



August 1, 2011

Re: K12 Online Communications Report

Dear District/School Administrator,

The Colorado School Public Relations Association and Relatrix Corporation thank you for participating in our fifth annual 'K12 Online Communications Survey.' Your participation provided insight for all school communications professionals into how the Internet is used in public education, and how that usage is changing from year to year.

This early release of the 2010 report is our way of thanking you for taking part in the latest survey. It contains the findings, observations and conclusions, based on our analysis of the survey responses in addition to a four-year comparison of the survey results. The questions and responses for the last four years are included in the appendix. All questions that might identify individual respondents or school districts were excluded from this appendix.

We intend to continue this research program with a follow-up survey later this year. Continued research will generate valuable data to help districts compare themselves to their peers, as well as identify national trends in technology adoption and organizational evolution. We look forward to your continued contributions as we move forward with our research.

We hope you find this report useful as you begin planning for the next school year. If you have any questions about how to use this information to improve your communications plan, or how to use the Internet as a more effective communications channel, please contact us.

Sincerely,

Christy McGee, 2011 – 2012 President
Colorado School Public Relations Association
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Mark Franke, President
Relatrix Corporation
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K-12 Online Communications Report

July 2011

Co-Sponsored by:



Background

This is the fifth year of the K-12 Online Communications Survey, sponsored by the Colorado School Public Relations Association (CoSPRA) in partnership with Relatrix Corporation. The survey covers questions about online communication practices and perceptions within public school districts across the United States. This report compares participant responses in the 2010 survey with responses from the previous four years to identify changes in Internet usage as a communications channel within K-12 education. It contains the findings, observations and conclusions of our analysis, along with charts for each of the non-identifying survey questions.

The data and analysis in this report serve as a useful resource for K-12 communications professionals as they address the needs of their districts within the context of larger social trends and their own budgetary considerations.

For districts where online communications usage is just emerging, this report may provide useful data to target growth and attention, while learning from the experience of others. In districts where usage is broad, there are findings that can help improve current practices, and offer insight into refining the role of the Internet as part of an overall communications strategy.

This was the second year in which the survey included questions about the use of social media. Of all the tools and systems being used for K-12 communications, social media showed the single largest year-on-year increase since the survey began.

It was clear from the responses to this year's survey that there is a greater understanding and appreciation of the benefits from using the Internet for communications.

Survey Methodology

Data-gathering occurred through an online survey executed using Relatrix's EZCommunicator software. The survey was distributed to CoSPRA and Relatrix contact lists, as well as to other School PR chapters across the country to gather responses.

In an effort to increase response rates the survey was published after the 2010/11 Winter Break. The survey was active and available through the CoSPRA Web site, as well as via e-mail for two-weeks during January and two weeks during February 2011. An e-mail reminder was sent to all contacts after the first week. The target population was primarily district administrators who provided input on behalf of their entire district. The sample population of the 2010 survey consisted of 82 respondents from 30 U.S. states and Canada.

Following completion of the data-gathering phase, the research team began data compilation and analysis in early spring 2011. To simplify the presentation of charts, and because of several changes in the survey composition after the first year, the report includes the data from 2007, 2008, 2009 and 2010 but does not include 2006.

Survey Objectives

The survey design gathered data on current usage and opinions about the Internet as a communications channel at public school districts, outside of the classroom environment.

The survey contained 65 questions divided into seven sections. These were:

- 1 – Responder Details
- 2 – School District Background
- 3 – Online Communication Priorities & Objectives
- 4 – Personnel & Organizational Structure
- 5 – Policies & Procedures
- 6 – Systems & Technology
- 7 – Social Media

Survey questions focused how school district public relations staff and the K-12 marketplace apply Internet technologies to their communications and community-relations functions.

Survey Findings

Responder Details & School District Background

In the 2010/11 survey, 93 percent (92.68%) of respondents were Communications Staff, including Directors, Public Information Officers (PIOs), and Communications Specialists. Responses came from public school districts in 30 states and one Canadian province, with the largest number of responses (9) from Illinois. (*Questions 2 & 8*)

This year, the majority of respondents were from districts with more than 10,000 students, with that segment making up 51 percent (51.36%) of the sample population. This represented a drop of more than 17% from 2009, when 69% (68.6%) of the respondents were from larger districts.

Similar to the 2008 and 2009 survey demographics, the majority of this year's respondents (54.4%) described their district as being suburban. There was a slight decline in urban district respondents, from 26% in 2009 to 22% in 2010. In 2010, there was a marked increase in the number of respondents with the majority of enrolled students participating in the Free and Reduced Lunch program, reaching 46.2% in the current school year – an increase of nine percentage points over 2009. (*Questions 10, 11, & 12*)

Internet access continues to increase with sixty-six percent (66.6%) of respondents indicating that the majority (more than 50 percent) of their community had Internet access. Along with community-wide Internet access, e-mail volume received by districts continues to grow. Now, three-quarters (74.7%) said they now receive in excess of 500 e-mails each week, excluding spam. (*Questions 13 & 14*)

Online Communication Priorities & Objectives

The majority (62.8%) of districts now make extensive use of the Internet for parent/teacher interaction. Community alerts are still a widely-used online tool, with 72.7% of districts indicating they make extensive use of the Internet for this purpose.

Respondents this year reported even more extensive use of the Internet to inform the community about district successes, jumping up from 78% in 2009 to 83.5% in 2010. Key communicator networks gained some use, up three percentage points to 48% this year.

Use of the Internet to gather community feedback continued to fluctuate, with 42% (41.8%) of districts reporting extensive use – a slight increase over last year, and approaching a full rebound to 2007 levels of 44.5%. A large majority of districts (88.6%) do rely on the Internet to some extent to meet this objective. *(Questions 15, 16, 17, 18 & 19)*

The percentage of districts with a written communications plan increased to its highest levels yet, with nearly 80% (79.5%) relying on this tool to guide interactions with their communities. The 2010 results showed a gain of five percentage points from 2009, and an increase of 12 percentage points from 2007.

Of those districts that reported having a written communications plan, more than three quarters (75.7%) have a section or strategy specifically for online communications. Just 59% of respondents update the plan yearly, which is a rebound of nine percentage points from the previous year, but still below the 70.6% who reported doing an annual plan update 2007. *(Questions 20, 21, & 22)*

When asked how their district measured the effectiveness of the communications plan; qualitative and quantitative feedback both declined in 2010. Qualitative evaluation hit its lowest levels since the survey began (35% in 2007 to 22.7% in 2010). Quantitative feedback lost ground as well, from 28.8% in 2009 to 24.2% in 2010. Subjective measurement by district staff grew as the method of evaluation in 2010, growing from around 35% in the 2009 survey to 45.5% this year. *(Question 23)*

When asked how the district gathers input from the community about their communication priorities, the most popular response was through surveying techniques (82%), followed by school board meetings (69.2%) and Web site forms or e-mail (65.4%). Use of focus groups declined almost 20% to its lowest levels since the survey began, dropping from its peak of 76.7% in 2009 to 57.7% in 2010. One-on-one communication stayed steady at 55% and campus meetings remained the least used method of gathering input with only 41% of responders choosing that channel for input, a slight decline from last year. *(Question 24)*

When finishing the phrase, “My school board/trustees consider online communications to be...” more than a quarter reported that district officials consider it a higher priority than other channels of communication. Districts indicating that online communications ranks at the same priority as other channels received about two-thirds of the responses. Roughly 8% of respondents indicated that online channels had a lower priority or don’t receive any focus from boards when considered communication channels. That number was at its lowest since 2007. *(Question 26)*

There was a slight decline in districts responding that online communications was important and being addressed adequately, with 62% of districts choosing that response in 2010, down nearly five percentage points from 2009, but still significantly higher than the early years of the survey (48.1% in 2008). Responses stating that online communications was NOT being addressed adequately by districts remained steady at 30%. For the first time since 2007, the number of respondents who said that online communications was “not important to our mission” dwindled to zero. *(Question 26)*

Personnel & Organizational Structure

Comparable to the last three surveys, this year districts indicated that 96.2% have a dedicated communications director or PIO. More than three-quarters of these directors (77.6%) report directly to the district superintendent. This represented a four-percentage-point decline over 2009 (82.2% in 2007). Respondents indicated that in 2010, they were slightly more likely to report to an Assistant of Associate Superintendent, rather than the head of the school district. (*Question 28 & 29*)

For each of the last four years, more than half of respondents reported the district Web site was managed by multiple people in different departments. This response hit its height in 2010, with 63.3% reporting such an arrangement. There was a slight decrease in the percentage of part-time and full-time webmasters in 2010.

Respondents indicated that their district webmasters were reporting less to communications directors, down to 34.6% from a high of 52.3% in 2009. There was a slight increase in the number of webmasters reporting to the district technology director, now at nearly 40% (39.7%), up from 36% in 2009 but in line with responses from 2007 and 2008. Nearly 17% (16.7%) of respondents were unclear who supervised their district webmaster. (*Question 30 & 31*)

There was a continuing predominance of campus Web sites, with 2010 results showing 92.4% of districts having school Web sites. This year's trend showed a drop of five percentage points over 2009 responses. Of those districts that did have campus Web sites, the decision-making and management of those sites varied. For the 44.6% of schools that relied on a campus webmaster, more than 10% delegated site management to volunteers and almost 30% (29.7%) used a part-time webmaster. Management by a district webmaster remained steady, rising only three percentage points from 2009 to 13.5%. (*Question 32 & 33*)

Policies & Procedures

The vast majority (78.2%) of school districts do enforce content standards and layout for their web sites, which has remained largely unchanged in the last four years. Website activity continued to be monitored by nearly three-quarters (73.4%) of the respondents. When asked how Web site activity information was used, 87.9% of respondents reported that they used it "to improve content and navigation on our Web site." This was an improvement over 2008, but a slight drop from a high of 93.8% in 2009.

The number of districts that track Website activity stayed steady in 2010, with 73.4% of respondents indicating they measured and watched online activity on their sites. A vast majority – 87.9% of districts – reported that tracking information was being used to improve content and navigation on their sites. In 2010, 69% of districts were also using the activity data to monitor and report usage over time, while 41.4% were building targets for increased Web site traffic on the basis of tracking data. Overall, these markers shows a general trend from 2007 to 2010 for districts to use Web site tracking tools to plan and manage the Web visitor's experience, rather than just collecting usage data. (*Question 34, 35, & 36*)

Responses to 'who receives e-mail submitted through the district Web site' remained fairly consistent, with 46.75% in 2007 and 57% in 2010 being received by the communications department, while 30% of respondents reported e-mails are received by different people or departments. There was virtually no change in tracking responses to incoming e-mail from 41% in 2009 to 42.9% in 2010. Around two-thirds (64.5%) of districts continue to offer a way for users to leave suggestions and other feedback through their Web site. (*Question 37, 38 & 39*)

Systems & Technology

The number of districts hosting their district Web site internally in 2010 rose slightly to 70.5% (66.7% in 2009) but didn't return to the high of 76.6% in 2008.

In-house hosting of school Web sites by districts also stayed steady in 2010, with 65.4% of districts handling their own school sites (67.8% in 2009). (*Question 40 & 41*)

Each year of the survey has shown a consistent increase in the percentage of districts using online systems to keep parents informed about student progress. This year, that percentage rose to 88.3%, following the four-year trend of small gains in that area. Use of an online parent notification system for weather, security or other critical communications stayed strong in 2010, with 82.9% of districts relying on this tool.

A noticeable increase in use of content management systems also occurred from 2007 to 2010, going from 46.7% to a high of 63.3% of responding districts. As in 2009, the majority of schools (53.2%) in 2010 reported that they use the same content management systems used by their district. More than a third of districts (35.4%) use no management system for school Web sites. (*Question 42, 43, 44 & 45*)

The most widely implemented online communications function from 2007 to 2010 remains staff webmail access with 93.5% of districts in 2010 responding they implemented this feature one year or more ago. The next most widely implemented functions were online notification at 88.5%, then the addition of online event calendars and a secure staff portal, both at 84.6%.

The most noticeable gains since 2007 have appeared in the utilization of online tools to support board activities/voting (14.5% in 2007 to 44.9% in 2010), to maintain a Knowledgebase (28.2% in 2007 to 55.1% in 2010) and notify parents in an emergency (54.5% in 2007 to 88.5% in 2010). Other tools like podcasts, blogs, volunteer registration and online discussion forums have slowly moved into more districts since 2007, but remain only lightly used. Community discussion forums remain the least implemented online communications function. (*Questions 46-60*)

Social Media

This was the second year where specific questions about social media were posed as part of the K-12 Online Communications Survey. As a result, the findings in this section of the report have less trending details than other sections where attitudes and actions have been tracked over five years.

This year, the majority of districts (64.1%) reported that they implemented social media as part of their communications strategy in the previous year. This marks a 16% gain over 2009, when 47.7% of respondents had begun using social media channels and tools. Another 6.4% of districts anticipated put those tools to work during the 2011-2012 school -year.

The most popular social media service implemented by an over three-quarters of school districts responding in 2010 was Facebook (77.2%), followed closely by Twitter (75.4%). YouTube ranked third in social media tools, with 43.9% of respondents naming it as a service they used to communicate. These 2010 trends somewhat inverted the responses from 2009, when Twitter attracted the highest use, from 58.6% of districts, and Facebook was used by 43.7% of respondents. No respondents reported using MySpace in 2010 (3.5% in 2009). (*Question 61, 62 & 63*)

When asked how social media value is measured by district communicators, 90.9% said they use the number of fan members or followers as an indicator of value – up substantially from 53.5% in 2009. Districts also reported evaluating the quality of comments posted (45.5%) and the number of comments posted (41.8%) at a much higher percentage than in 2009. Last year, roughly a quarter of districts evaluated comments qualitatively and quantitatively.

Value was also measured by 38.3% of respondents by tracking how often users of the social media services shared content with others. That measure increased by 15 percentage points over 2009. Finally, in describing how often their districts updated their social media content, nearly half of respondents (49.1%) said they changed content daily, as compared to 34% in 2009. 42.1% updated social media content on a weekly basis in 2010, an increase of 11 percentage points over 2009. Fewer than 9% of respondents indicated that they updated content monthly or less often, or didn't know when updates were instituted. In 2009, that group accounted for 35% of respondents.
(Question 64 & 65)

Observations

Online communication in K-12 market parallels general U.S. trends

Research from the Pew Internet and American Life Project shows that, as of December 2010, 84% of Americans between the ages of 30 and 49 were regular Internet users and 80% of internet users lived in suburban communities. This defines the segment of the population most likely to have school age children.

In that same demographic, 90 % have a cell phone, 35% own a smart phone, which can access the Internet, while 63% have broadband access at home.

Socio-economic status did not restrict Internet usage, as 63% of households making less than \$30,000/year described themselves in May 2010 as regular users, and 68% of rural households use the Internet regularly. Educational level was the only category where the Pew data showed a negative correlation. Only 40% of respondents having attained less than a high school education were regular Internet users. All other educational levels showed well above 65% usage.

This data is consistent with our findings of dramatic increases in use of online communications by school districts in 2010. Most online systems or functionality in the survey showed dramatic gains in implementation between 2008 and 2010. Additionally, two-thirds of survey respondents indicated that over one half of their community has Internet access. There was still a significant portion (23%) of respondents who didn't know what portion of their community had Internet access.

Just as districts are heartily recognizing the need to harness online communications as a channel for delivering information to their community and gathering input, those online tools are quickly approaching and even sometimes surpassing the penetration of more traditional channels into parent and community populations.

School and district sites stay in-house

This year's survey showed a slight increase in the number of individual schools taking charge of their own Web site hosting, or seeking external hosting by a third party, jumping from 26.4% in 2009 to 29.5% in 2010. In-house hosting of individual schools sites by districts continued a slight downward trend that began last year, but still 65% of districts host their own school sites. District websites,

too, were still largely hosted in-house, with 70.5% of respondents saying they retained their own site hosting in 2010 – a 3.8% increase over 2009.

Website Management Decentralized

While the web hosting for district websites remained close to home, the responsibility for managing content fell to a variety of personnel. Despite the obvious reliance on district websites to communicate with the community and other stakeholders, only 25.3% of respondents reported having a full-time webmaster. This was a decline from 32.6% the previous year, and the lowest percentage in the survey's history.

Instead, the majority of districts (63.3%) reported that the management of their Web content was the responsibility of multiple people. Management of individual school Web sites role varied among schools in the district, said 41.9% of survey respondents. The trend would indicate a more decentralized web management model, with multiple stakeholders being asked to contribute content. Such a content model clearly points to the overwhelming need for a written communications plan, and an awareness at all levels of key themes and messages to be broadcast across online channels.

Social Media Shows Large Adoption In 2010

Major movement was seen in the reliance by districts on social media to share information and collect feedback from the public during 2010. While this in only the second year the report tracked the use of these online tools, it was clear from the respondents that social media is a major force in their communication strategies.

The Pew Internet and American Life project on Social Networking in June 2011 casts light on this district trend, reporting that the number of users of social networking sites has nearly doubled since 2008, and that the average age of visitors to these sites has increased from 33 to 38 in just two years. Pew's survey results of the most-utilized sites are mimicked in this survey's findings.

When asked which social media services they used, districts overwhelmingly indicated they were following the general social trends, and leveraging Facebook, Twitter and YouTube as communication tools. Facebook was the clear frontrunner of all the social media tools, with 77.2% of respondents maintaining a presence there (up from 43.7% in 2009). Twitter posted a clear second, with 75.4% of districts using that service to share information (up from 58.6% in 2009). Nearly 44% of districts also used YouTube's online video service to communicate with stakeholders, an increase from 26.4% in 2009.

When measuring the value of their presence on social media, districts almost uniformly (90.9%) looked to the number of fans or members as a key indicator of success. In 2009, little more than half (53.49%) of districts used that as a measure. During 2010, many districts also looked to the quality of comments (45.5%) and number of comments (41.8%) on social media services for measures of value. In 2009, only a quarter of districts paid close attention to online comments on those sites.

Online Communications Reaches Strategic Importance

In 2010, the trend toward districts embracing a written Communications Plan reached a new high, with 79.5% of districts saying they have such a plan in place. In 2007, that figure was 67.6%.

Active efforts to share district successes with their community members were also a rising trend in 2010, with 83.5% of districts reporting that they took steps to inform the public about their accomplishments, up from 66% in 2009.

Tying into the trends toward leveraging social media services, districts also said they were updating their social media or online presence more frequently in 2010. Some 49.1% of school entities updated their content daily (up from 33.7% in 2009), while another 42.1% said they changed content weekly (up from 31.2% in 2009). Clearly, school communication professionals are increasingly aware of the demands to keep their online presence dynamic and responsive to the communities they serve.

Their school boards appear to be keeping up with the trend, with more than a quarter of communication professionals indicating that district officials consider online channels a higher priority than other avenues of communication. Roughly two-thirds indicate that online communications ranks at the same priority as other channels, while just 8% of respondents reported that online channels had a lower priority or don't receive any focus from boards. That number was at its lowest since 2007.

Conclusions

The level of Internet usage in the United States, with laptop computers, smart phones and tablet computers, continued to push ahead the adoption of online communication tools within school districts in 2010.

Online Communications Has Grown Up...

First, it is clear that professionals in school communications across the United States have recognized that the Internet is crucial to their efforts and see digital communications as equally important to more traditional channels of communication. Increased use and access to the Internet by parents and communities is a major source of pressure on districts to increase online communications. The growing volume of information that needs to be shared on a regular basis, whether as Web site content or published messages, requires professionals seek ways to automate and streamline communications. The benefit is that districts now create and share one message with one voice over multiple channels in a shorter amount of time.

Organizational changes are in the air...

Second, it appears that the role of the communications department is evolving in most districts. The increased use of online communication tools is leading toward a more decentralized model of communications, with multiple and diverse people asked to create and distribute information via Web sites and other online channels.

This trend has also lead to more distributed reporting structures for district webmasters, fewer of whom are reporting to the Communications department. With daily communications and Web site maintenance becoming more distributed throughout departments and schools, the focus of the communications officer and webmaster must change. Rather than dealing with general content development and distribution these positions must function more as advisor, expert and specialist in challenging communications issues and Web technologies. Communications is now a part of the district's strategic planning process bringing accountability to the forefront and the necessity for a plan in place focusing on how communications will effectively handle both minor and major incidents. It will also fall to communication and Web professionals to oversee implementation of more regularly updated communication plans and to measure the success of those plans against stated goals.

Rising Use of Content Management Systems hasn't cut in-house hosting

Third, it appears that the rising use of content management systems (CMS) has not flowed over into an outsourced model for hosting district and school websites. While use of a system to manage the Web site is clearly being adopted by more districts, they are not leaning on outside services to host their sites.

More than two-thirds of districts and schools still host their sites internally. Survey data does not give direct indicators on this issue, but possible reasons for the retention of Web hosting by districts are concerns over Software As A Service (SAAS) hosting and a perception that the complexity of content being hosted 'requires' more internal control or access. Open-source content management systems may also be utilized internally, or commercial CMS developers are offering on-site hosting.

Social Media Surges

This was the second year in which the survey included questions about the use of social media. Of all the tools and systems being used for K-12 communications, social media showed the single largest year-on-year increase since the survey began.

Social media services such as Facebook, Twitter, and YouTube continue to edge their way into the mainstream as tools for sharing information and gathering input across all demographic and geographic populations. The momentum of social media provides both opportunities and challenges for communicators. It offers an immediacy and width of distribution that has been difficult to achieve in the past, while demanding a less structured kind of communication than that used along traditional channels. Social media has shown itself to be a more interactive model of communication between a school system and its community. Analytics of this channel adds to its success.

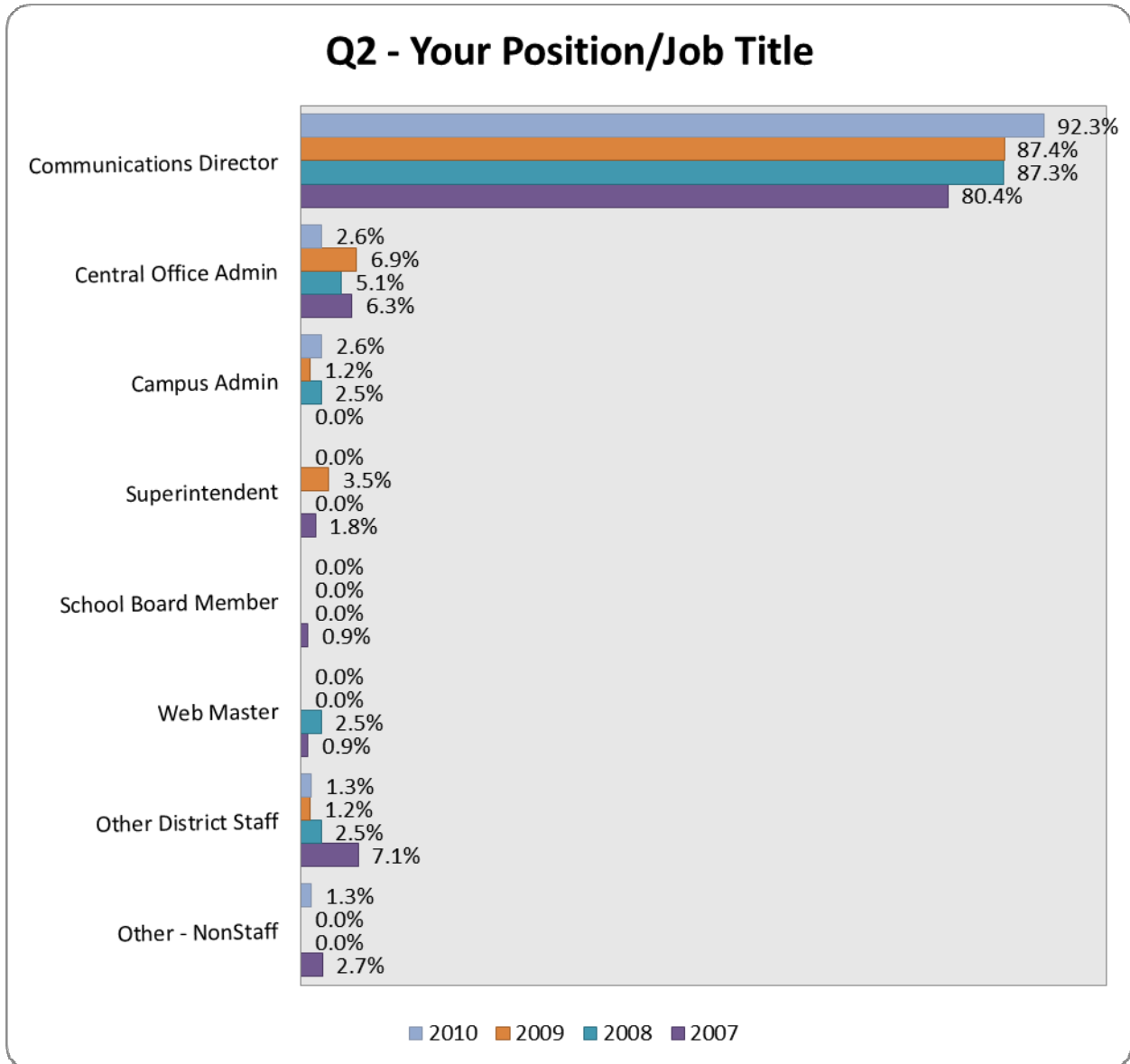
It was clear from the responses to this year's survey that there is a greater understanding and appreciation of the benefits from using the Internet for communications.

Online communication tools have always provided certain benefits unique to their platform -- most notably, the ability to reach large audiences quickly with targeted information. These tools also allow districts to gather feedback quickly and analyze the data associated with user interaction to improve the message and its delivery. Ultimately, this feedback has the potential to boost the effectiveness of communications to a new level.

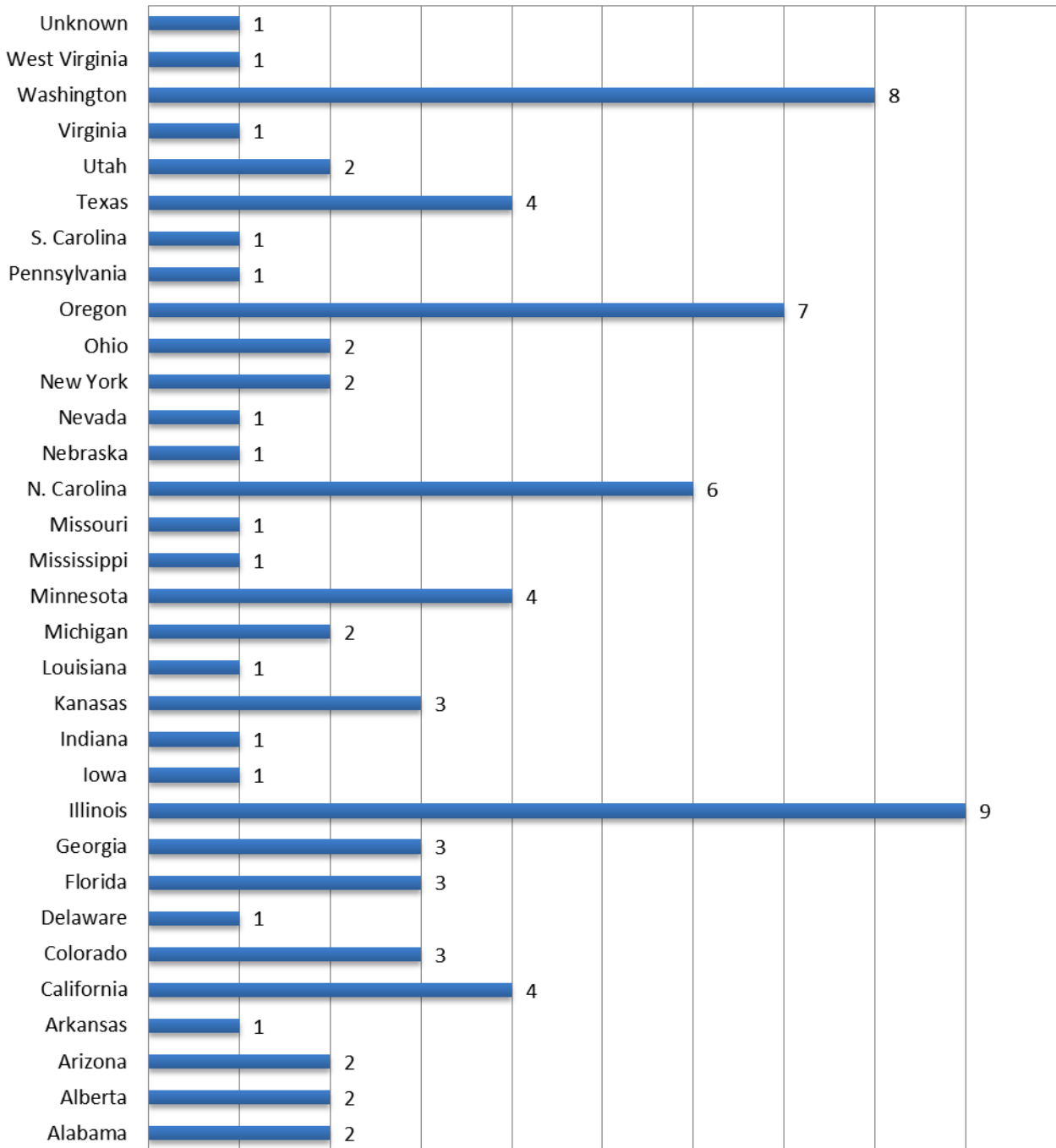
With tightening public school budgets, increased pressure to show improvements in academic progress, and increasing choice in educational services, K-12 public schools need to use online communications in more ways to market to and engage their parents and potential parents, their business community and other audiences more effectively.

Appendix A – Survey Questions

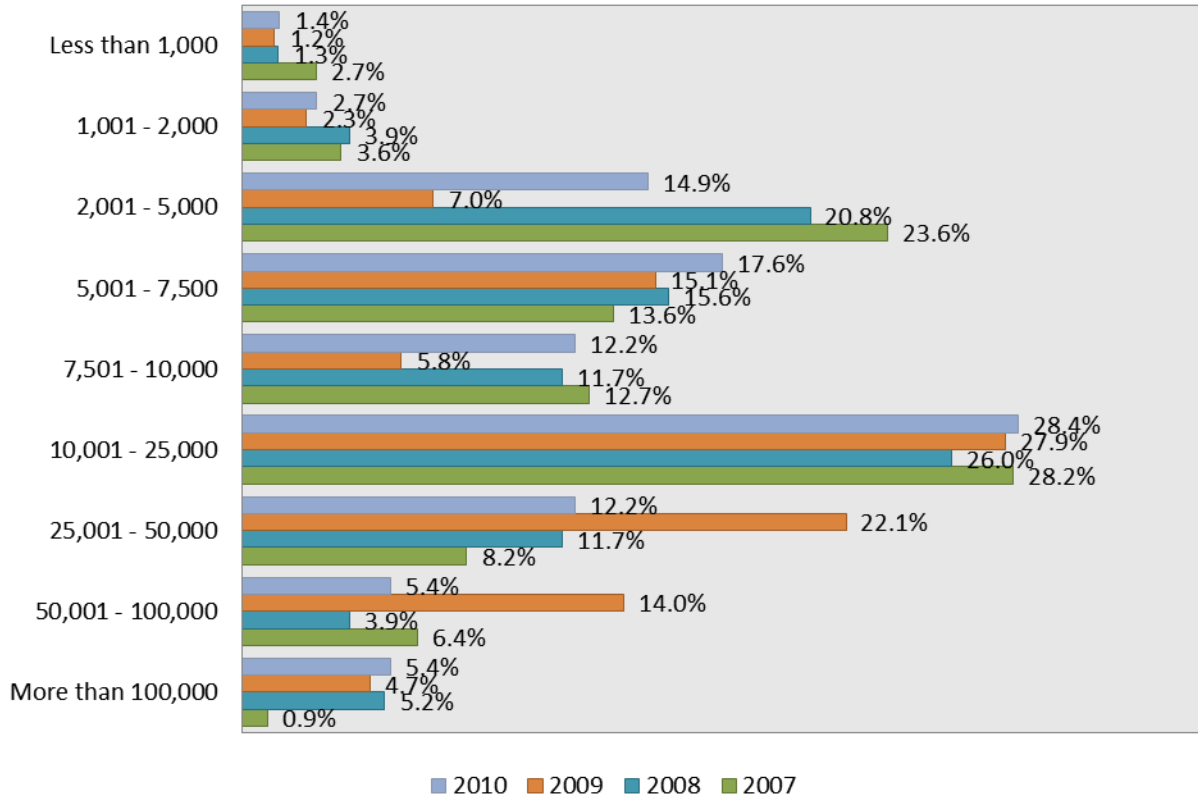
This appendix contains the compiled results for all non-identifying questions for 2007, 2008, 2009 and 2010 survey results.



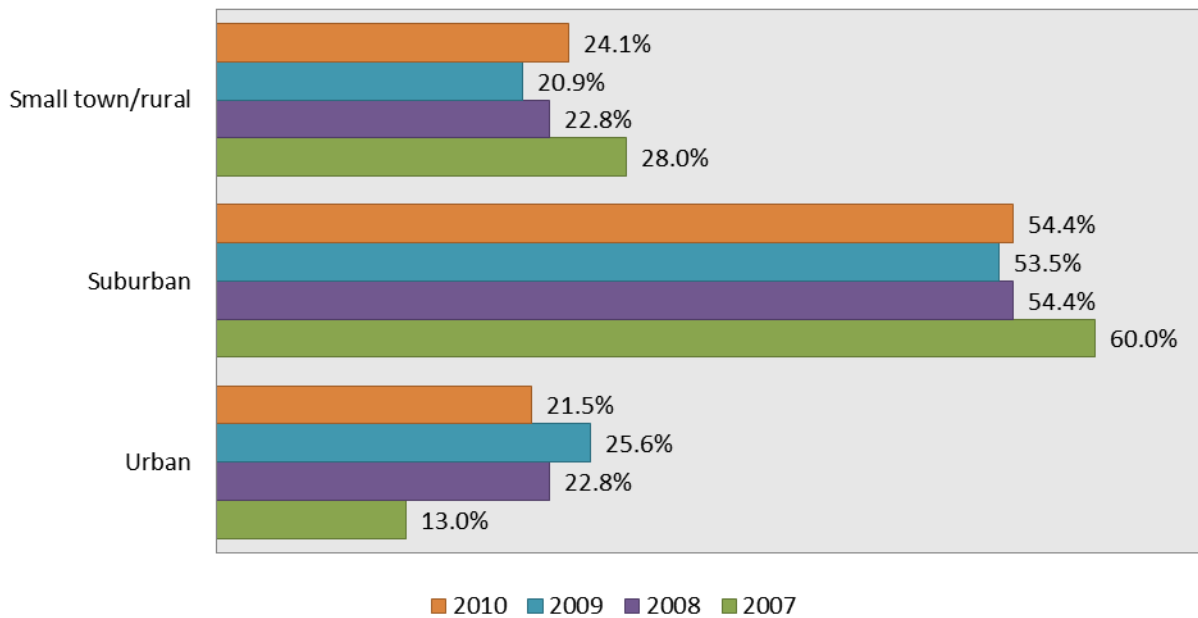
Q8 - Respondents By State/Province - 2010



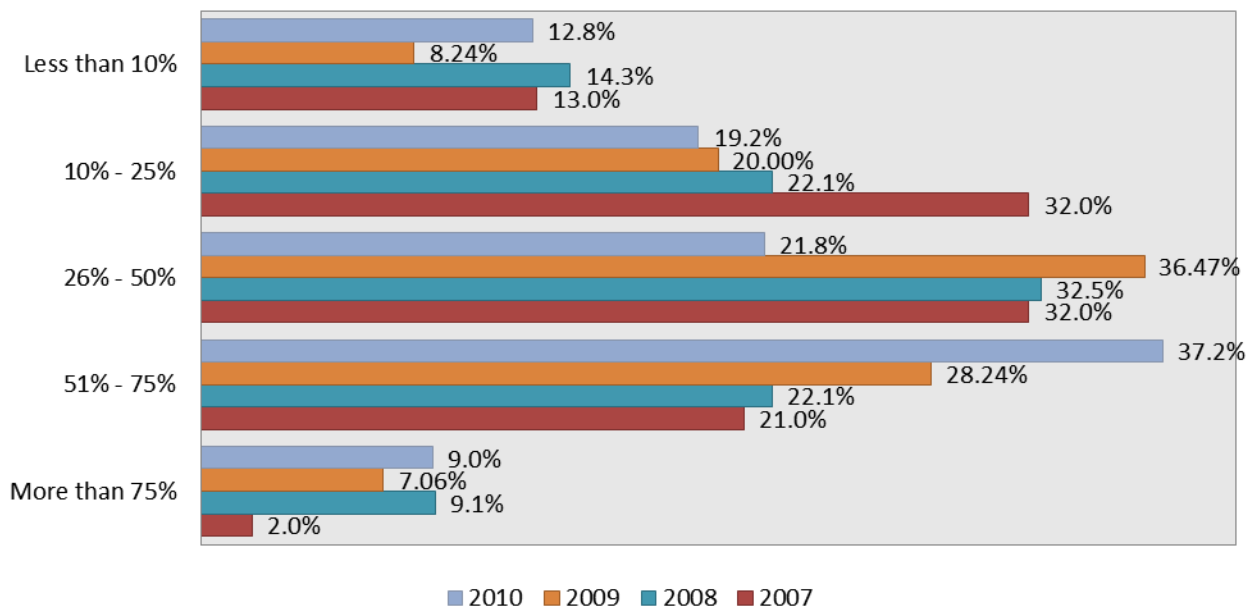
Q10 - Student Enrollment in your district



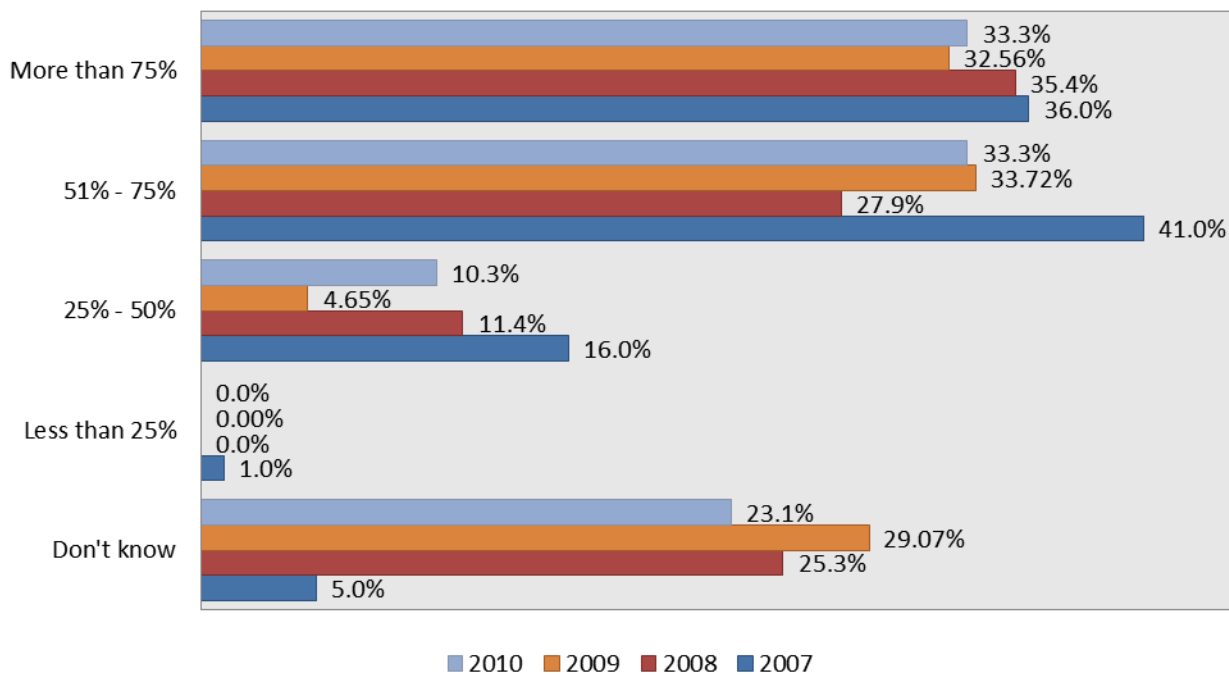
Q11 - Describe your community



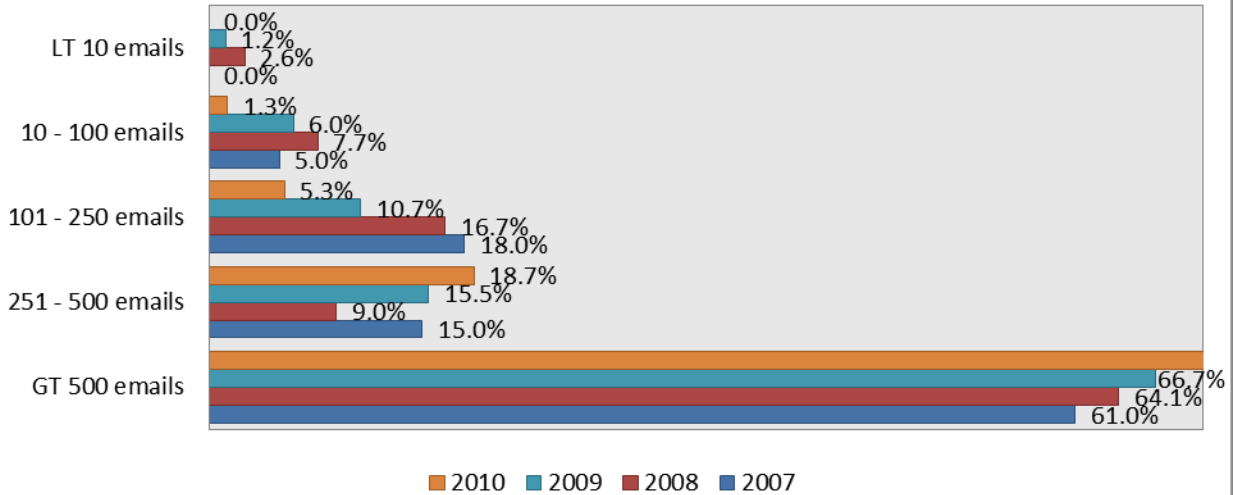
Q12 - Percentage of students on free or reduced lunch program in your district



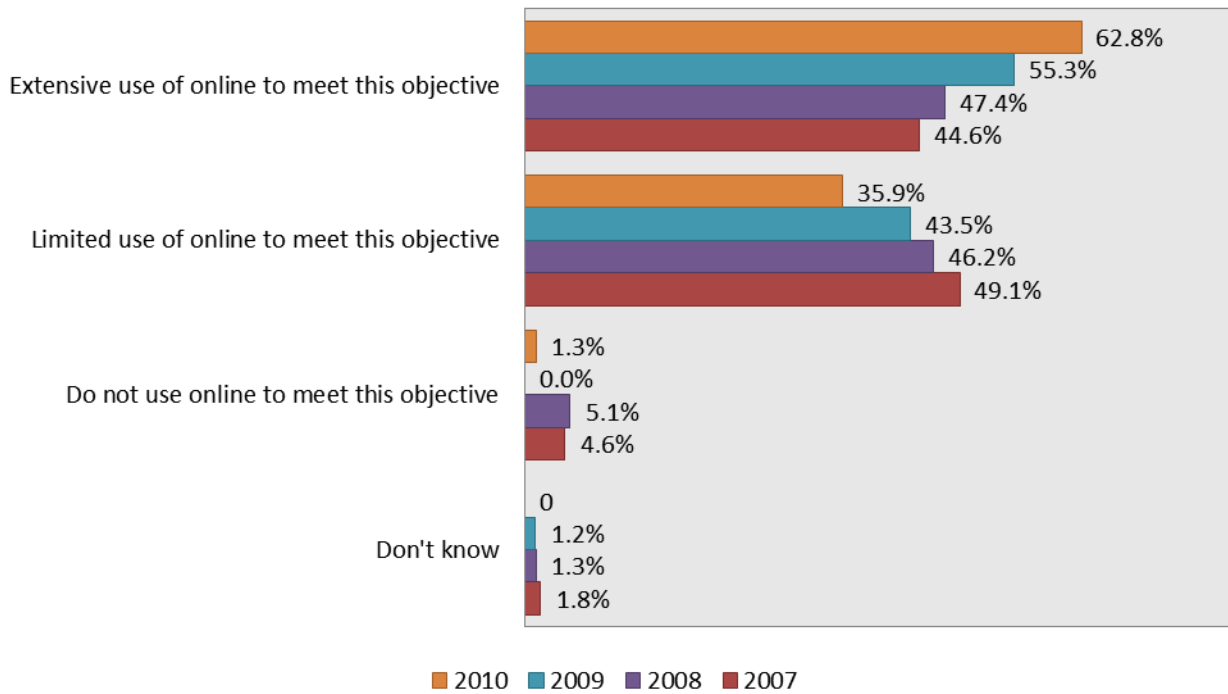
Q13 - Percentage of your community members that have Internet access



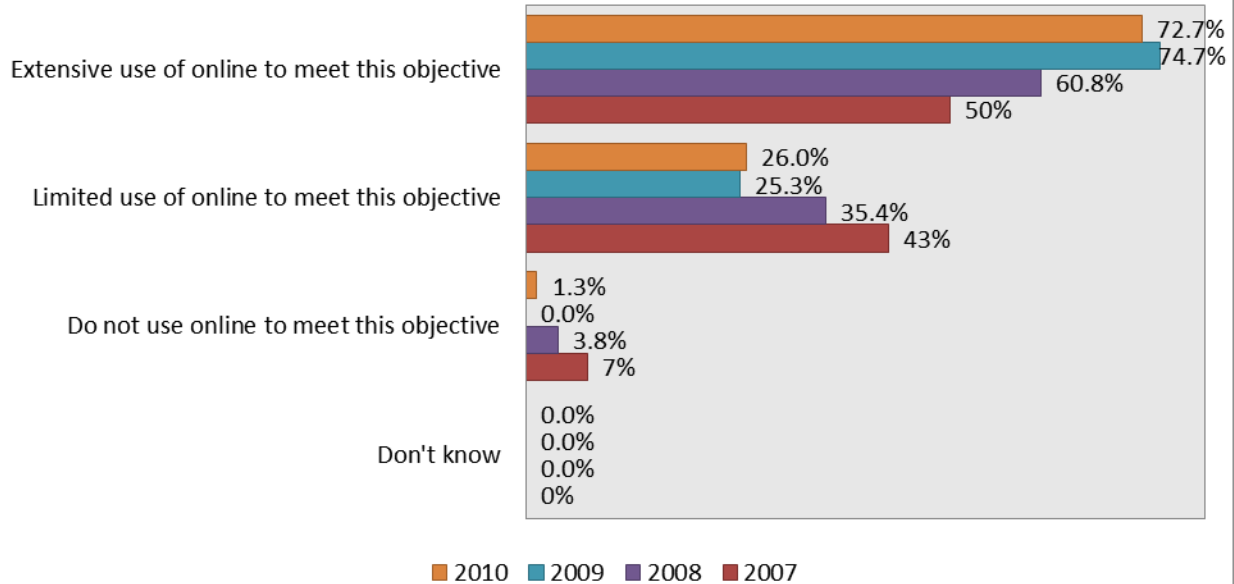
Q14 - Average number of emails received at your district offices per week



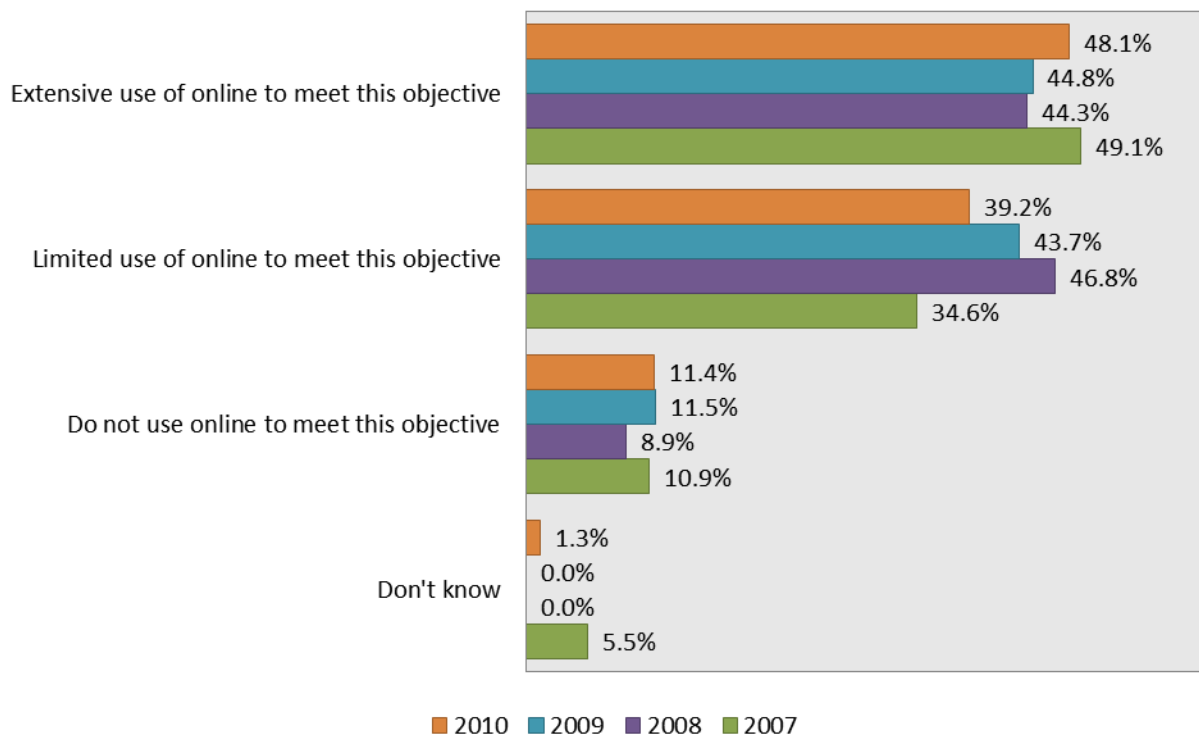
Q15 - Parent/teacher Interaction



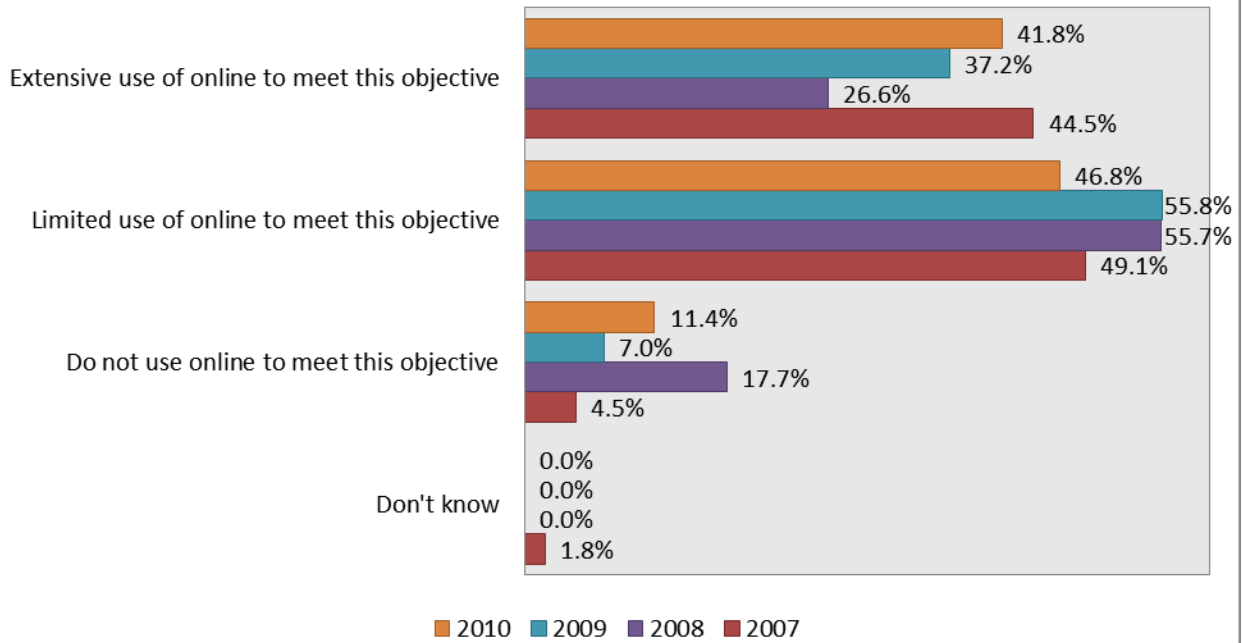
Q16 - Community Alerts: (Security, School closure, etc.)



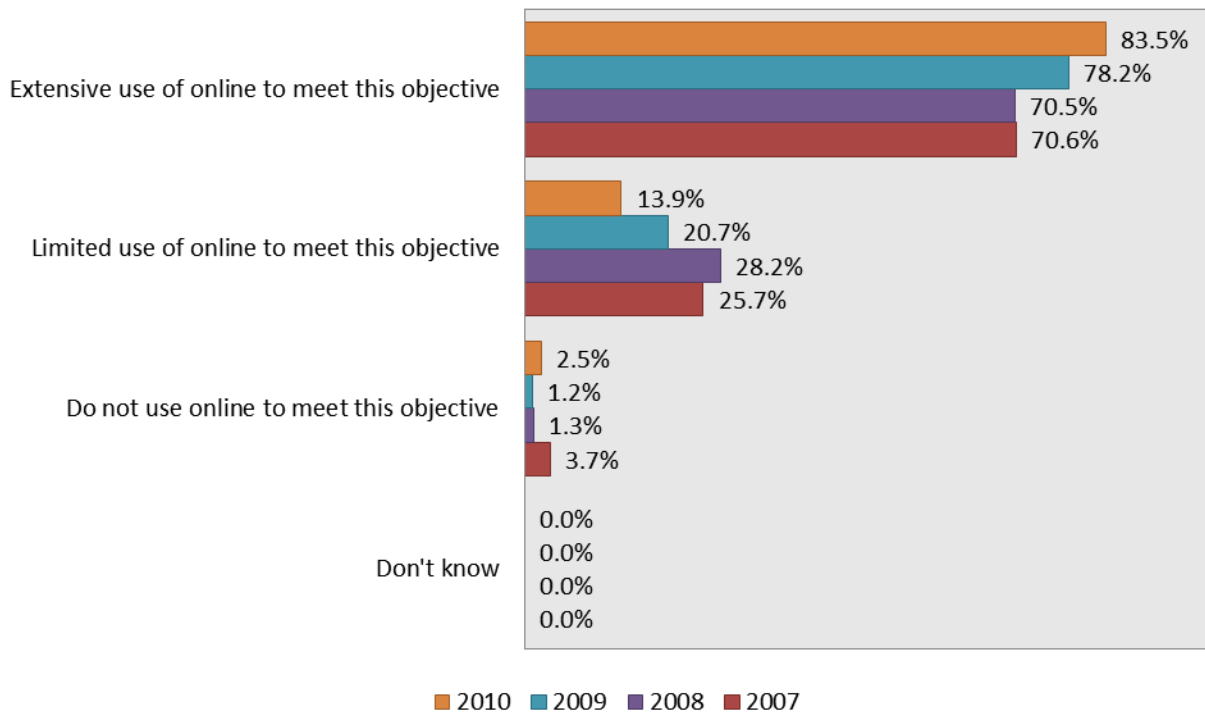
Q17 - Key Communicator Network



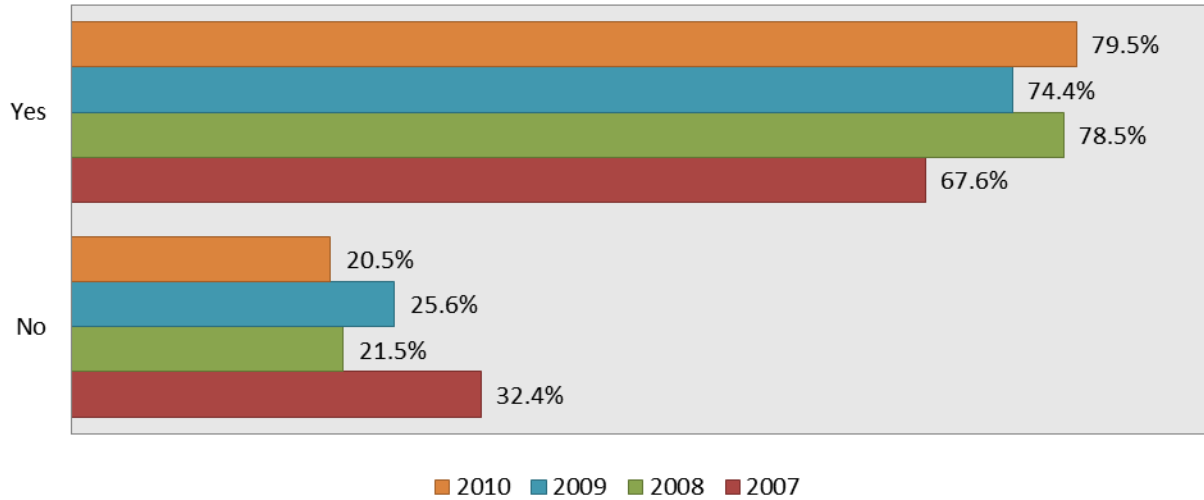
Q18 - Community Feedback: (Survey, etc.)



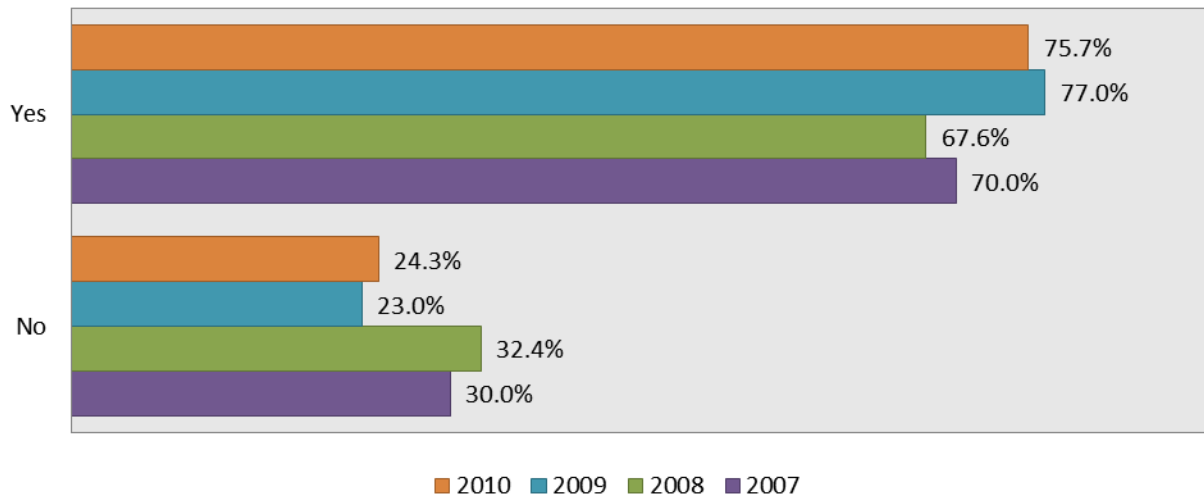
Q19 - Informing the community about district successes



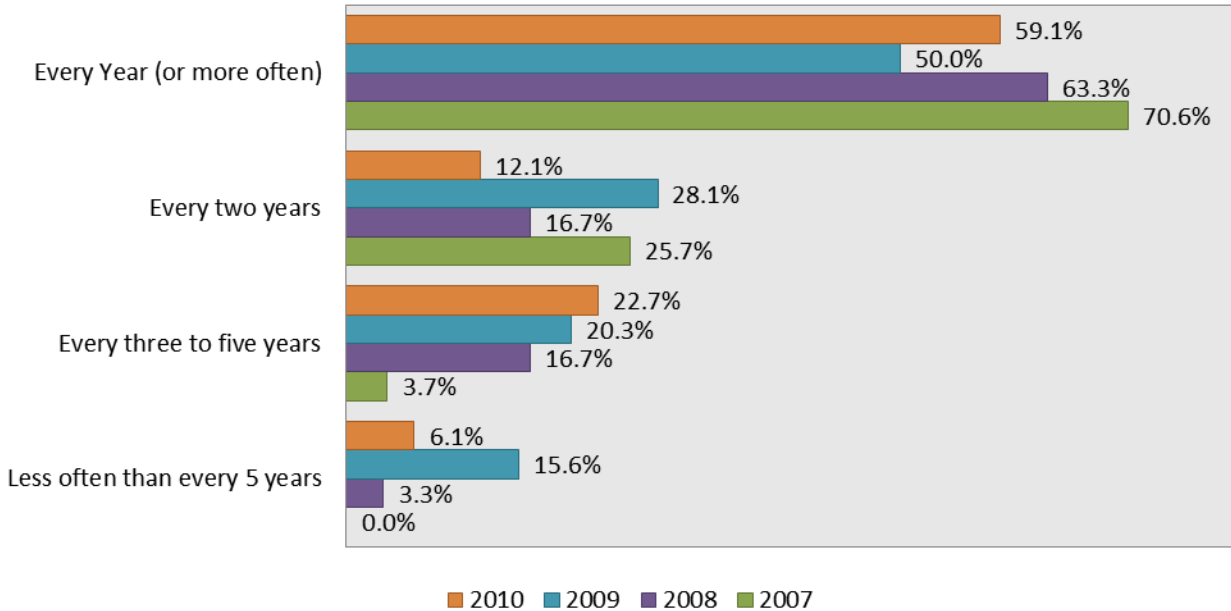
Q20 - Does your district have a written communications plan?



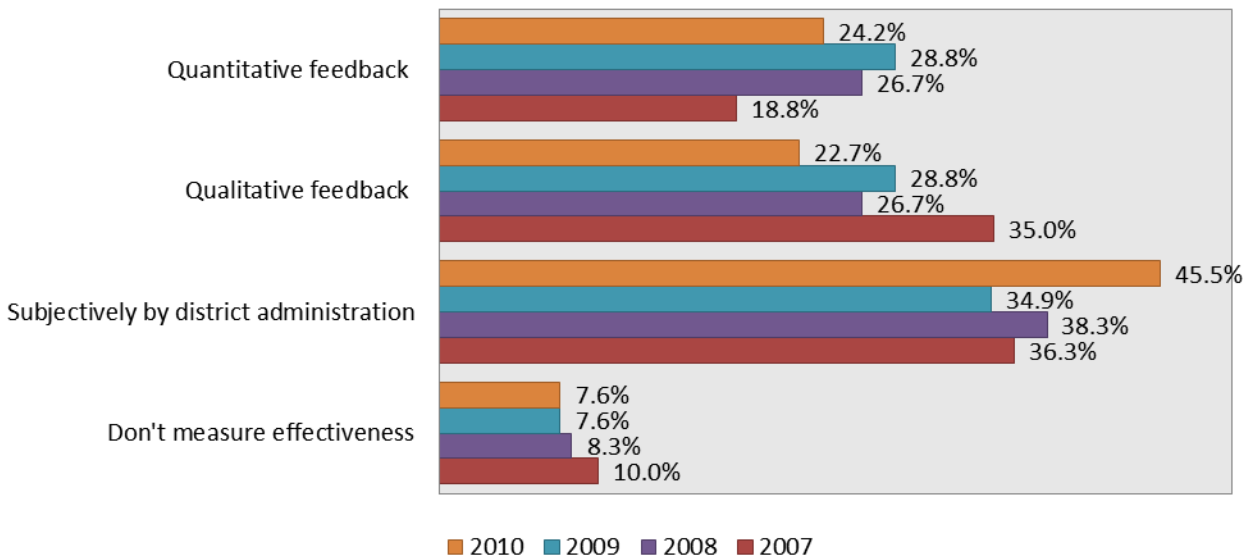
Q21 - Does your plan include a section for online communications?



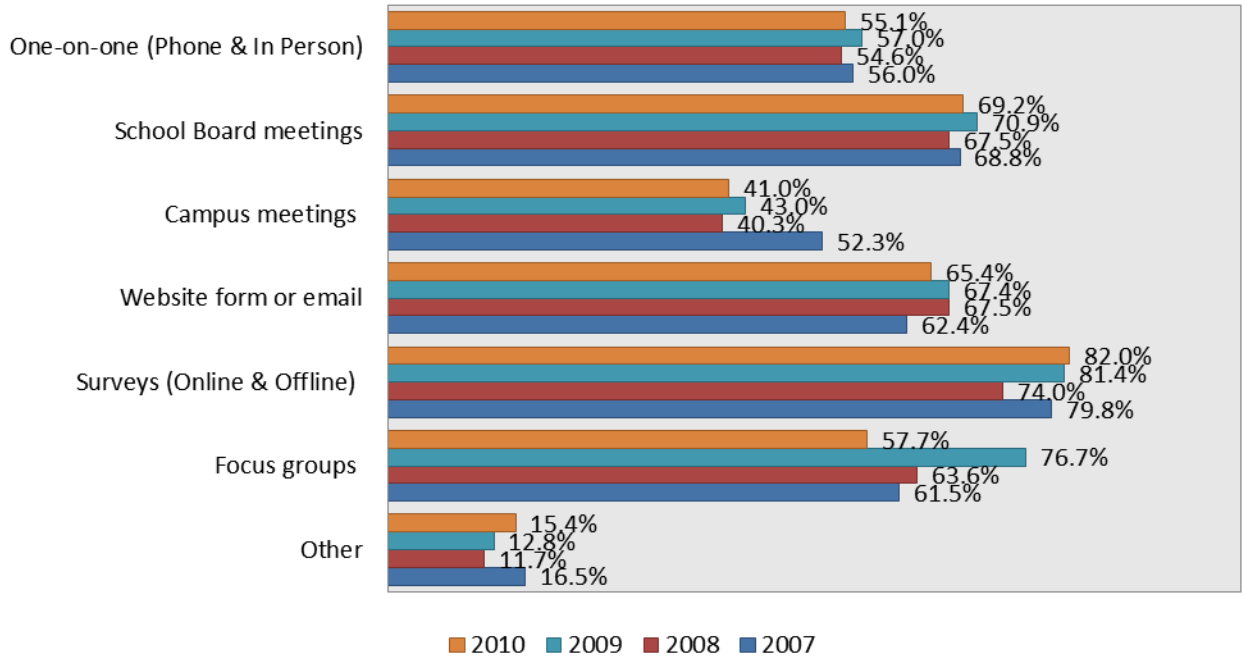
Q22 - If your district has a communications plan, how often is it updated



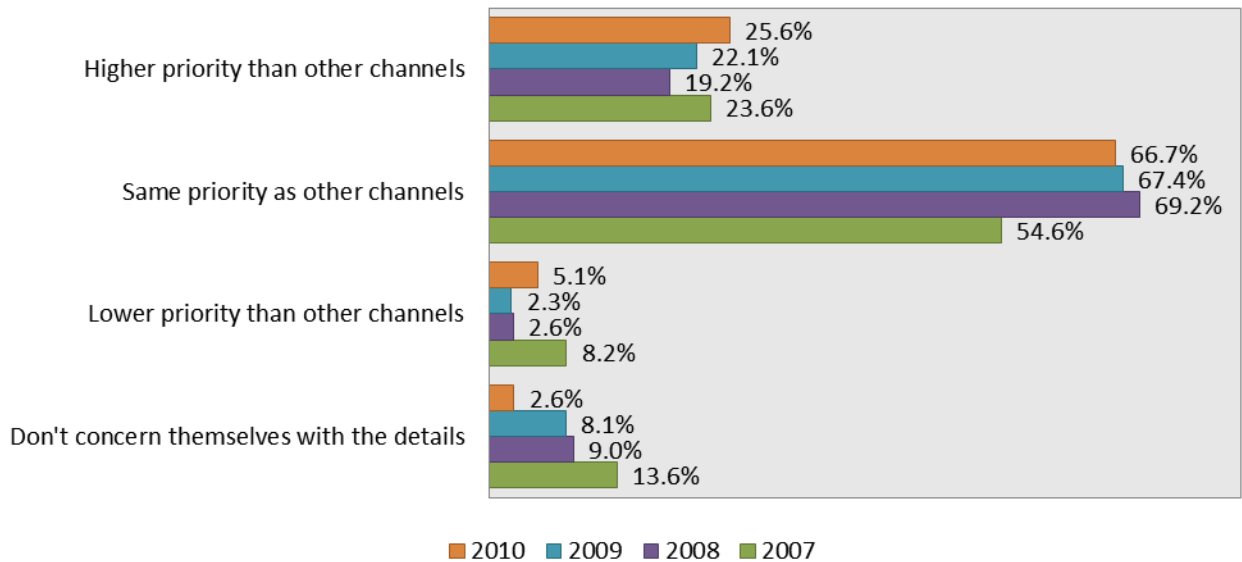
Q23 - How do you measure the effectiveness of your plan?



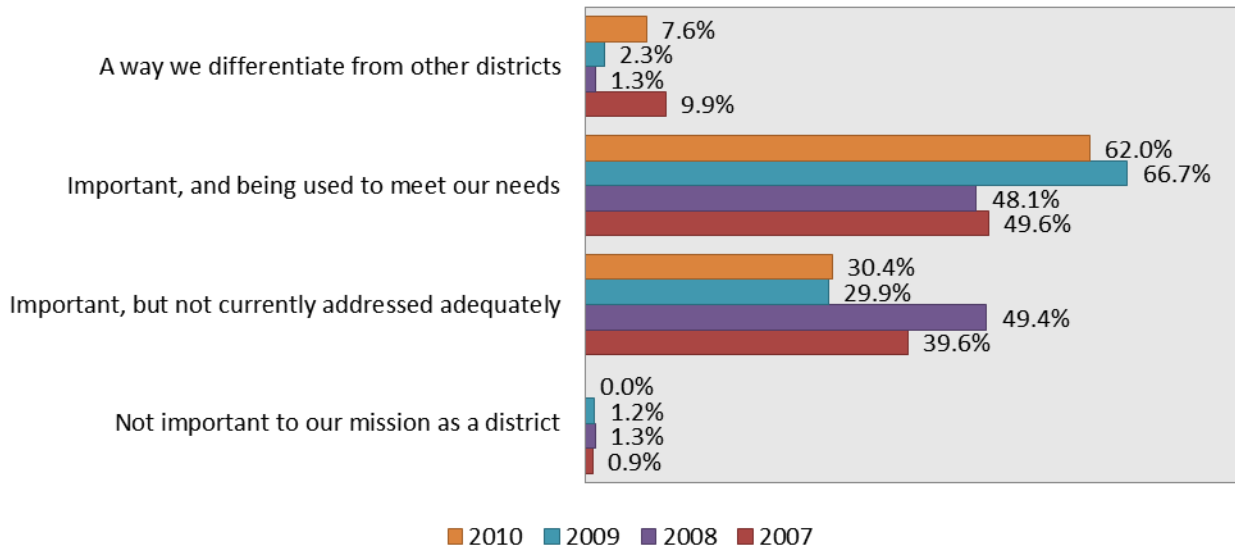
Q24 - How do you gather input from your community about communication priorities?



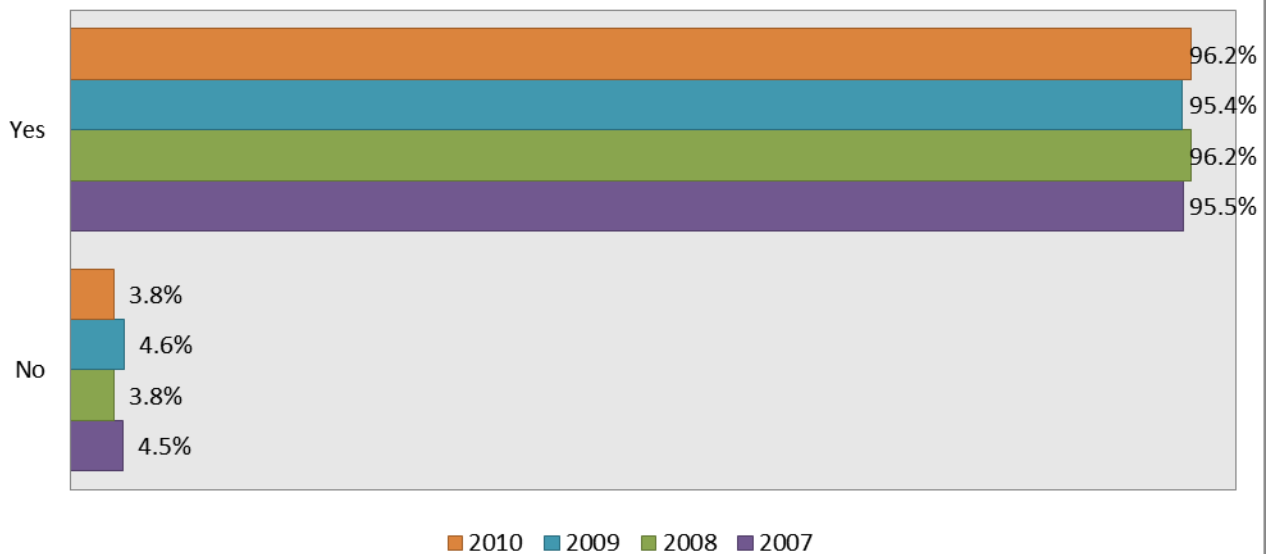
Q26 - 'My School board/trustees consider online communications to be...'



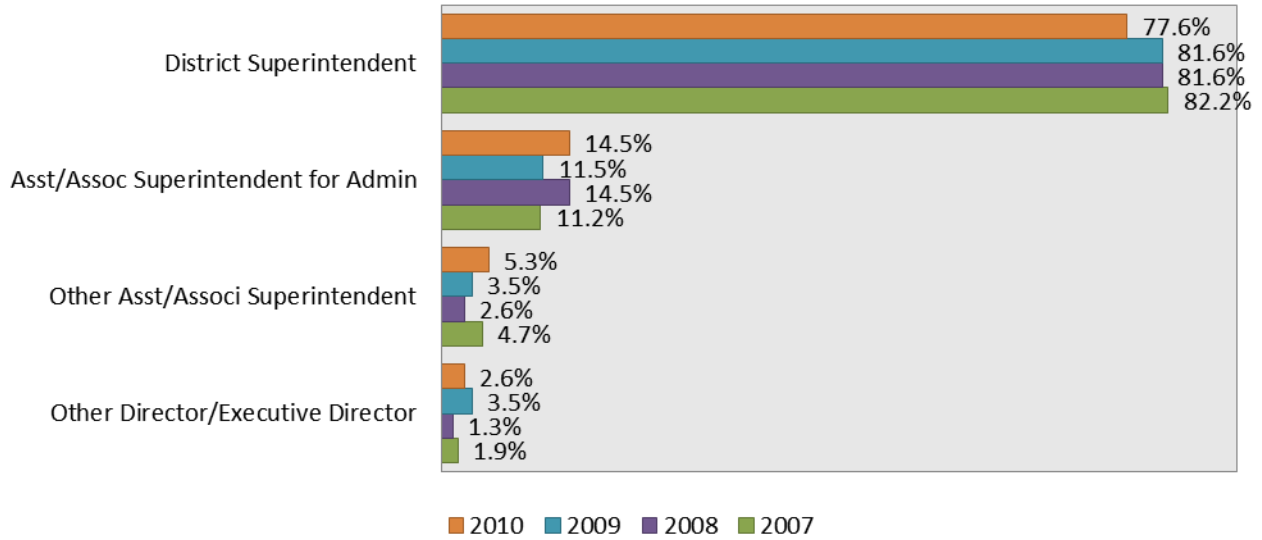
Q27 - 'In our district online communications is...'



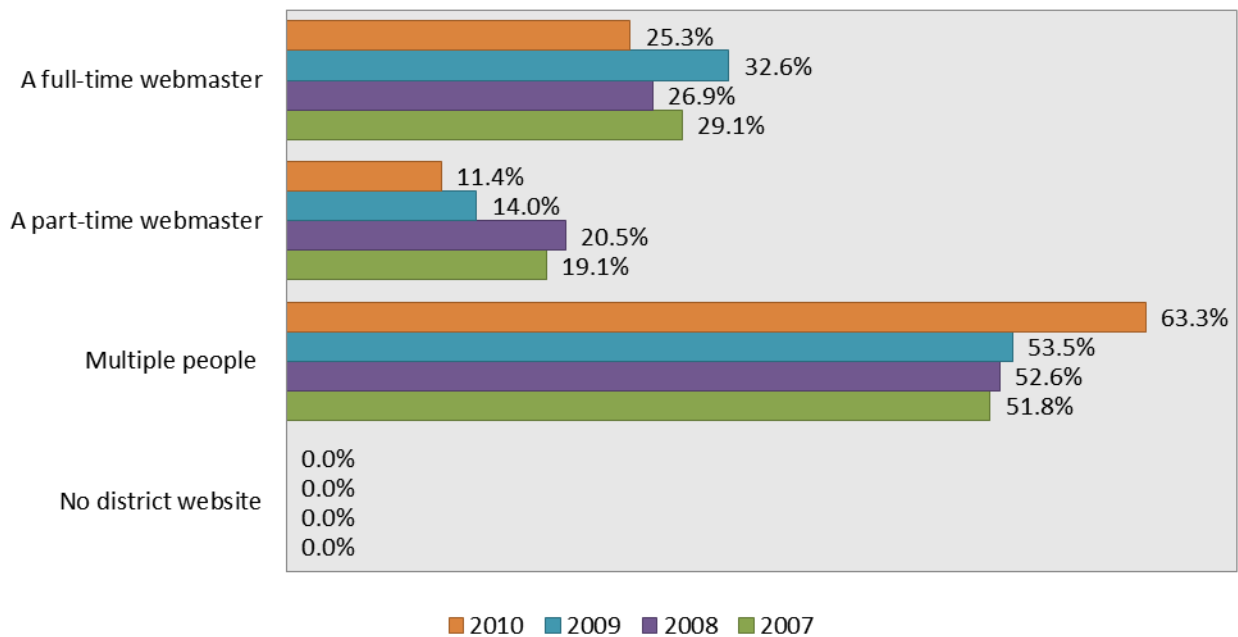
Q28 - Do you have a dedicated communications director?



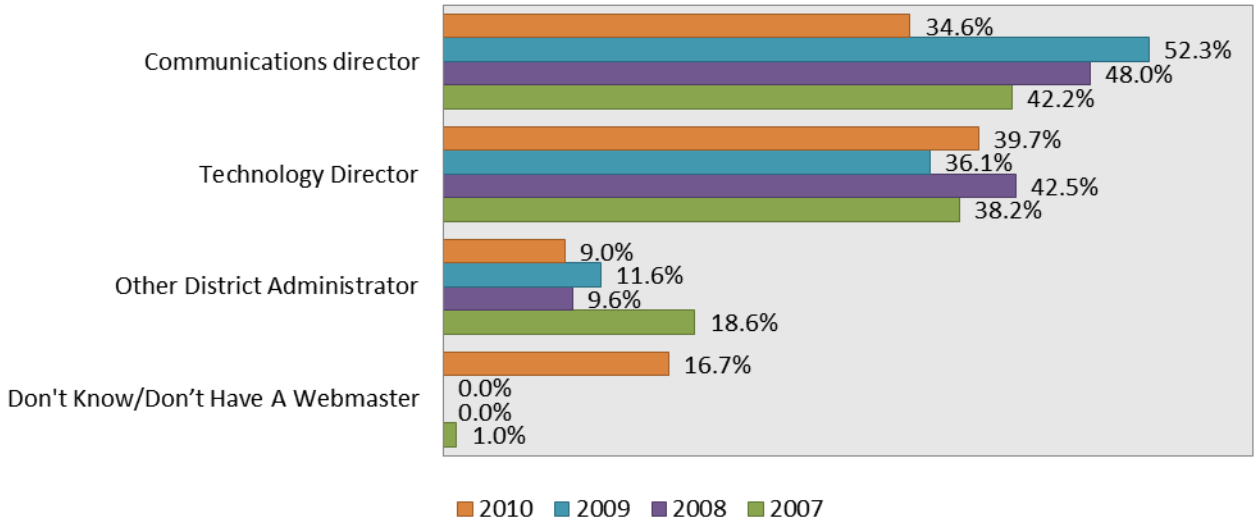
Q29 - To whom does the communications director report?



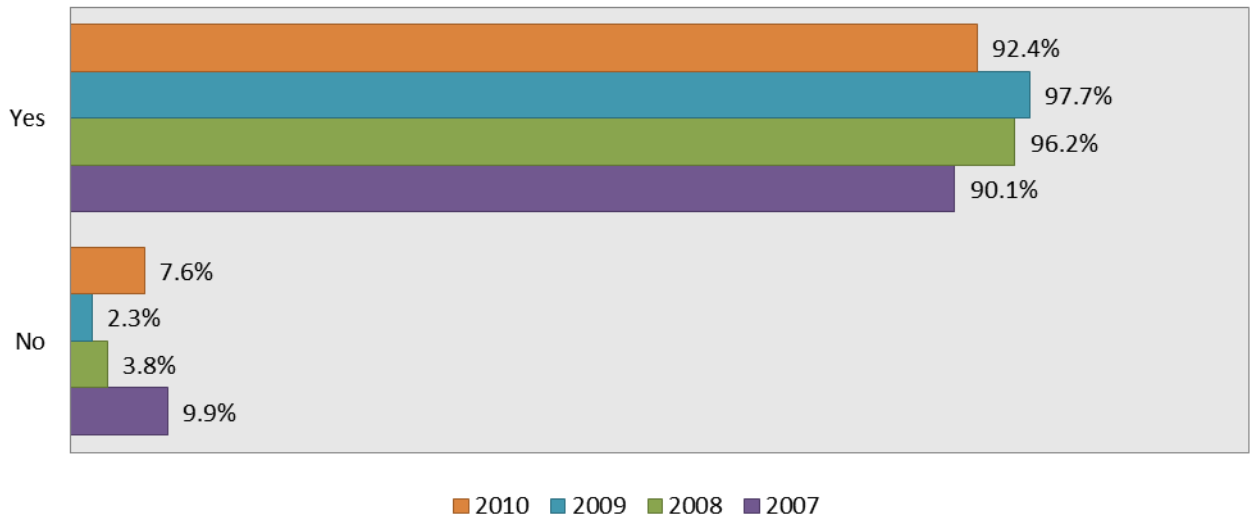
Q30 - Who manages the content of your district web site?



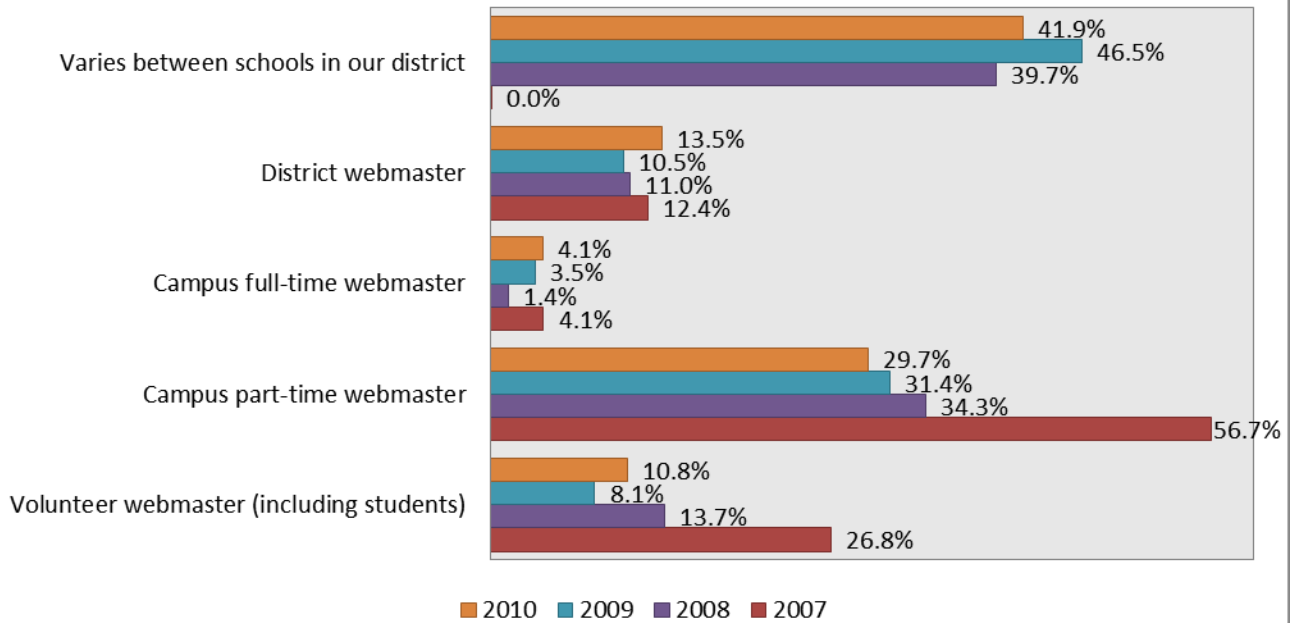
Q31 - Who does your district webmaster report to?



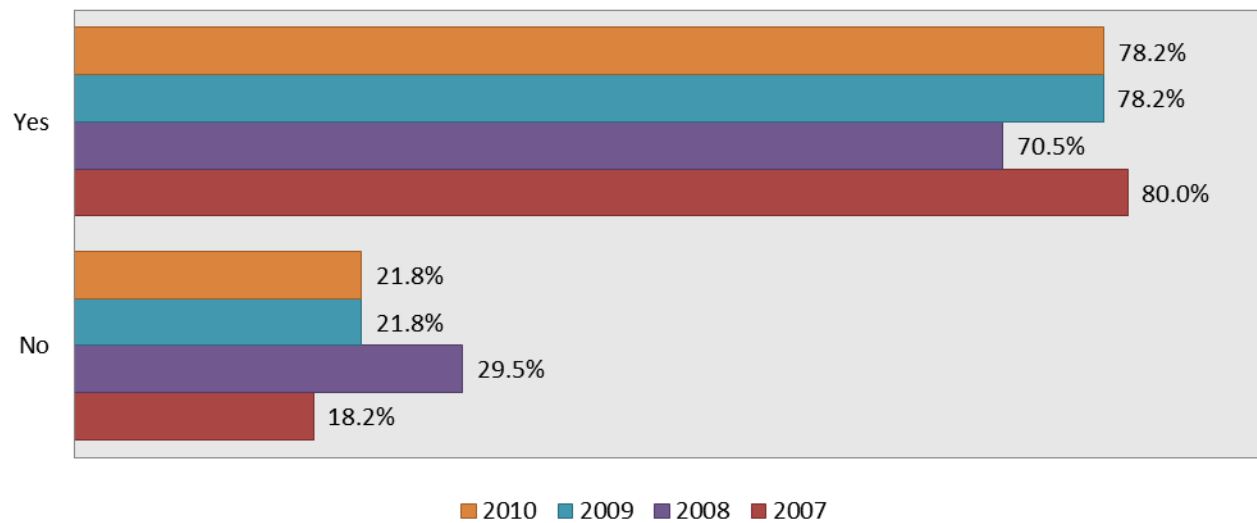
Q32 - Does your district have websites for each school?



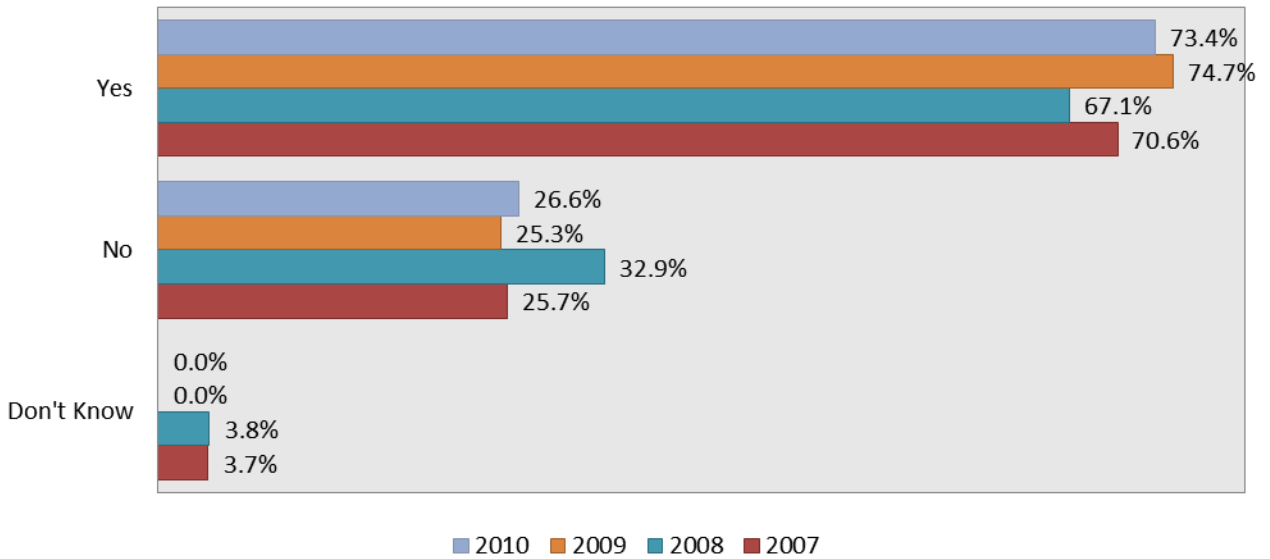
Q33 - Who manages your school websites?



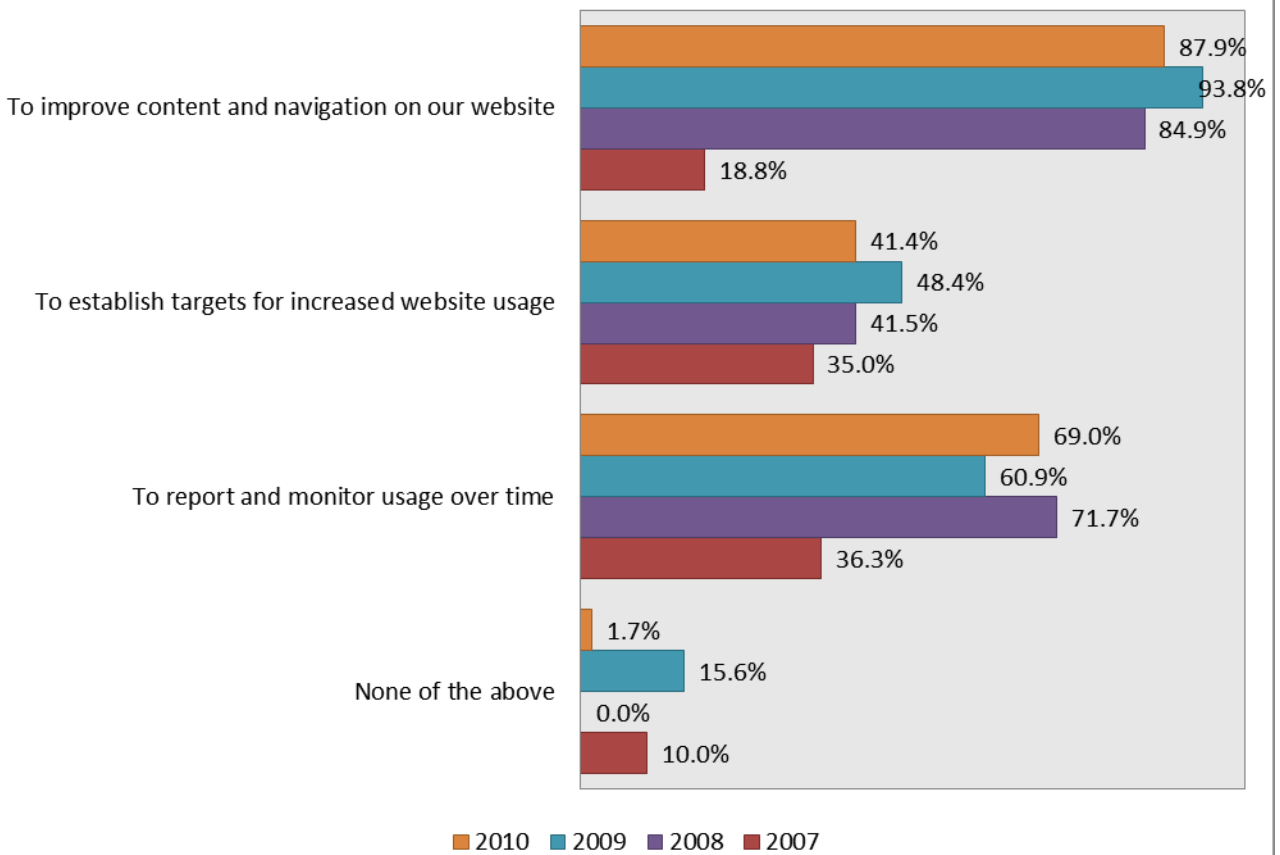
Q34 - Do you enforce standards for content for school websites?



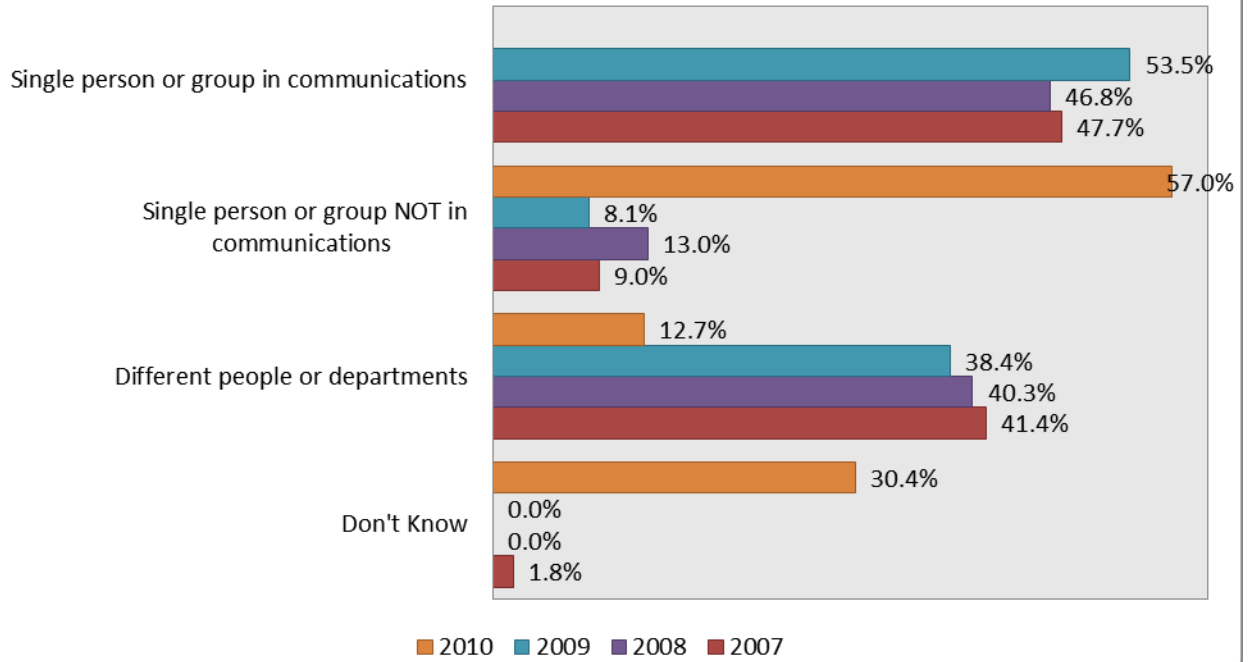
Q35 - Do you track website activity ?



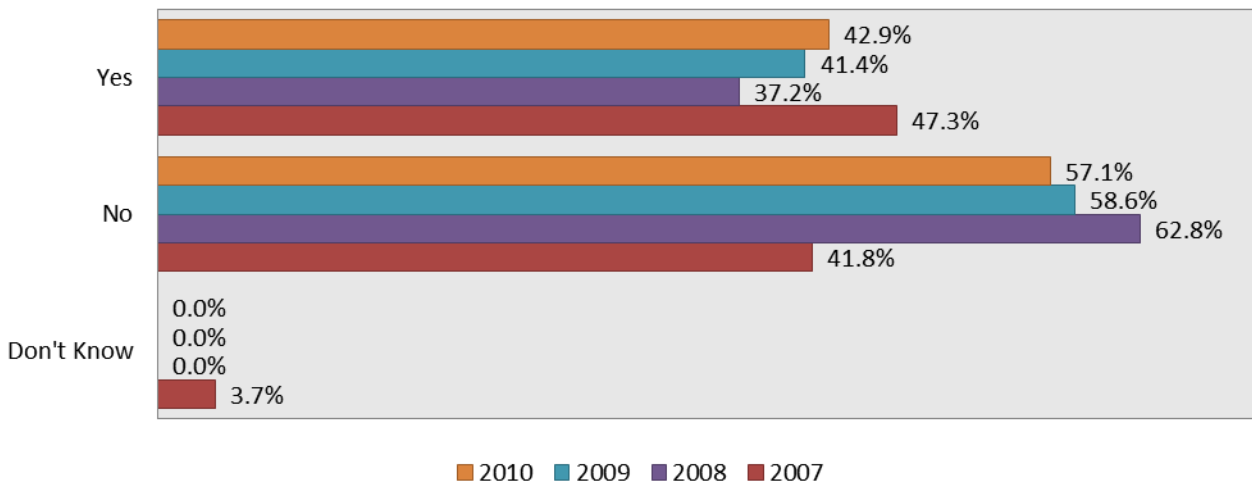
Q36 - How do you use this information?



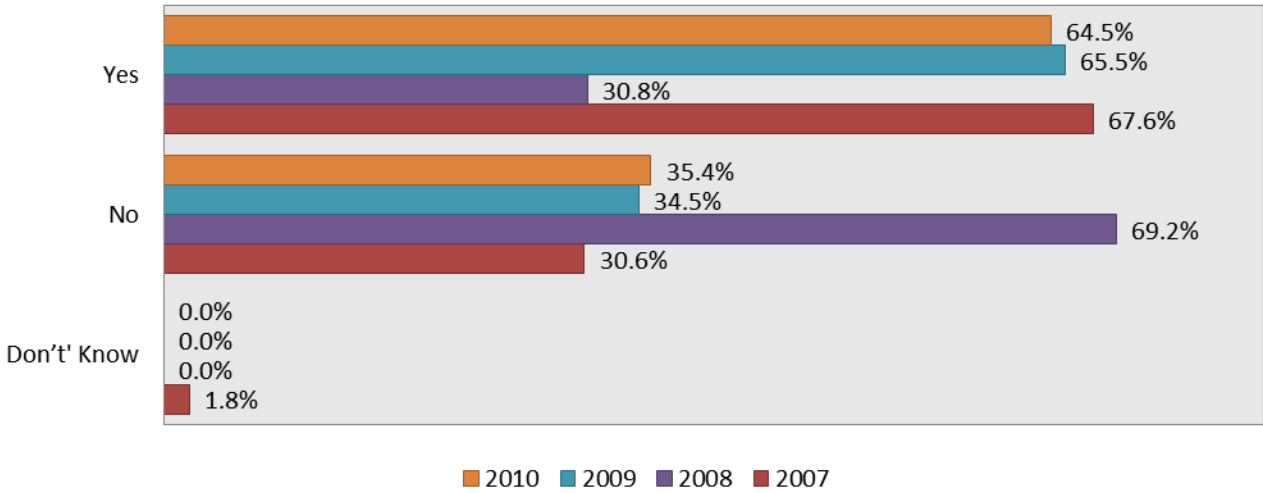
Q37 - Who receives email that is submitted through your district website?



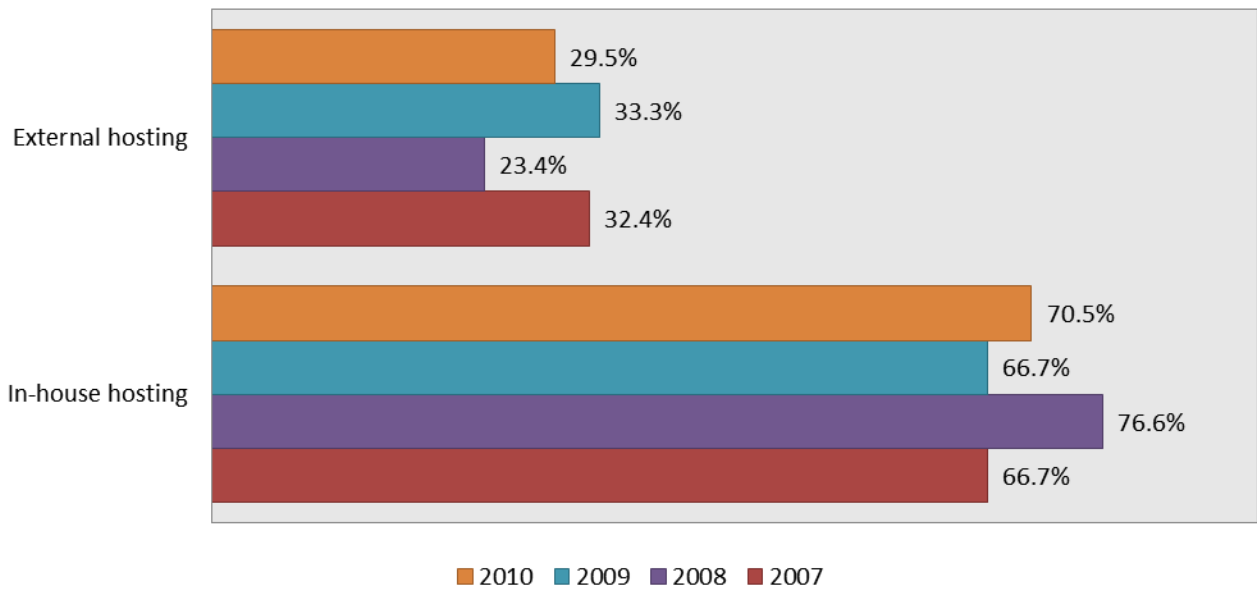
Q38 - Do you track responses to incoming emails through your district website?



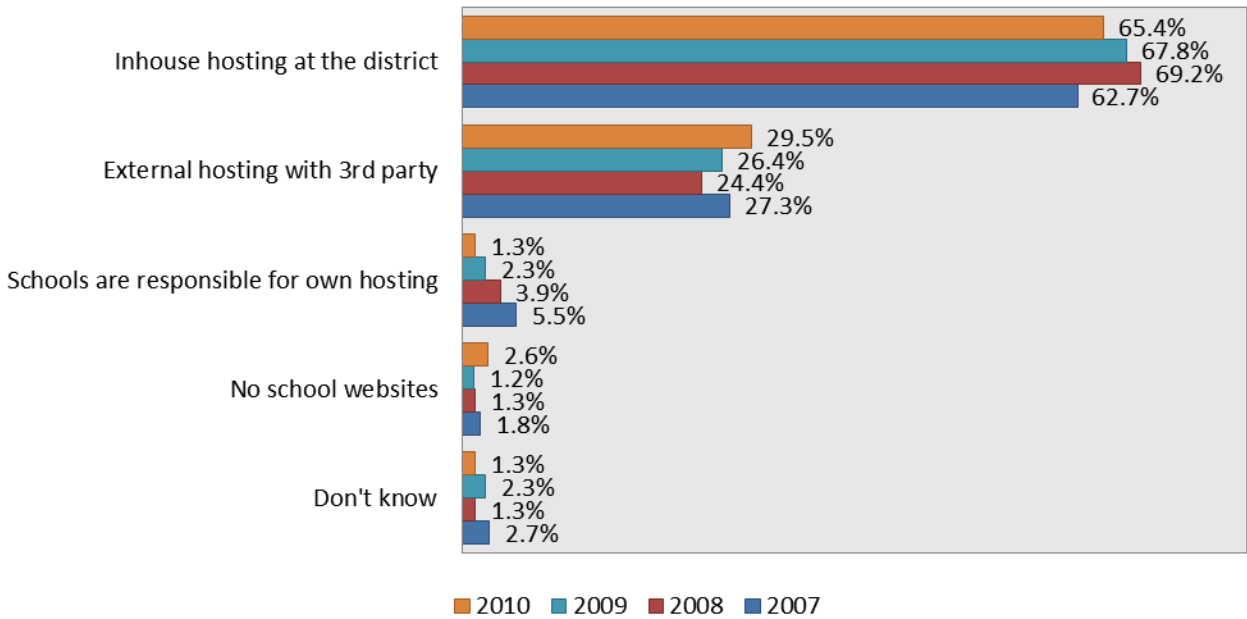
Q39 - Do you provide an online feedback form for suggestions or change requests to your website?



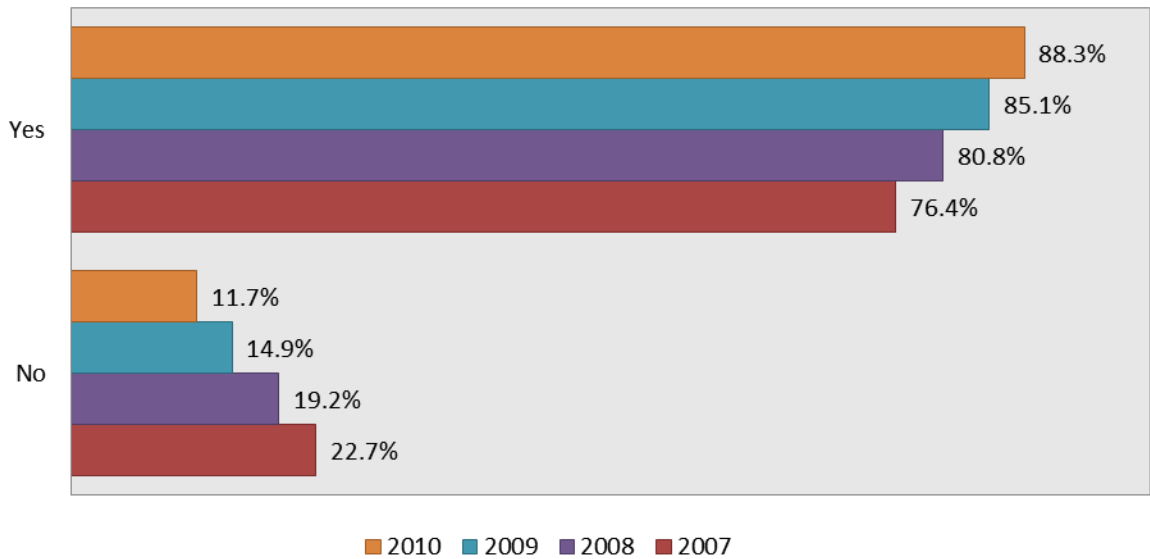
Q40 - Is your district website hosted in-house or externally by a 3rd party?



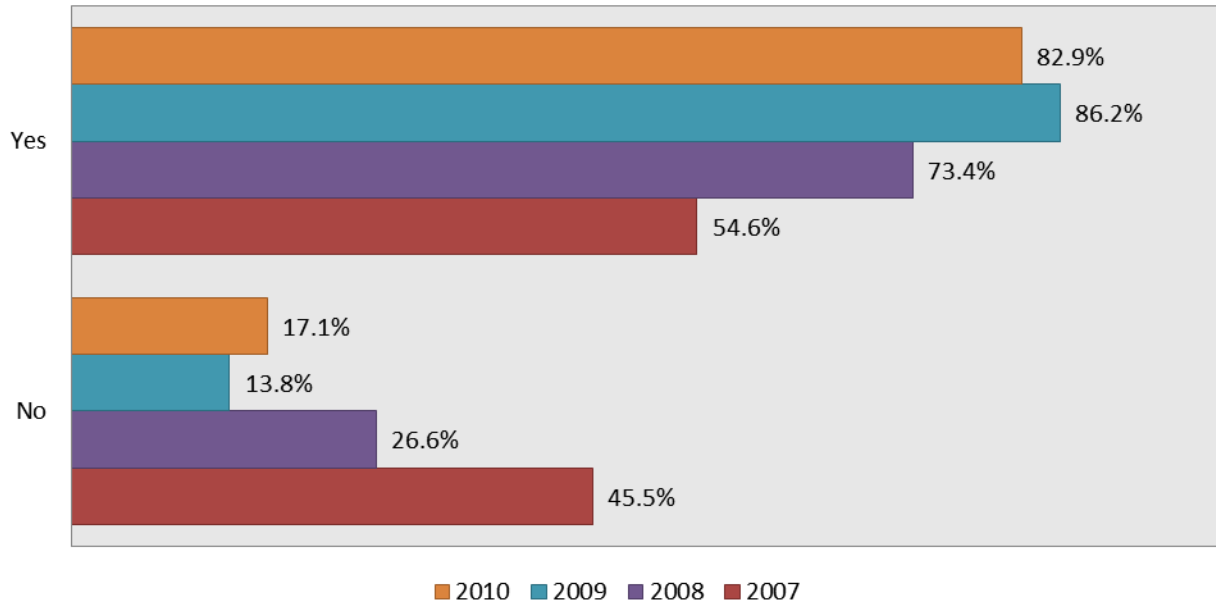
Q41 - How are school websites hosted?



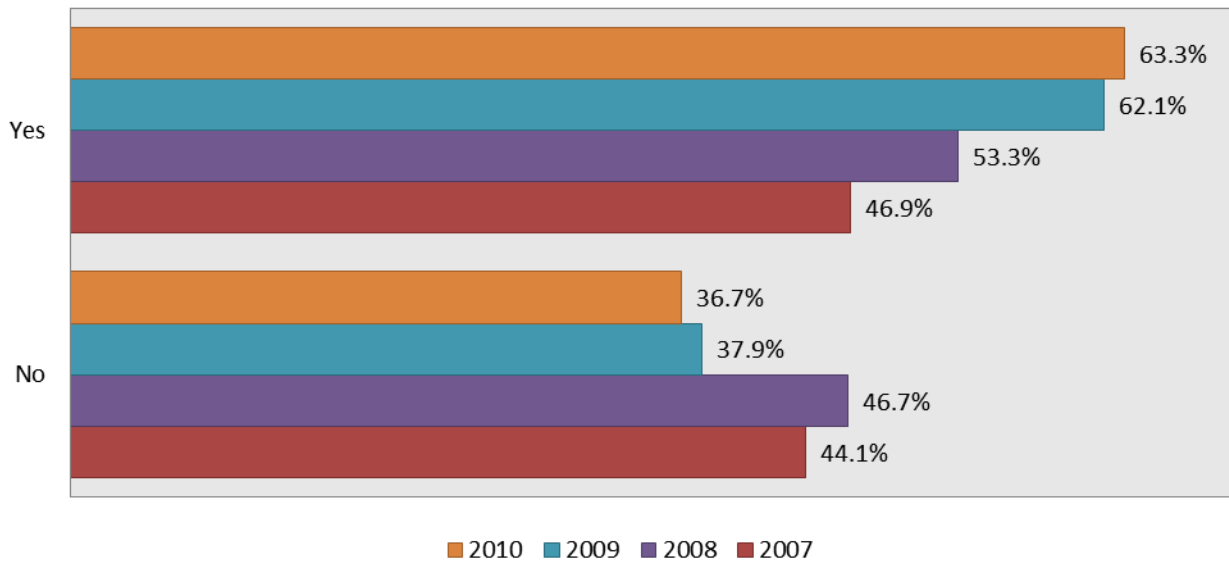
Q42 - Student Information System?



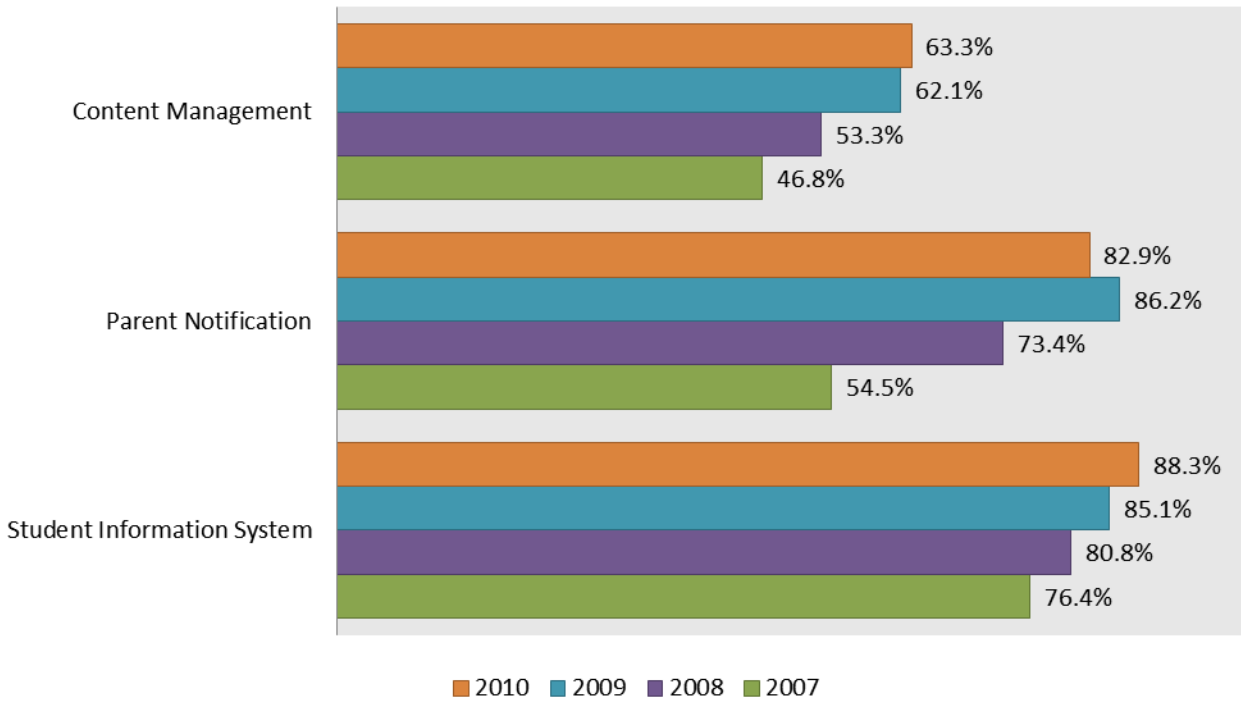
Q43 - Parent Notification System



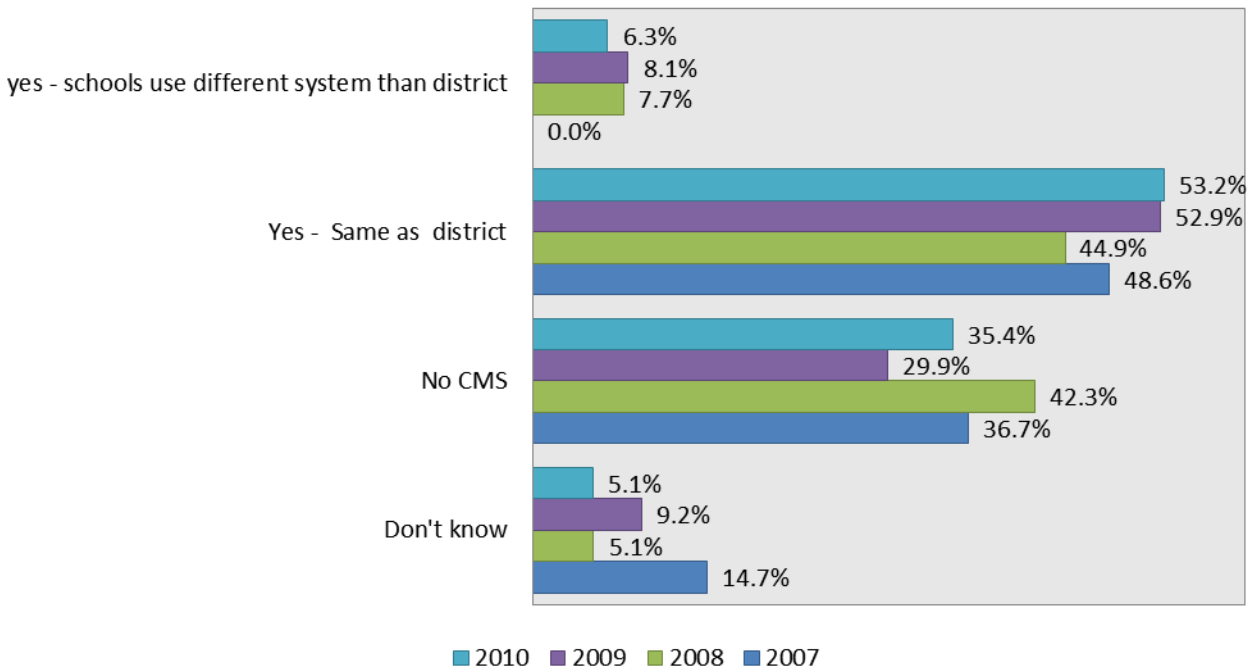
Q44 - Content Management System



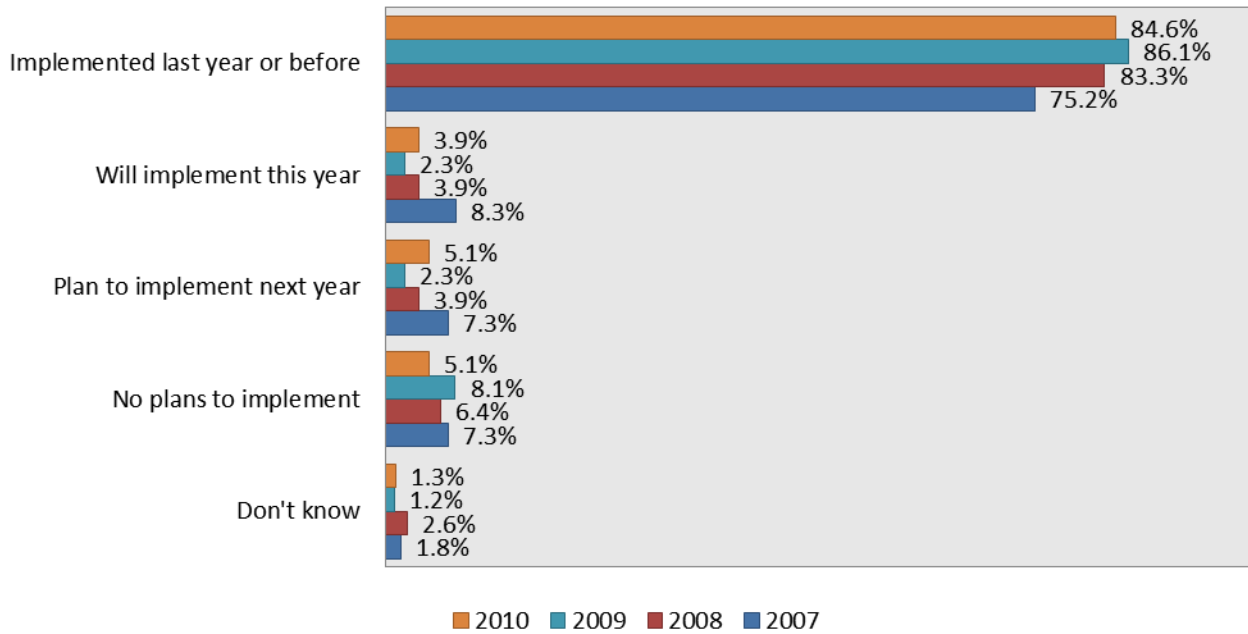
Online Communication Systems



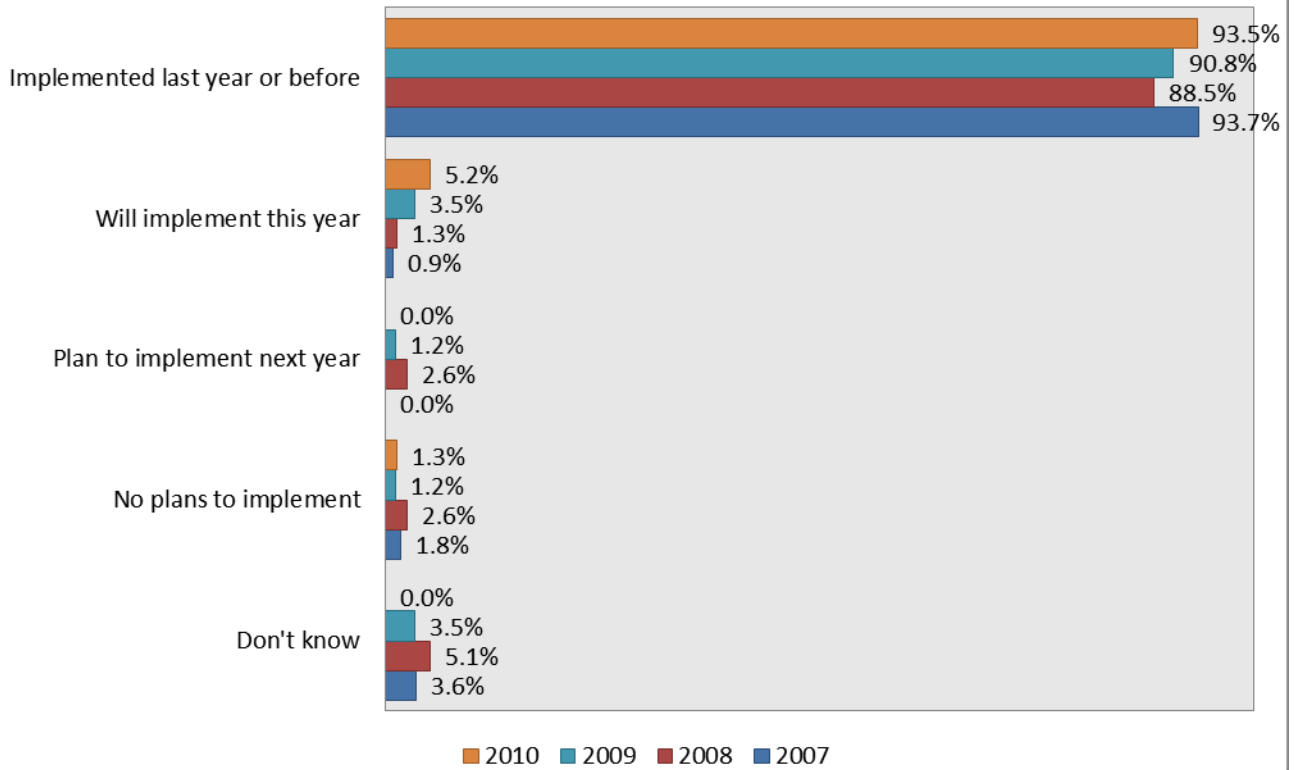
Q45 - School Content Management System



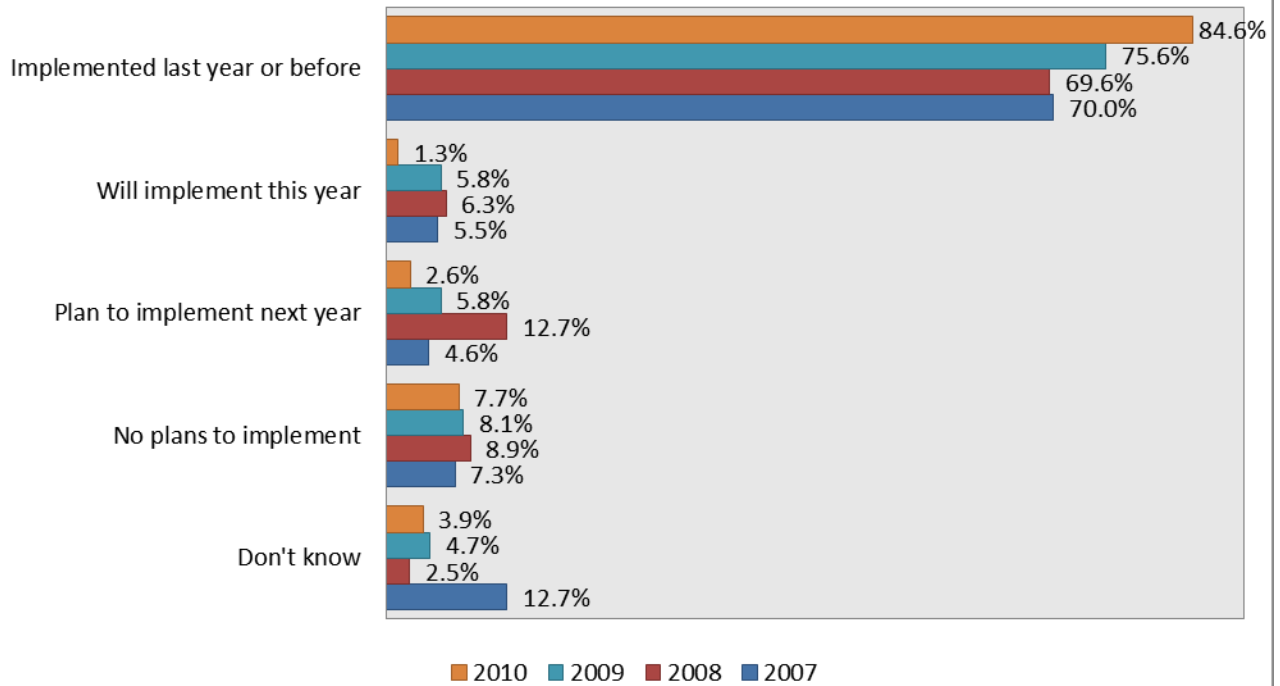
Q46 - Event calendar: (excluding PDF files)



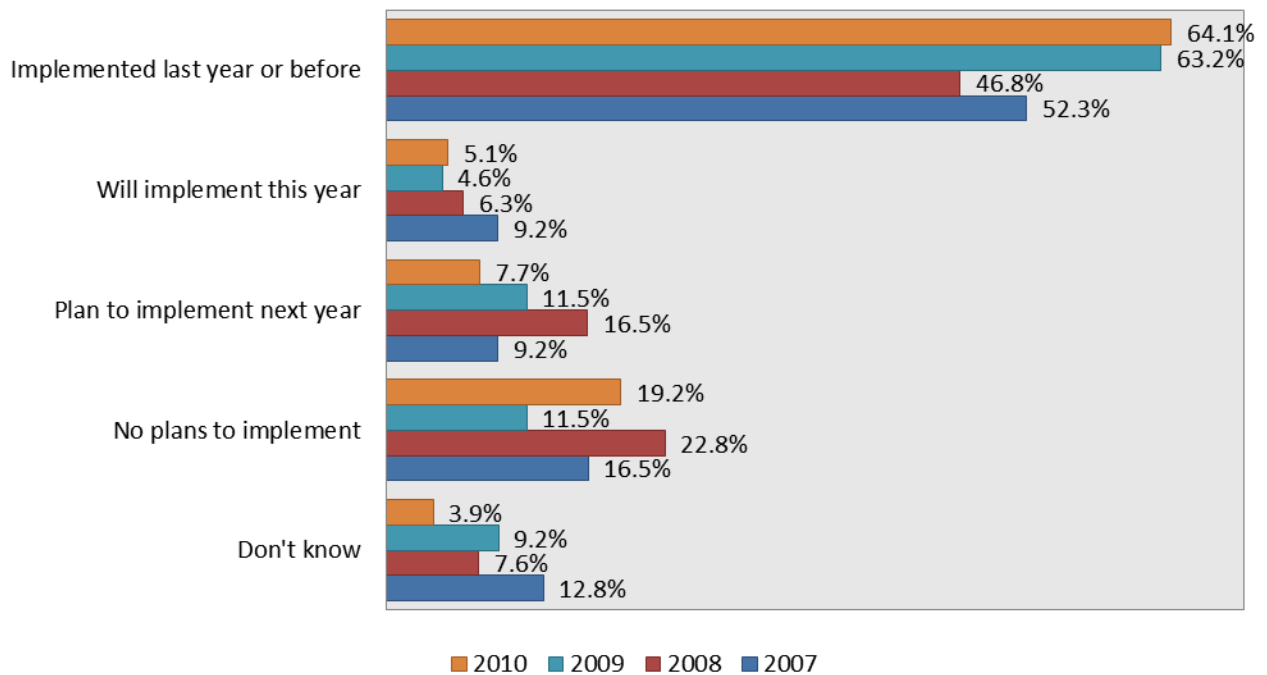
Q47 - Staff web mail access



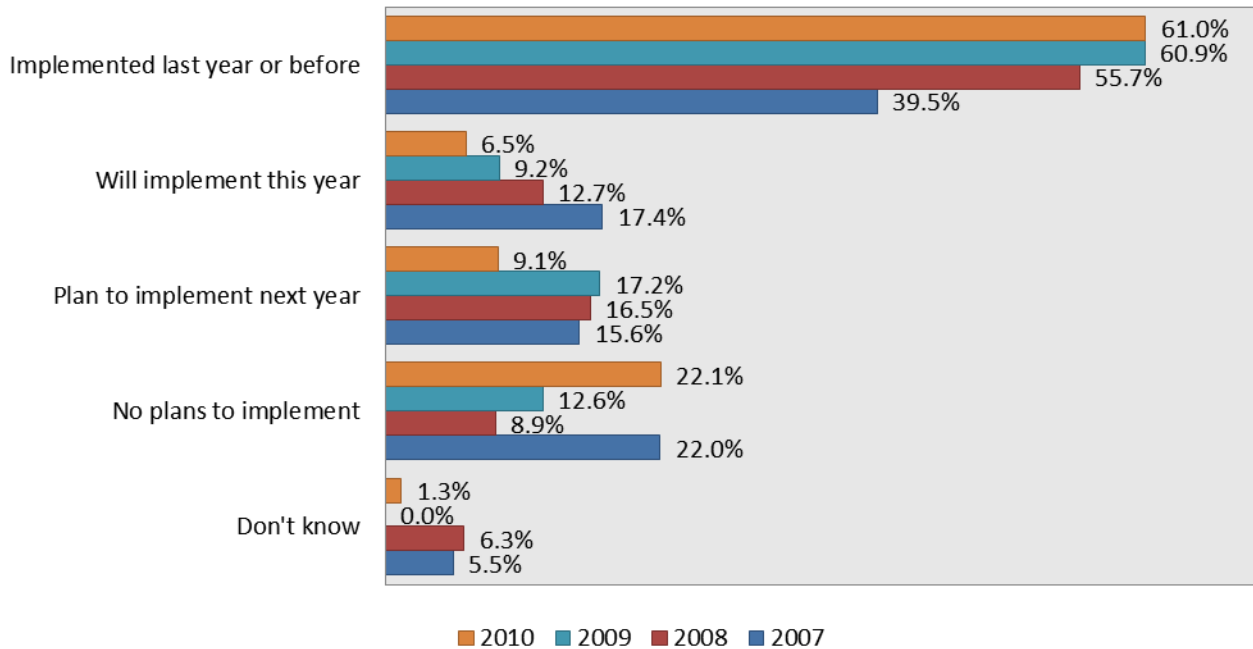
Q48 - Secure staff portal



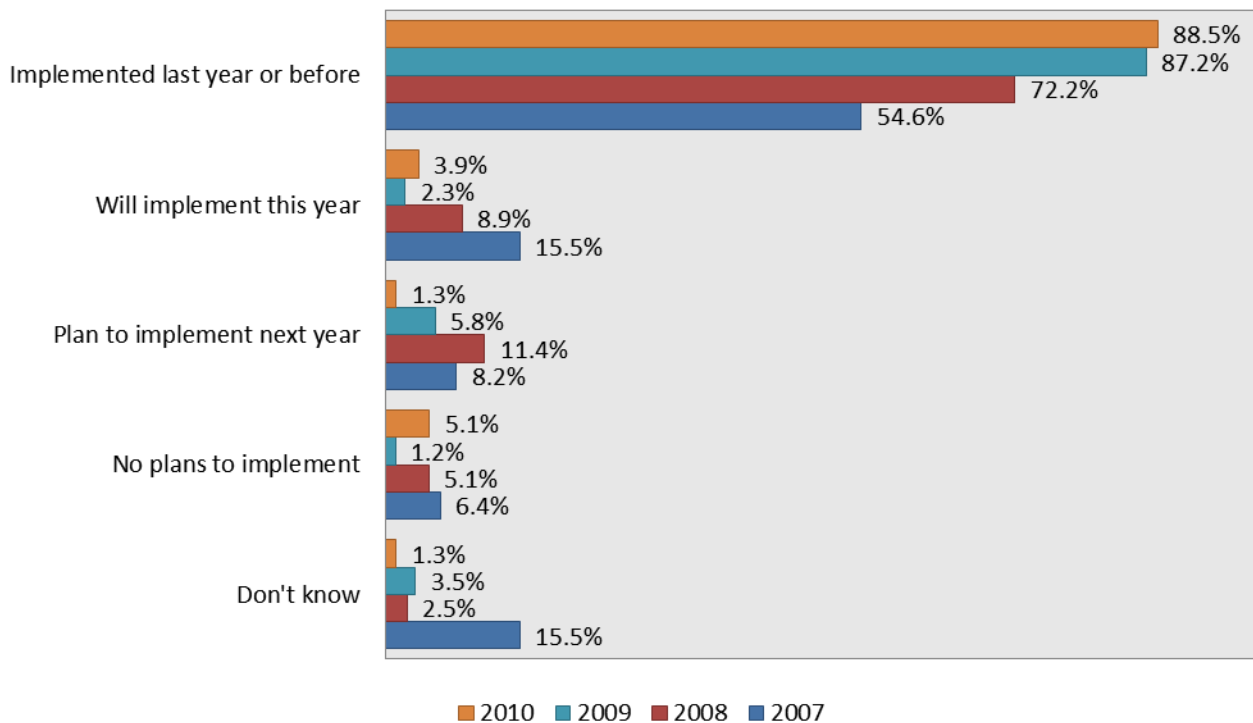
Q49 - Parent or community portal



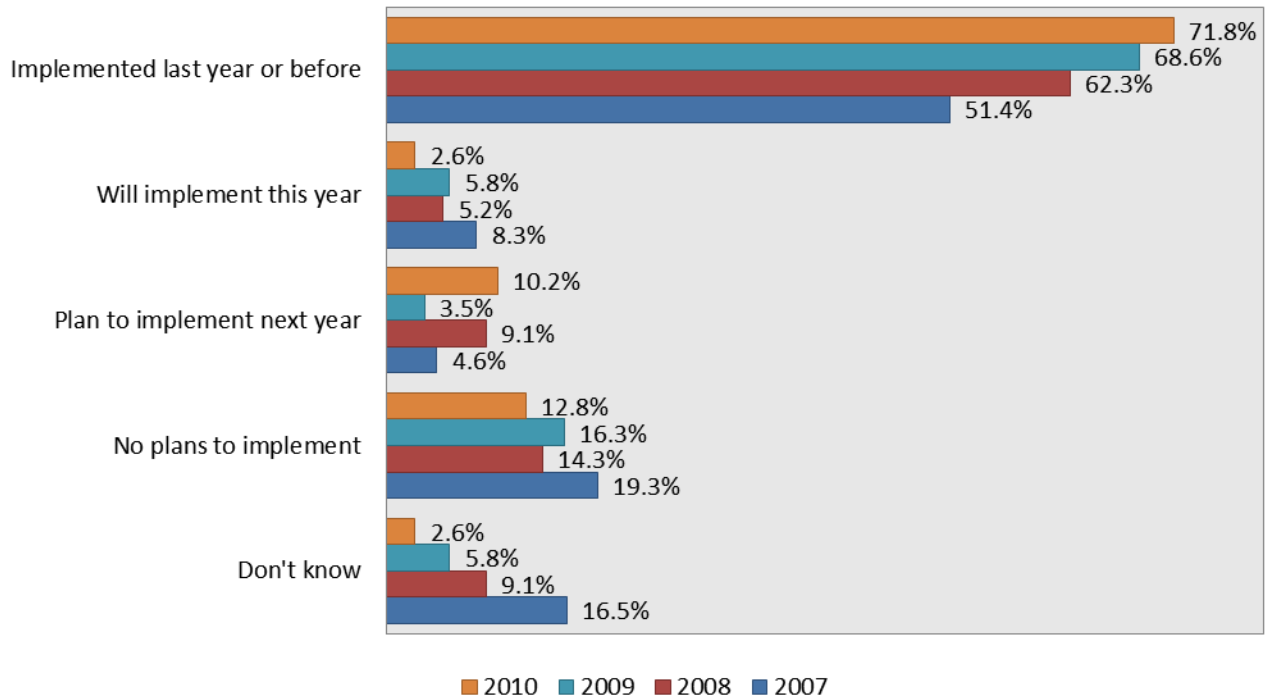
Q50 - eNewsletter sign-up and publication



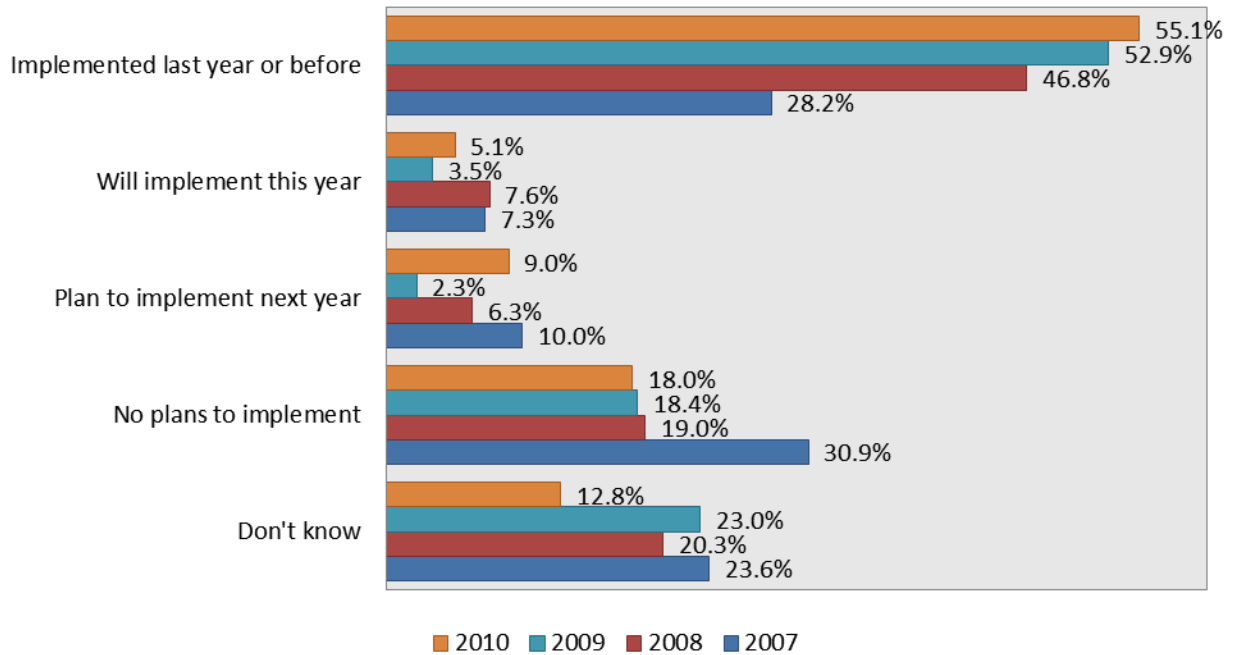
Q51 - Online emergency notification



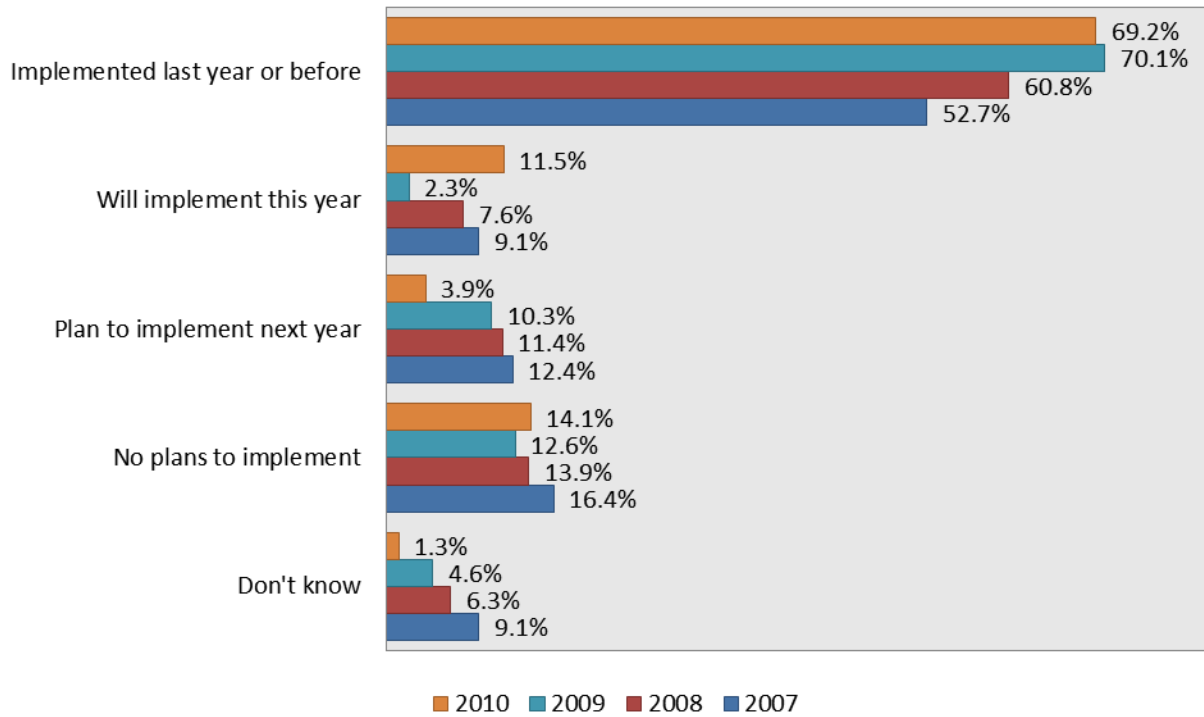
Q52 - Online lunch menu & pre-payment



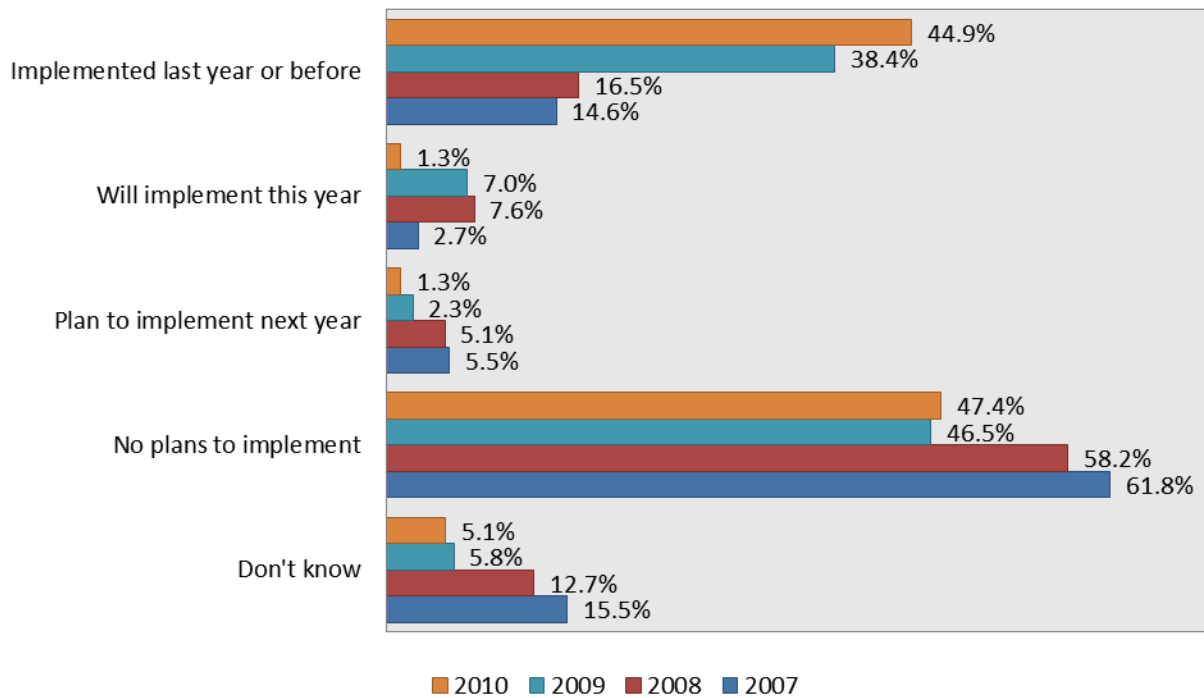
Q53 - Searchable knowledgebase



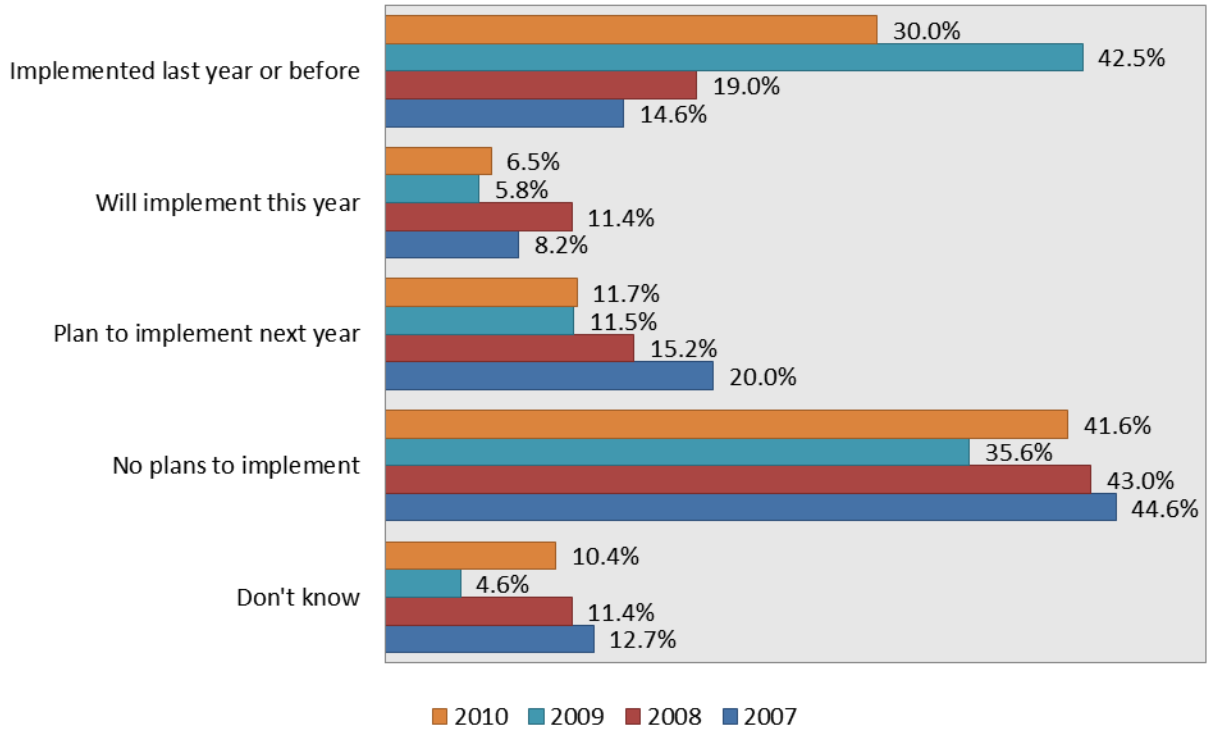
Q54 - Online survey or polls



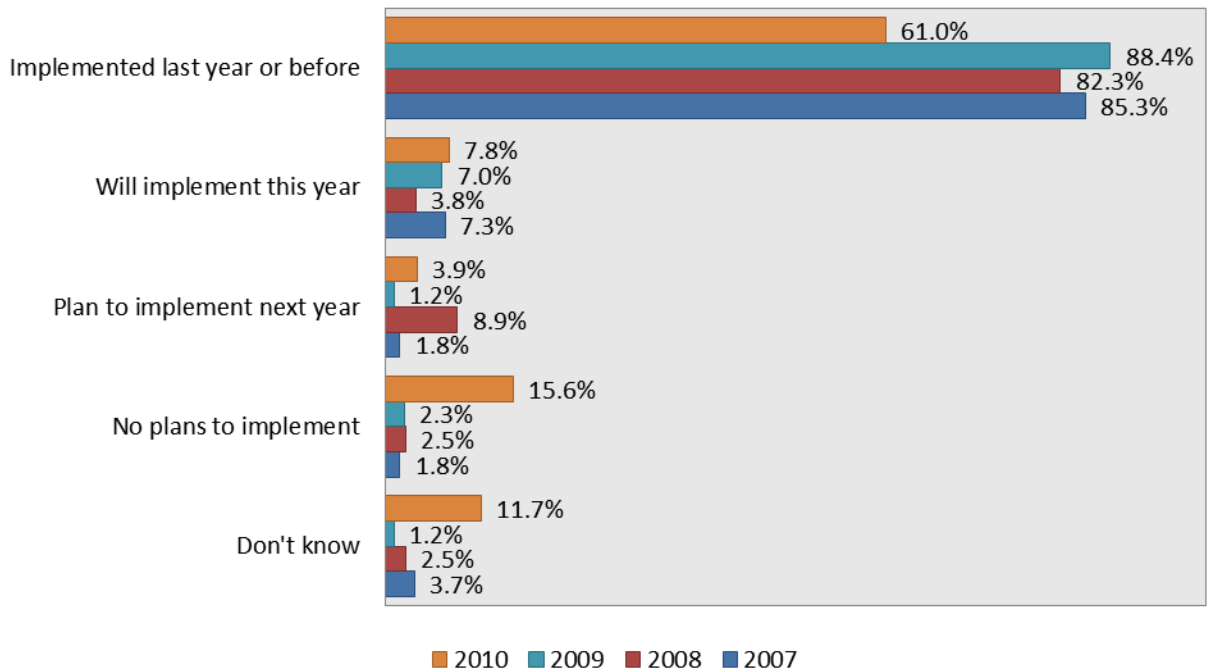
Q55 - Board agenda and online voting



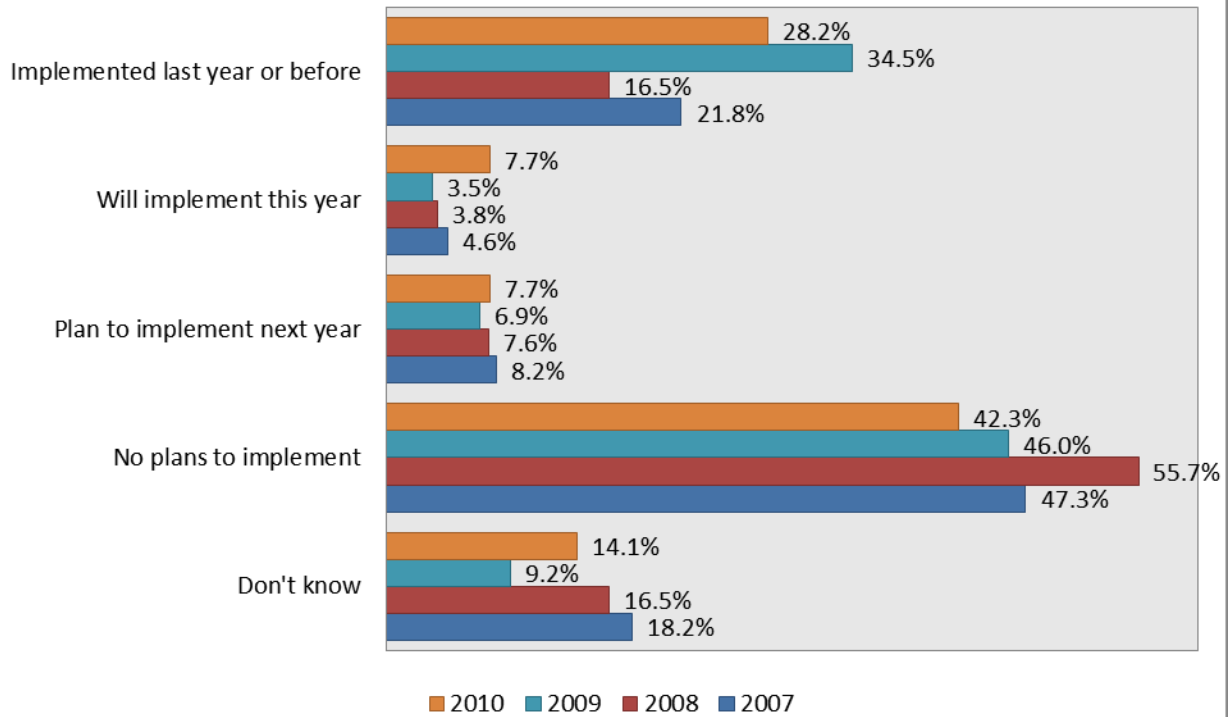
Q56 - Podcasts



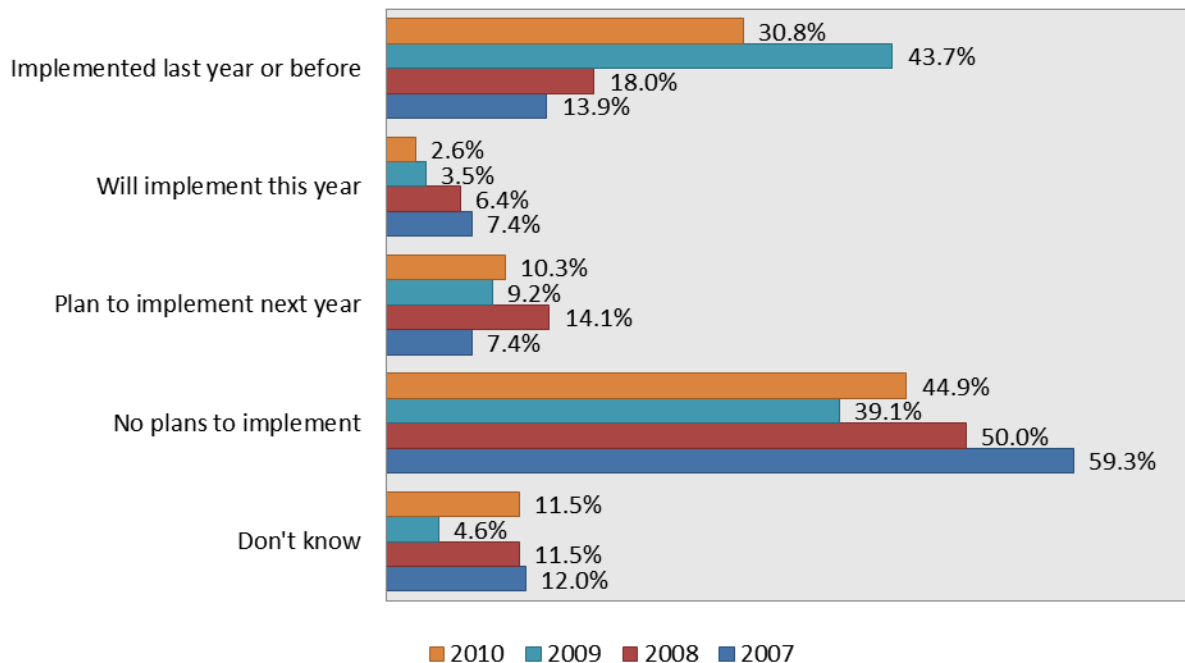
Q57 - Downloadable forms/applications



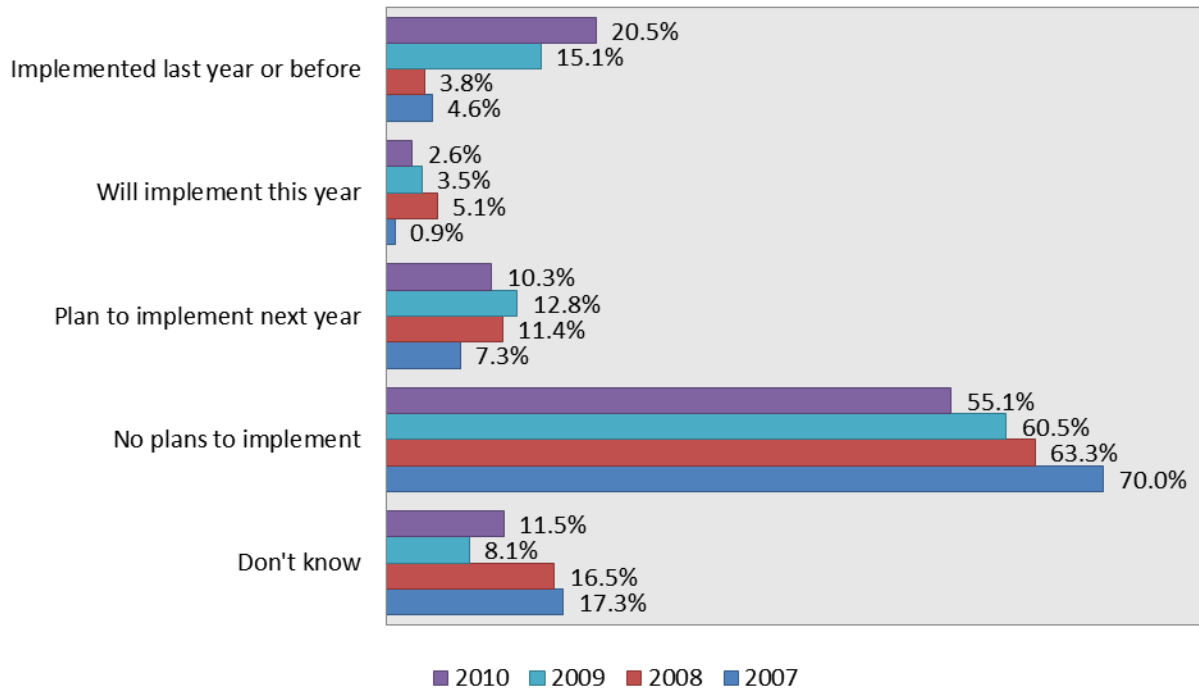
Q58 - Volunteer Registration & Notification



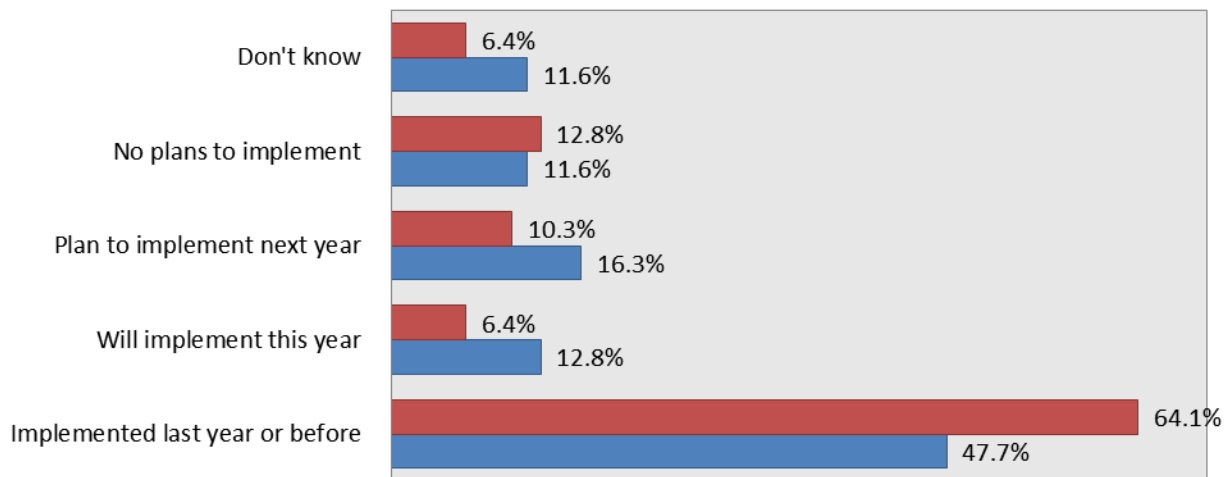
Q59 - Web logs: (blogs)



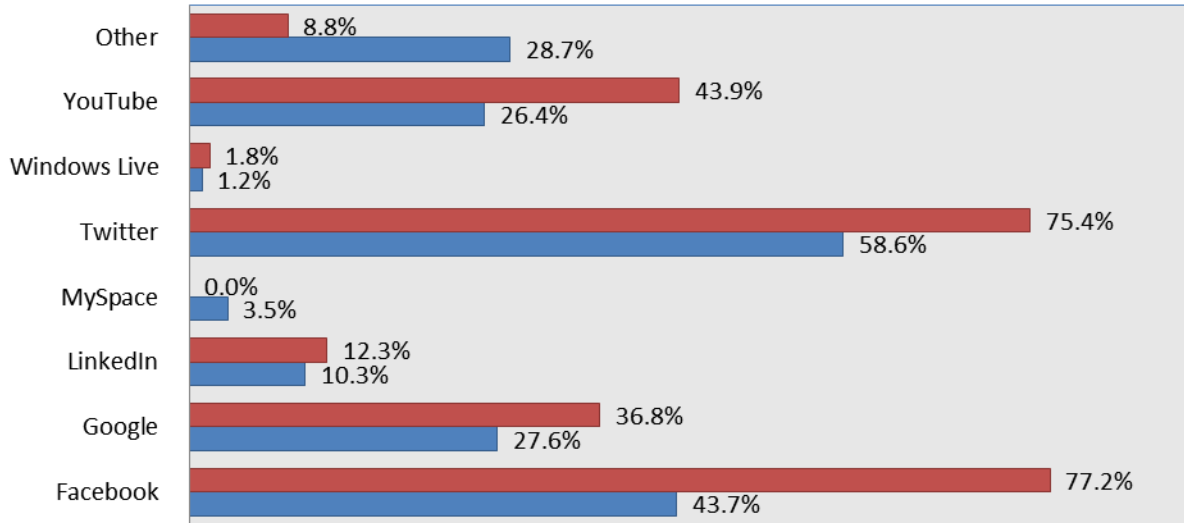
Q60 - Community discussion forums



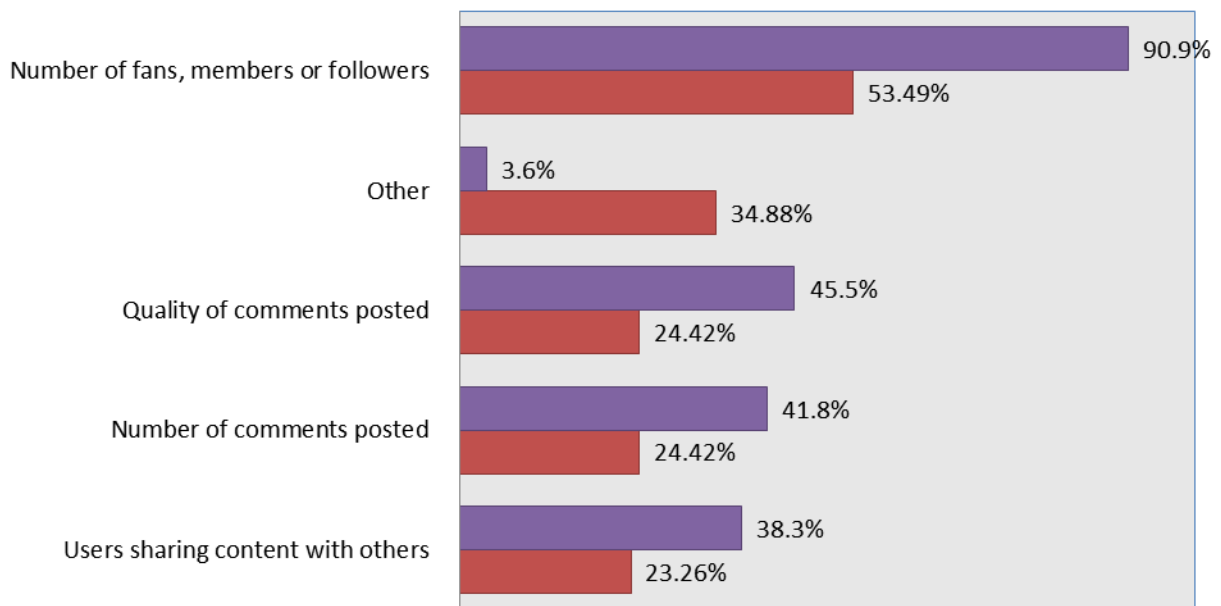
Q62 - When will your district start using social media?



Q63 - Which of the following social media services is your district using?



Q64 - How does your district measure the value of social media?



Q65 - How frequently do you update the content on your social media services?

