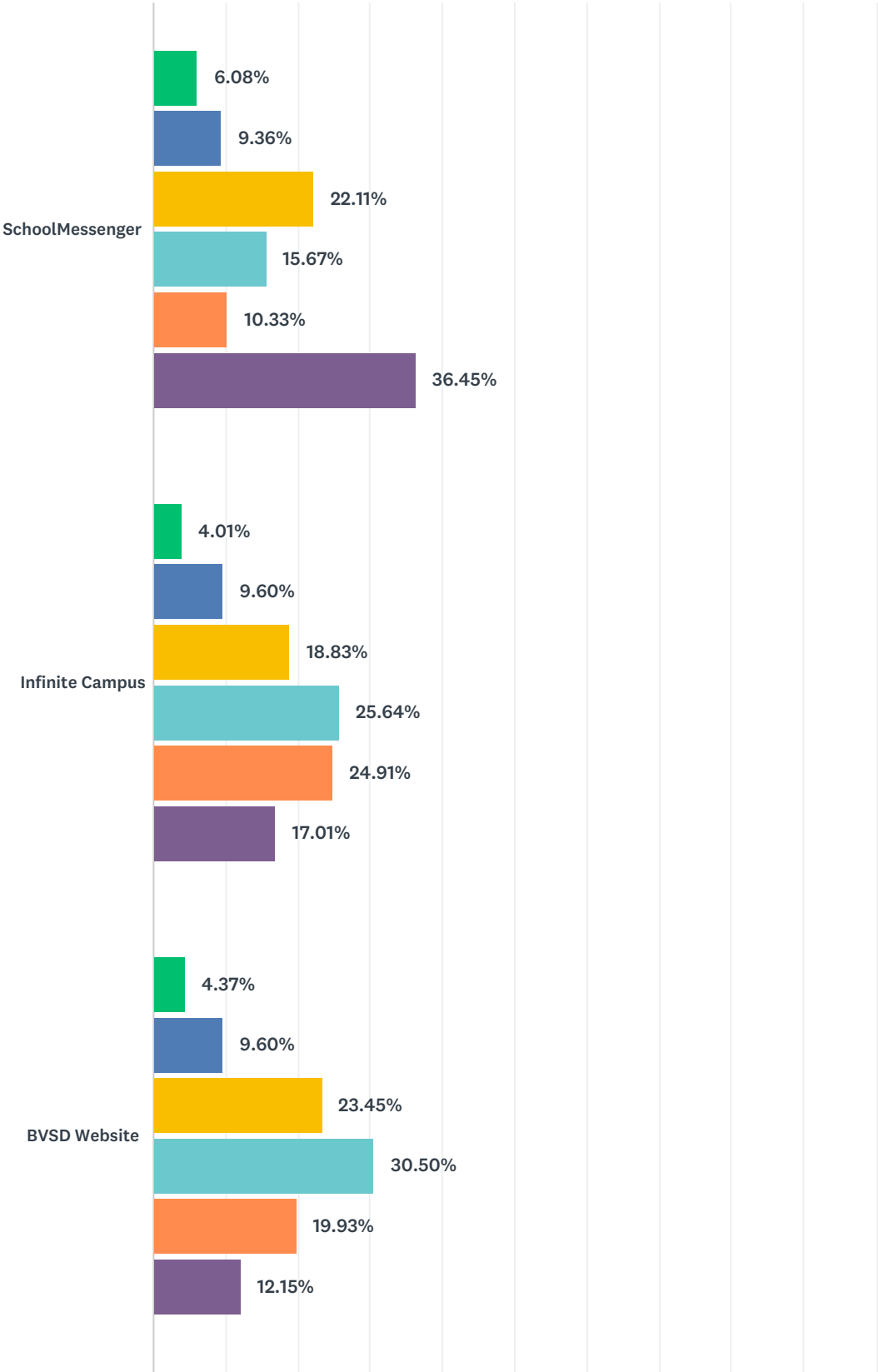


■ Not at all confident
 ■ Slightly confident
 ■ Confident
 ■ Very confident
 ■ Completely confident

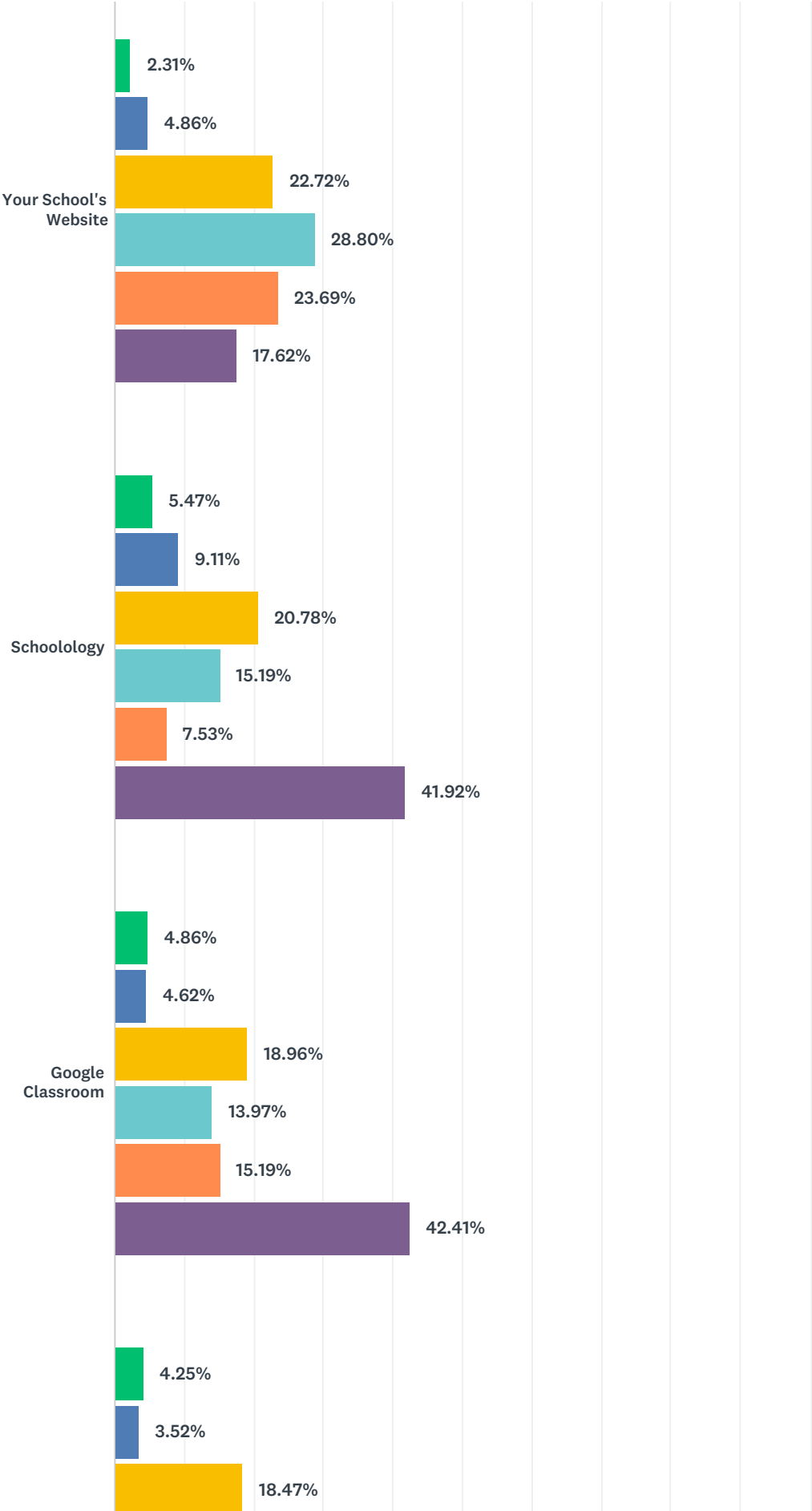
	NOT AT ALL CONFIDENT	SLIGHTLY CONFIDENT	CONFIDENT	VERY CONFIDENT	COMPLETELY CONFIDENT	TOTAL
SchoolMessenger	23.09% 190	24.06% 198	24.42% 201	17.13% 141	11.30% 93	823
Infinite Campus	5.59% 46	12.88% 106	28.92% 238	28.43% 234	24.18% 199	823
BVSD Website	3.28% 27	11.18% 92	37.79% 311	30.13% 248	17.62% 145	823
Your School's Website	5.83% 48	13.97% 115	30.98% 255	29.28% 241	19.93% 164	823
Schoology	37.18% 306	25.15% 207	19.20% 158	11.66% 96	6.80% 56	823
Google Classroom	36.82% 303	21.75% 179	18.10% 149	13.73% 113	9.60% 79	823
Social Media	23.21% 191	21.02% 173	27.22% 224	18.96% 156	9.60% 79	823
Google Sites	17.98% 148	23.33% 192	27.46% 226	19.32% 159	11.91% 98	823
BVSD Mobile App	51.52% 424	24.91% 205	14.95% 123	6.20% 51	2.43% 20	823

Q12 How easy do you find it to use the communication features of the following tools?

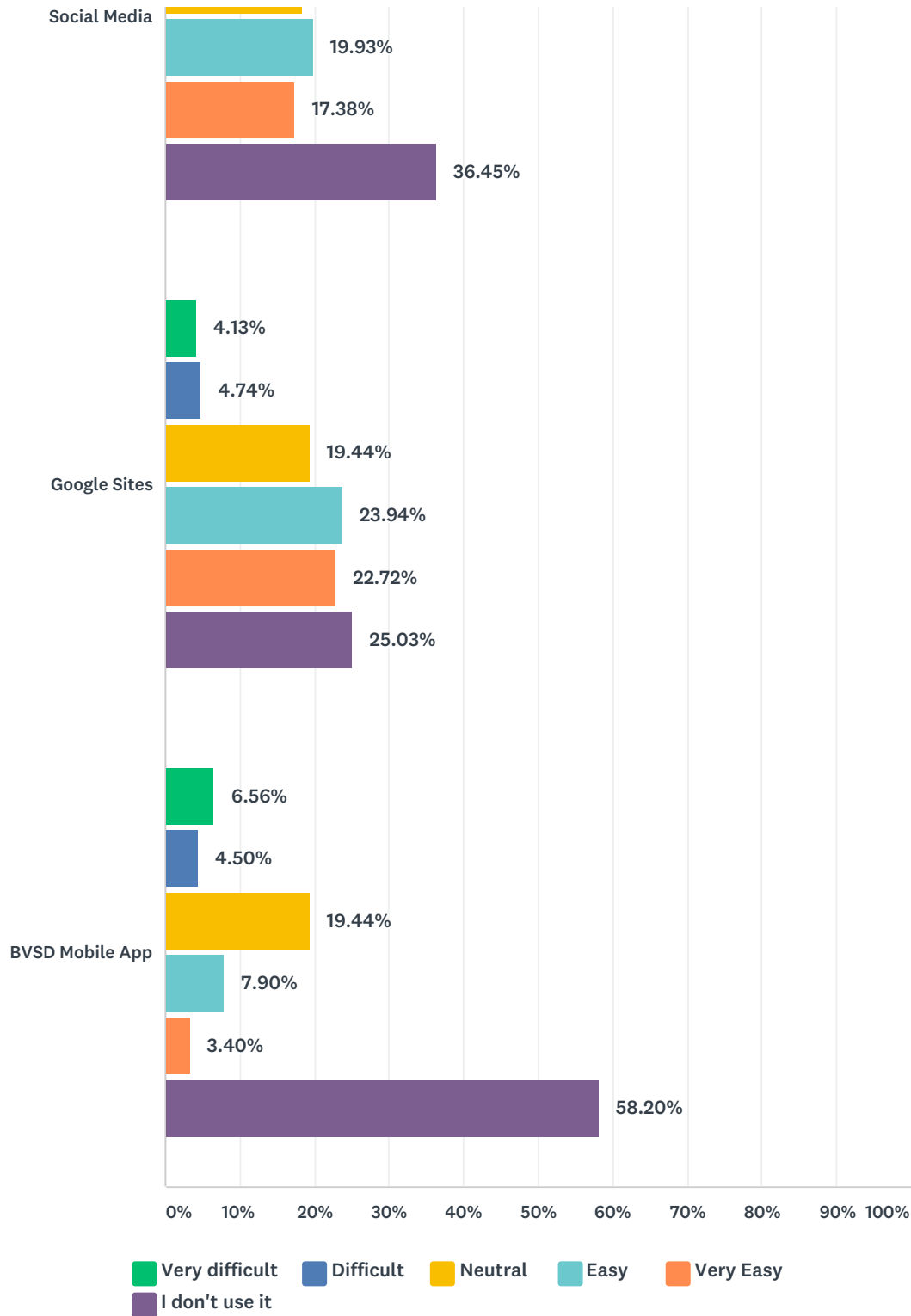
Answered: 823 Skipped: 262



Boulder Valley School District Employee Survey



Boulder Valley School District Employee Survey



	VERY DIFFICULT	DIFFICULT	NEUTRAL	EASY	VERY EASY	I DON'T USE IT	TOTAL
SchoolMessenger	6.08% 50	9.36% 77	22.11% 182	15.67% 129	10.33% 85	36.45% 300	823
Infinite Campus	4.01% 33	9.60% 79	18.83% 155	25.64% 211	24.91% 205	17.01% 140	823
BVSD Website	4.37% 36	9.60% 79	23.45% 193	30.50% 251	19.93% 164	12.15% 100	823

Boulder Valley School District Employee Survey

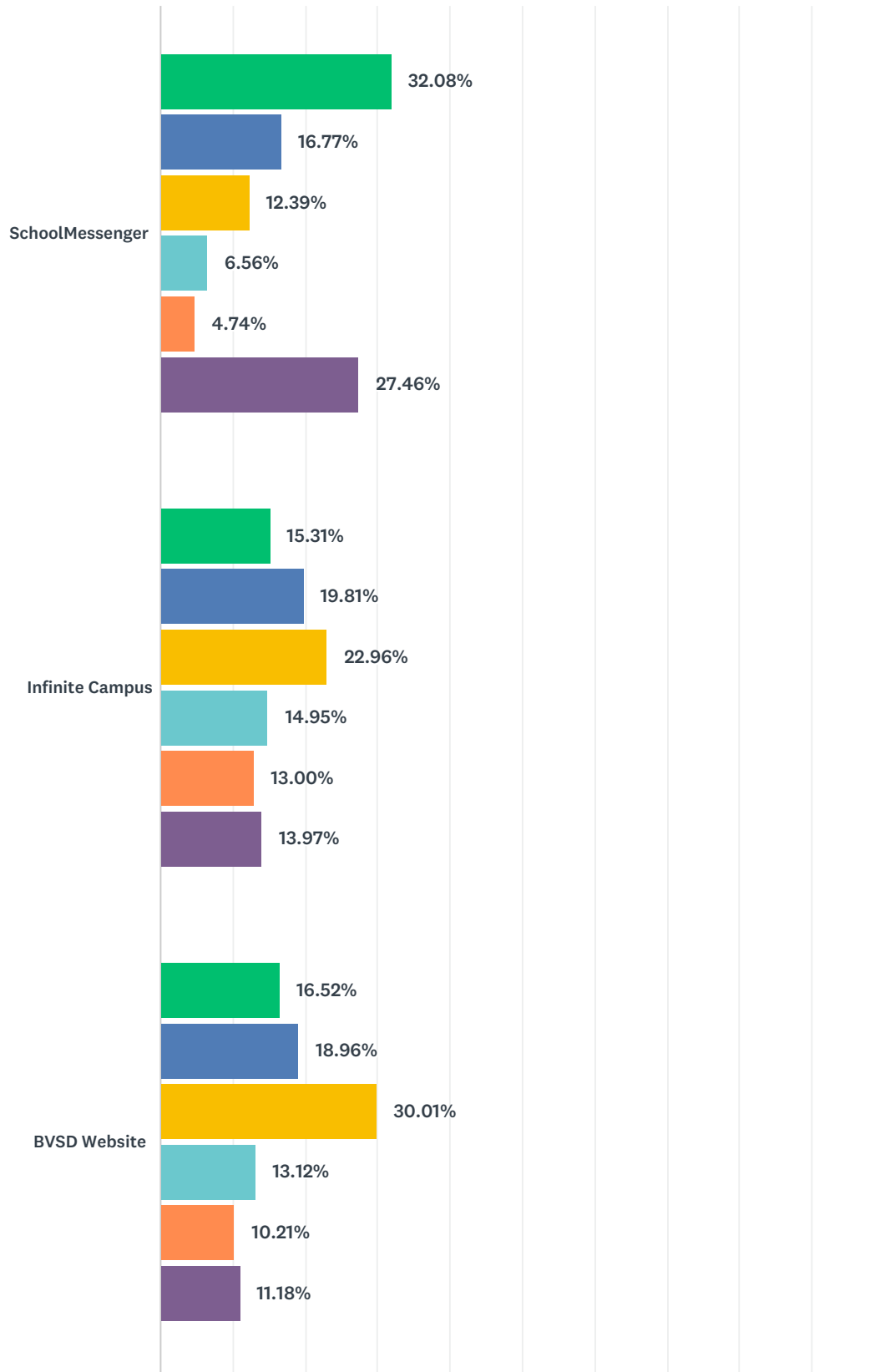
Your School's Website	2.31% 19	4.86% 40	22.72% 187	28.80% 237	23.69% 195	17.62% 145	823
Schoolology	5.47% 45	9.11% 75	20.78% 171	15.19% 125	7.53% 62	41.92% 345	823
Google Classroom	4.86% 40	4.62% 38	18.96% 156	13.97% 115	15.19% 125	42.41% 349	823
Social Media	4.25% 35	3.52% 29	18.47% 152	19.93% 164	17.38% 143	36.45% 300	823
Google Sites	4.13% 34	4.74% 39	19.44% 160	23.94% 197	22.72% 187	25.03% 206	823
BVSD Mobile App	6.56% 54	4.50% 37	19.44% 160	7.90% 65	3.40% 28	58.20% 479	823

Q13 Are there other tools you use to communicate with parents and families that we might not have listed?

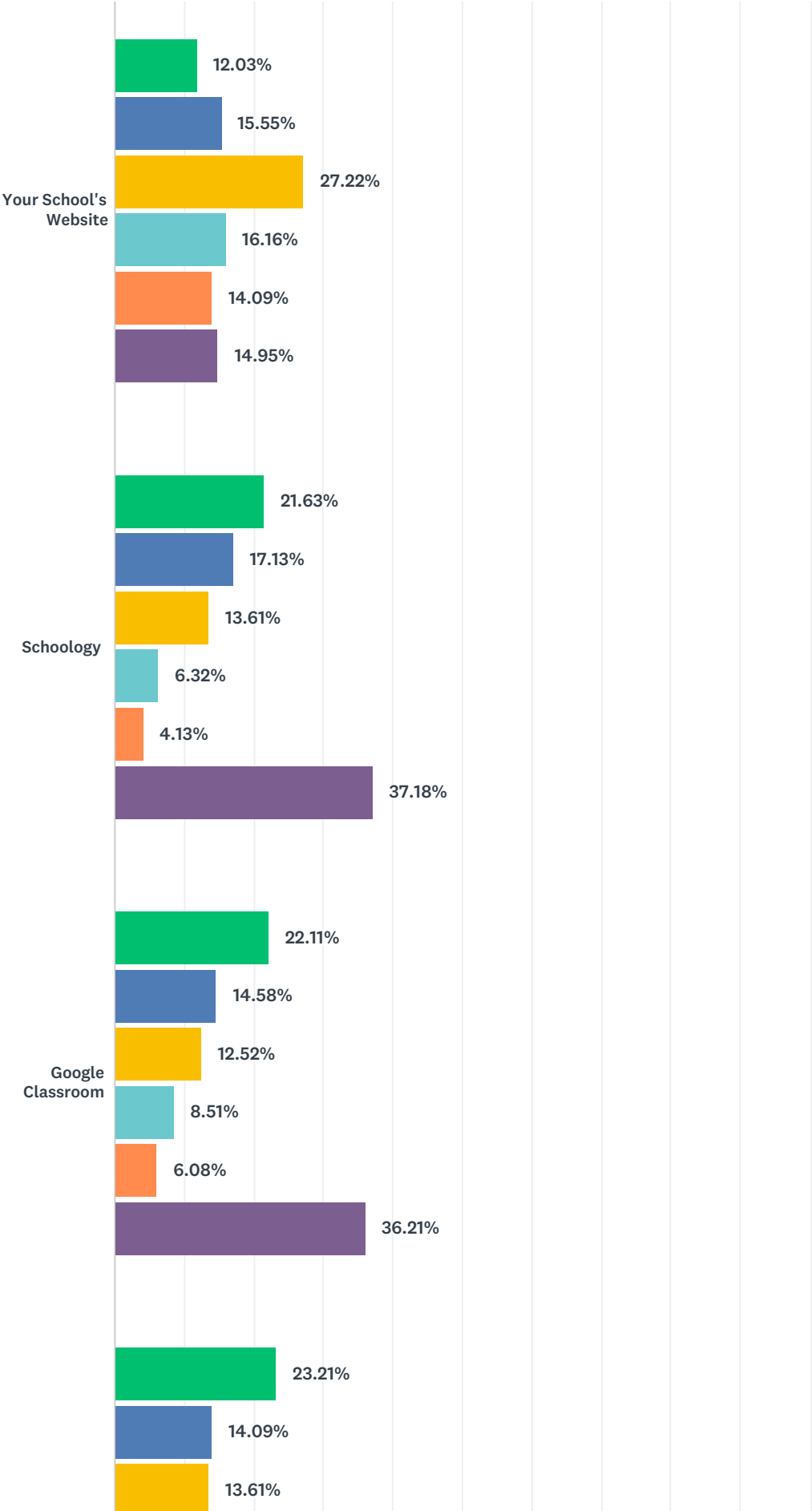
Answered: 371 Skipped: 714

Q14 How confident are you that BVSD has trained you to use the following tools effectively for communicating with parents and students?

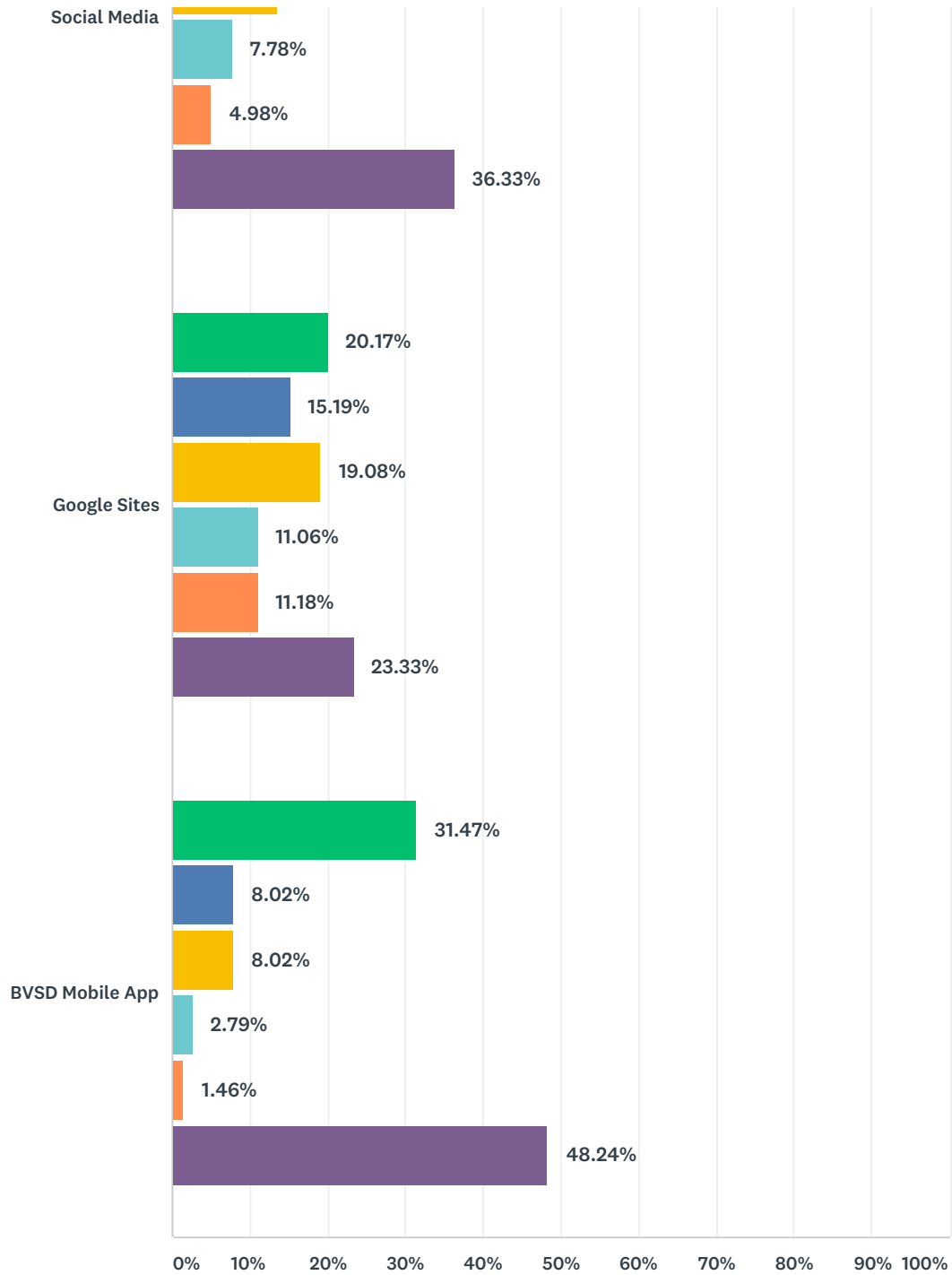
Answered: 823 Skipped: 262



Boulder Valley School District Employee Survey



Boulder Valley School District Employee Survey



■ Not at all confident
 ■ Slightly confident
 ■ Confident
 ■ Very confident
■ Completely confident
 ■ I don't use it

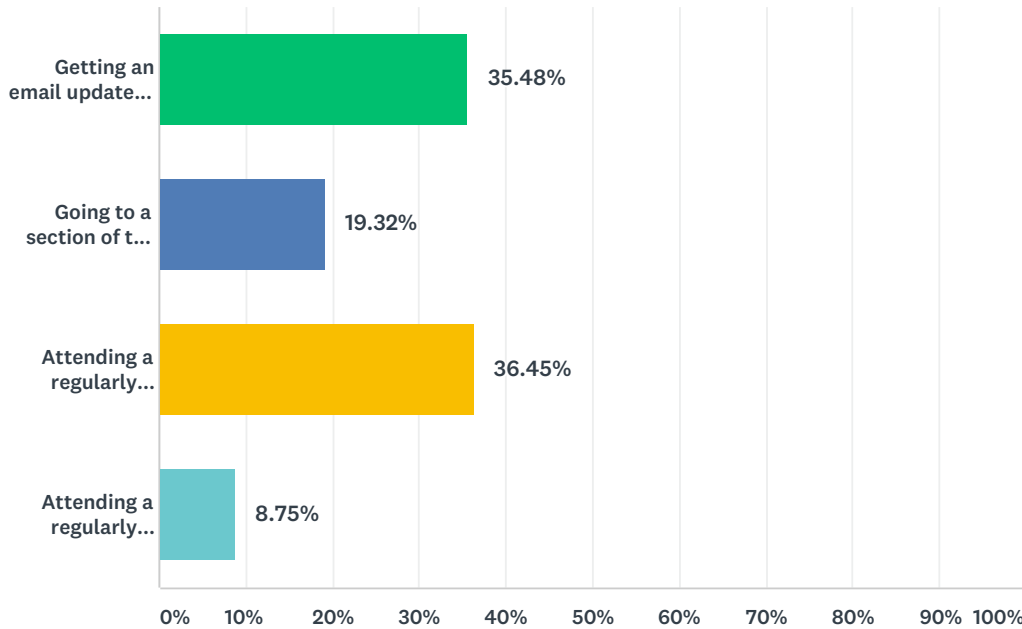
	NOT AT ALL CONFIDENT	SLIGHTLY CONFIDENT	CONFIDENT	VERY CONFIDENT	COMPLETELY CONFIDENT	I DON'T USE IT	TOTAL
SchoolMessenger	32.08% 264	16.77% 138	12.39% 102	6.56% 54	4.74% 39	27.46% 226	823
Infinite Campus	15.31% 126	19.81% 163	22.96% 189	14.95% 123	13.00% 107	13.97% 115	823

Boulder Valley School District Employee Survey

BVSD Website	16.52% 136	18.96% 156	30.01% 247	13.12% 108	10.21% 84	11.18% 92	823
Your School's Website	12.03% 99	15.55% 128	27.22% 224	16.16% 133	14.09% 116	14.95% 123	823
Schoology	21.63% 178	17.13% 141	13.61% 112	6.32% 52	4.13% 34	37.18% 306	823
Google Classroom	22.11% 182	14.58% 120	12.52% 103	8.51% 70	6.08% 50	36.21% 298	823
Social Media	23.21% 191	14.09% 116	13.61% 112	7.78% 64	4.98% 41	36.33% 299	823
Google Sites	20.17% 166	15.19% 125	19.08% 157	11.06% 91	11.18% 92	23.33% 192	823
BVSD Mobile App	31.47% 259	8.02% 66	8.02% 66	2.79% 23	1.46% 12	48.24% 397	823

Q15 What is your preferred method of training around these common tools?

Answered: 823 Skipped: 262



ANSWER CHOICES	RESPONSES	
Getting an email update from the district with a link to a training video or written instructions.	35.48%	292
Going to a section of the website to find a training video or written instructions.	19.32%	159
Attending a regularly scheduled in-person training workshop.	36.45%	300
Attending a regularly scheduled training webinar.	8.75%	72
TOTAL		823

Q16 Do you have other ideas on how the district can help you use digital communication tools more effectively in your role as a communicator?

Answered: 305 Skipped: 780



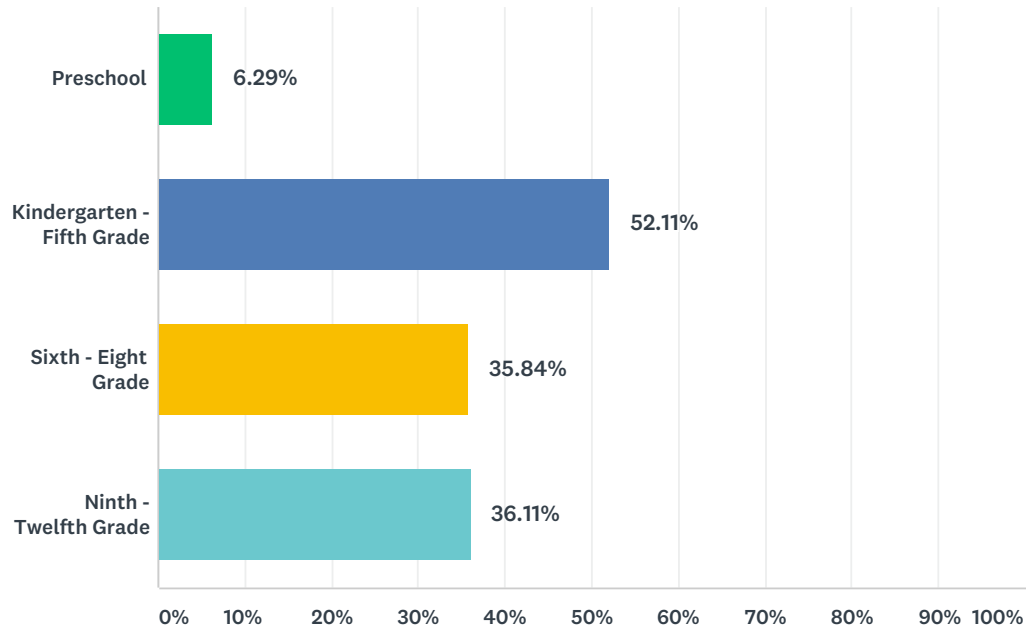
APPENDIX I:

BVSD Parents and Families Survey



Q1 Tell us what grade level/levels your student/students attend. (Please check all that apply.)

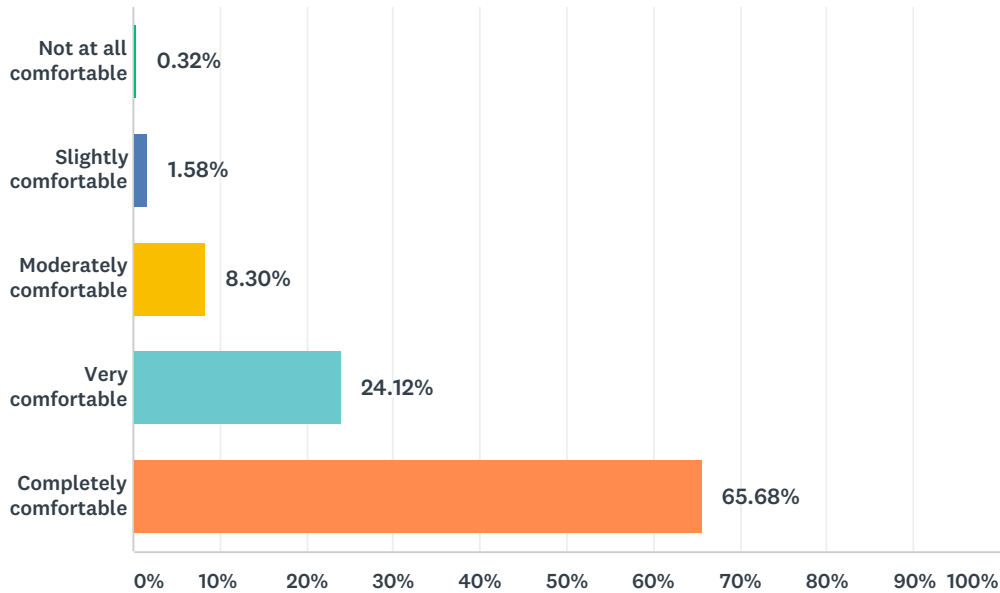
Answered: 3,800 Skipped: 0



ANSWER CHOICES	RESPONSES	
Preschool	6.29%	239
Kindergarten - Fifth Grade	52.11%	1,980
Sixth - Eight Grade	35.84%	1,362
Ninth - Twelfth Grade	36.11%	1,372
Total Respondents: 3,800		

Q2 How comfortable do you feel using technology such as computers, tablets, or smartphones in your daily life?

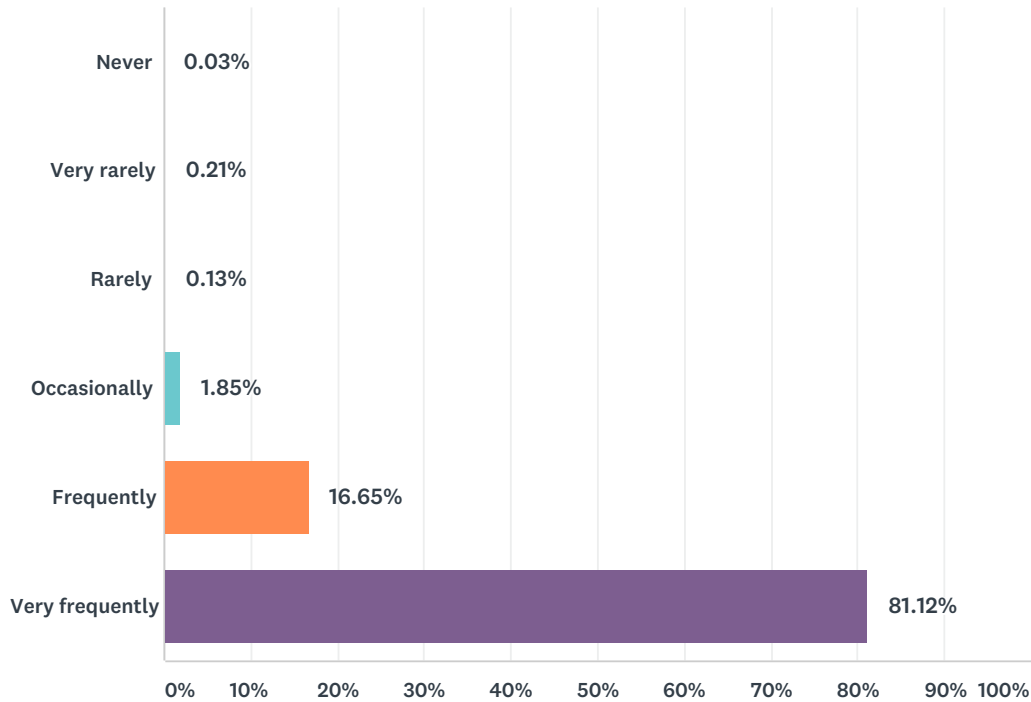
Answered: 3,735 Skipped: 65



ANSWER CHOICES	RESPONSES	
Not at all comfortable	0.32%	12
Slightly comfortable	1.58%	59
Moderately comfortable	8.30%	310
Very comfortable	24.12%	901
Completely comfortable	65.68%	2,453
TOTAL		3,735

Q3 How often do you have easy access to the internet?

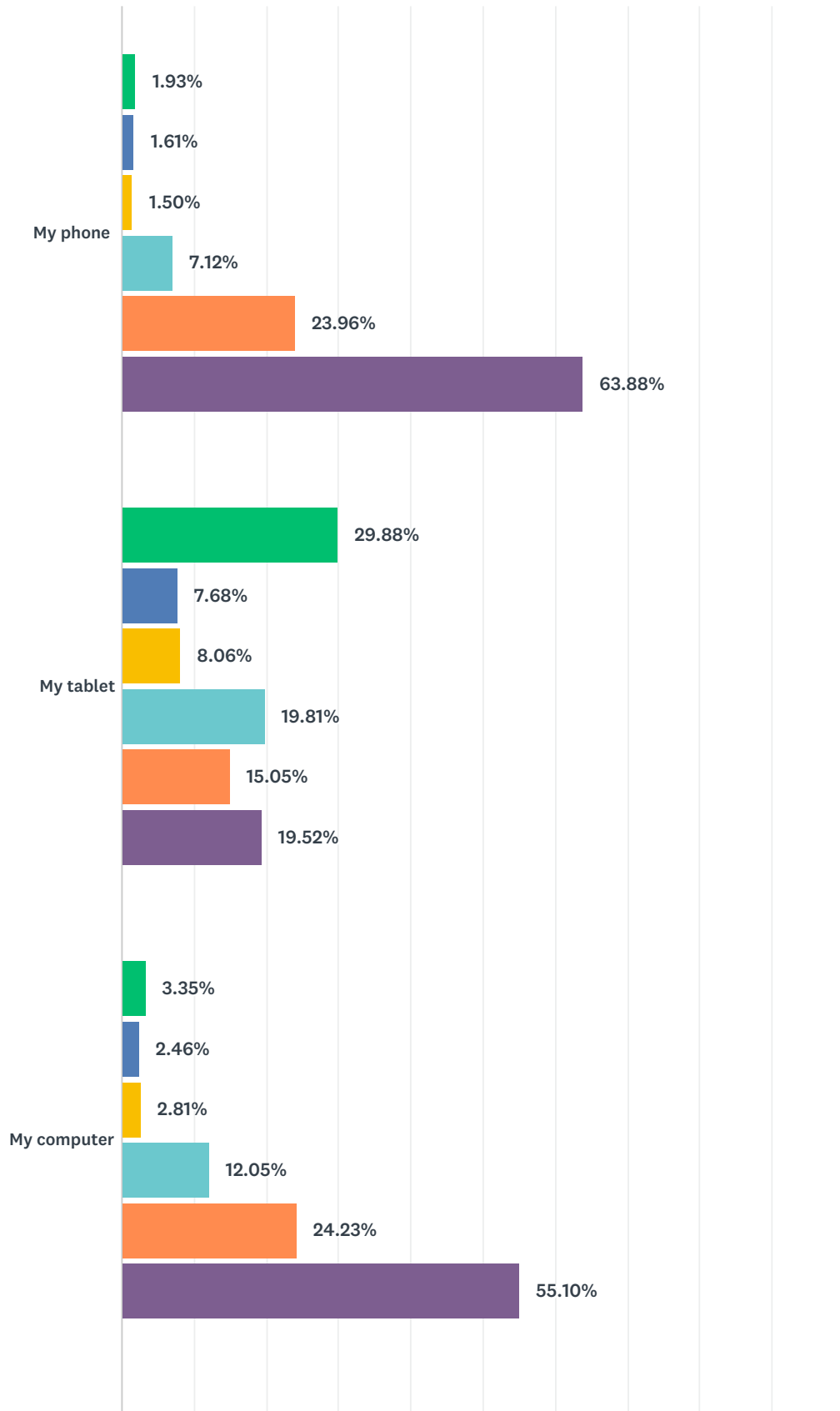
Answered: 3,735 Skipped: 65



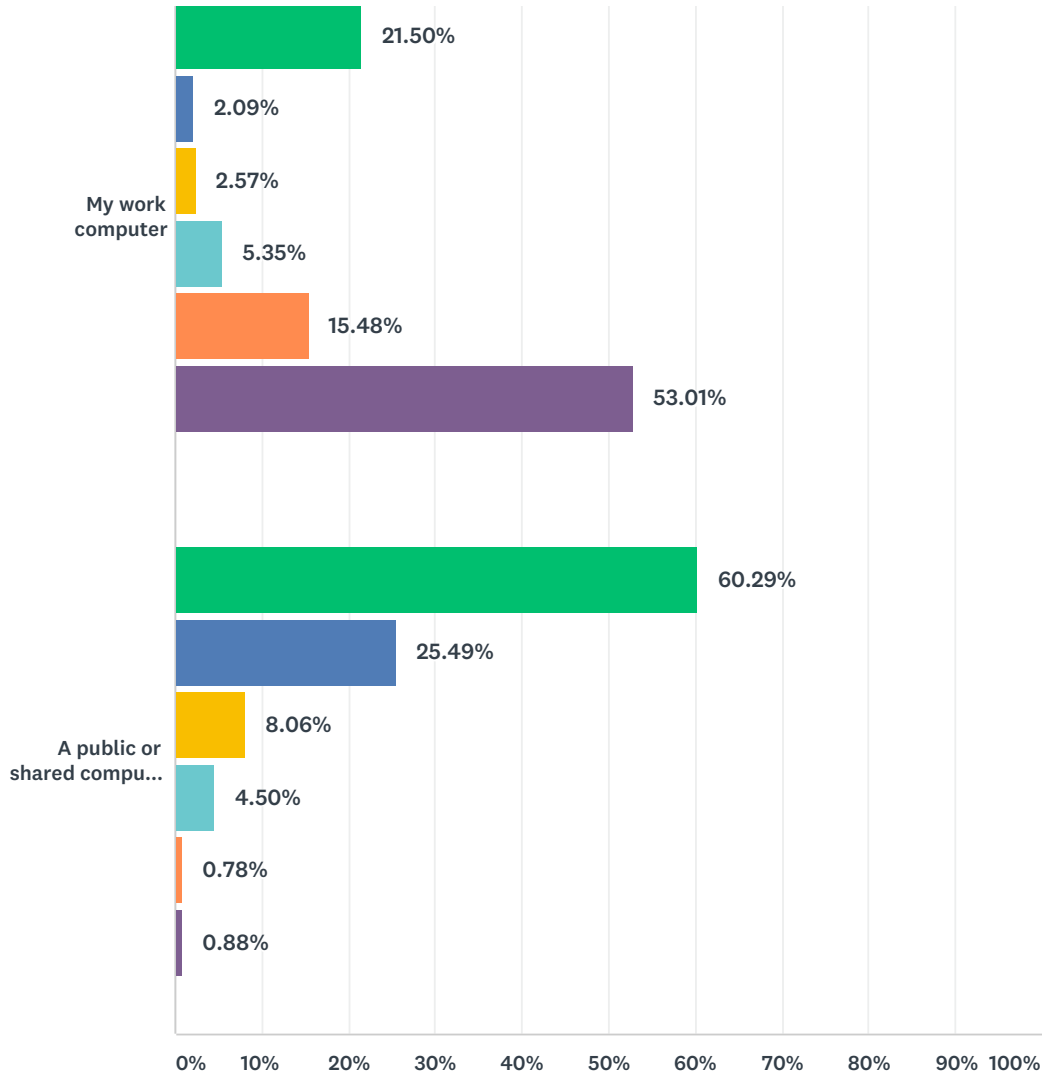
ANSWER CHOICES	RESPONSES	
Never	0.03%	1
Very rarely	0.21%	8
Rarely	0.13%	5
Occasionally	1.85%	69
Frequently	16.65%	622
Very frequently	81.12%	3,030
TOTAL		3,735

Q4 How frequently do you use the following to access the internet?

Answered: 3,735 Skipped: 65



Boulder Valley School District Parents and Families Survey

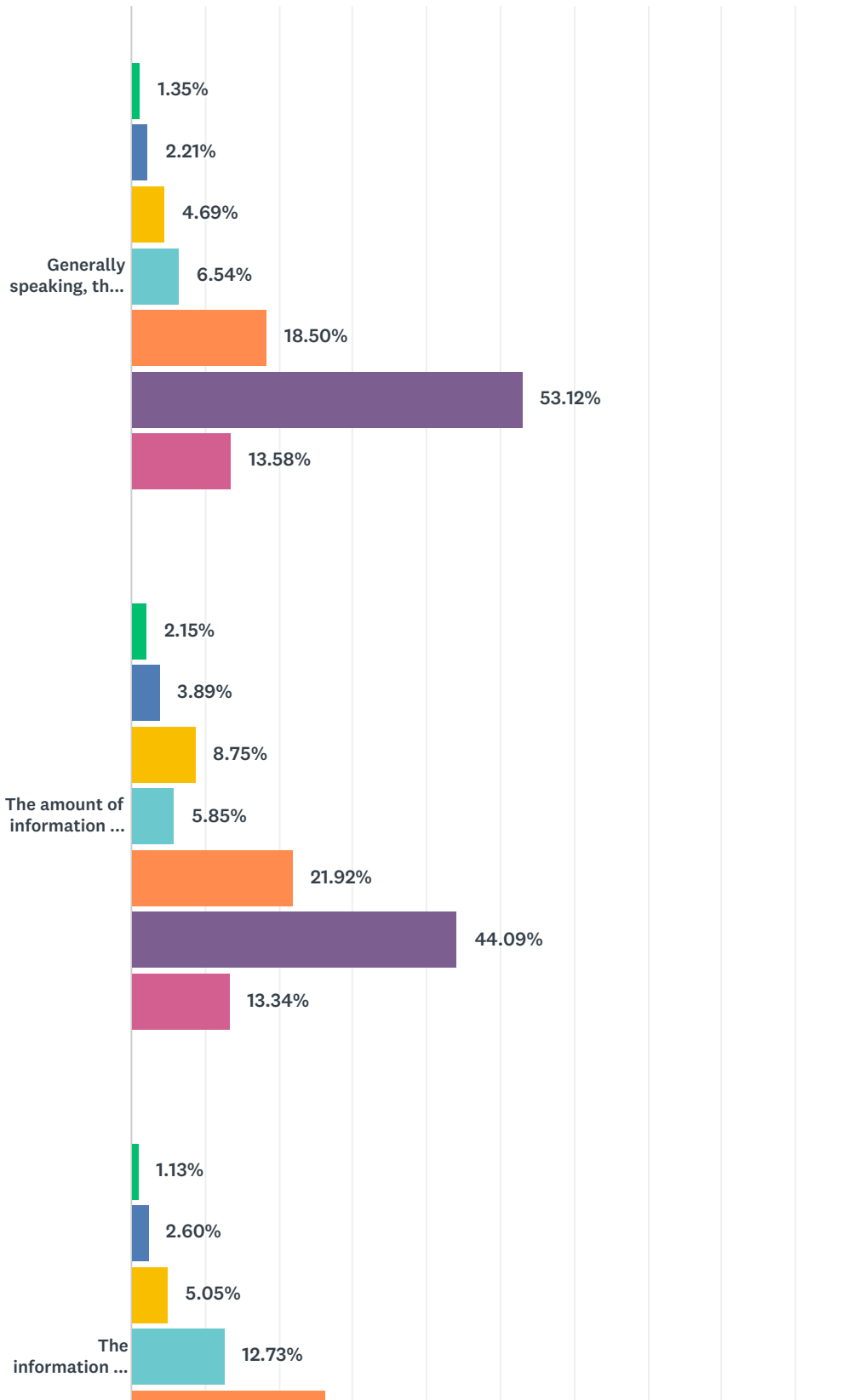


■ Never
 ■ Very rarely
 ■ Rarely
 ■ Occassionally
 ■ Frequently
■ Very frequently

	NEVER	VERY RARELY	RARELY	OCCASSIONALLY	FREQUENTLY	VERY FREQUENTLY	TOTAL
My phone	1.93% 72	1.61% 60	1.50% 56	7.12% 266	23.96% 895	63.88% 2,386	3,735
My tablet	29.88% 1,116	7.68% 287	8.06% 301	19.81% 740	15.05% 562	19.52% 729	3,735
My computer	3.35% 125	2.46% 92	2.81% 105	12.05% 450	24.23% 905	55.10% 2,058	3,735
My work computer	21.50% 803	2.09% 78	2.57% 96	5.35% 200	15.48% 578	53.01% 1,980	3,735
A public or shared computer (for example, at the library)	60.29% 2,252	25.49% 952	8.06% 301	4.50% 168	0.78% 29	0.88% 33	3,735

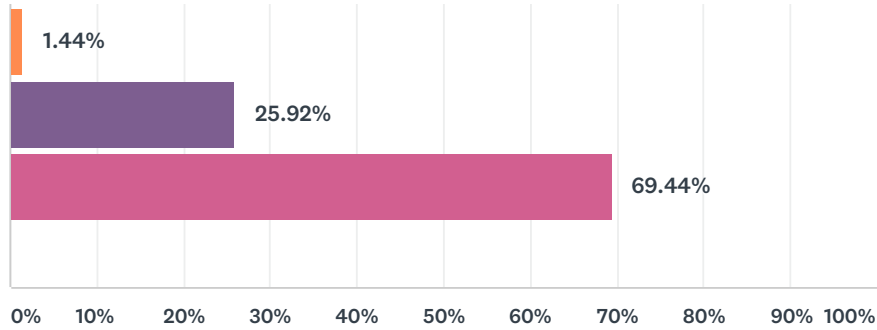
Q5 Rate the following statements based on your experience with Boulder Valley School District.

Answered: 3,622 Skipped: 178



Food Item	Percentage
Orange	26.34%
Purple	43.95%
Pink	8.20%
Green	2.68%
Blue	5.69%
Yellow	8.81%
Teal	20.43%
Orange	19.33%
Purple	35.86%
Pink	7.21%
Green	4.00%
Blue	10.19%
Yellow	13.50%
Teal	15.96%
Orange	21.23%
Purple	27.97%
Pink	7.15%
Green	0.75%
Blue	0.83%
Yellow	0.30%
Teal	1.33%

Boulder Valley School District Parents and Families Survey

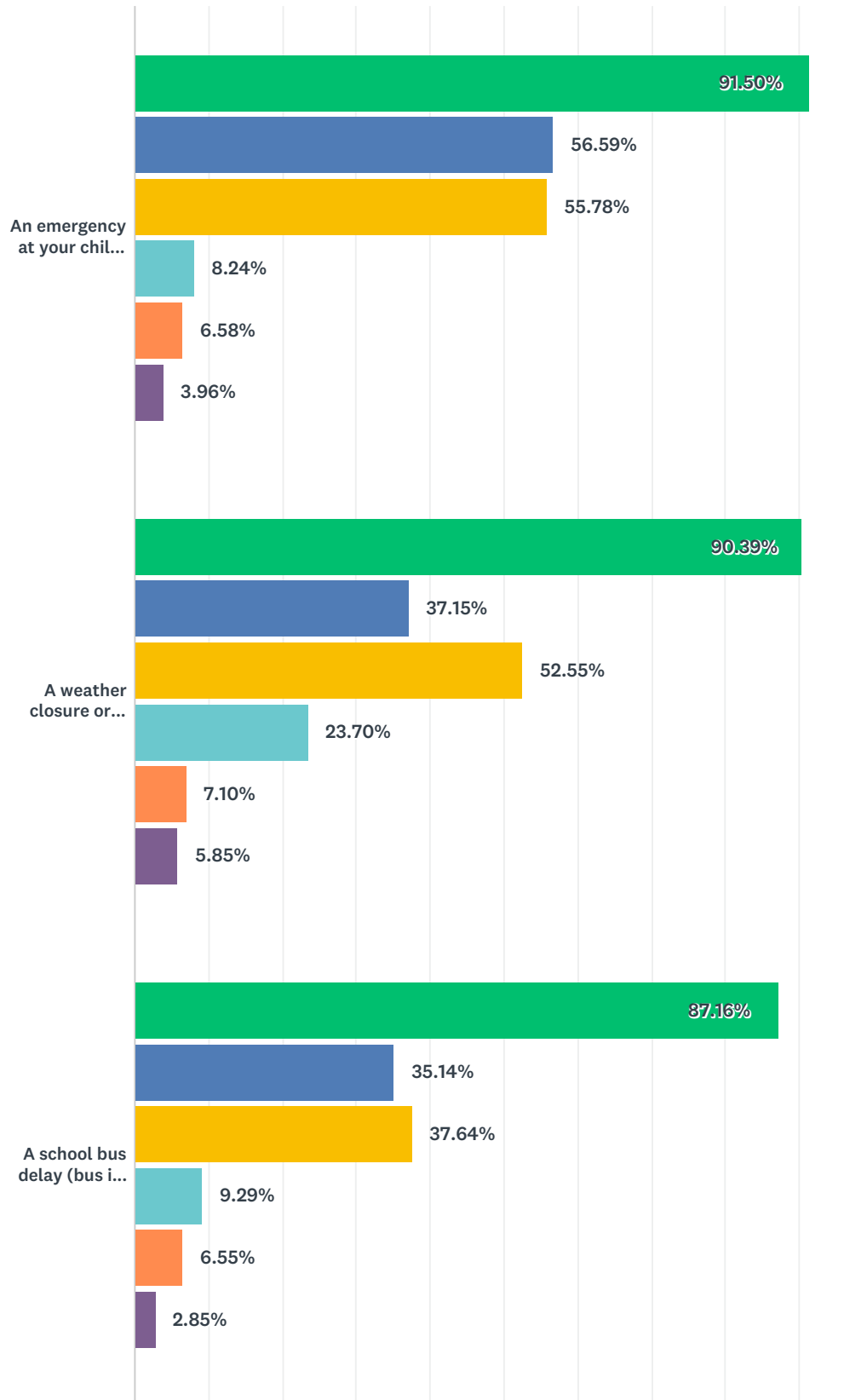


■ Strongly disagree ■ Disagree ■ Somewhat disagree
■ Neither agree nor disagree ■ Somewhat agree ■ Agree
■ Strongly agree

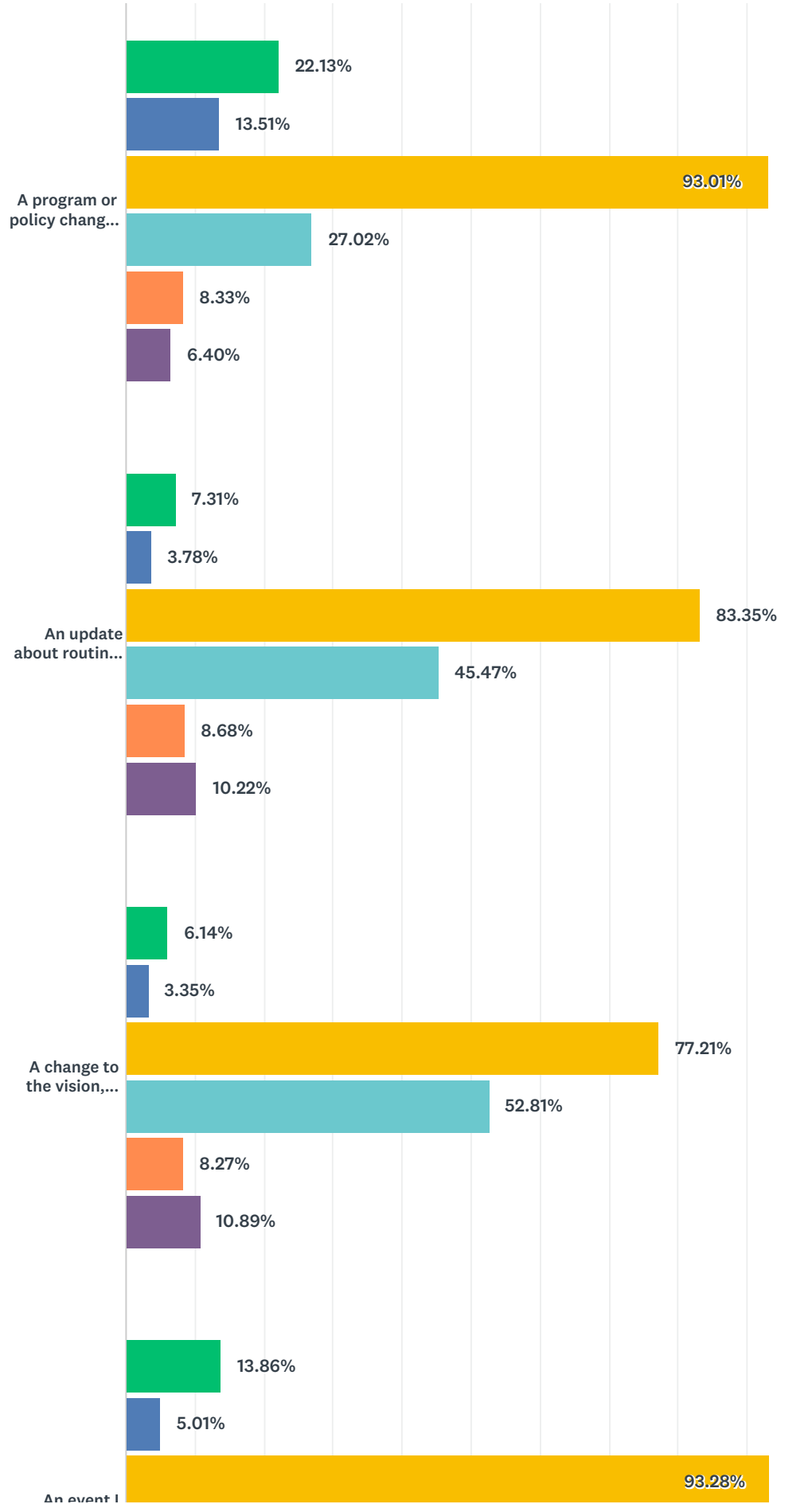
	STRONGLY DISAGREE	DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE	STRONGLY AGREE	TOTAL
Generally speaking, the amount of information I can get from BVSD is satisfactory.	1.35% 49	2.21% 80	4.69% 170	6.54% 237	18.50% 670	53.12% 1,924	13.58% 492	3,622
The amount of information I can get about my student's progress is satisfactory.	2.15% 78	3.89% 141	8.75% 317	5.85% 212	21.92% 794	44.09% 1,597	13.34% 483	3,622
The information I get from the district is helpful.	1.13% 41	2.60% 94	5.05% 183	12.73% 461	26.34% 954	43.95% 1,592	8.20% 297	3,622
I have a satisfactory amount of control over what information I get from BVSD.	2.68% 97	5.69% 206	8.81% 319	20.43% 740	19.33% 700	35.86% 1,299	7.21% 261	3,622
The information is prioritized for me. (I know what is urgent vs. non-urgent.)	4.00% 145	10.19% 369	13.50% 489	15.96% 578	21.23% 769	27.97% 1,013	7.15% 259	3,622
The information is in my primary language.	0.75% 27	0.83% 30	0.30% 11	1.33% 48	1.44% 52	25.92% 939	69.44% 2,515	3,622

Q6 How do you prefer to receive information in the following situations? (Please check the top 3.) There has been...

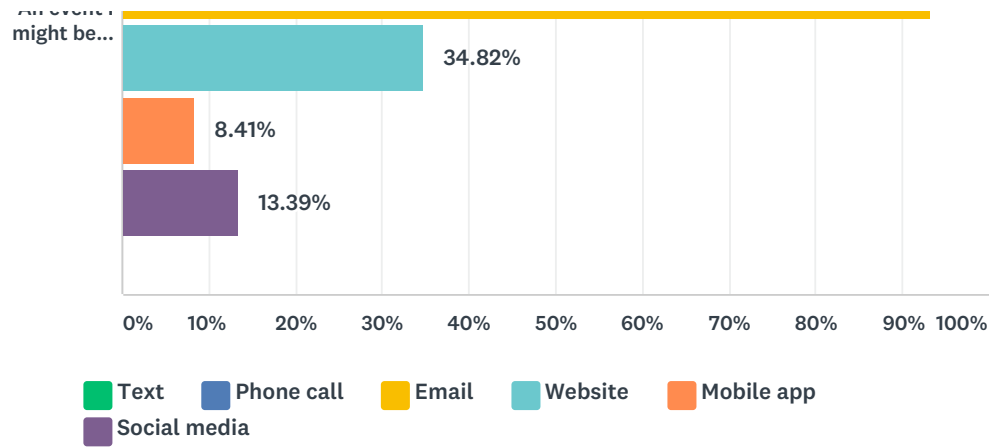
Answered: 3,435 Skipped: 365



Boulder Valley School District Parents and Families Survey



Boulder Valley School District Parents and Families Survey



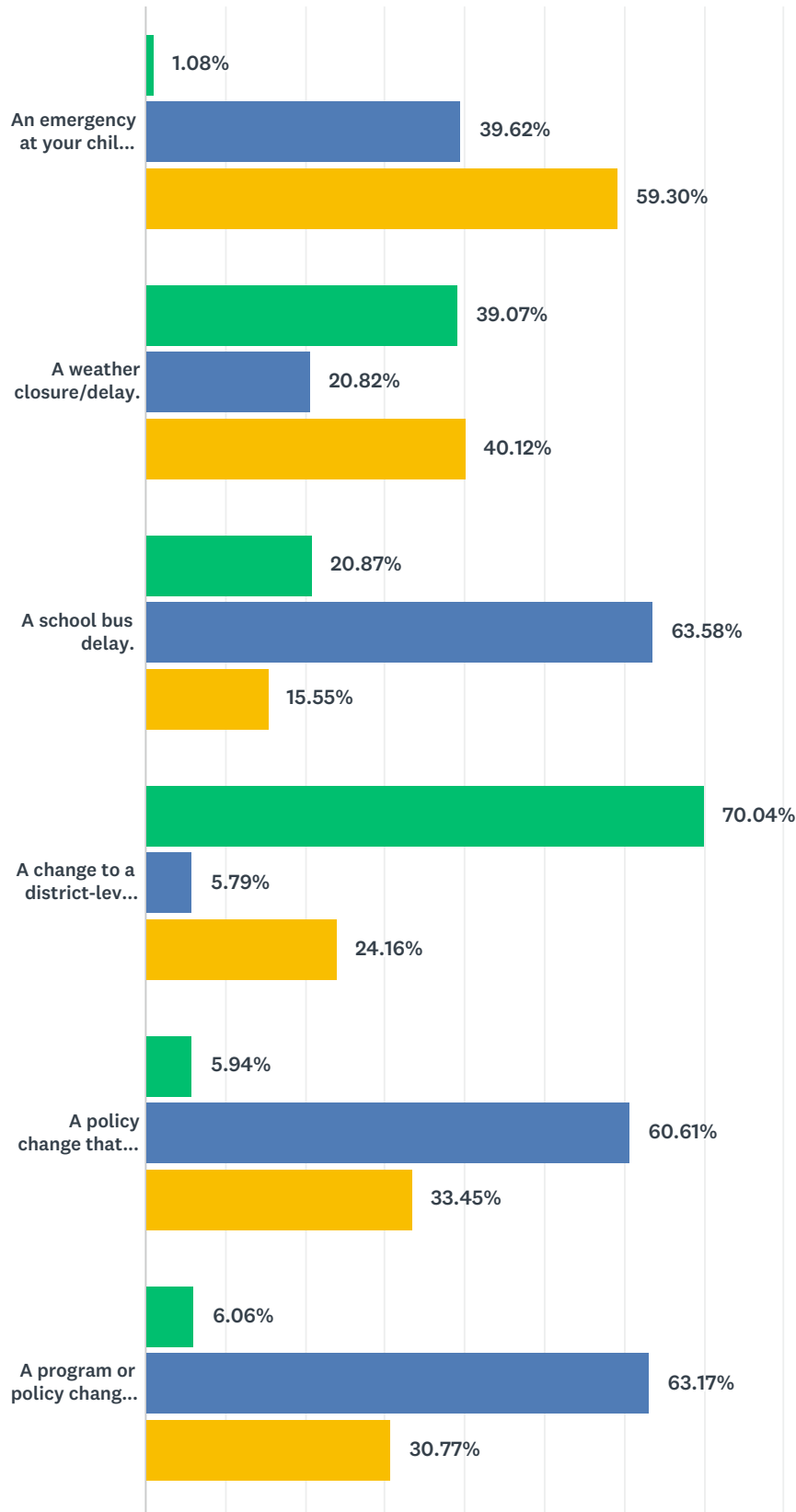
	TEXT	PHONE CALL	EMAIL	WEBSITE	MOBILE APP	SOCIAL MEDIA	TOTAL RESPONDENTS
An emergency at your child's school (for example, school lockdown).	91.50% 3,143	56.59% 1,944	55.78% 1,916	8.24% 283	6.58% 226	3.96% 136	3,435
A weather closure or delay.	90.39% 3,105	37.15% 1,276	52.55% 1,805	23.70% 814	7.10% 244	5.85% 201	3,435
A school bus delay (bus is running more than 15 minutes late).	87.16% 2,994	35.14% 1,207	37.64% 1,293	9.29% 319	6.55% 225	2.85% 98	3,435
A program or policy change that directly impacts my child's school/classroom (for example, instructional changes, bullying, nutrition, dress code, etc.).	22.13% 760	13.51% 464	93.01% 3,195	27.02% 928	8.33% 286	6.40% 220	3,435
An update about routine district matters (district performance, school district budget, etc.).	7.31% 251	3.78% 130	83.35% 2,863	45.47% 1,562	8.68% 298	10.22% 351	3,435
A change to the vision, mission, or strategic plan of the district.	6.14% 211	3.35% 115	77.21% 2,652	52.81% 1,814	8.27% 284	10.89% 374	3,435
An event I might be interested in attending.	13.86% 476	5.01% 172	93.28% 3,204	34.82% 1,196	8.41% 289	13.39% 460	3,435

Q7 Are there other tools that you prefer to find or receive information that we might not have listed?

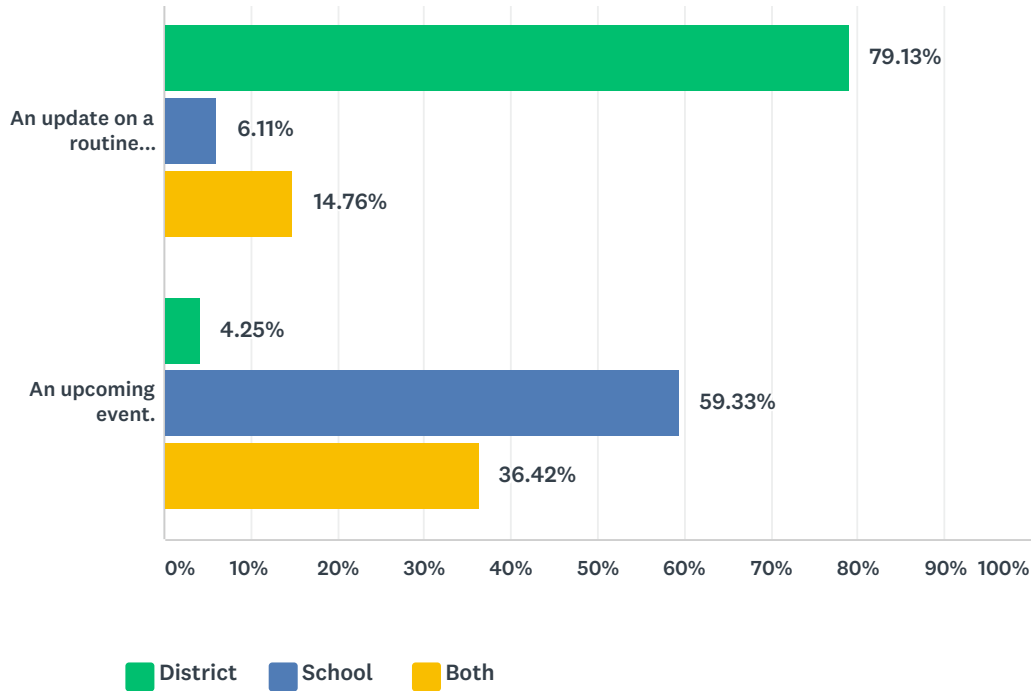
Answered: 716 Skipped: 3,084

Q8 Under what circumstances would you expect communication to come to you from BVSD vs. your school vs. both?

Answered: 3,435 Skipped: 365



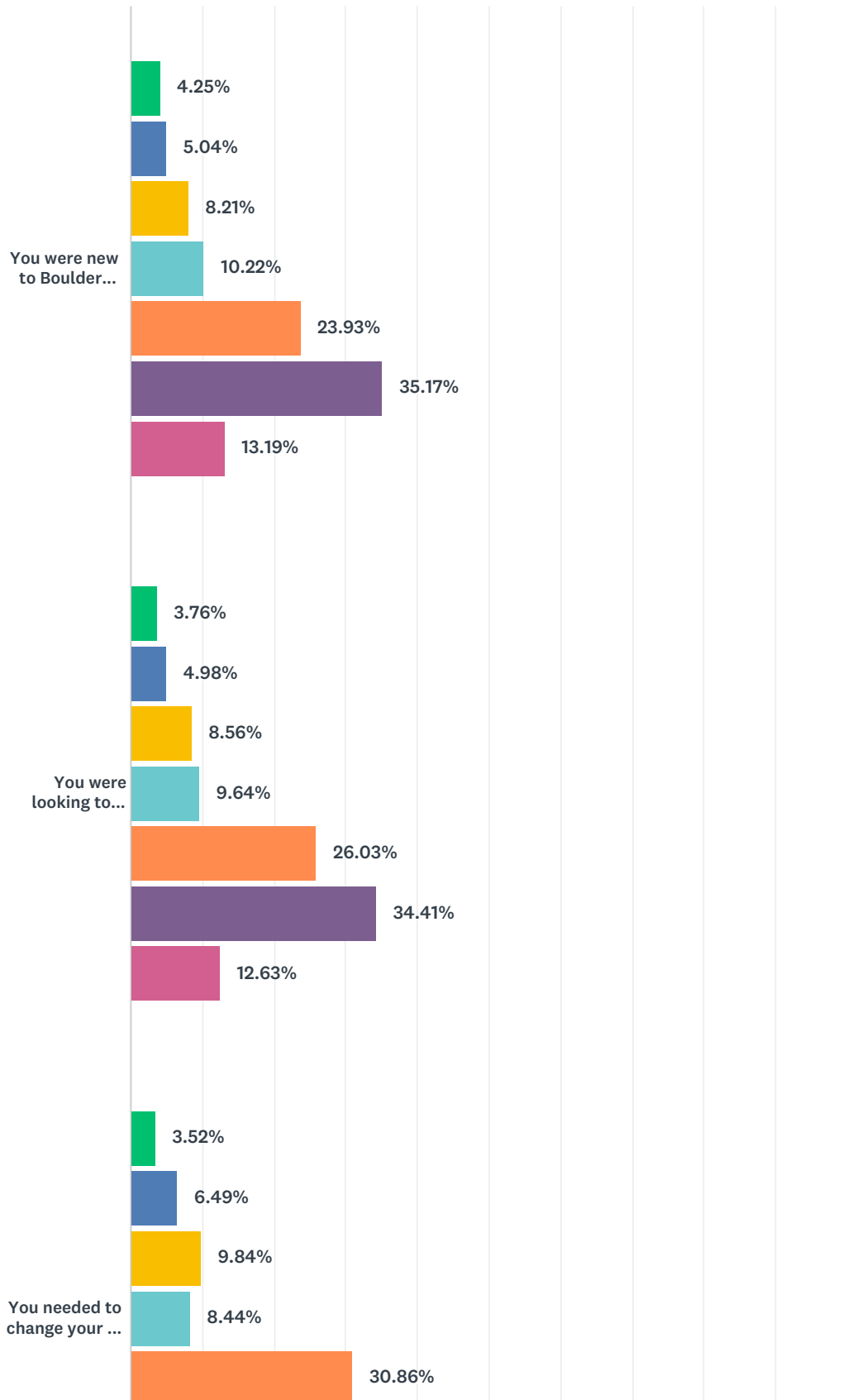
Boulder Valley School District Parents and Families Survey



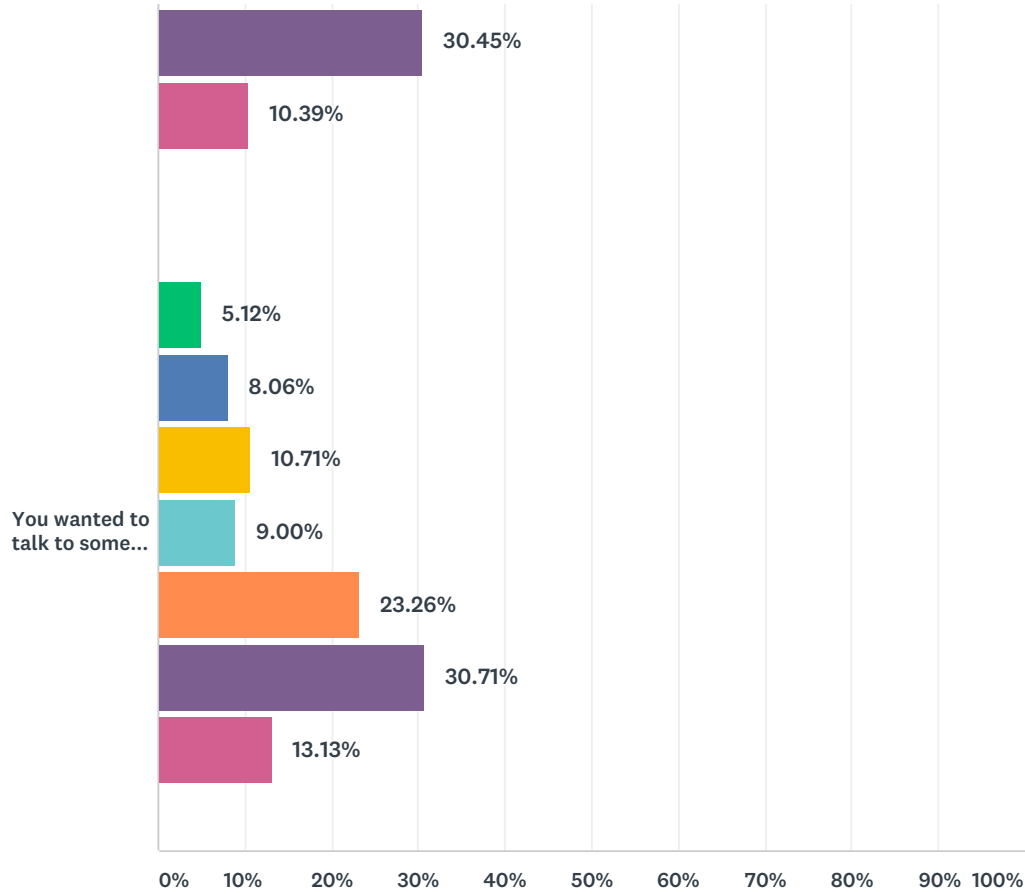
	DISTRICT	SCHOOL	BOTH	TOTAL
An emergency at your child's school.	1.08% 37	39.62% 1,361	59.30% 2,037	3,435
A weather closure/delay.	39.07% 1,342	20.82% 715	40.12% 1,378	3,435
A school bus delay.	20.87% 717	63.58% 2,184	15.55% 534	3,435
A change to a district-level program.	70.04% 2,406	5.79% 199	24.16% 830	3,435
A policy change that directly impacts my child's school/classroom (instructional changes, school start times, etc.).	5.94% 204	60.61% 2,082	33.45% 1,149	3,435
A program or policy change that directly impacts my child's school/classroom (bullying, nutrition, dress code, etc.).	6.06% 208	63.17% 2,170	30.77% 1,057	3,435
An update on a routine district matter (district performance, school district budget, etc.).	79.13% 2,718	6.11% 210	14.76% 507	3,435
An upcoming event.	4.25% 146	59.33% 2,038	36.42% 1,251	3,435

Q9 How clear are you about where to find information if...

Answered: 3,435 Skipped: 365



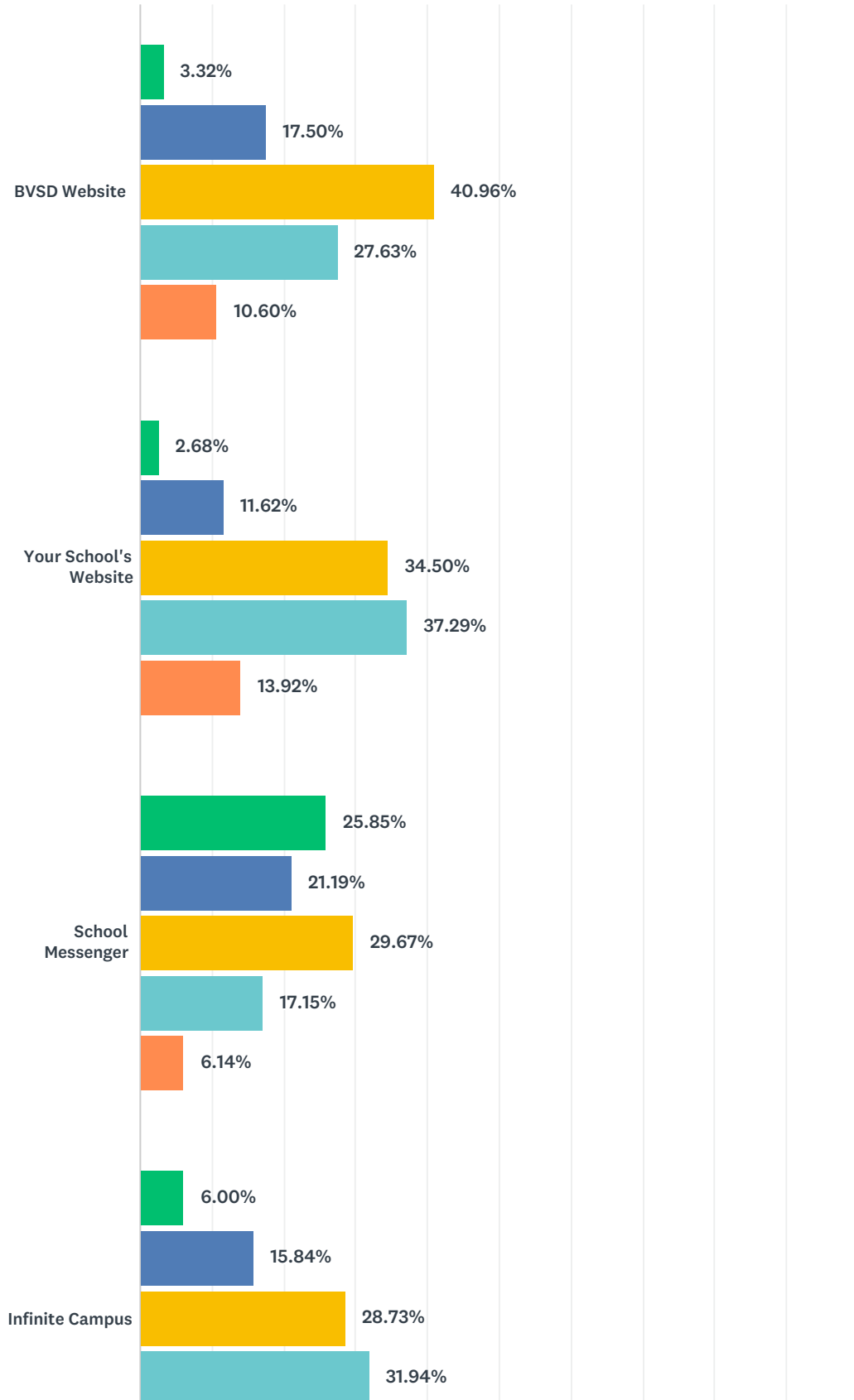
Boulder Valley School District Parents and Families Survey



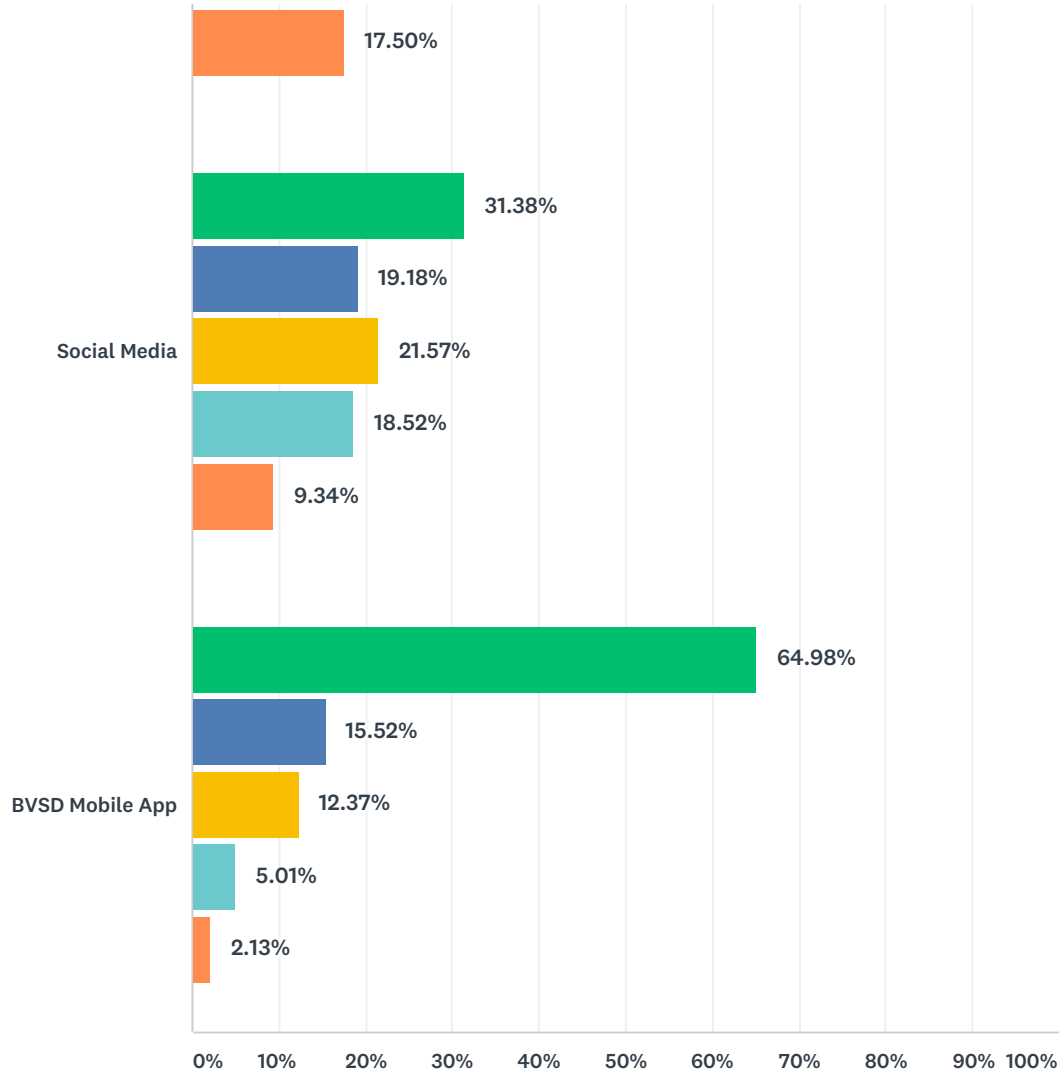
	VERY UNCLEAR	UNCLEAR	SLIGHTLY UNCLEAR	NEITHER CLEAR NOR UNCLEAR	SOMEWHAT CLEAR	CLEAR	VERY CLEAR	TOTAL
You were new to Boulder Valley School District and wanted to register a child for school.	4.25% 146	5.04% 173	8.21% 282	10.22% 351	23.93% 822	35.17% 1,208	13.19% 453	3,435
You were looking to change schools (open enrollment).	3.76% 129	4.98% 171	8.56% 294	9.64% 331	26.03% 894	34.41% 1,182	12.63% 434	3,435
You needed to change your or your child's personal information (address, email, etc.) in the system.	3.52% 121	6.49% 223	9.84% 338	8.44% 290	30.86% 1,060	30.45% 1,046	10.39% 357	3,435
You wanted to talk to someone if you felt your child's needs were not being met by their school.	5.12% 176	8.06% 277	10.71% 368	9.00% 309	23.26% 799	30.71% 1,055	13.13% 451	3,435

Q10 How familiar are you with each of the following communication tools?

Answered: 3,435 Skipped: 365



Boulder Valley School District Parents and Families Survey

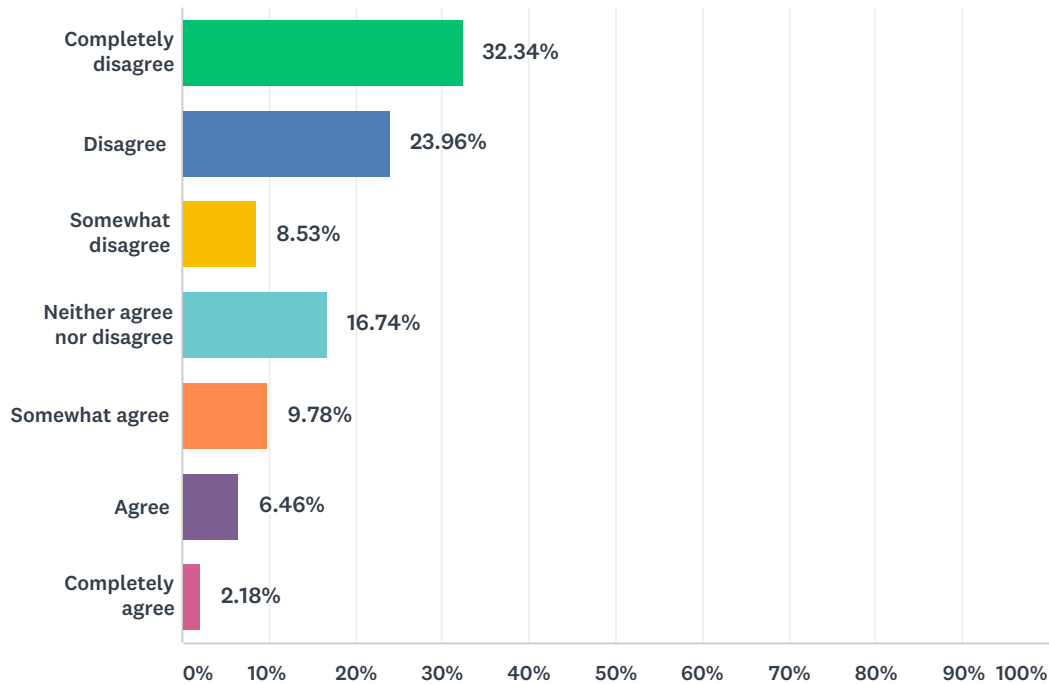


■ Not at all familiar
 ■ Slightly familiar
 ■ Moderately familiar
■ Very familiar
 ■ Extremely familiar

	NOT AT ALL FAMILIAR	SLIGHTLY FAMILIAR	MODERATELY FAMILIAR	VERY FAMILIAR	EXTREMELY FAMILIAR	TOTAL
BVSD Website	3.32% 114	17.50% 601	40.96% 1,407	27.63% 949	10.60% 364	3,435
Your School's Website	2.68% 92	11.62% 399	34.50% 1,185	37.29% 1,281	13.92% 478	3,435
School Messenger	25.85% 888	21.19% 728	29.67% 1,019	17.15% 589	6.14% 211	3,435
Infinite Campus	6.00% 206	15.84% 544	28.73% 987	31.94% 1,097	17.50% 601	3,435
Social Media	31.38% 1,078	19.18% 659	21.57% 741	18.52% 636	9.34% 321	3,435
BVSD Mobile App	64.98% 2,232	15.52% 533	12.37% 425	5.01% 172	2.13% 73	3,435

Q11 Please tell us how you feel about the following statement: “I would like to get more updates from BVSD via social media (Facebook, Twitter, etc.).”

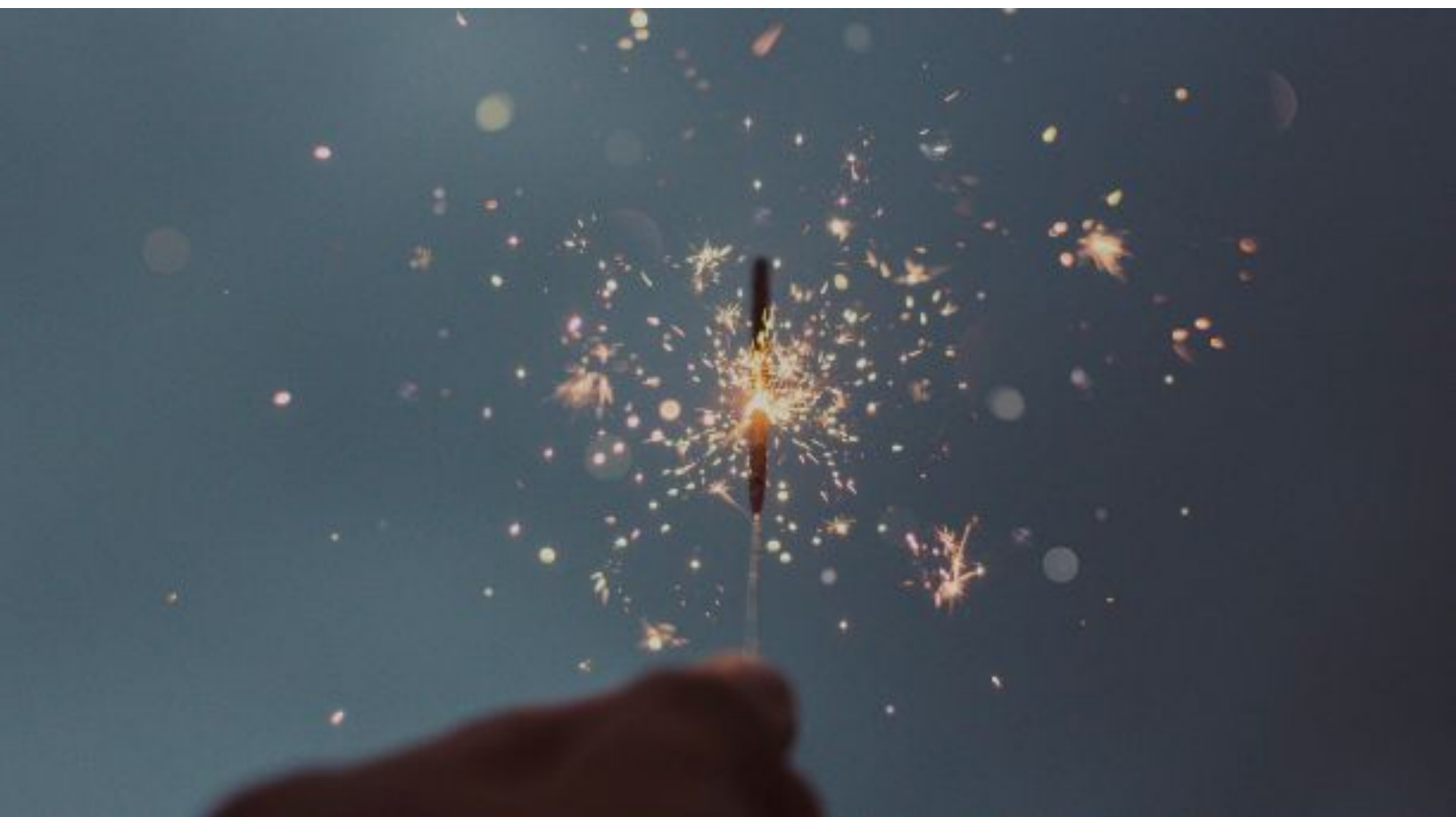
Answered: 3,435 Skipped: 365



ANSWER CHOICES	RESPONSES	
Completely disagree	32.34%	1,111
Disagree	23.96%	823
Somewhat disagree	8.53%	293
Neither agree nor disagree	16.74%	575
Somewhat agree	9.78%	336
Agree	6.46%	222
Completely agree	2.18%	75
TOTAL		3,435

Q12 Do you have other ideas that would help BVSD improve its communication with you and your family?

Answered: 1,040 Skipped: 2,760



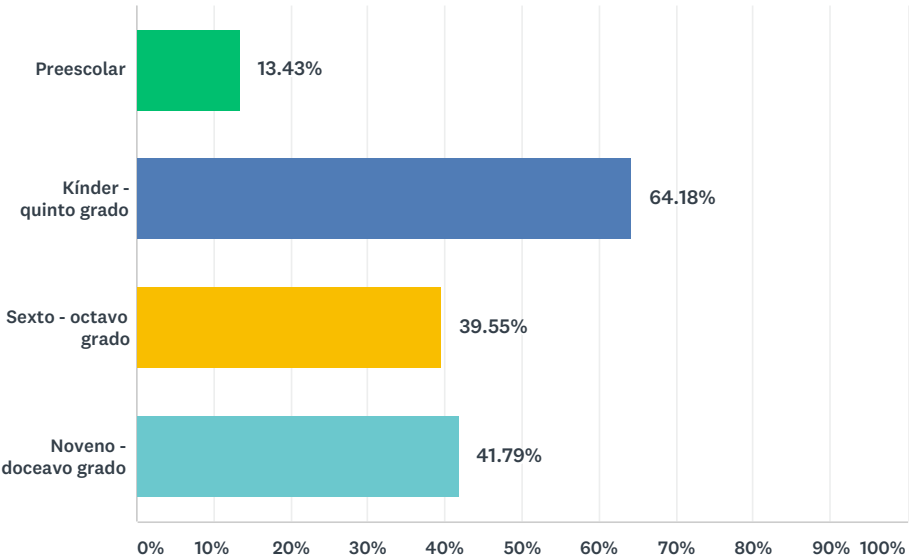
APPENDIX J:

BVSD Spanish Parents and Families Survey



Q1 Díganos en qué nivel/niveles de grado asisten sus estudiantes (marque todos los que correspondan).

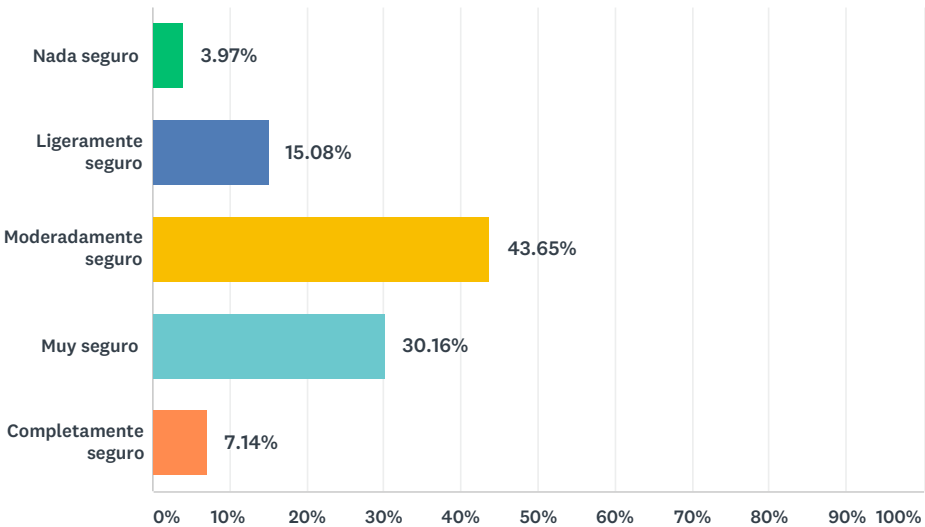
Answered: 134 Skipped: 0



ANSWER CHOICES	RESPONSES	
Preescolar	13.43%	18
Kinder - quinto grado	64.18%	86
Sexto - octavo grado	39.55%	53
Noveno - doceavo grado	41.79%	56
Total Respondents: 134		

Q2 ¿Qué tan seguro se siente al usar la tecnología en computadoras, tabletas o teléfonos inteligentes en su vida diaria?

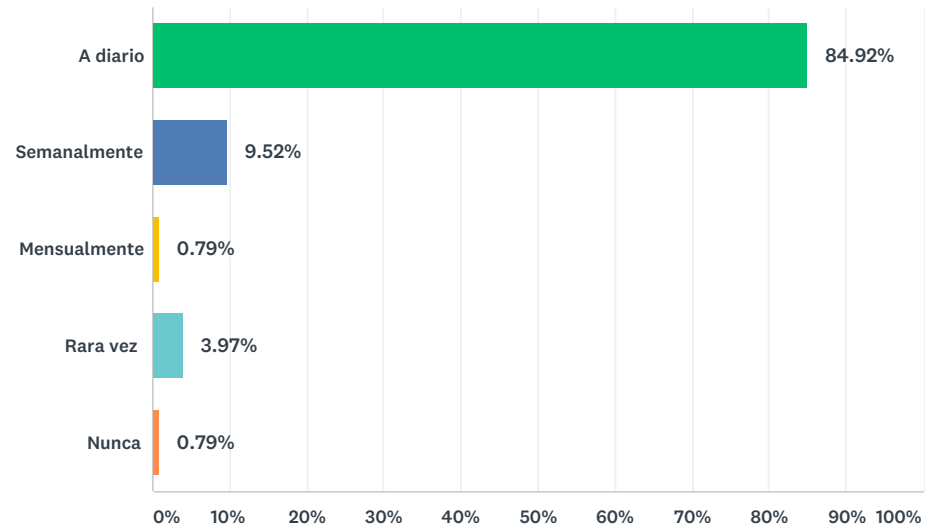
Answered: 126 Skipped: 8



ANSWER CHOICES	RESPONSES	
Nada seguro	3.97%	5
Ligeramente seguro	15.08%	19
Moderadamente seguro	43.65%	55
Muy seguro	30.16%	38
Completamente seguro	7.14%	9
TOTAL		126

Q3 ¿Con qué frecuencia tiene fácil acceso al Internet?

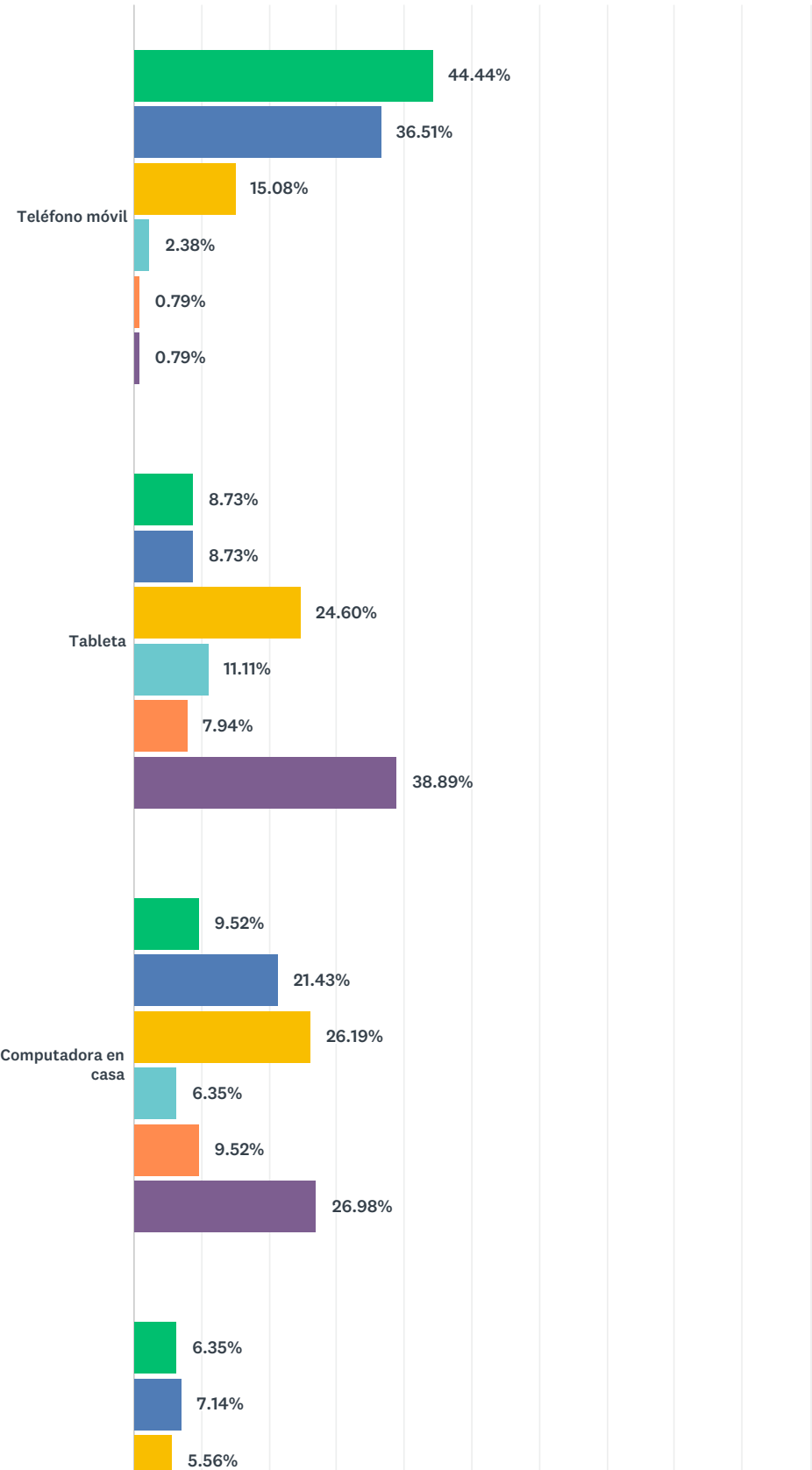
Answered: 126 Skipped: 8



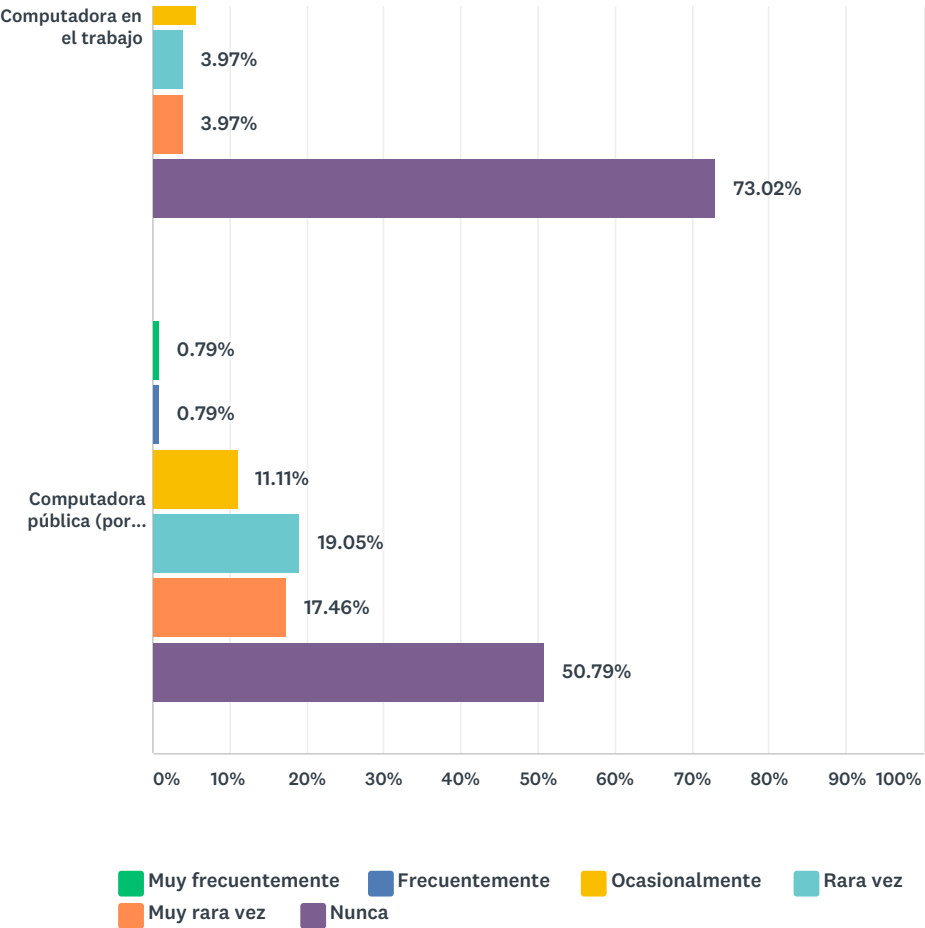
ANSWER CHOICES	RESPONSES	
A diario	84.92%	107
Semanalmente	9.52%	12
Mensualmente	0.79%	1
Rara vez	3.97%	5
Nunca	0.79%	1
TOTAL		126

Q4 ¿Con qué frecuencia utiliza los siguientes aparatos para acceder al Internet?

Answered: 126 Skipped: 8



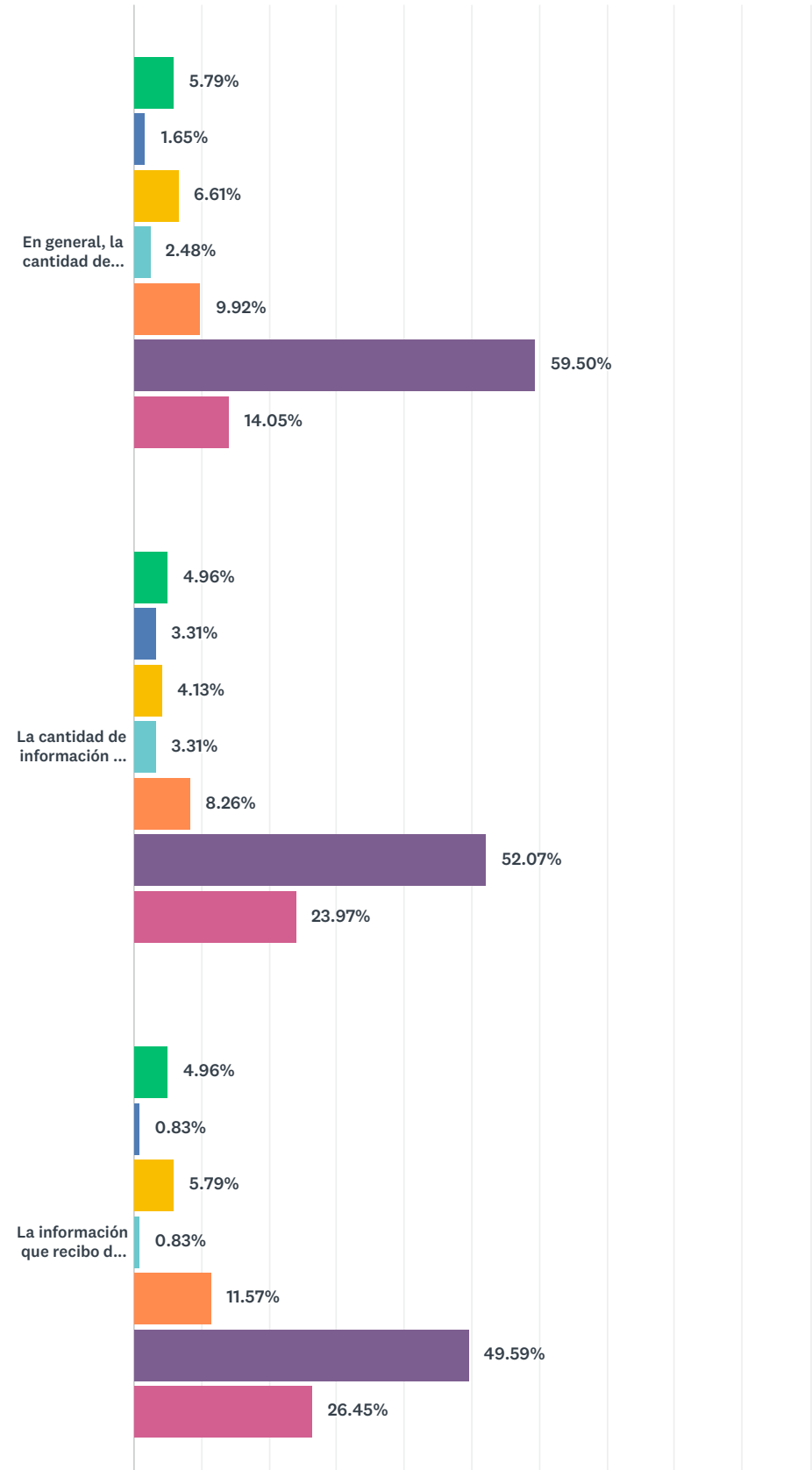
Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)



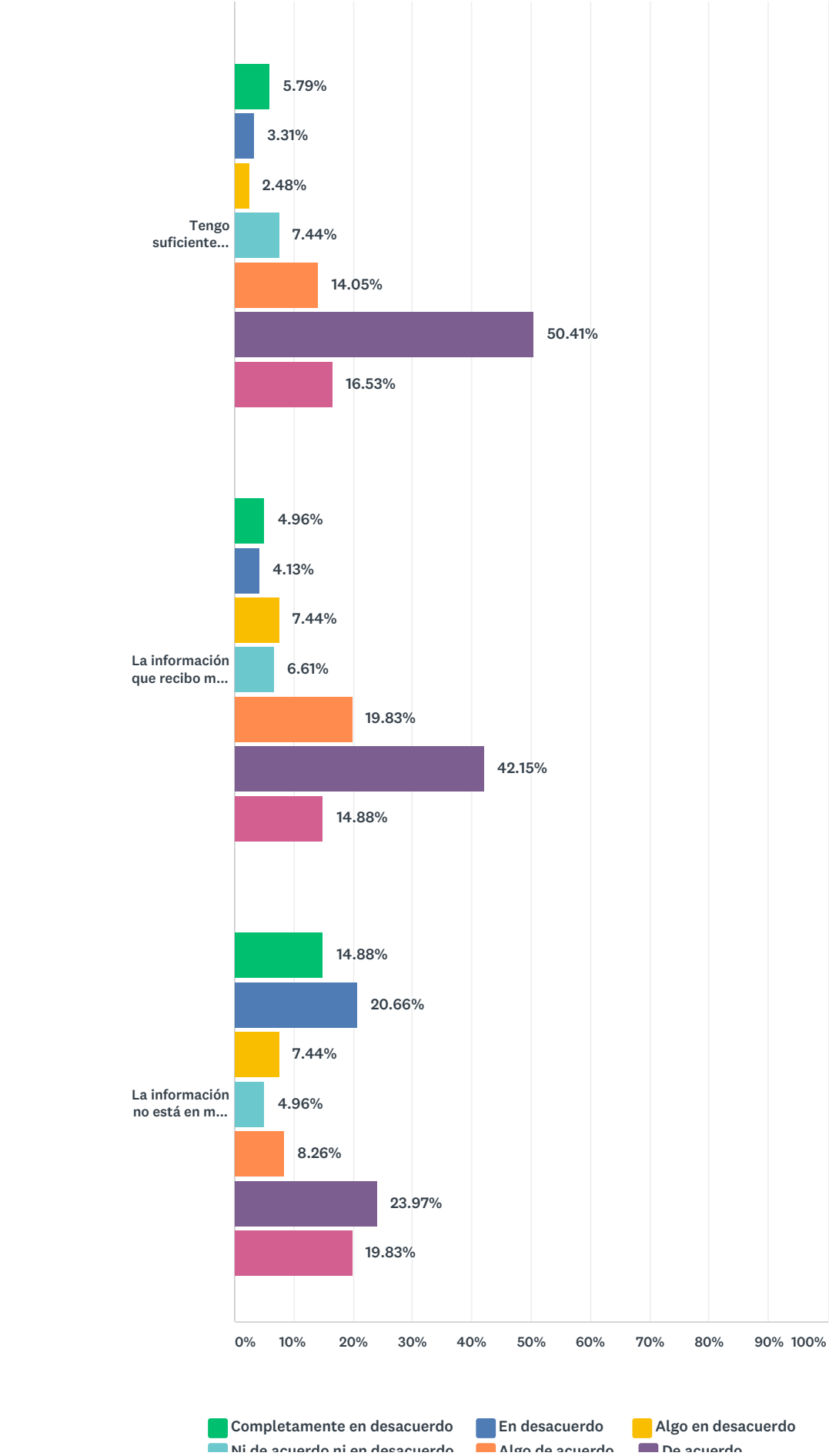
	MUY FRECUENTEMENTE	FRECUENTEMENTE	OCASIONALMENTE	RARA VEZ	MUY RARA VEZ	NUNCA	TOTAL
Teléfono móvil	44.44% 56	36.51% 46	15.08% 19	2.38% 3	0.79% 1	0.79% 1	126
Tableta	8.73% 11	8.73% 11	24.60% 31	11.11% 14	7.94% 10	38.89% 49	126
Computadora en casa	9.52% 12	21.43% 27	26.19% 33	6.35% 8	9.52% 12	26.98% 34	126
Computadora en el trabajo	6.35% 8	7.14% 9	5.56% 7	3.97% 5	3.97% 5	73.02% 92	126
Computadora pública (por ejemplo, en la biblioteca)	0.79% 1	0.79% 1	11.11% 14	19.05% 24	17.46% 22	50.79% 64	126

Q5 Evalúe las siguientes declaraciones según su experiencia con el Distrito Escolar del Valle de Boulder.

Answered: 121 Skipped: 13



Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)



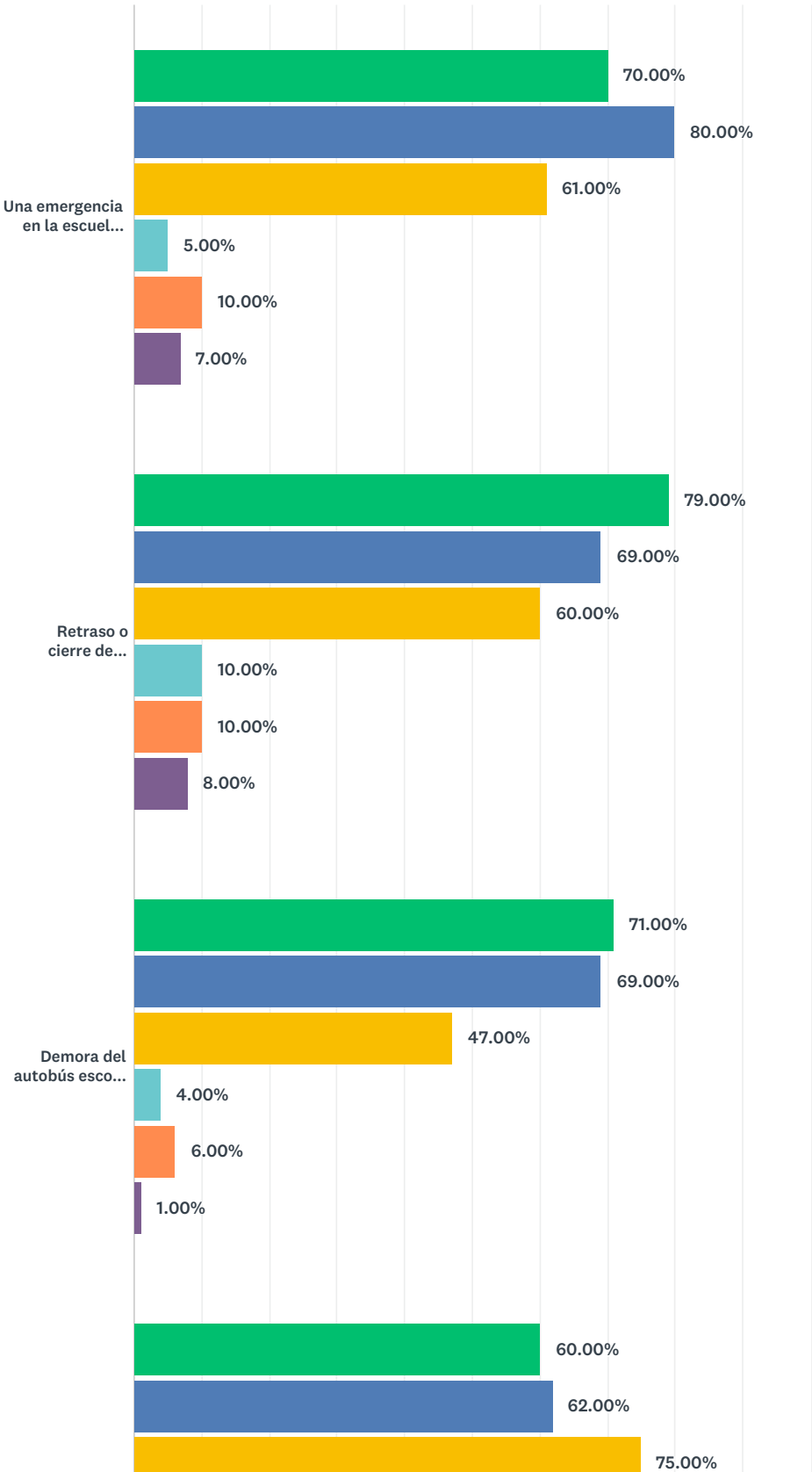
Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)

■ Ni de acuerdo ni en desacuerdo
 ■ Algo de acuerdo
 ■ De acuerdo
■ Completamente de acuerdo

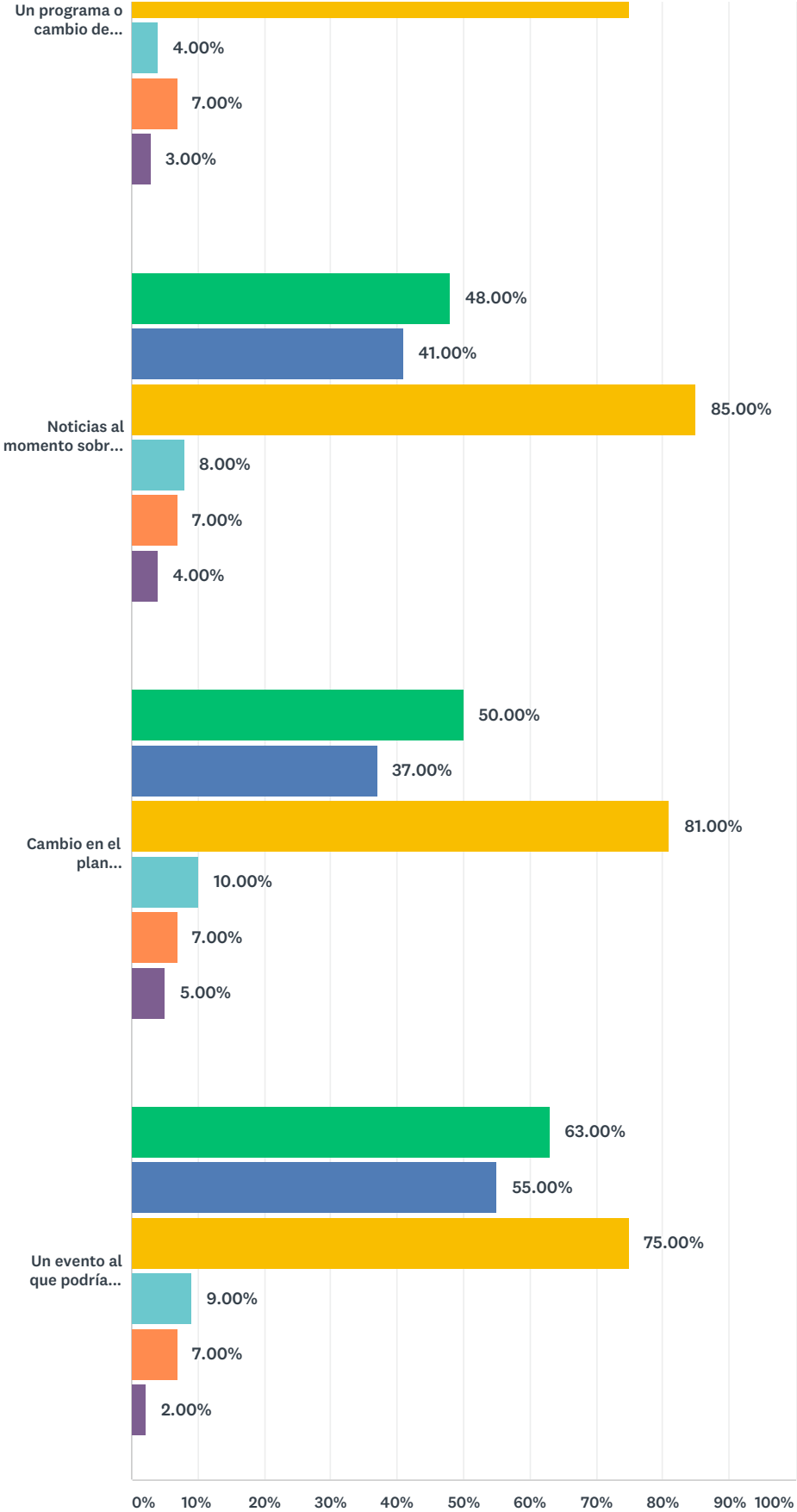
	COMPLETAMENTE EN DESACUERDO	EN DESACUERDO	ALGO EN DESACUERDO	NI DE ACUERDO NI EN DESACUERDO	ALGO DE ACUERDO	DE ACUERDO	COMPLETAMENTE DE ACUERDO
En general, la cantidad de información que puedo obtener del BVSD es satisfactoria.	5.79% 7	1.65% 2	6.61% 8	2.48% 3	9.92% 12	59.50% 72	14.05% 17
La cantidad de información que puedo obtener sobre el progreso de mi estudiante es satisfactoria.	4.96% 6	3.31% 4	4.13% 5	3.31% 4	8.26% 10	52.07% 63	23.97% 29
La información que recibo del distrito es útil.	4.96% 6	0.83% 1	5.79% 7	0.83% 1	11.57% 14	49.59% 60	26.45% 32
Tengo suficiente control sobre la información que recibo del BVSD.	5.79% 7	3.31% 4	2.48% 3	7.44% 9	14.05% 17	50.41% 61	16.53% 20
La información que recibo me llega por orden de prioridad (sé lo que es urgente y lo que no lo es).	4.96% 6	4.13% 5	7.44% 9	6.61% 8	19.83% 24	42.15% 51	14.88% 18
La información no está en mi idioma principal.	14.88% 18	20.66% 25	7.44% 9	4.96% 6	8.26% 10	23.97% 29	19.83% 24

Q6 Díganos cuáles son sus 3 preferencias principales para recibir información en las siguientes situaciones.

Answered: 100 Skipped: 34



Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)



Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)

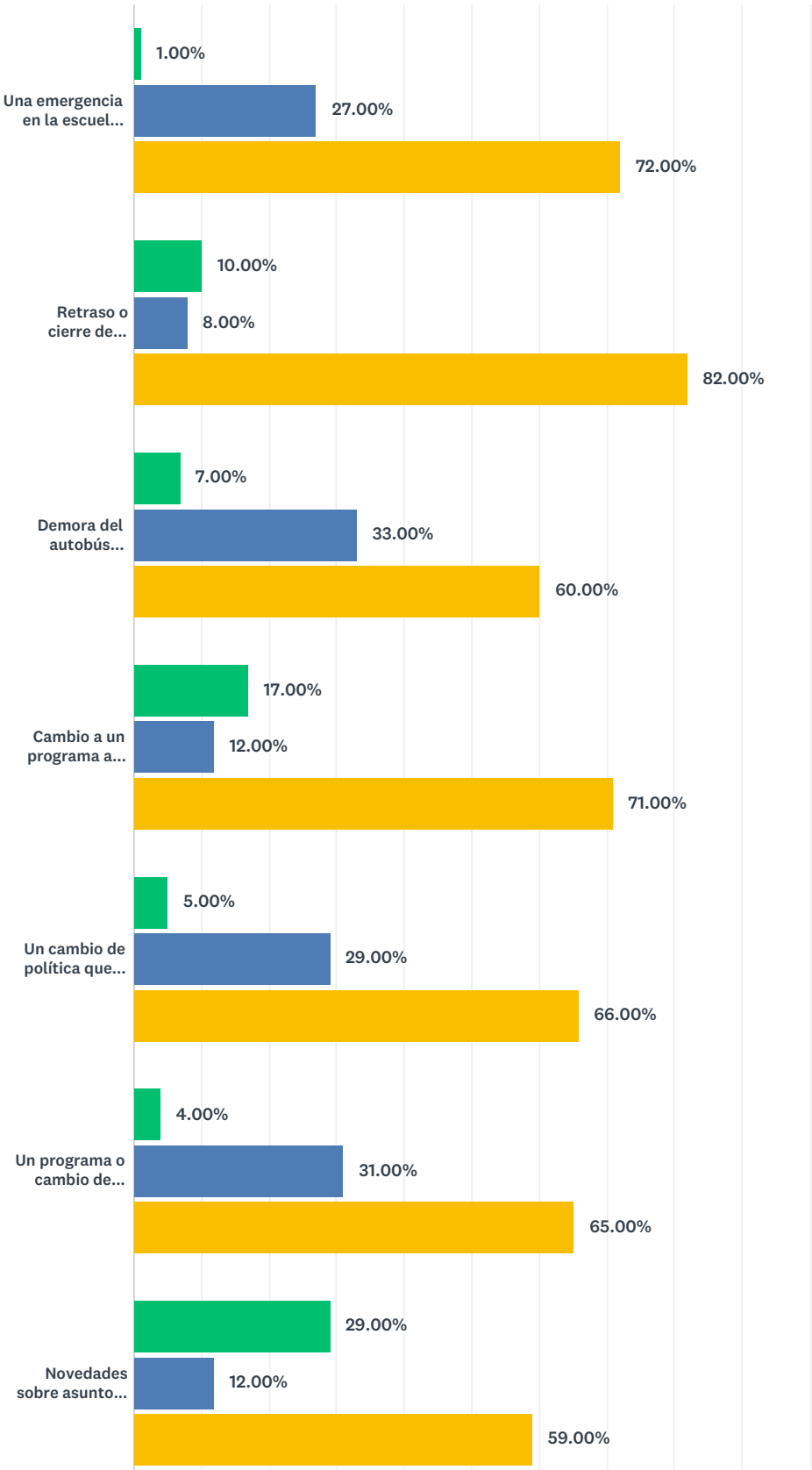
	TEXTO	LLAMADA TELEFÓNICA	CORREO ELECTRÓNICO	SITIO WEB	APLICACIÓN MÓVIL	MEDIOS DE COMUNICACIÓN SOCIAL	TOTAL RESPONDENTS
Una emergencia en la escuela de su hijo (por ejemplo, acceso bloqueado a la escuela).	70.00% 70	80.00% 80	61.00% 61	5.00% 5	10.00% 10	7.00% 7	100
Retraso o cierre de escuelas debido al mal tiempo.	79.00% 79	69.00% 69	60.00% 60	10.00% 10	10.00% 10	8.00% 8	100
Demora del autobús escolar (retraso del autobús de más de 15 minutos).	71.00% 71	69.00% 69	47.00% 47	4.00% 4	6.00% 6	1.00% 1	100
Un programa o cambio de política que impacta directamente a la escuela / salón de mi hijo (por ejemplo, cambios de instrucción, intimidación, nutrición, código de vestimenta, etc.).	60.00% 60	62.00% 62	75.00% 75	4.00% 4	7.00% 7	3.00% 3	100
Noticias al momento sobre asuntos rutinarios del distrito (desempeño del distrito, presupuesto del distrito escolar, etc.).	48.00% 48	41.00% 41	85.00% 85	8.00% 8	7.00% 7	4.00% 4	100
Cambio en el plan estratégico, visión y misión del distrito.	50.00% 50	37.00% 37	81.00% 81	10.00% 10	7.00% 7	5.00% 5	100
Un evento al que podría estar interesado en asistir.	63.00% 63	55.00% 55	75.00% 75	9.00% 9	7.00% 7	2.00% 2	100

Q7 ¿Hay algunas otras herramientas que prefiera usar para encontrar o recibir información que quizás no hayamos enlistado?

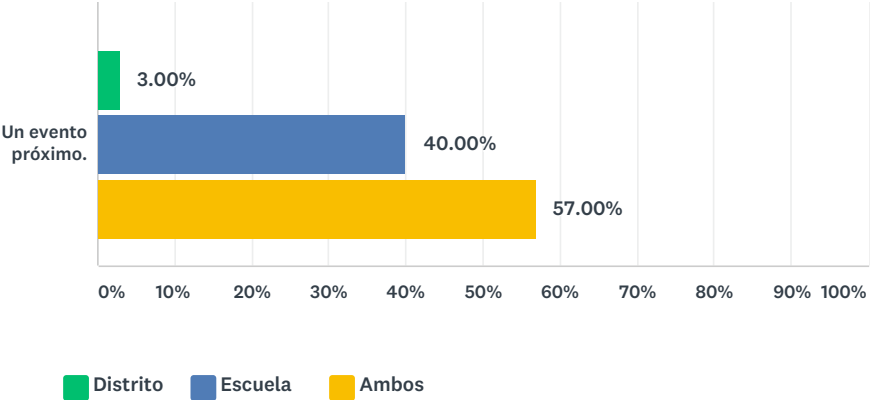
Answered: 28 Skipped: 106

Q8 ¿Por qué razones espera comunicación del BVSD o de la escuela o de ambas?

Answered: 100 Skipped: 34



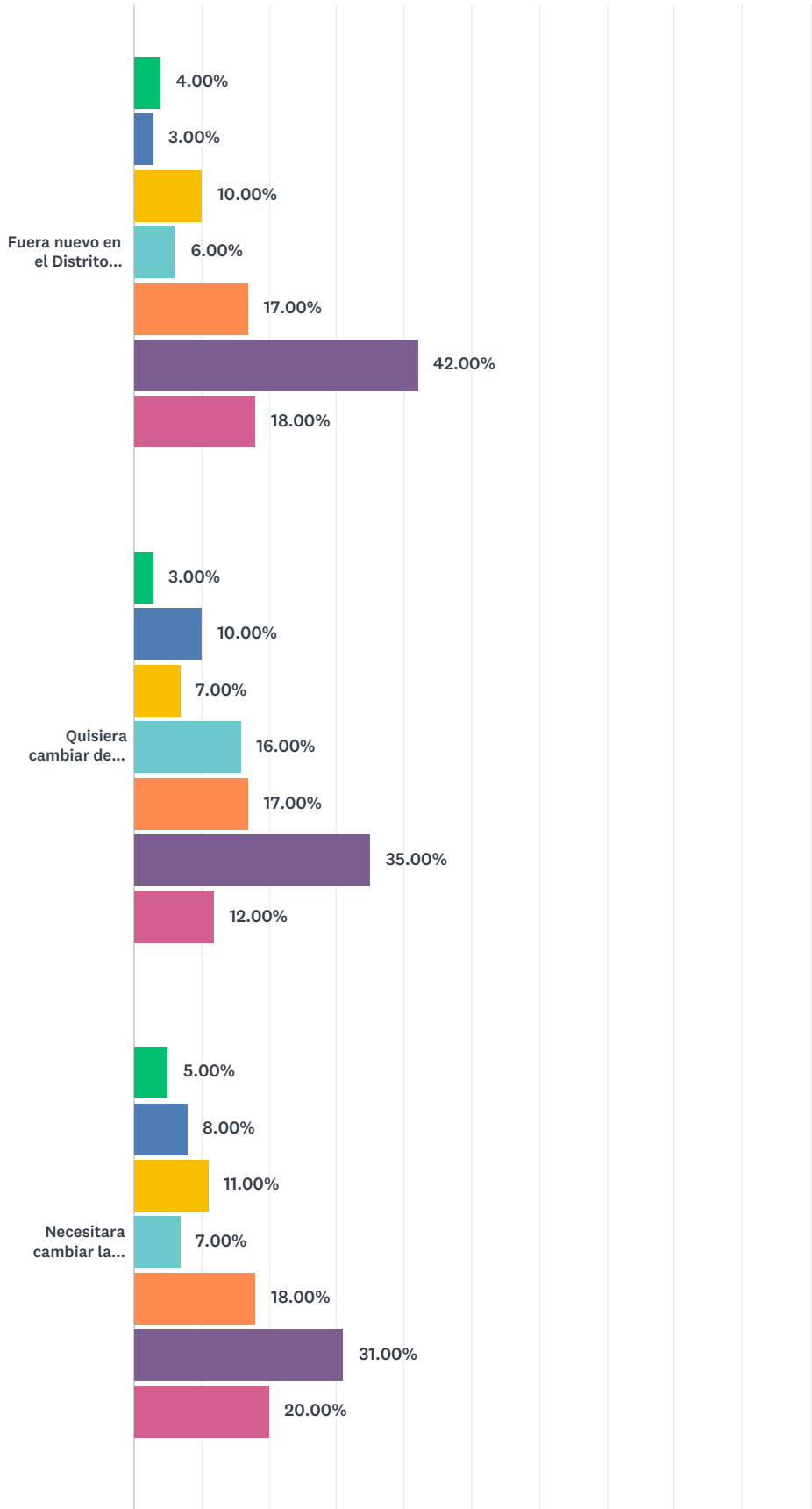
Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)



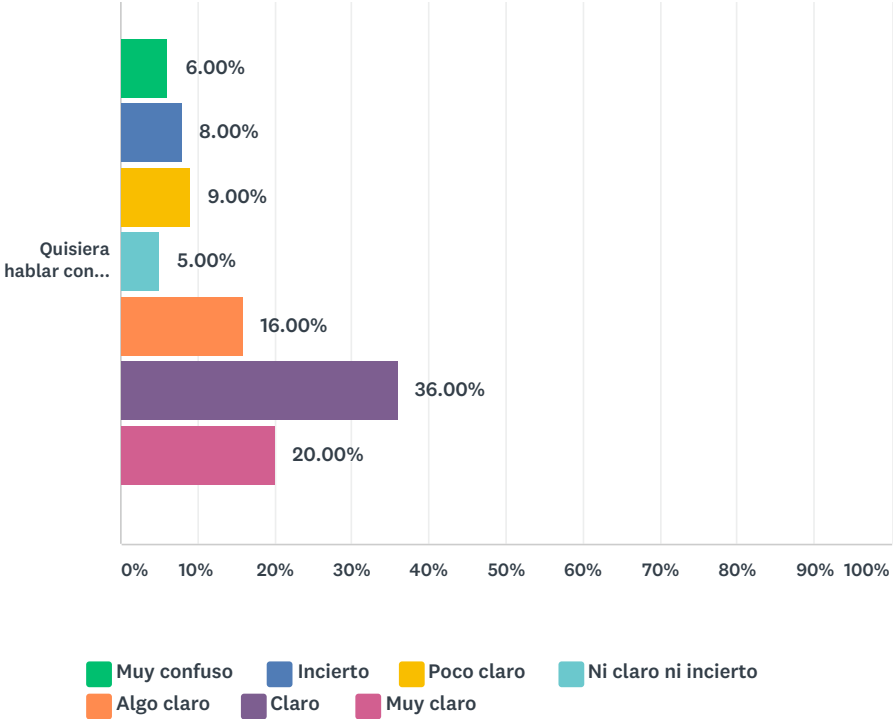
	DISTRITO	ESCUELA	AMBOS	TOTAL
Una emergencia en la escuela de su hijo.	1.00% 1	27.00% 27	72.00% 72	100
Retraso o cierre de escuelas debido al mal tiempo.	10.00% 10	8.00% 8	82.00% 82	100
Demora del autobús escolar.	7.00% 7	33.00% 33	60.00% 60	100
Cambio a un programa a nivel de distrito.	17.00% 17	12.00% 12	71.00% 71	100
Un cambio de política que afecta directamente la escuela / salón de mi hijo (cambios de instrucción, horarios de inicio de clases, etc.).	5.00% 5	29.00% 29	66.00% 66	100
Un programa o cambio de política que impacta directamente a la escuela / salón de mi hijo (intimidación, nutrición, código de vestimenta, etc.).	4.00% 4	31.00% 31	65.00% 65	100
Novedades sobre asuntos rutinarios del distrito (desempeño del distrito, presupuesto del distrito escolar, etc.).	29.00% 29	12.00% 12	59.00% 59	100
Un evento próximo.	3.00% 3	40.00% 40	57.00% 57	100

Q9 ¿Qué tan claro tiene dónde encontrar información si...

Answered: 100 Skipped: 34



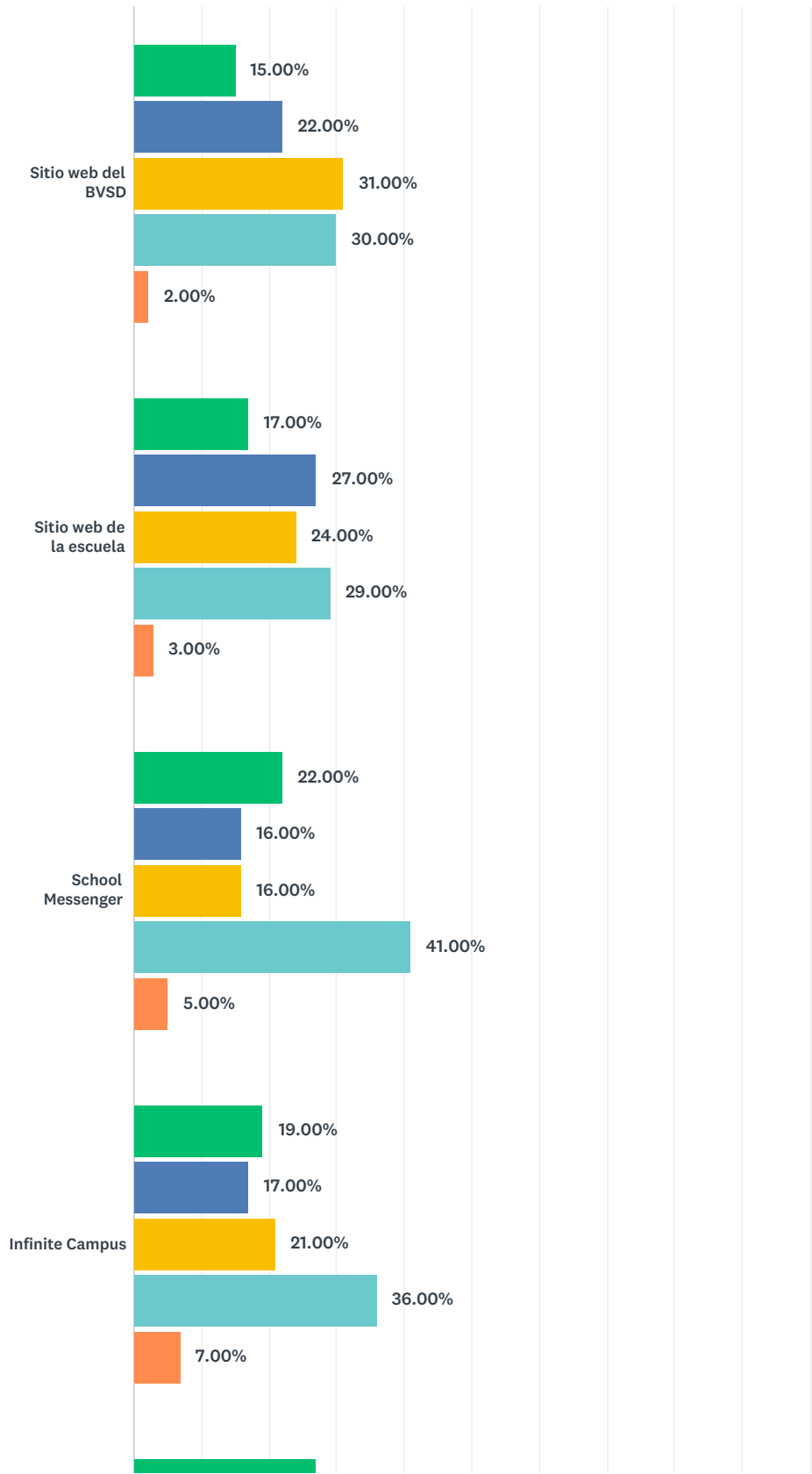
Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)



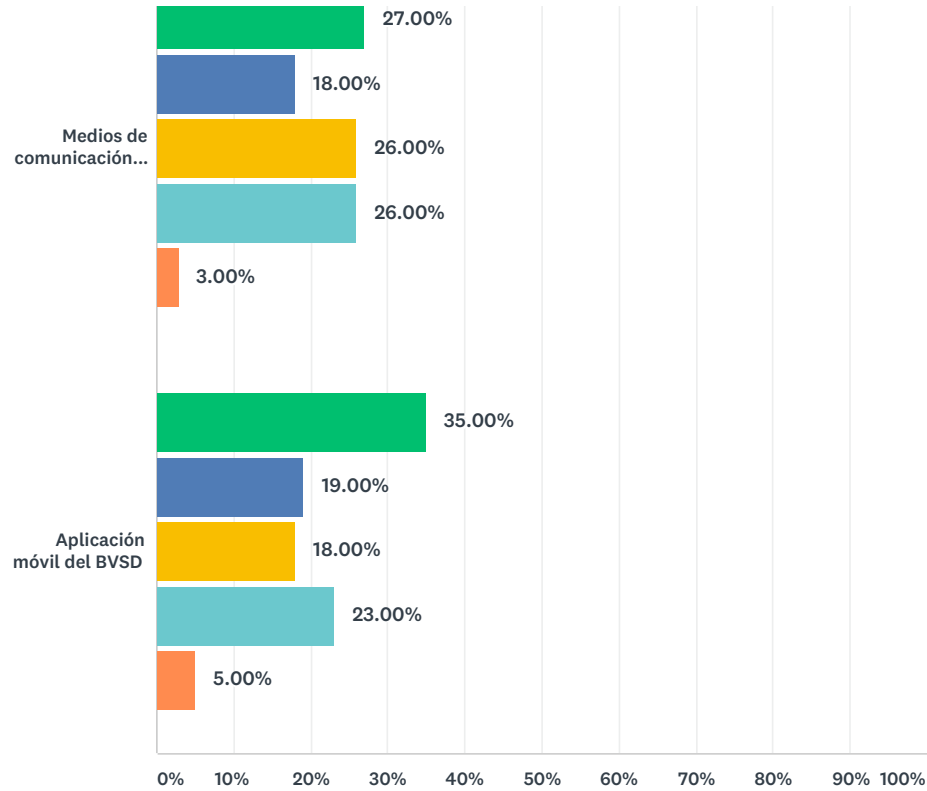
	MUY CONFUSO	INCIERTO	POCO CLARO	NI CLARO NI INCIERTO	ALGO CLARO	CLARO	MUY CLARO	TOTAL
Fuera nuevo en el Distrito Escolar del Valle de Boulder y quisiera inscribir a su niño en la escuela.	4.00% 4	3.00% 3	10.00% 10	6.00% 6	17.00% 17	42.00% 42	18.00% 18	100
Quisiera cambiar de escuela (inscripción abierta).	3.00% 3	10.00% 10	7.00% 7	16.00% 16	17.00% 17	35.00% 35	12.00% 12	100
Necesitara cambiar la información personal suya o la de su hijo (dirección, correo electrónico, etc.) en el sistema.	5.00% 5	8.00% 8	11.00% 11	7.00% 7	18.00% 18	31.00% 31	20.00% 20	100
Quisiera hablar con alguien porque cree que la escuela no está satisfaciendo las necesidades de su hijo.	6.00% 6	8.00% 8	9.00% 9	5.00% 5	16.00% 16	36.00% 36	20.00% 20	100

Q10 ¿Qué tan familiarizado está con cada una de las siguientes herramientas de comunicación?

Answered: 100 Skipped: 34



Encuesta de Padres y Familias del Distrito Escolar del Valle de Boulder (BVSD)

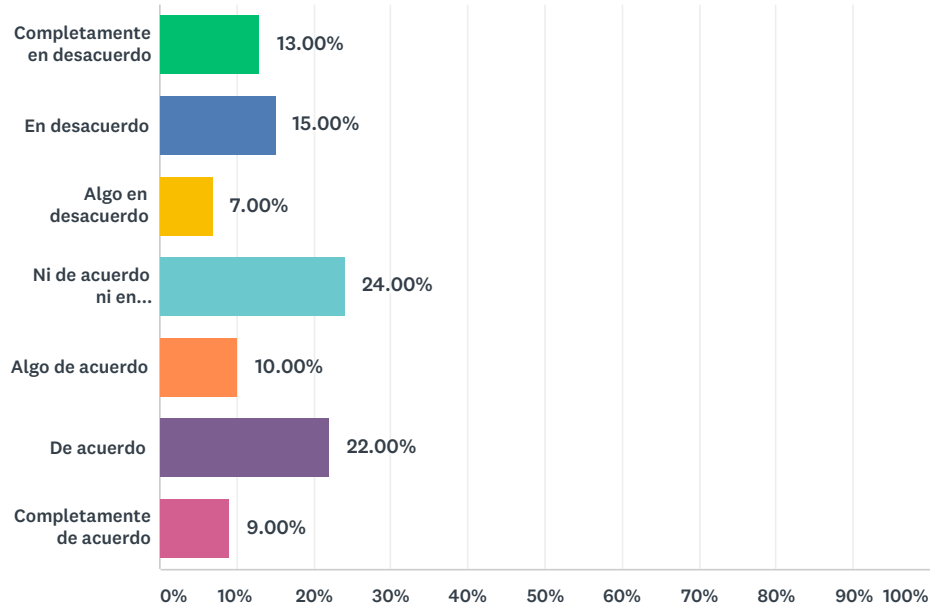


■ No del todo familiar
 ■ Ligeramente familiar
 ■ Moderadamente familiar
 ■ Muy familiar
 ■ Extremadamente familiar

	NO DEL TODO FAMILIAR	LIGERAMENTE FAMILIAR	MODERADAMENTE FAMILIAR	MUY FAMILIAR	EXTREMADAMENTE FAMILIAR	TOTAL
Sitio web del BVSD	15.00% 15	22.00% 22	31.00% 31	30.00% 30	2.00% 2	100
Sitio web de la escuela	17.00% 17	27.00% 27	24.00% 24	29.00% 29	3.00% 3	100
School Messenger	22.00% 22	16.00% 16	16.00% 16	41.00% 41	5.00% 5	100
Infinite Campus	19.00% 19	17.00% 17	21.00% 21	36.00% 36	7.00% 7	100
Medios de comunicación social	27.00% 27	18.00% 18	26.00% 26	26.00% 26	3.00% 3	100
Aplicación móvil del BVSD	35.00% 35	19.00% 19	18.00% 18	23.00% 23	5.00% 5	100

Q11 Díganos cómo se siente acerca de la siguiente declaración: "Me gustaría obtener más novedades del BVSD a través de las redes sociales (Facebook, Twitter, etc.)"

Answered: 100 Skipped: 34



ANSWER CHOICES	RESPONSES	
Completamente en desacuerdo	13.00%	13
En desacuerdo	15.00%	15
Algo en desacuerdo	7.00%	7
Ni de acuerdo ni en desacuerdo	24.00%	24
Algo de acuerdo	10.00%	10
De acuerdo	22.00%	22
Completamente de acuerdo	9.00%	9
TOTAL		100

Q12 ¿Tiene otras ideas que ayudarían al BVSD a mejorar la comunicación con usted y su familia?

Answered: 25 Skipped: 109