



July 1, 2010

Re: K12 Online Communications Report

Dear District/School Administrator,

The Colorado School Public Relations Association and Relatrix Corporation thank you for participating in our fourth annual 'K12 Online Communications Survey.' Your participation provides 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 2009 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 three-year comparison of the survey results. The questions and responses for the last three 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,

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Colorado School Public Relations Association
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Mark Franke, President
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K12 Online Communications Report

July 2010

Co-Sponsored by:



Background

This is the fourth year of the K12 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 2009 survey with responses from the previous two years to identify changes in Internet usage as a communications channel within K12 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 K12 communications professionals as they address the challenges brought about by the current economic climate. For districts where online communications usage is limited, this report may provide useful data to start the implementation process, while learning from the experience of others. In districts where usage is broad, there are findings that can help improve current practices, and suggest re-thinking how the Internet could become an even more effective part of the overall communications strategy.

This was the first year in which the survey included questions about the use of social media. Social media services such as Facebook, Twitter, YouTube and Google continue to break traditional geographic and demographic barriers. This rapid growth in social media provides both challenges and opportunities for communicators. It can extend the classic one-way 'push' model that many school systems are comfortable with into more of an online dialog. However, social media also creates a new distribution channel that needs to be fed with information, and presents a different, less formal and more interactive model of interaction between a school system and its community.

With the current economic slowdown K12 communications as a function is under pressure to show its importance to the overall educational mission, to avoid deeper budget cuts. Integrating online communications more effectively within the communications function serves both to save costs versus other channels, and to provide quantitative data to support the important role that communications plays in education.

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. Aside from the speed of message delivery, the ability to target an audience both on their relationship to the school system and their interest in specific topics is well established. Beyond that; however, the Internet provides an unparalleled way of gathering data about a school district's diverse audience, and also engaging those audiences in an online exchange of ideas.

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 Associations across the country to gather responses.

In an effort to increase likely response rates the survey was published after the 2009/10 Winter Break. The survey was active and available through the CoSPRA Web site, as well as via e-mail for two-weeks during January 2010. 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 2009 survey consisted of 87 respondents from 26 states.

Following completion of the data-gathering phase, the research team began data compilation and analysis in early spring 2010. 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 and 2009, 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 (New in the 2009 survey)

Survey questions focused how school district public relations staff and the K12 marketplace apply Internet technology to their communications and community-relations functions.

Survey Findings

Responder Details & School District Background

In the 2009/10 survey 87 percent (87.36%) of respondents were Communications Staff, including Directors, Public Information Officers (PIOs), and Communications Specialists. This is the same portion of respondents from the 2008 survey. Responses came from public school districts in 26 states and two Canadian provinces, with the largest number of responses (15) from North Carolina. (*Questions 2 & 8*)

This year, respondents were predominantly from districts with more than 10,000 students, with that segment making up 69 percent (68.6%) of the sample population. This represented a jump of more than twenty-percent from 2008, when only 46.8% of the respondents were from larger districts. Similar to the 2007 and 2008 survey demographics, the communities were predominantly suburban in makeup (53.49%). However, there was a continuing increase in urban district respondents, from thirteen percent in 2007 to 26 percent in 2009. There was a gradual year-on-year increase in the number of respondents with the majority of enrolled students participating in the Free and Reduced Lunch program, reaching 35.3% in the current school year. *(Questions 10, 11, & 12)*

Internet access continues to increase with sixty-six percent (66.28%) of respondents indicating the majority (more than 50 percent) of their community had Internet access. Along with Internet access e-mail volume received by districts continues to grow. More than two-thirds (66.67%) said they now receive in excess of 500 e-mails each week, excluding spam. *(Questions 13 & 14)*

Online Communication Priorities & Objectives

The majority (55.3%) of districts now make extensive use of the Internet for parent/teacher interaction. Community alerts saw the largest yearly increase to almost three-quarters (74.7%) of districts indicating they make extensive use of the Internet for this purpose. Extensive use for informing the community about district successes reached a high of 78.2%, while key communicator networks remained mostly unchanged at 44.8% of respondents. Community feedback saw a rebound of ten-percent from 2008, but still only 37.2% of districts make extensive use to meet this objective. *(Questions 15, 16, 17, 18 & 19)*

The percentage of districts with a written communications plan increased six percentage points from 2007 (67.7%) to 2009 (74.42%). Of those districts that reported having a written communications plan, seventy-seven (77.0%) percent have a section or strategy for online communications. One-half of respondents update the plan yearly, which is a thirteen percent decrease from the previous year. *(Questions 20, 21, & 22)*

When asked how their district measured the effectiveness of the communications plan, qualitative feedback didn't change much from 2008 but showed a decline from 2007 (from 35.0% in 2007 to 28.8% in 2009). Conversely, quantitative feedback saw a steady increase from 18.8% in 2007 to 28.8% in 2009). Subjective measurement by district staff remained around 35% over the 2007 to 2009 surveys. *(Question 23)*

When asked how the district gathers input from the community the most popular response was through surveying techniques (81%), followed by school board meetings (70.93%) and Web site forms or e-mail (67.44%). Use of focus groups increased 13 percent to (76.74%), while one-on-one communication remained fairly unchanged at 56% and campus meetings remained the least used method of gathering input with only 43% of responses. *(Question 24)*

When finishing the phrase, "My school board/trustees consider online communications to be..." responses remained around the twenty percent range of boards that consider it a higher priority than other channels. Responses indicating online communications was the

same priority as other channels stayed at about two-thirds, while responses indicating lower priority or indifference remained at about ten-percent of districts. *(Question 25)*

There was a jump of 16% in districts responding that online communications was important and being addressed adequately, with over sixty-six percent of 2009 respondents choosing this answer. There was an inverse decline in 2009 respondents who felt that online communications was not being addressed adequately, with less than 30% of respondents making this choice. *(Question 26)*

Personnel & Organizational Structure

Comparable to the 2007 and 2008 surveys, 2009 indicated that ninety-five percent (95.4%) of districts have a dedicated communications director or PIO. Additionally, 82 percent (81.6%) of these communications personnel continue to report directly to the district superintendent. *(Question 28 & 29)*

For each of the three years more than half of respondents reported the district Web site was managed by multiple people in different departments while there was a slight decrease in part-time webmasters, but a small increase in the percentage of full-time webmasters. Respondents indicated that for the first time since this survey began that a majority (52.3%) of district webmasters reported to the communications director/PIO. Alternatively, only thirty-six percent (36.1%) of webmasters reported to the technology director. This reflects a continuing shift in reporting responsibility since 2007. *(Question 30 & 31)*

There was a continuing move toward campus Web sites, with 2009 results showing 97.7% of districts having school Web sites. Of those districts that did have campus Web sites, the largest percentage of schools (46.51%) are left to make their own decision on Web site managers, while school Web sites managed by district webmasters remained around ten-percent. Part-time and volunteer webmasters managing school Web sites continued to decline, while full-time school webmasters remained below five percent (3.5%). *(Question 32 & 33)*

Policies & Procedures

The vast majority (78.2%) of school districts do enforce content standards, which has remained largely unchanged in the last three years. The portion of respondents that reported they track Web site activity as part of their communications strategy approached seventy-five percent (74.7%), indicating a small increase over 2007 (70.6%) and 2008 (67.1%). When asked how Web site information was used, 93.81% of respondents reported, “to improve content and navigation on our Web site,” a continuing up-trend from 2008. Sixty percent (60.9%) of respondents replied they use Web site activity information to report and monitor usage over time, while 48.4% replied Web site activity was used to establish targets for increased Web site usage. Each of these shows a general trend from 2007 to 2009 in increased use of Web site tracking tools to plan and manage the Web visitor’s experience. *(Question 34, 35, & 36)*

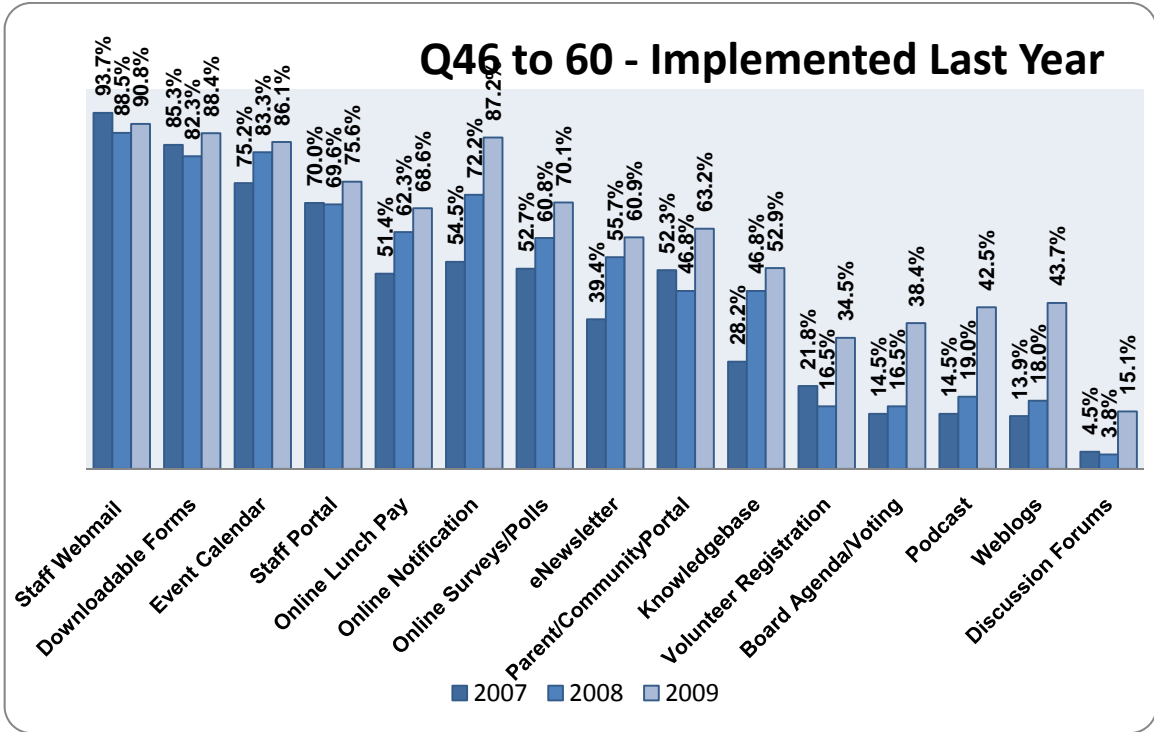
Responses to ‘who receives e-mail submitted through the district Web site’ remained fairly consistent with 46.75% in 2007 and 53.5% in 2009 being received by the communications

department, while 38.4% of respondents reported e-mails are received by different people or departments. There was a noticeable decrease in tracking responses to incoming e-mail from forty-seven percent in 2007 to forty-one percent in 2009. Around two-thirds (65.5%) of districts continue to offer online feedback methods through their Web site. (Question 37, 38 & 39)

Systems & Technology

The number of districts hosting their district Web site internally in 2009 matched the 2007 percentage of 66.7%. Approximately two-thirds (67.8% in 2009) of districts continue to host school Web sites internally as well. There was a noticeable increase from 46.9% to 62.1% in districts using an online content management system to manage and update their district Web site. (Question 40 & 41)

Each year of the survey a consistent increase occurred among districts using online student information systems to the current level of 85.1%. A significant increase of 32 percent occurred in districts using a parent notification system for weather, security or other critical communications during this same timeframe. For 2009 parent notification topped out at 86.2%. A noticeable increase in use of content management systems also occurred from 2007 to 2009, going from 46.7% to 62.1% of responding districts. In 2009 the majority of schools (52.9%) now use the same content management systems used at their district. (Question 42, 43, 44 & 45)



The most widely implemented online communications function from 2007 to 2009 remains staff webmail access with 93.7% of districts in 2009 responding they implemented this feature one year or more ago. The next most widely implemented functions were

downloadable forms at 88 percent and for the first time online notification of 87 percent in 2009. Event calendars remained in the top four in 2009 at 86 percent showing consistent growth from 2007 to 2009. The most noticeable year-on-year was in online notification systems with 15% increase between 2009 and 2008 and 17% between 2008 and 2007.

Community discussion forums remain the least implemented online communications function. The 2009 survey saw the greatest percentage increase in online communications implementation of board agenda/voting, podcasts and weblogs; each with more than a twenty-percent year-on-year increase. Volunteer registration was close behind with a 17.9% increase from 2008 to 2009.

Social Media

This was the first year where specific questions about social media were posed as part of the K12 Online Communications Survey. As a result, the findings in this section of the report do not have any trending details like other sections.

When responding to the question, ‘When will your district start using social media’ 47.7% said they had already implemented some form of social media as part of their communications plan, with an additional 29% planning to implement social media either this school year or next. According to data compiled by the [Pew Internet and American Life Project](#), 56% of Generation X (ages 33-44) and Young Baby Boomers (ages 45-54), use social networking sites. Among Generation Y (ages 18-32) users 67% of adults use social networking sites. The most popular social media service implemented was Twitter, with 58.6% of districts using this service; followed by Facebook with 43.7%, and then a significant drop-off from there to Google and YouTube, each with less than thirty-percent of respondents using these services. (*Question 61, 62 & 63*)

Pew research supports respondents’ focus on Twitter. In 2009 thirty-three percent of Internet users under the age of 30 post or read status updates on Twitter’s social networking site.

When asked how social media value is measured, 53.5% said they use the number of fan members or followers, while about one-quarter looked at the quality or quantity of comments and the amount of content sharing that occurred. Finally, in responding to the frequency of content updates on their social media services, 33.8% responded ‘Daily’ and 31.1% responded ‘Weekly’. A surprising 27.2% of respondents did not know how frequently they updated their social media services. (*Question 64 & 65*)

Observations

K12 Online communication reached a tipping point in 2009

Research from the [Pew Internet and American Life Project](#) shows that as of December 2009 74% of Americans below the age of 50 were regular Internet users and 77% of these users lived in suburban communities. This defines the segment of the population most likely to

have school age children. In that same age range 83% of Americans have a cell phone and 32% have used a cell phone to access the Internet, while 60% have broadband access at home.

Socio-economic status did not restrict Internet usage, as 64% of households making less than \$30,000/year described themselves as regular users, and 70% of rural households use the Internet regularly. Educational level was the only category where the Pew data showed a negative correlation. Only 39% of respondents having attained less than a high school education were regular Internet users. All other educational levels showed well above 60% usage. Research also shows that the current economic recession stimulated the use of the Internet by 69% of Americans, who use it for information gathering and in coping with their personal situations.

This data is consistent with our findings of dramatic increases in use of online communications by school districts in 2009. Most online systems or functionality in the survey showed dramatic gains in implementation between 2008 and 2009, with many increasing by 20%. Additionally, two-thirds of survey respondents indicated that over one-half of their community has Internet access. There was still a significant portion (29.1%) of respondents who didn't know the portion of their community with Internet access.

Online communications incorporated in the planning process

Administration and governing boards of school systems seemed to focus more attention toward online communications in 2009 than previous years. School boards consider the Internet an important channel of communication with 90 percent of respondents stating online communications have the same or higher priority than other communication channels. The percentage of respondents who said their board did not concern themselves with details like online communications also continued to decline.

Over three-quarters of school districts now have a written communications plan, and of those more than one-half include a section focused on online communications. The frequency at which the plan is updated is stretching out beyond a yearly review with fifty-percent of respondents updating every two years, or less frequently. Conversely, more districts are using quantitative feedback to measure the effectiveness of their communications plan.

This was also the first year of the survey when the majority (67%) of districts said they felt that online communications were adequately addressed and meeting their needs. This correlates with the shift of organizational reporting. While district communication directors who report directly to the superintendent remain constant at just over eighty-percent, in 2009 the majority of webmasters had become part of the communications department rather than the technology team.

Quantitative feedback and tracking methods grow in popularity

This year saw a significant jump both in tracking of Web site activity and in gathering online quantitative feedback. Almost three-quarters of districts were tracking Web site activity in

2009. The most popular use of that tracking data, by far, was to improve content or navigation on the site. Interestingly, this also correlates with the increase in webmasters reporting to the communications department. As the technical expert in setting up tracking systems, interpreting Web site data and implementing changes works more closely with professional communicators who focus on message design and effectiveness these two trends will result in improvements for Web site visitors.

The 2009 survey also saw a significant increase in the use of online surveys and other quantitative methods for gathering community input. In fact, in 2009 over ninety-percent of school districts made some use of online surveys. There was also a continuing growth in the use of quantitative methods for measuring communication plan effectiveness, although both quantitative and qualitative methods both came in behind subjective measurement by district administration. This places communications in a peculiar position of not being as ‘data-driven’ as most other functions in K12 education.

Two-way communication methods still not widely adopted

Those online tools or systems that provided two-way dialog between the district and community – such as blogs and discussion forums - trailed behind notification tools such as parent notification, event calendars and eNewsletters. Blogs and discussion forums were implemented in less than one-half of districts by 2009. Pew data among the Generation Y, Generation X and Young Baby Boomers supports declining interest in blogs. A combined total of 36% created a blog and only forty-three percent (Generation Y), thirty-four percent (Generation X) and twenty-seven percent (Young Baby Boomers) read a blog.

Interestingly, social media services seem to be gaining more popularity with districts. While this was the first year to track social media usage in our survey, over three-quarters of districts either have implemented or were planning to implement social media service by next year. Depending on how social media is implemented it can function as either a broadcast or as a two-way communication system.

According to the [Pew Internet and American Life Project](#), e-mail is still the number one use of the Internet for communications, with over 90% Internet users from eighteen to fifty-four accessing and sending e-mails. This level eclipses use of instant messaging, social media sites, and texting in this same age range. However, school districts are still not focusing responsiveness to inbound e-mail, as much as pushing broadcast notices out to their community. While inbound e-mail volume continues to grow in most districts, the number of districts that track responses to inbound e-mail remains well below fifty-percent.

Conclusion

The level of Internet usage in the United States, both with personal computers and cell phones, seems to have driven the adoption of online communication tools within school districts in 2009. This year saw significant increases in the use of student information, parent notification and content management systems, along with numerous single function tools.

At the same time more focus was placed on incorporating the Internet into the communication planning process. This translated into a growing emphasis on data gathering – both usage data and community feedback. The challenge that will face districts in the next year will be to translate and make effective use of all the operational data that is available through the online communication systems and tools they have implemented. This means there will be a growing importance on practical applications and uses for online communications, rather than basic technology adoption. Establishing meaningful metrics and tracking them to improve internal and external communication processes is going to become more important in 2010 and beyond.

In 2009 the trend continues towards realigning organization structures to bring the technical skills of Web site management together with message creation and interaction in the communications department. This is an acknowledgement that the Web site is a critical part of a school district's communication strategy. At the same time the focus on standardizing school Web sites remains high, but needs more emphasis on message consistency and delivery so that school Web sites help reinforce messages created at the district level.

The Internet is still used primarily as a one-way communications tool, with districts focusing on getting information out to stakeholders, and not placing as much emphasis on developing a two-way exchange of ideas and information. Social media may become the technology of choice for setting up online community dialog. This will place more pressure on communications staff to creatively incorporate social media into their overall strategy and not allow social media to be only one more online channel on which to broadcast.

School communications professionals seemed to have reached a level of maturity and comfort with Internet usage in 2009 so that two-thirds believe they are meeting their needs with online communications. While there are still late adopters who need to incorporate more online technology into their communications strategy, the focus of online communications will evolve to address three key challenges.

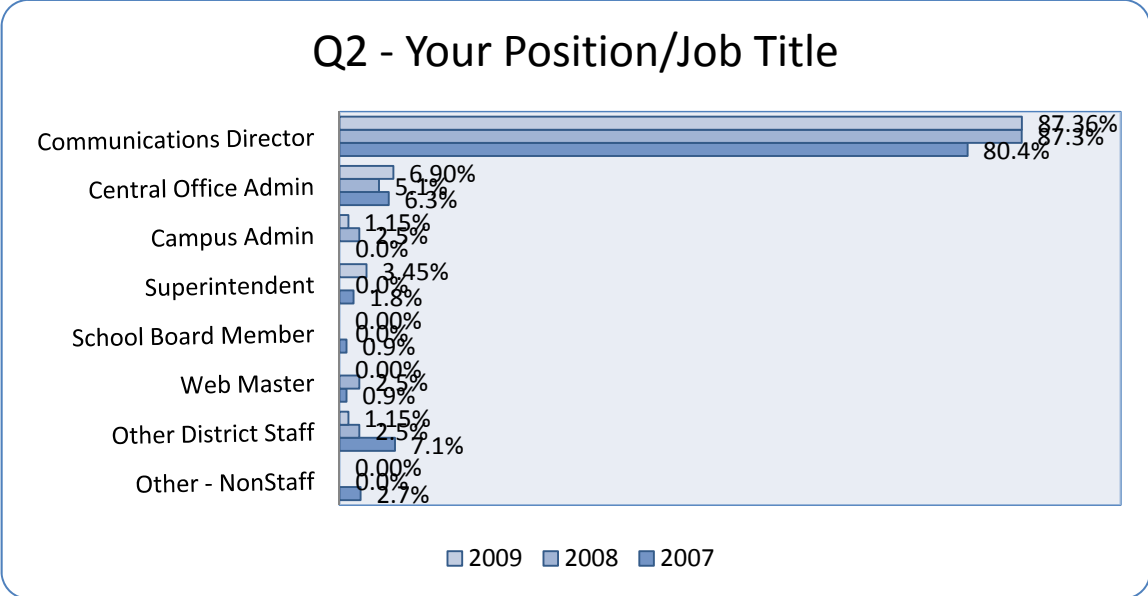
First, with the current economic situation limiting K12 budgets, how can communications teams 'do more with less'? The growing number of tools and channels that need to be used to ensure effective communications will make it critical to find ways to cost-effectively combine more functions into fewer systems.

Second, online communication systems generate large volumes of operational data. This data needs to be analyzed and synthesized into strategies for improving the overall communications process. Understanding what data is available, what the limitations are in interpreting the data and establishing metrics and goals for online communications will grow significantly in importance in 2010 and beyond.

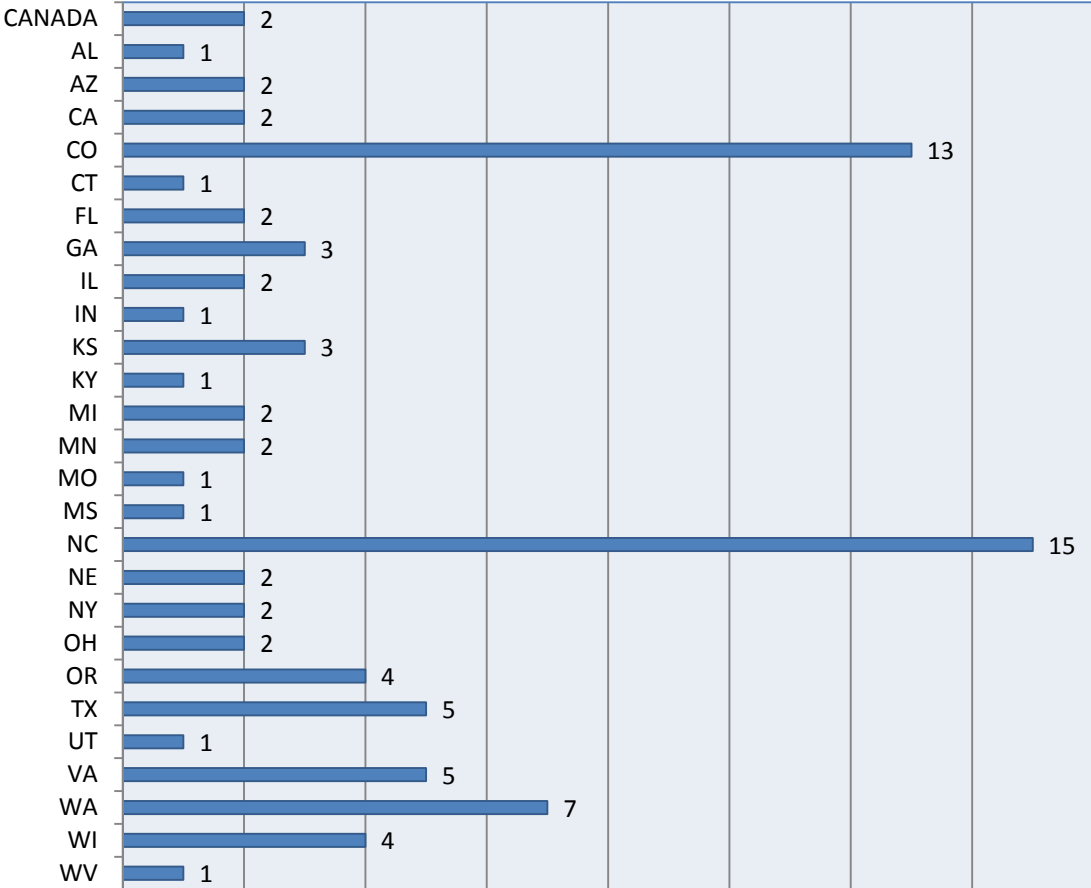
Finally, establishing a more effective two-way dialog with parents and community members online will become a major focus area for many districts. As the U.S. economy slowly begins to recover, education funding will remain under pressure for the next two to three years, at least. Using social media and other online methods to engage more stakeholders in the discussion of trade-offs being made and plans for the future will be crucial in aligning public support with the educational mission in the twenty-first century.

Appendix A: Survey Questions

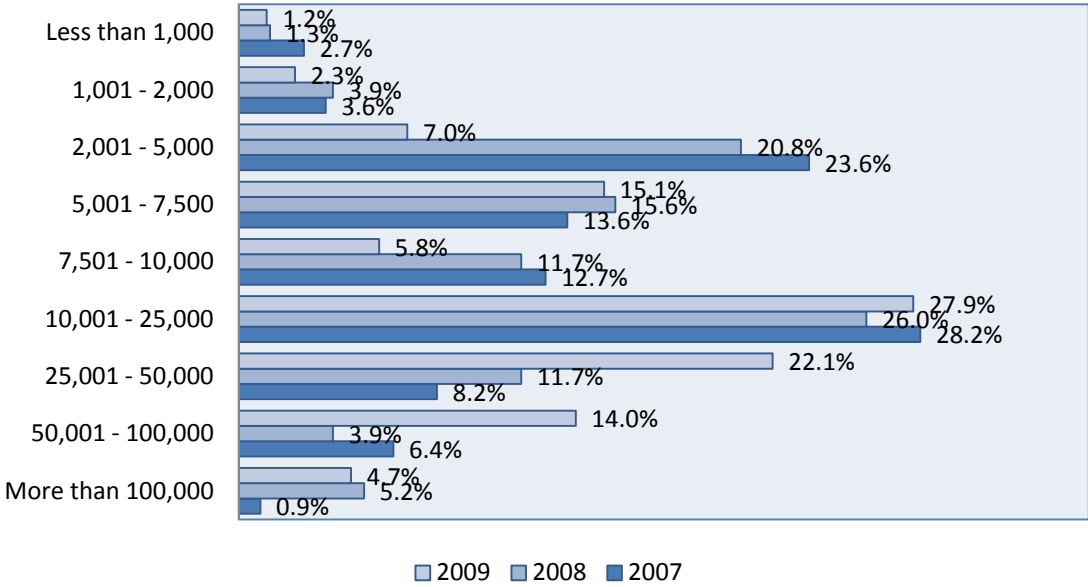
This appendix contains the compiled results for all non-identifying questions for 2007, 2008 and 2009 survey results.



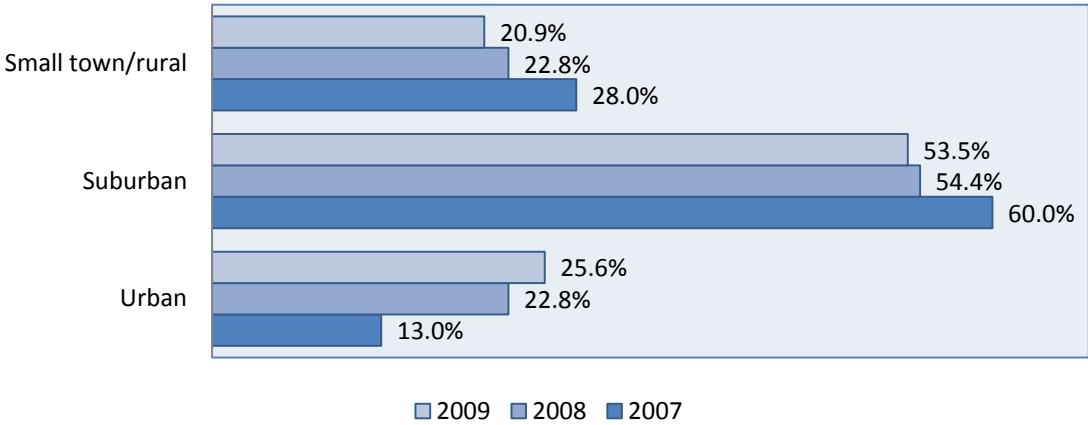
Q8 - Response by State 2009



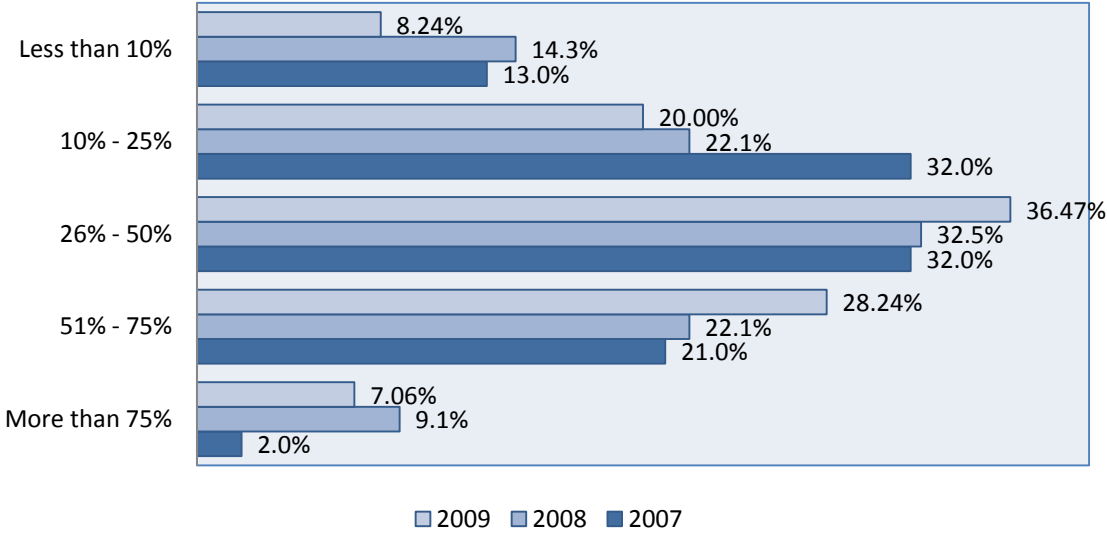
Q10 - Student Enrollment in your district



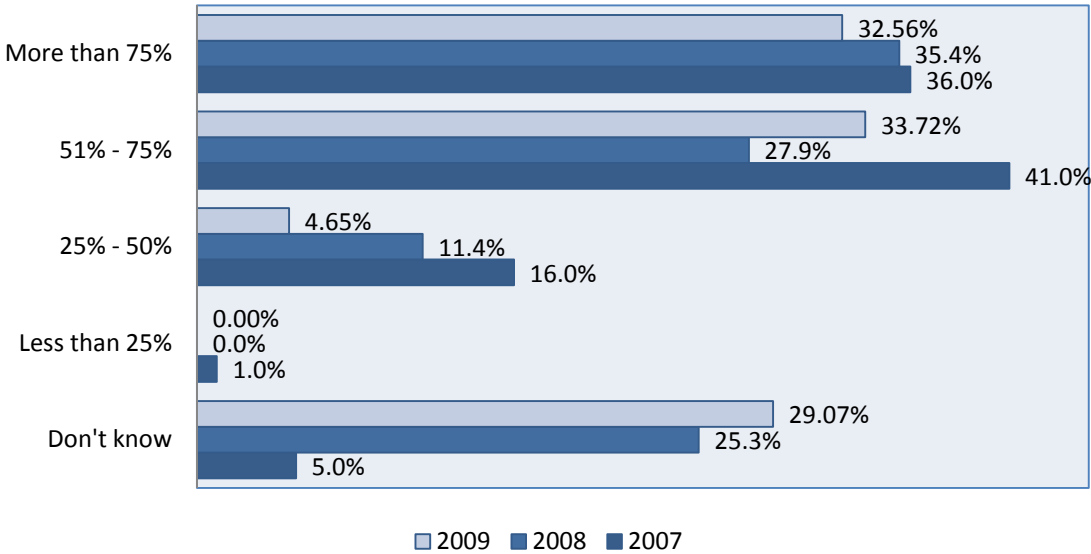
Q11 - Describe your community



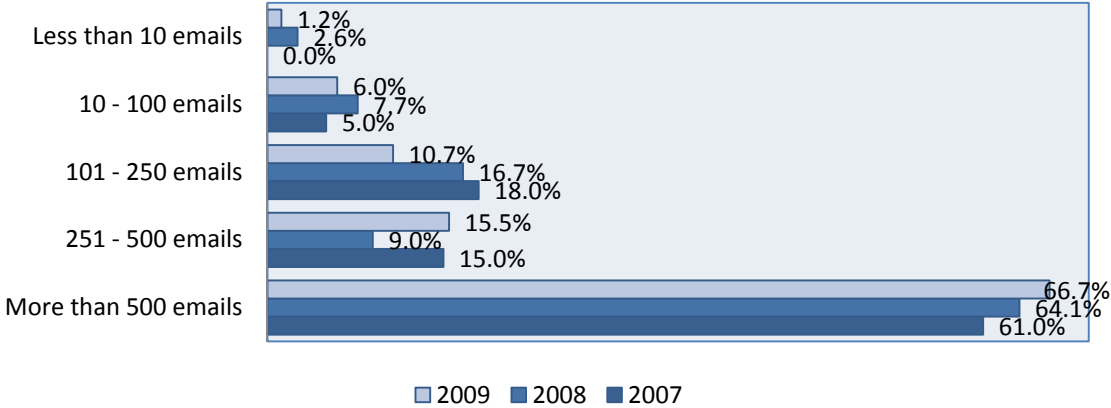
Q12 - Percentage of students on free or reduced lunch program in your district



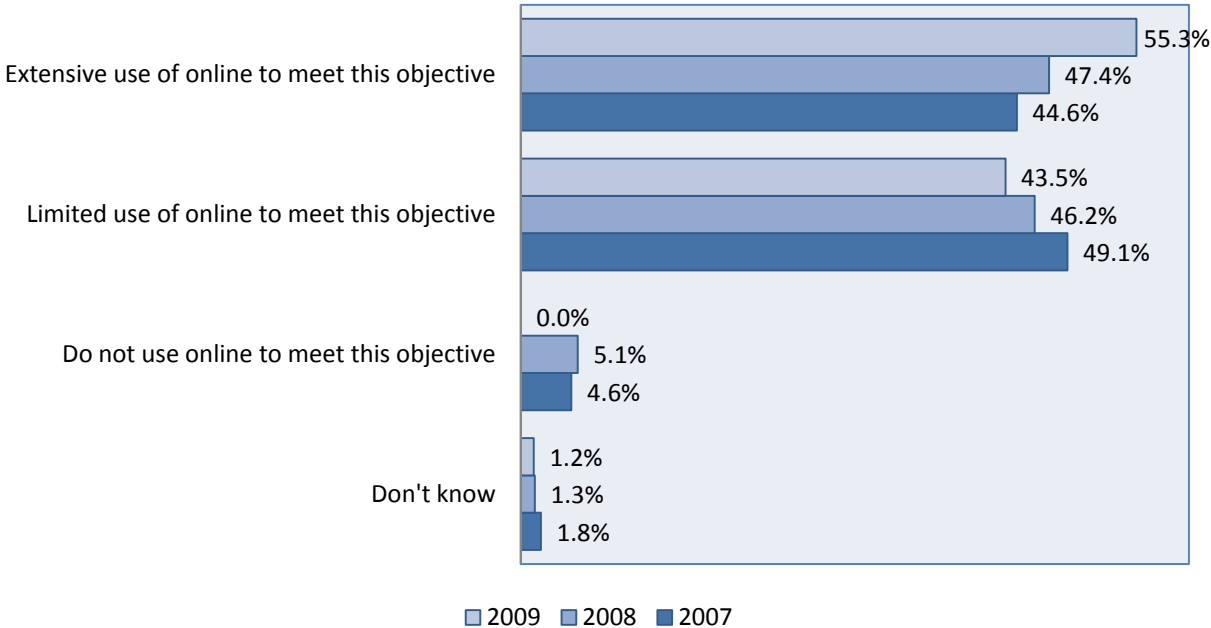
Q13 - Percentage of your community members that have Internet access



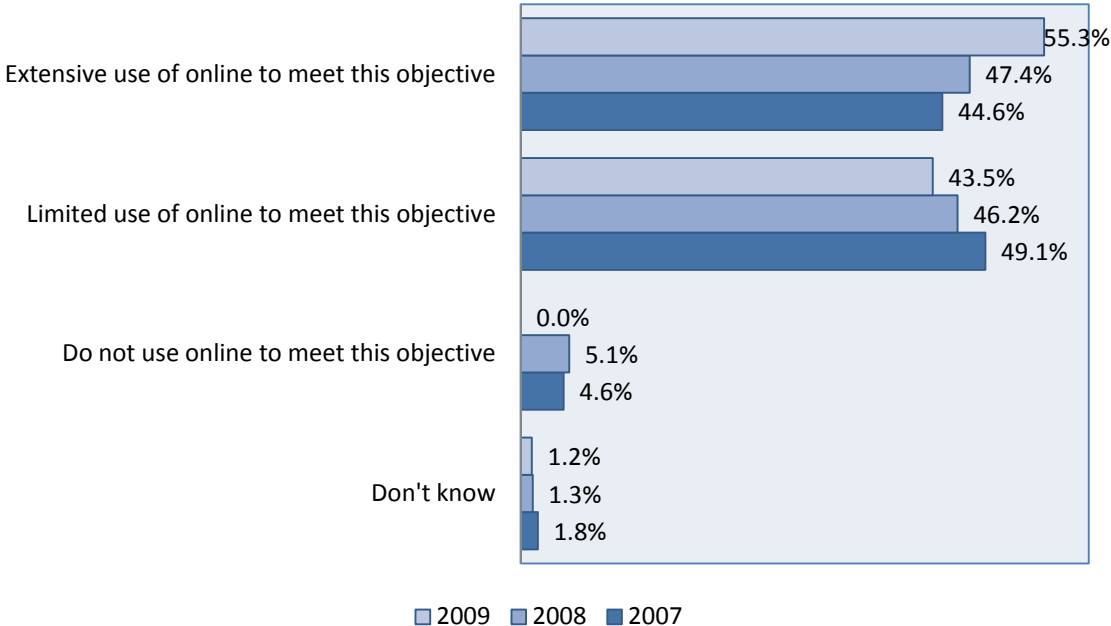
Q14 - Average number of emails received at your district offices per week



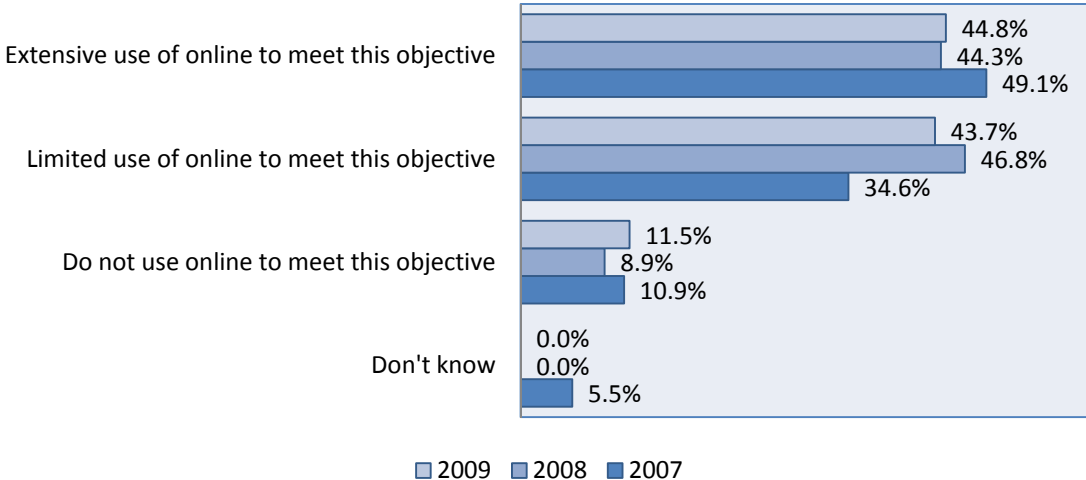
Q15 - Parent/teacher Interaction



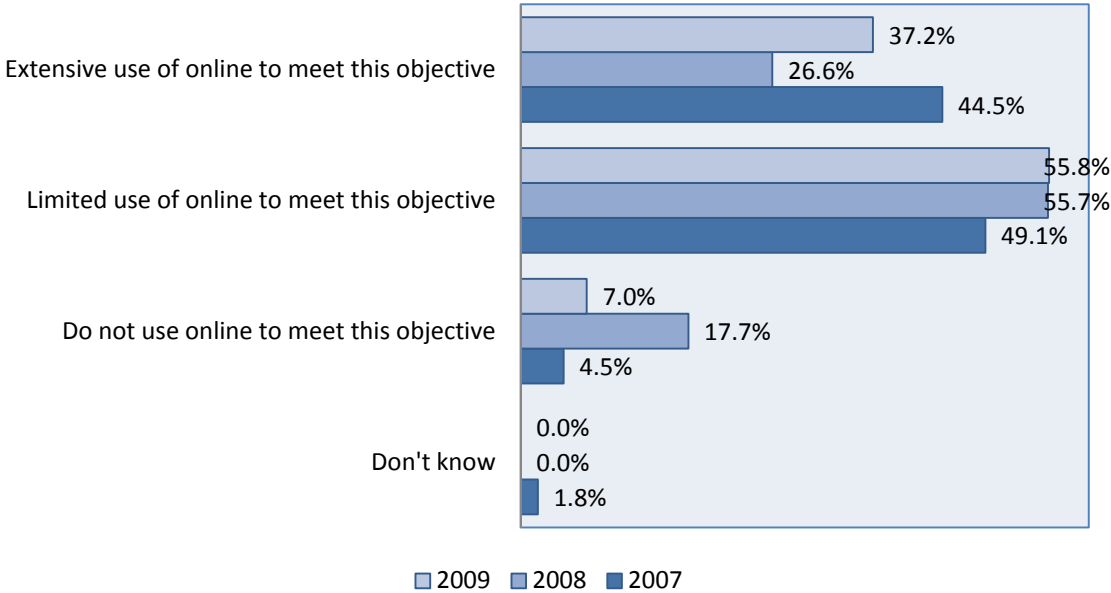
Q15 - Parent/teacher Interaction



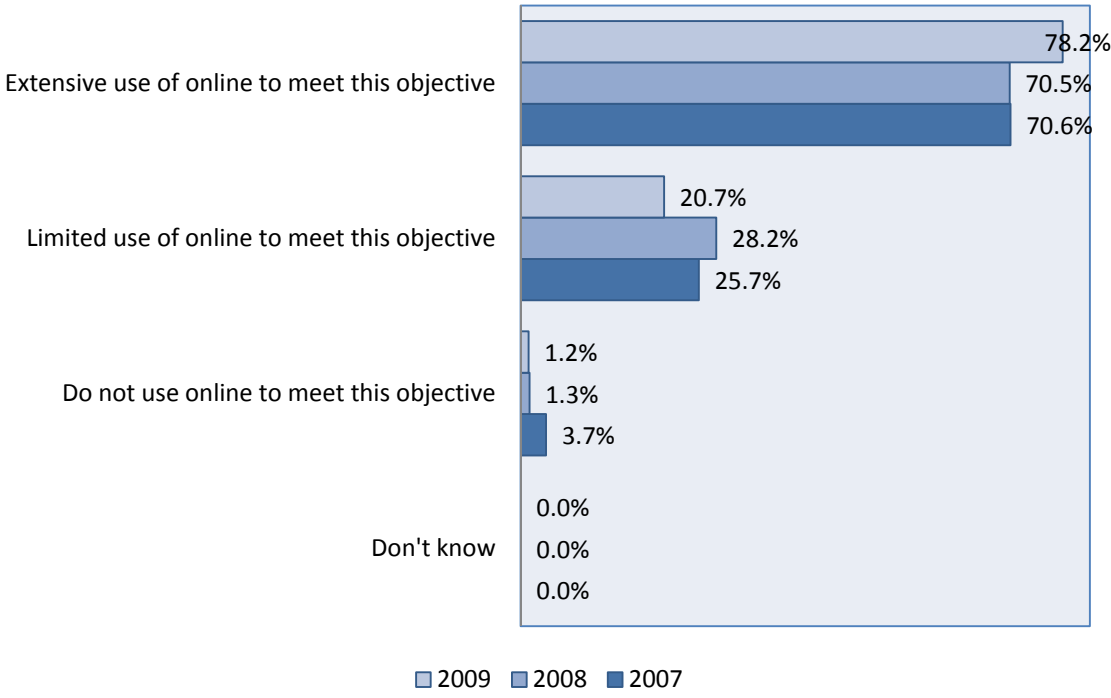
Q17 - Key Communicator Network



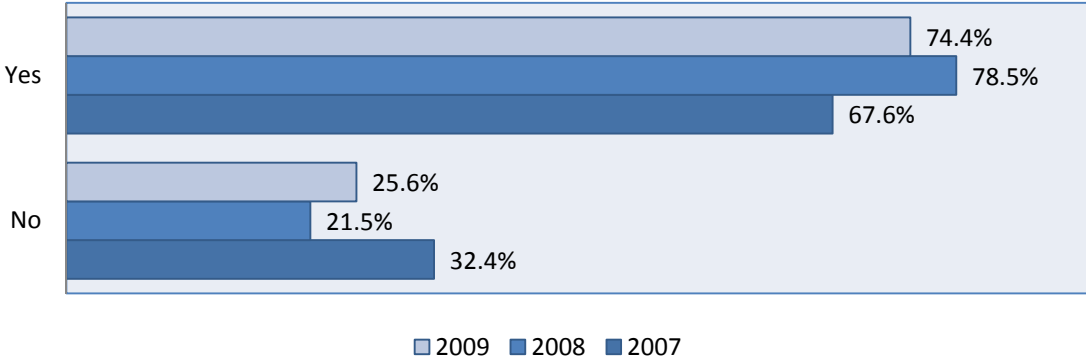
Q18 - Community Feedback: (Survey, etc.)



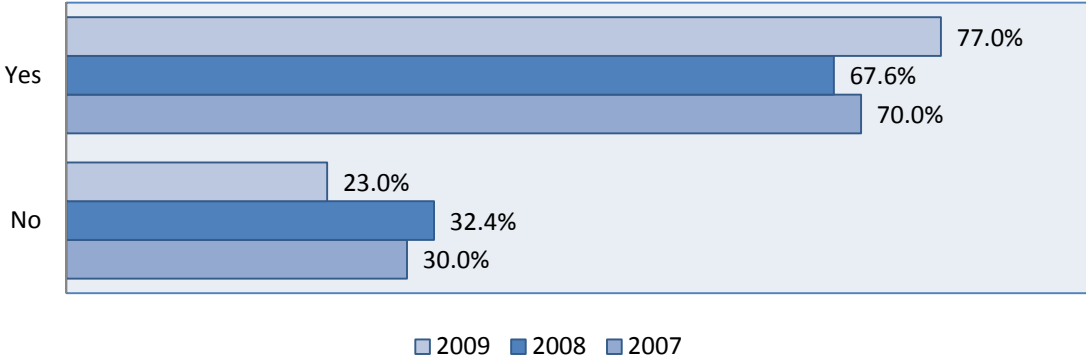
Q19 - Informing the community about district successes



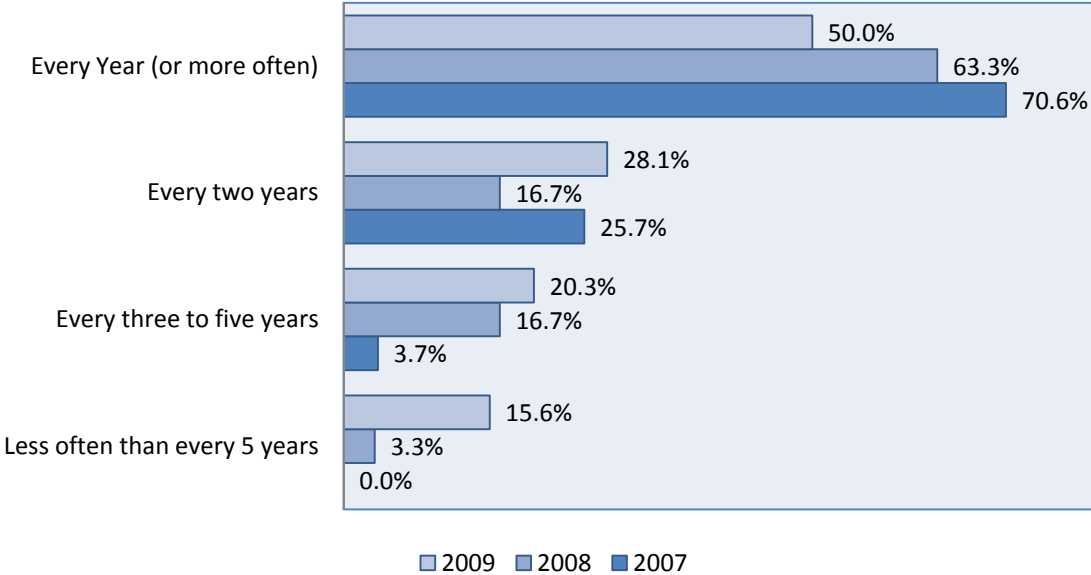
Q20 - Does your district have a written communications plan?



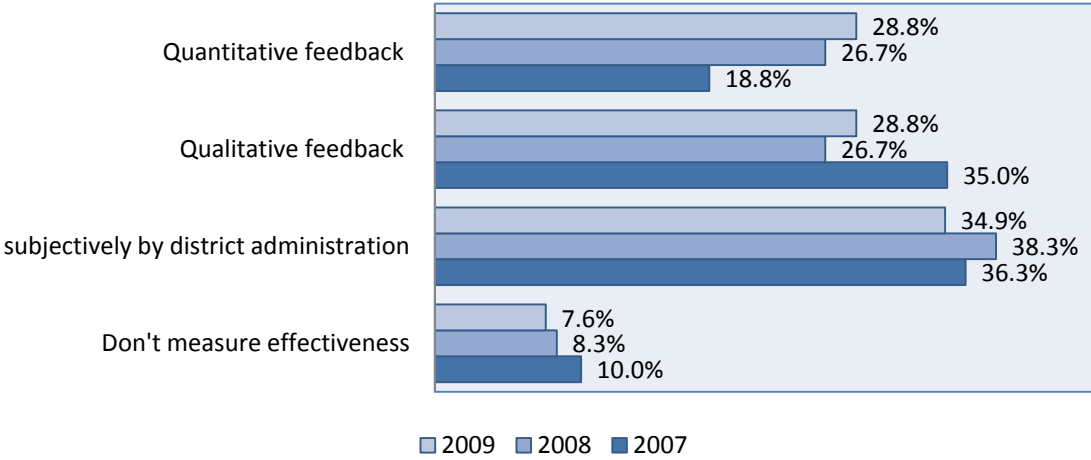
Q21 - Does your plan include a section for online communications?



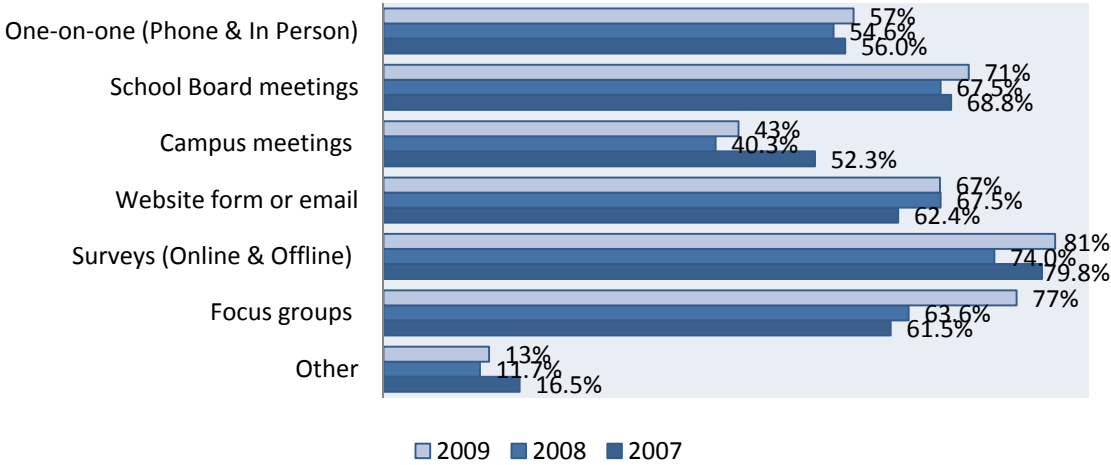
Q22 - If you district has a communications plan, how often is it updated



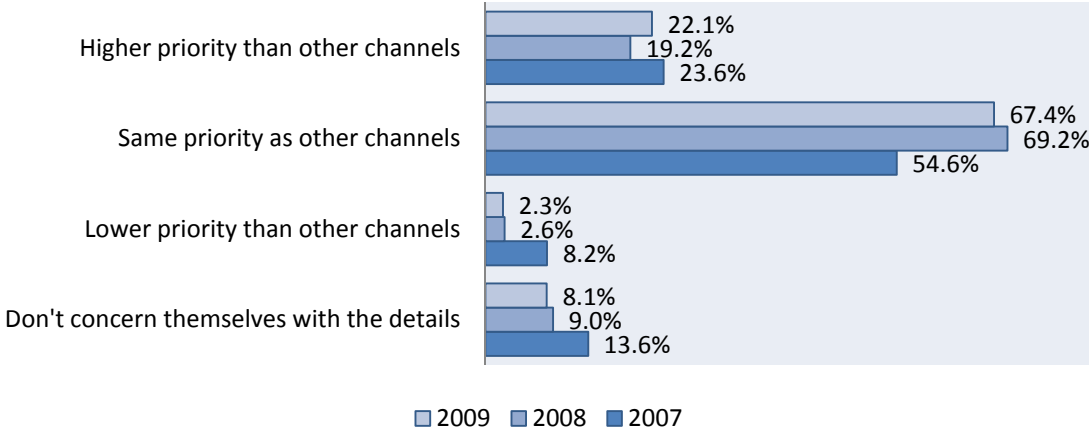
Q23 - How do you measure the effectiveness of your plan?



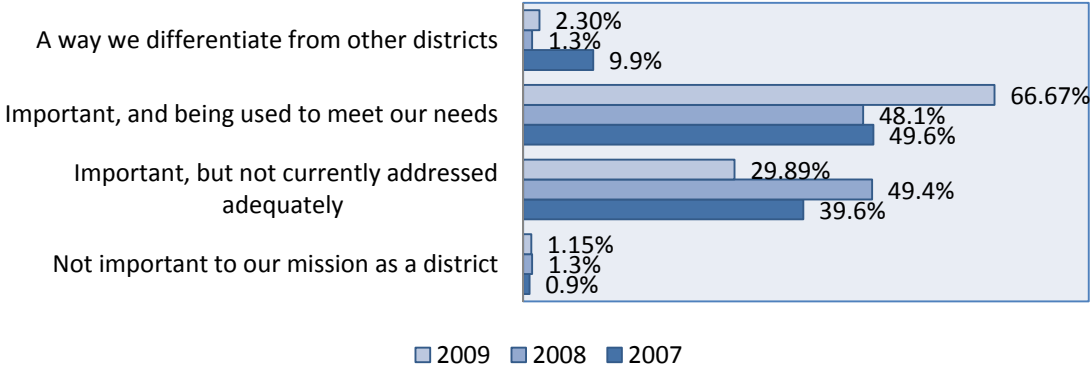
Q24 - How do you gather input from your community about communication priorities?



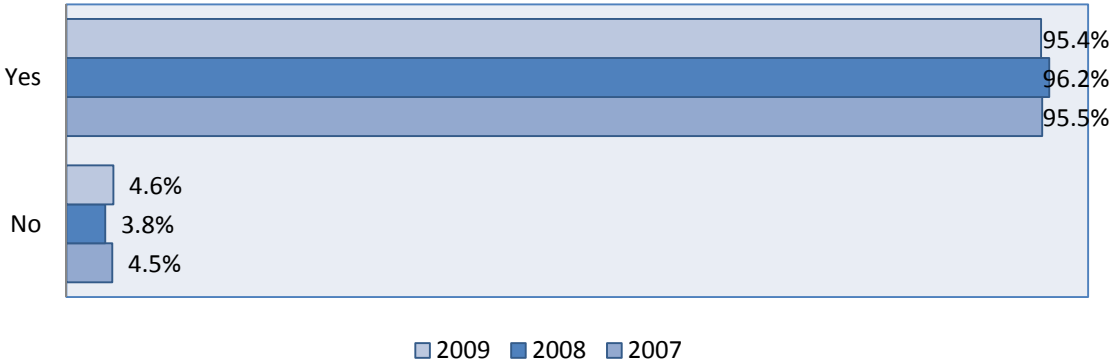
Q26 - 'My School board/trustees consider online communications to be...'



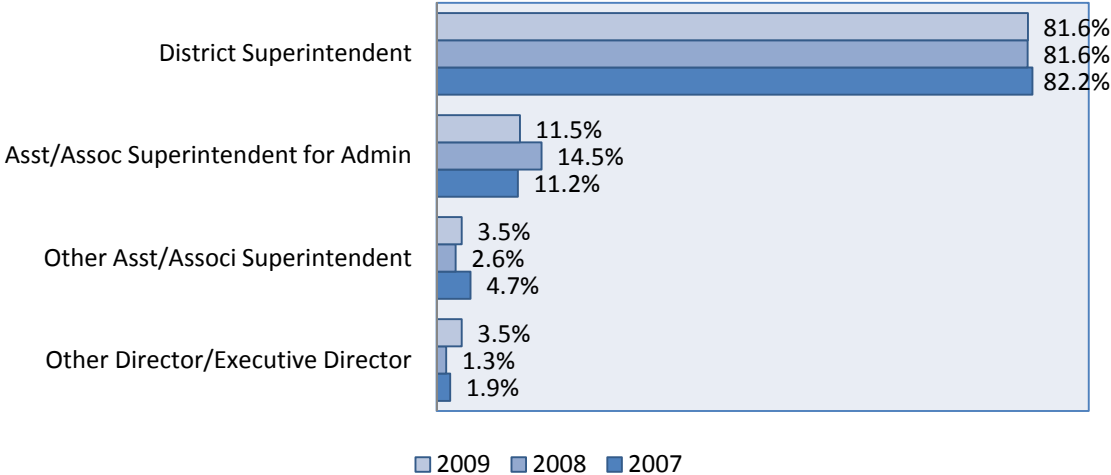
Q27 - 'In our district online communications is...'



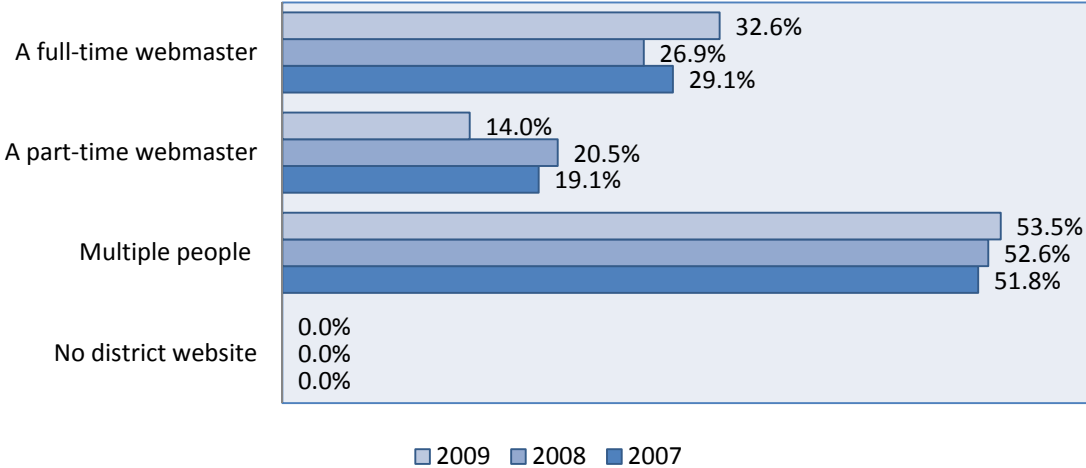
Q28 - Do you have a dedicated communications director?



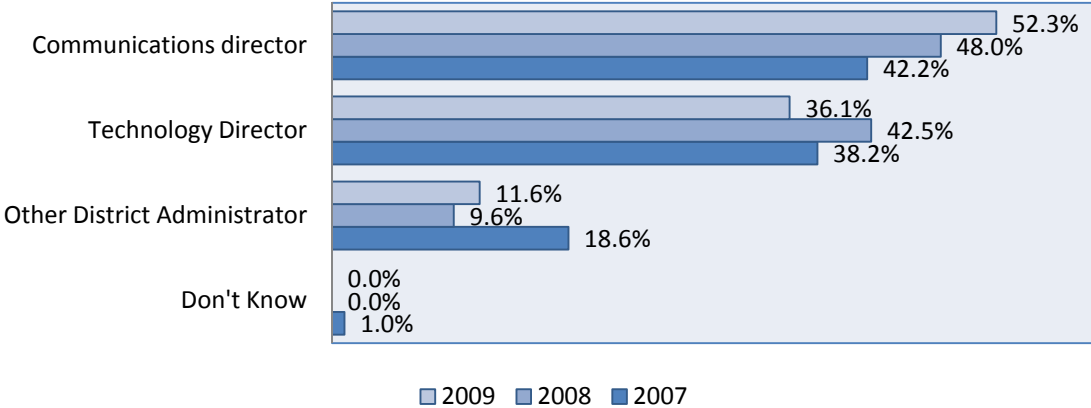
Q29 - To whom does the communications director report?



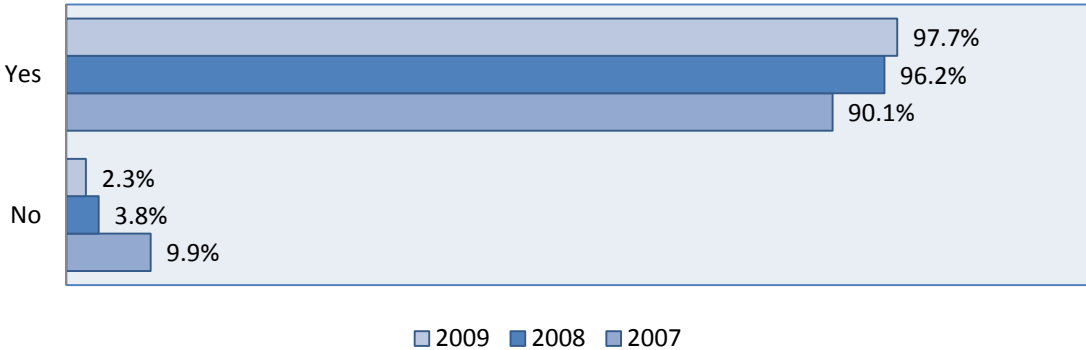
Q30 - Who manages the content of your district web site?



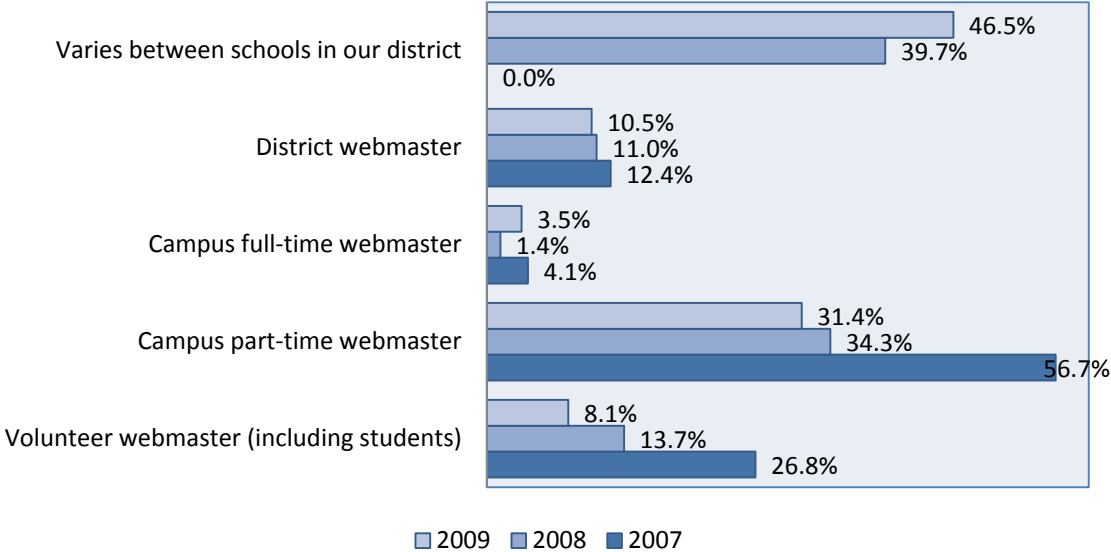
Q31 - Who does your district webmaster report to?



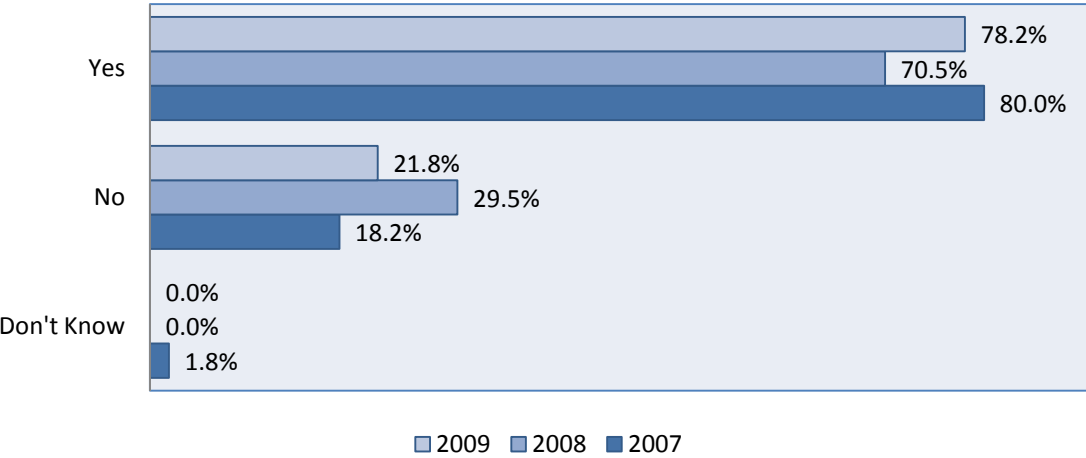
Q32 - Does your district have websites for each school?



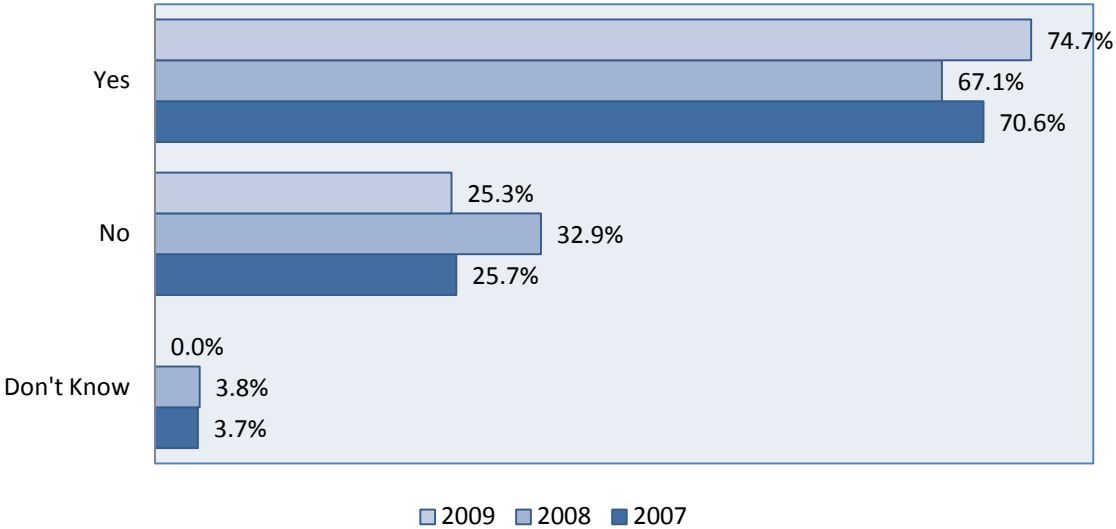
Q33 - Who manages your school websites?



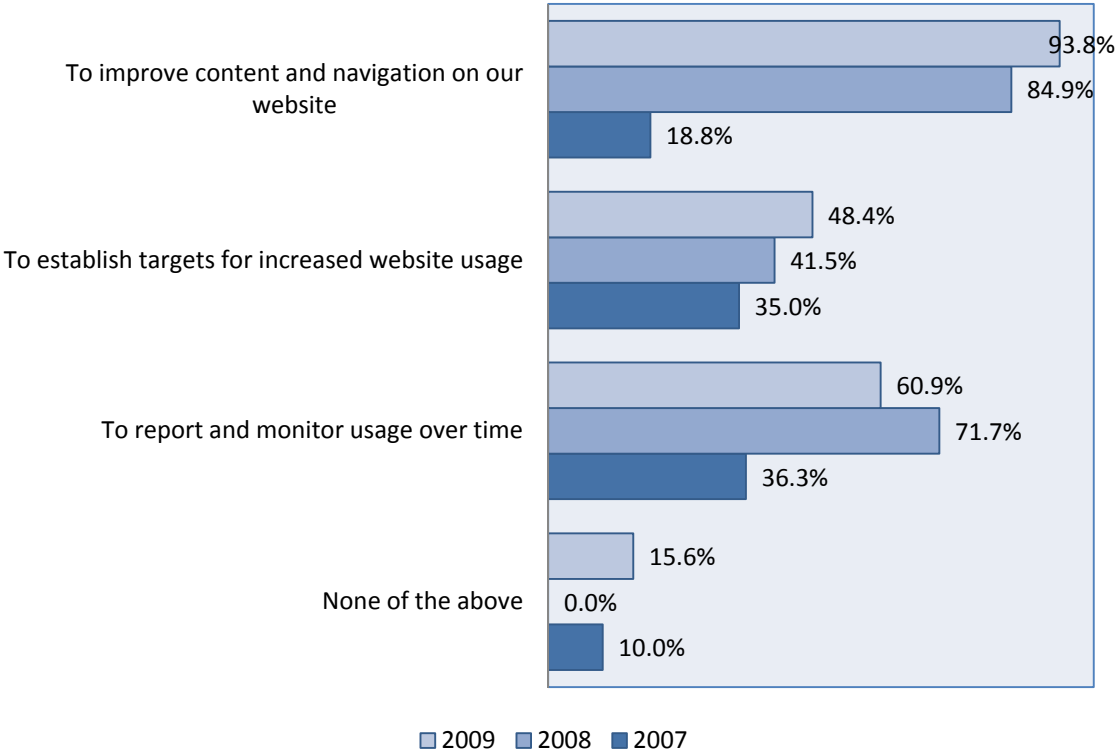
Q34 - Do you enforce standards for content for school websites?



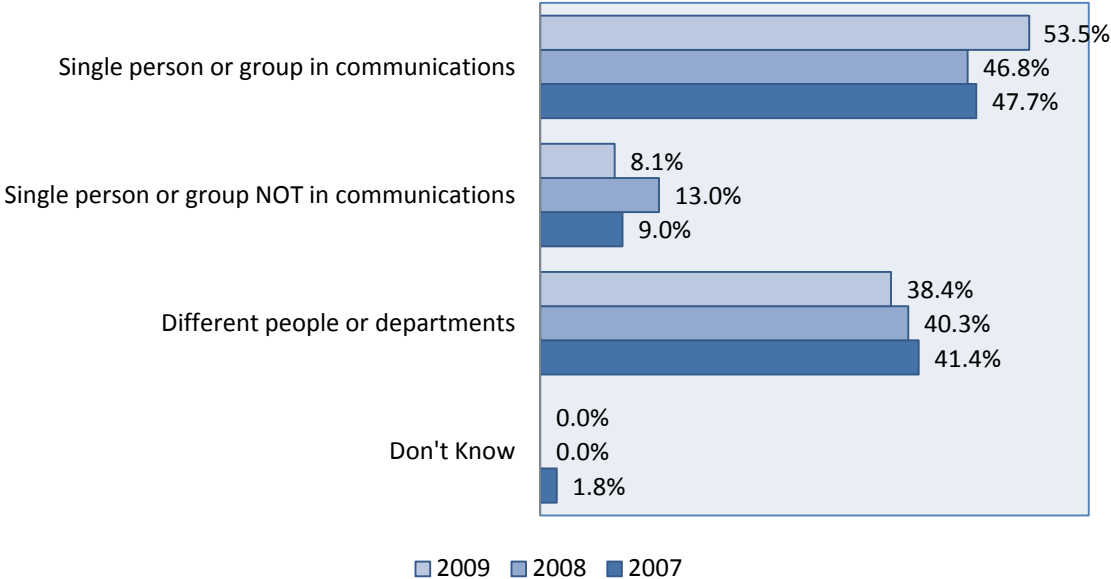
Q35 - Do you track website activity ?



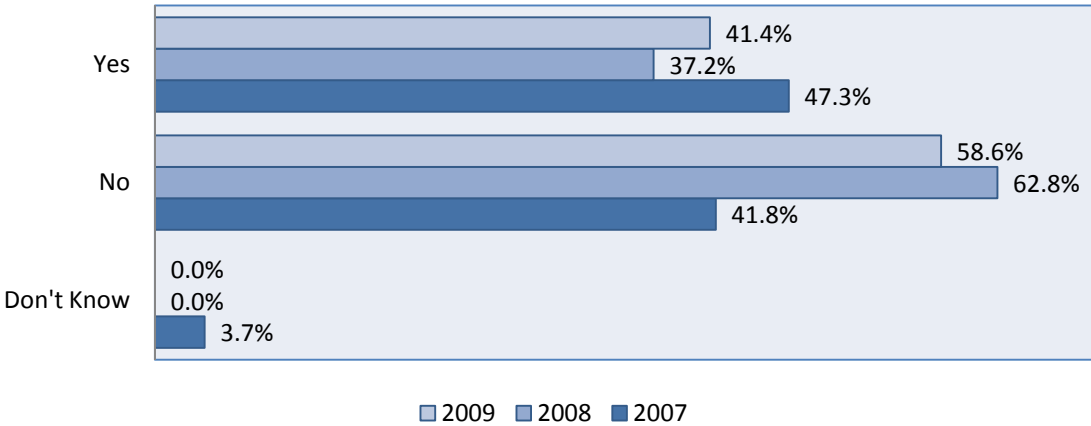
Q36 - How do you use this information?



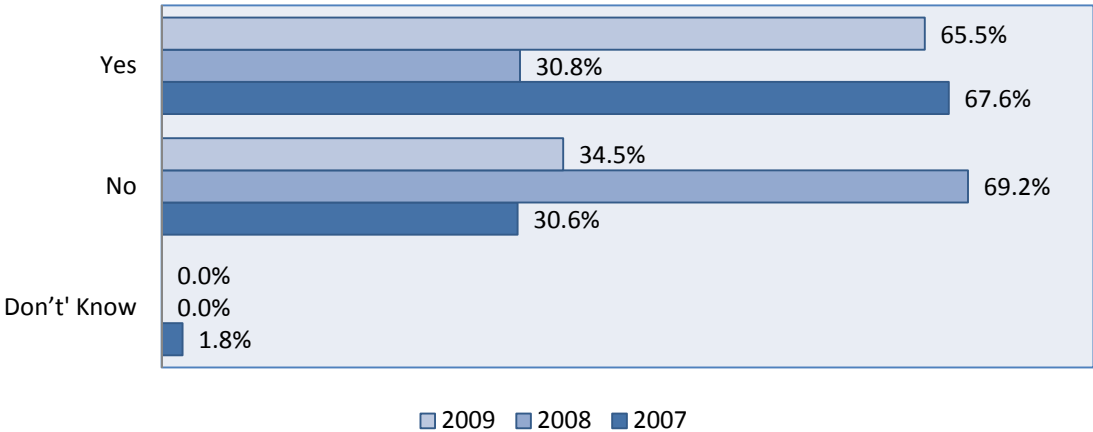
Q37 - Who receives email that is submitted through your district website?



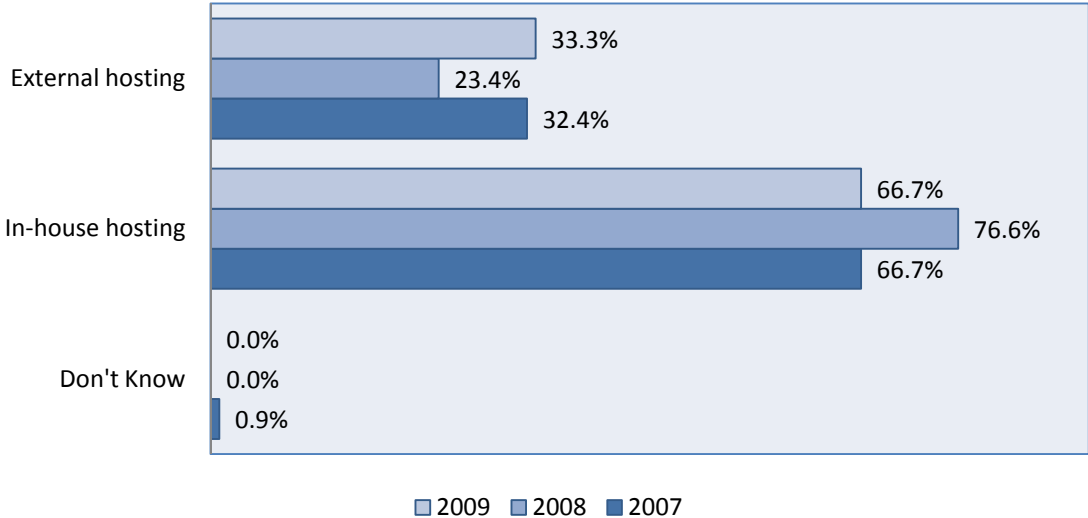
Q38 - Do you track responses to incoming emails through your district website?



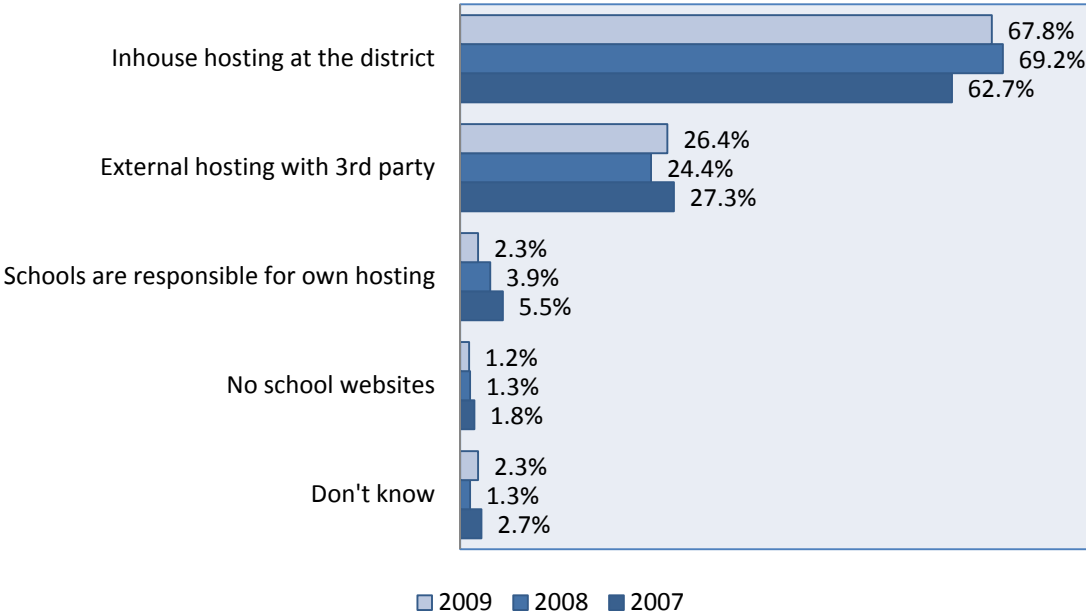
Q39 - Do you provide an online feedback form for suggestions or change requests to your website?



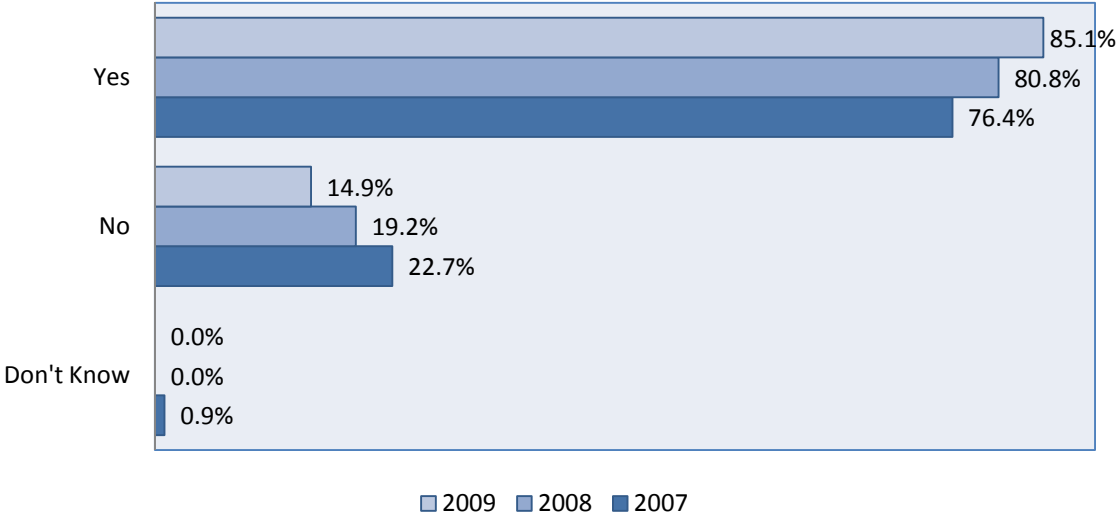
Q40 - Is your district website hosted in-house or externally by a 3rd party?



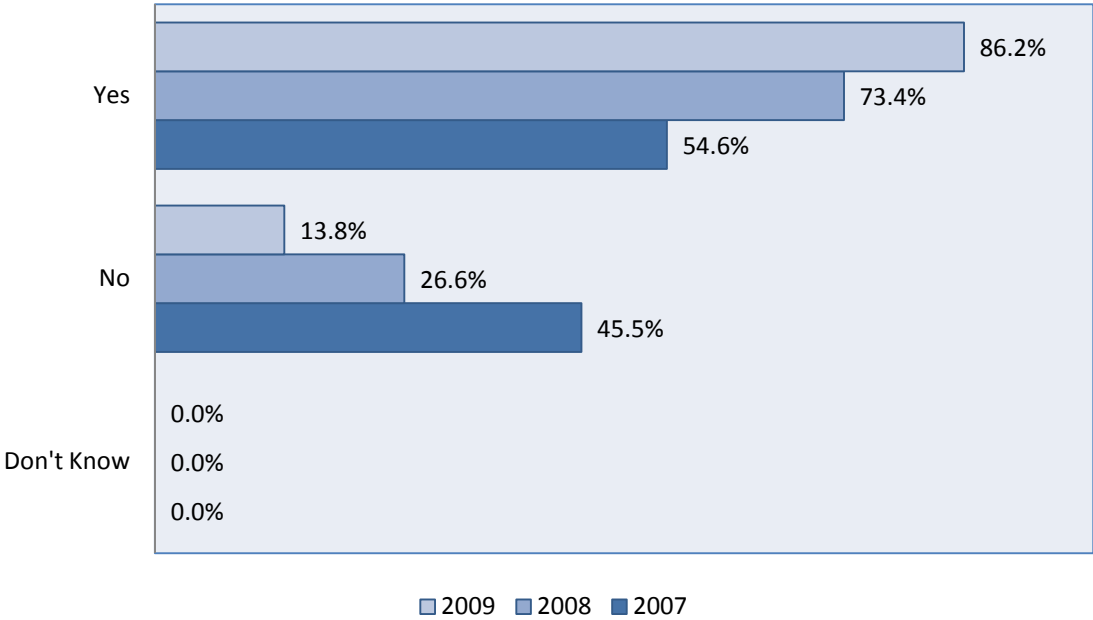
Q41 - How are school websites hosted?



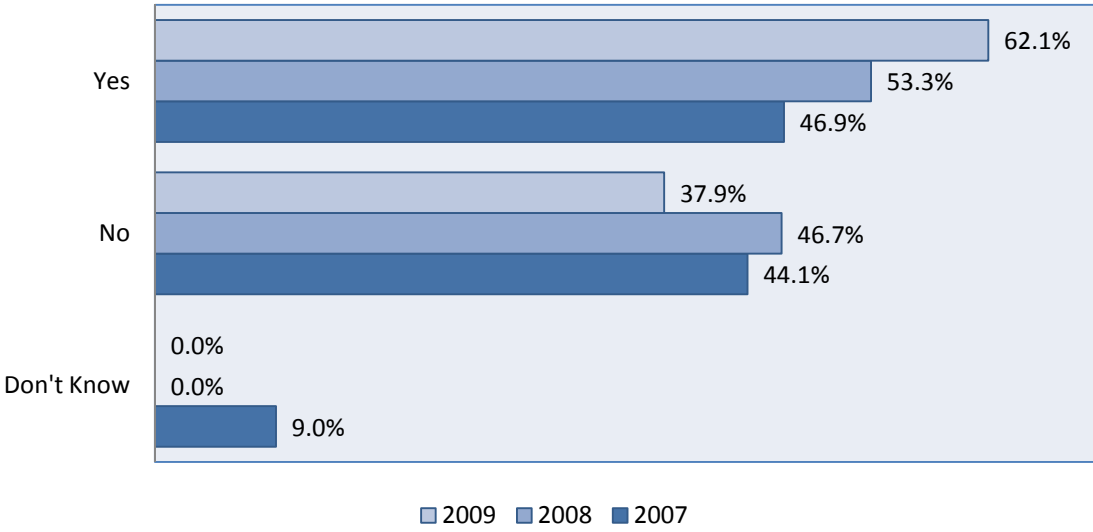
Q42 - Student Information System?



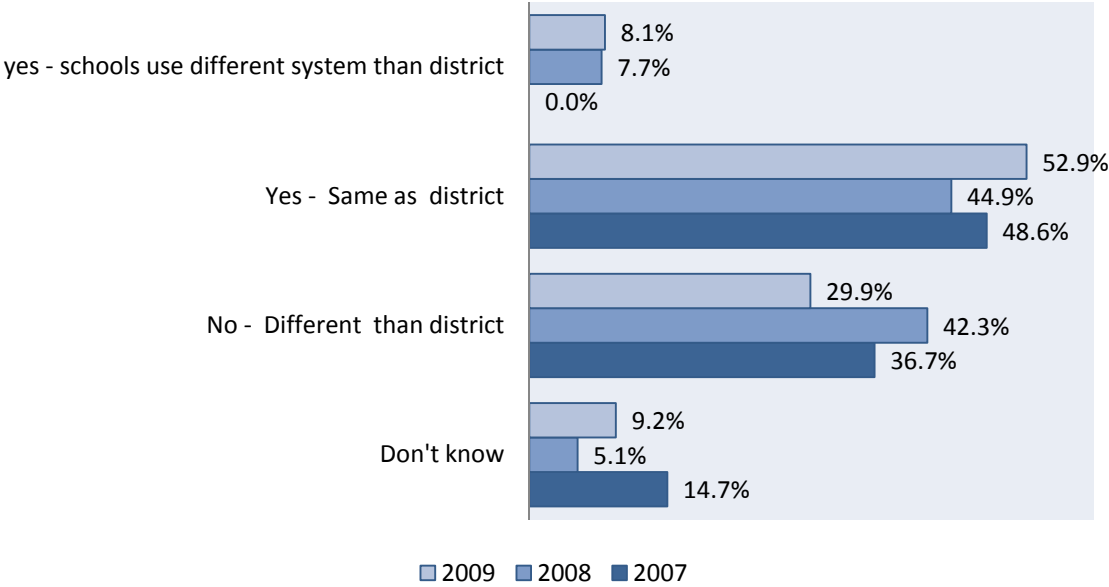
Q43 - Parent Notification System



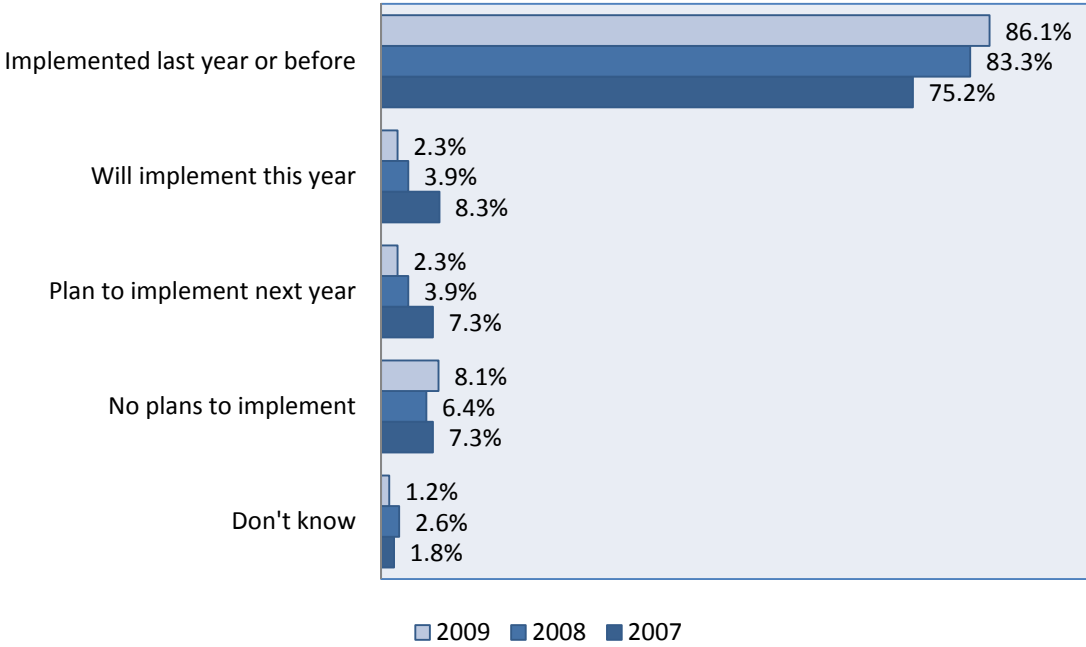
Q44 - Content Management System



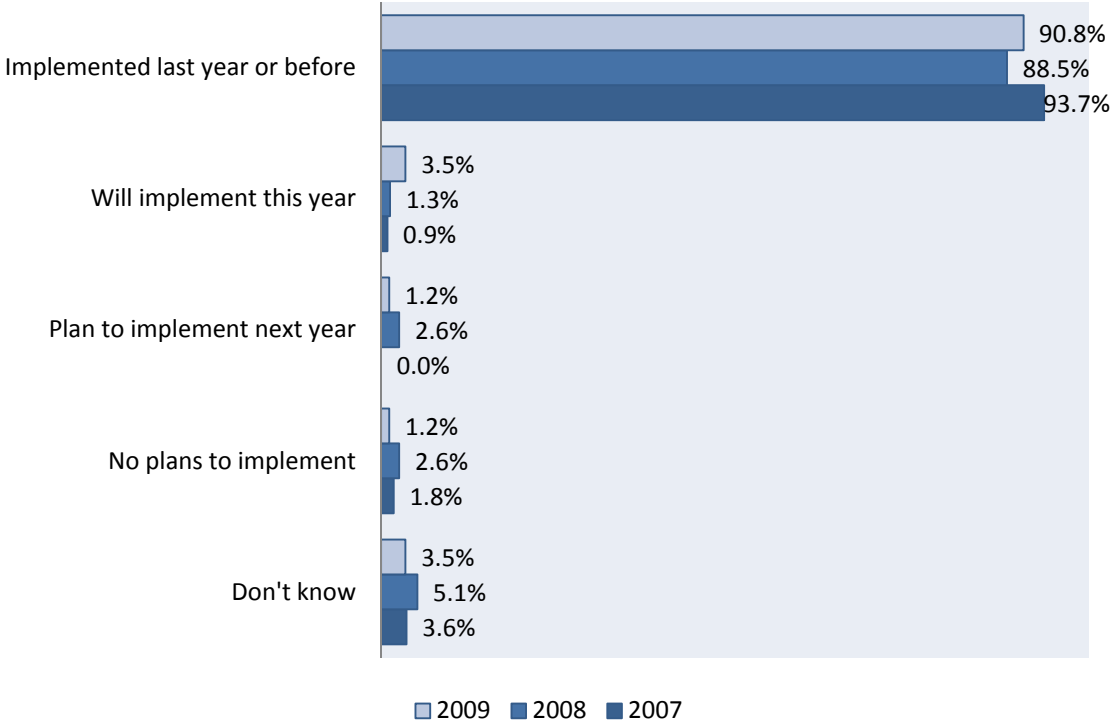
Q45 - School Content Mangement System



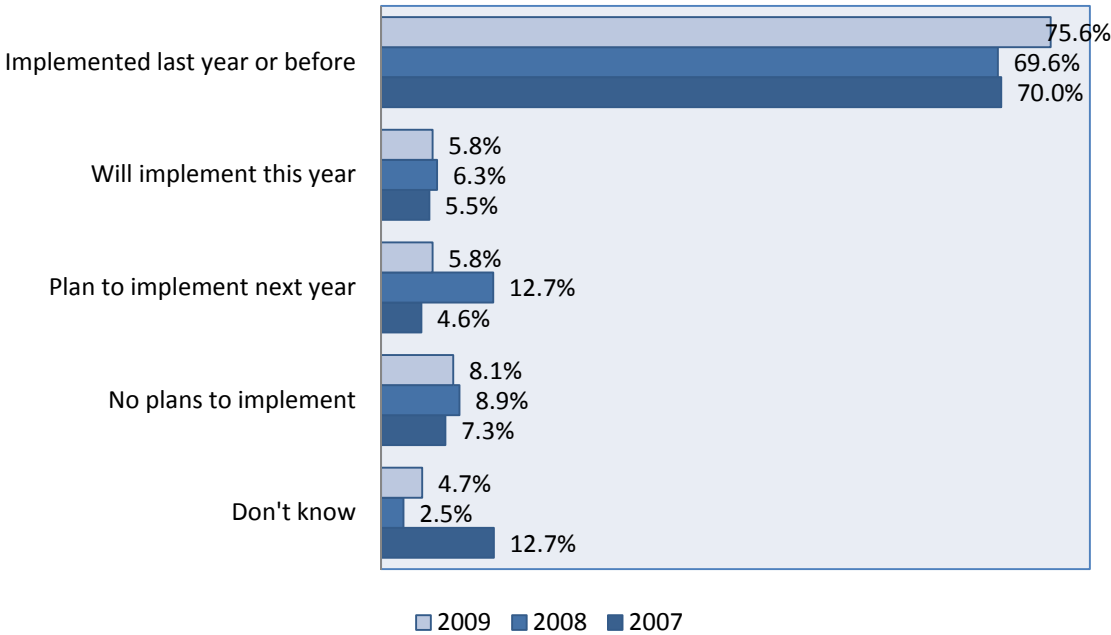
Q46 - Event calendar: (excluding PDF files)



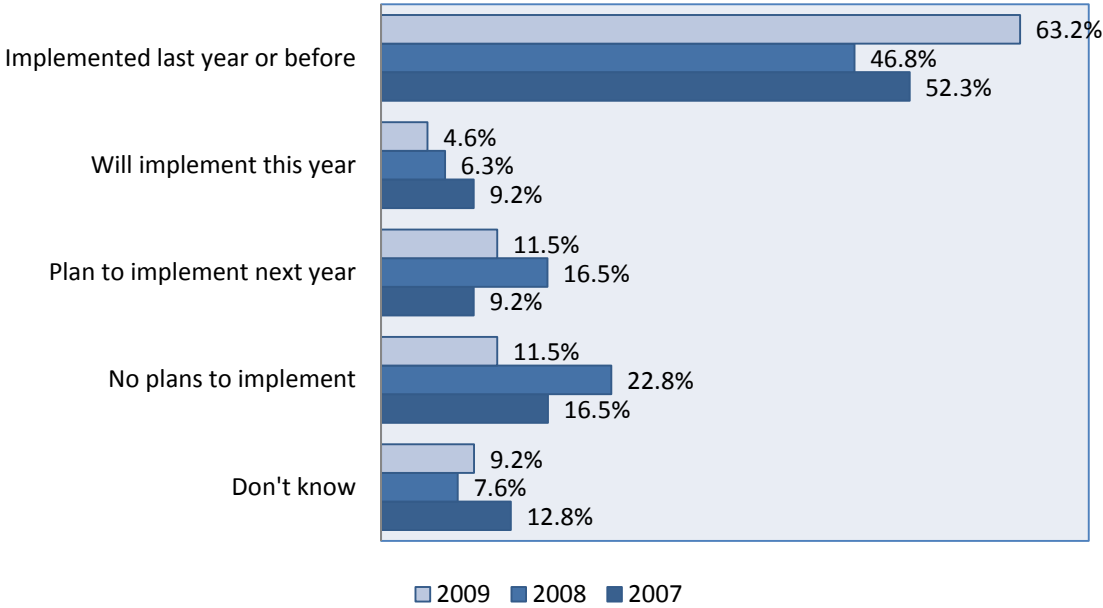
Q47 - Staff web mail access



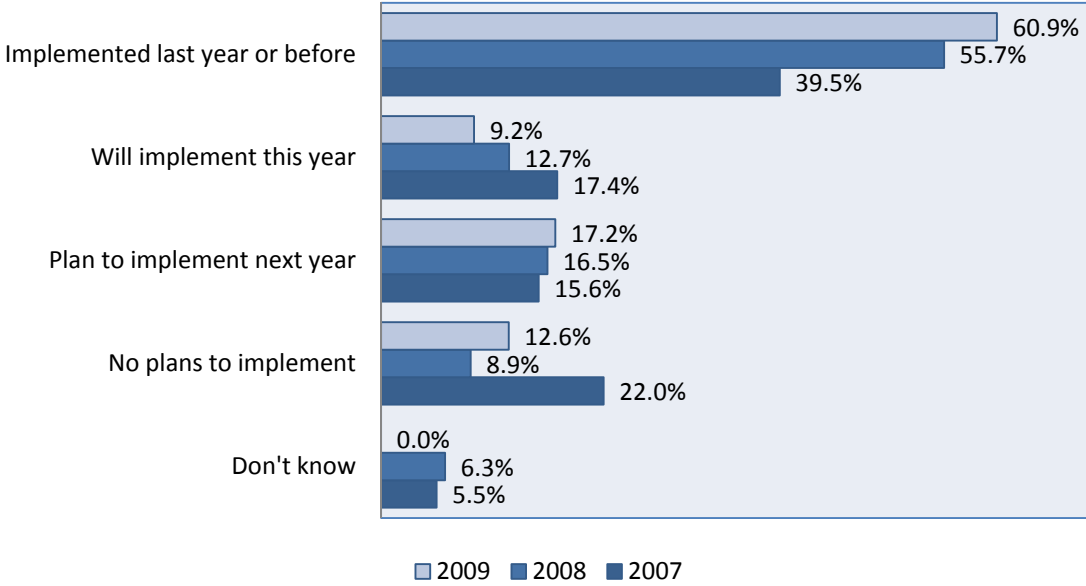
Q48 - Secure staff portal



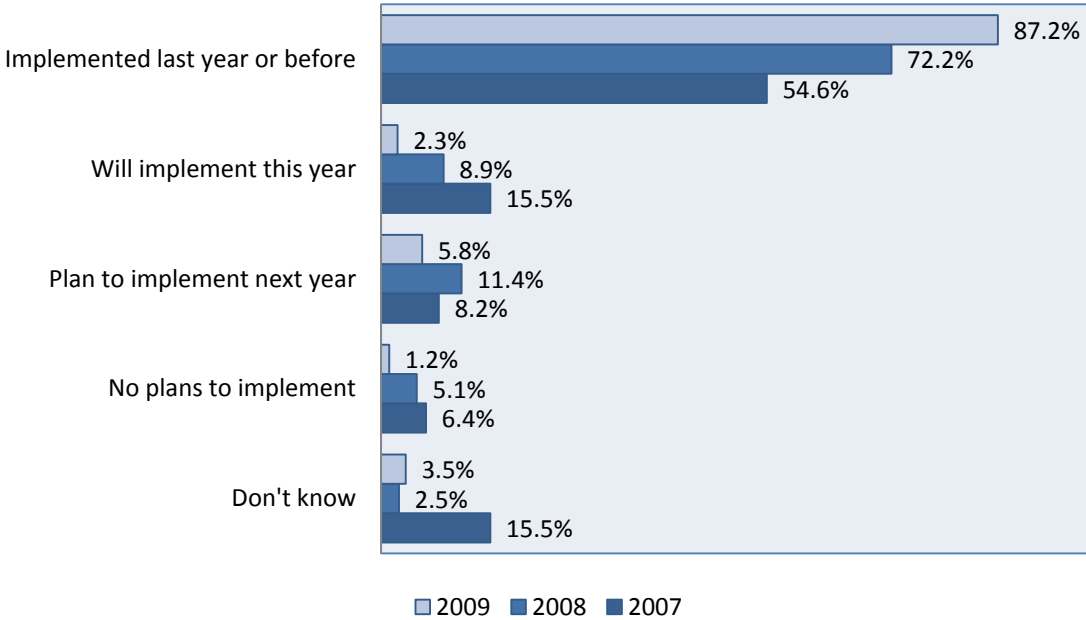
Q49 - Parent or community portal



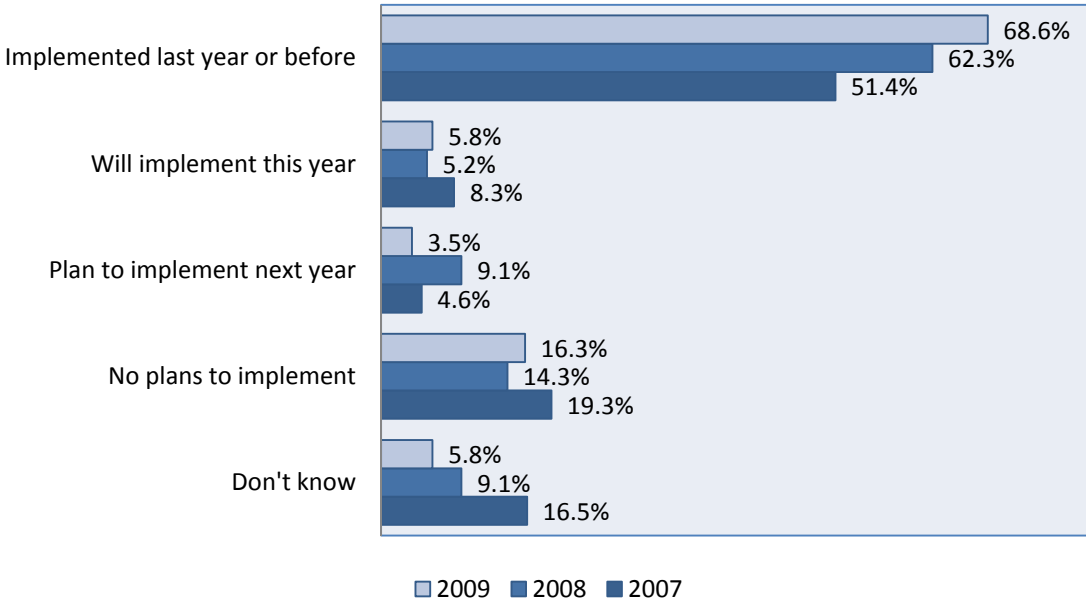
Q50 - eNewsletter sign-up and publication



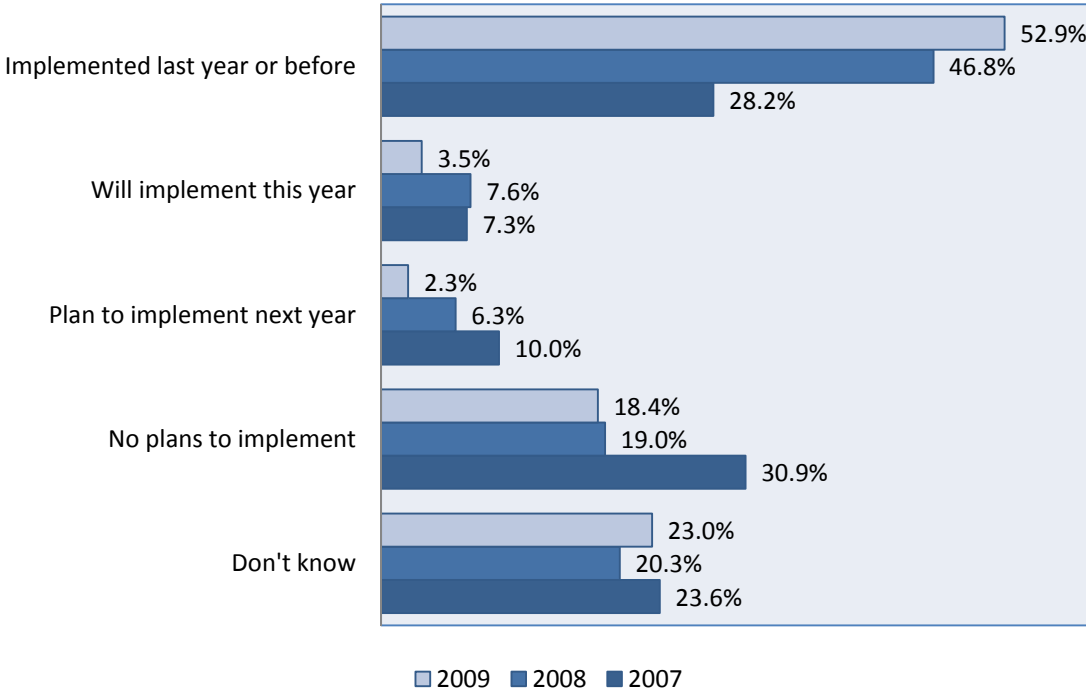
Q51 - Online emergency notification



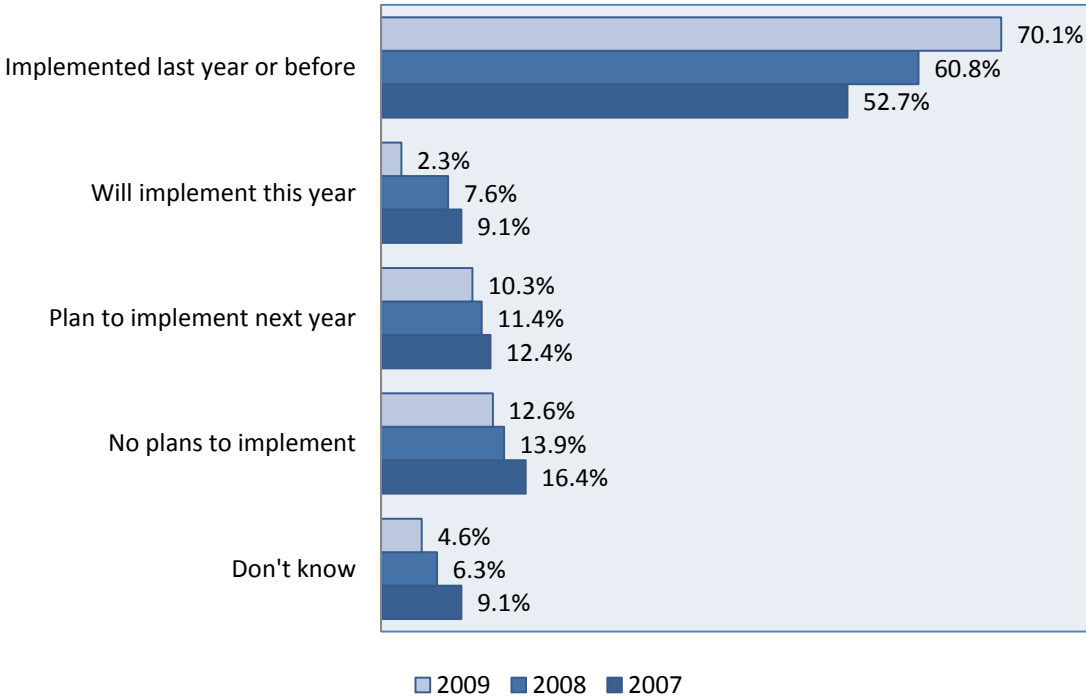
Q52 - Online lunch menu & pre-payment



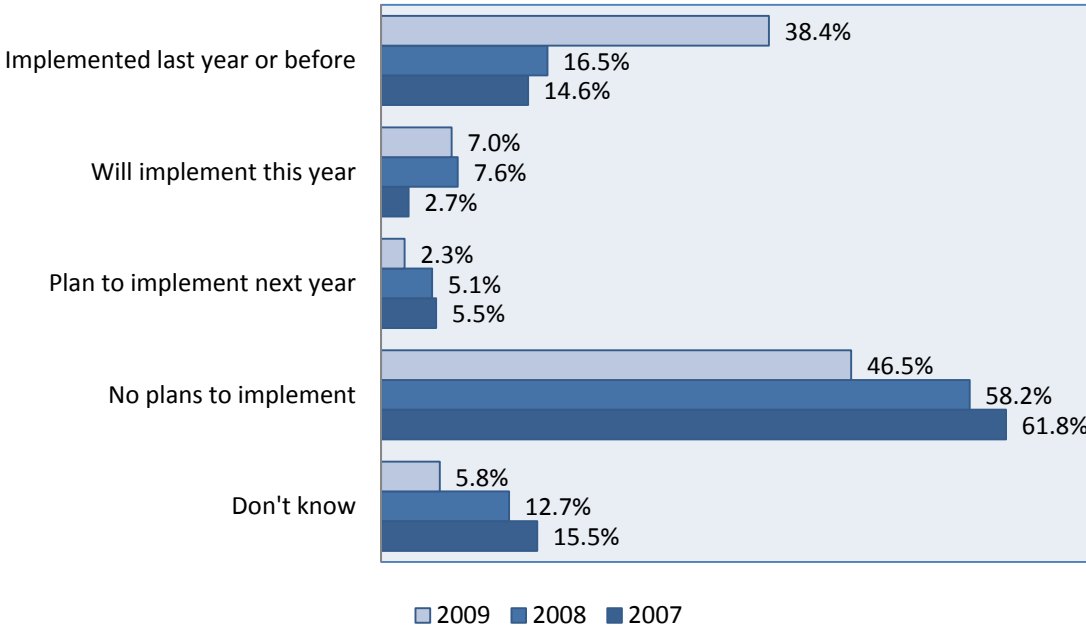
Q53 - Searchable knowledgebase



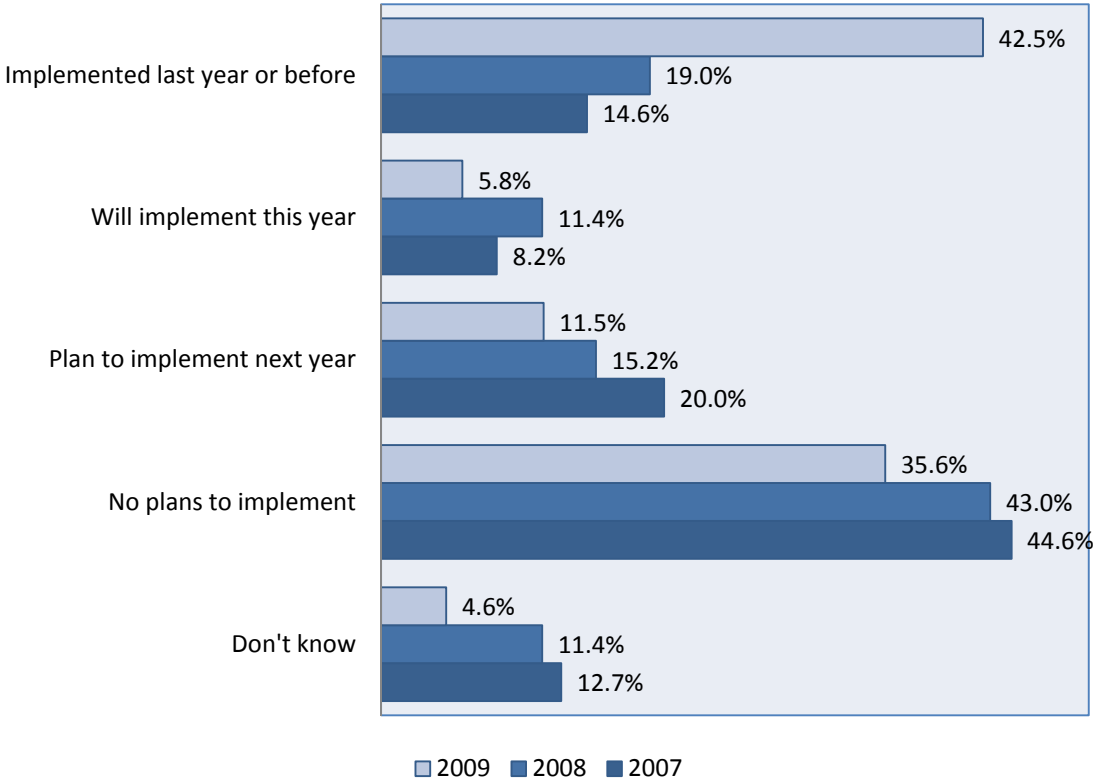
Q54 - Online survey or polls



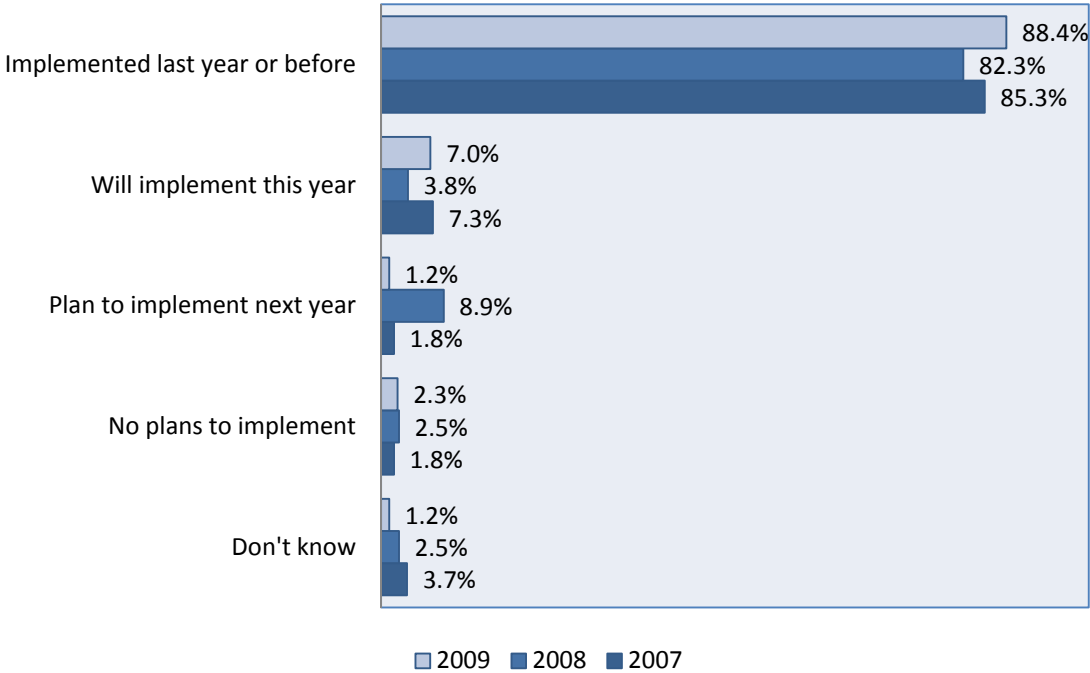
Q55 - Board agenda and online voting



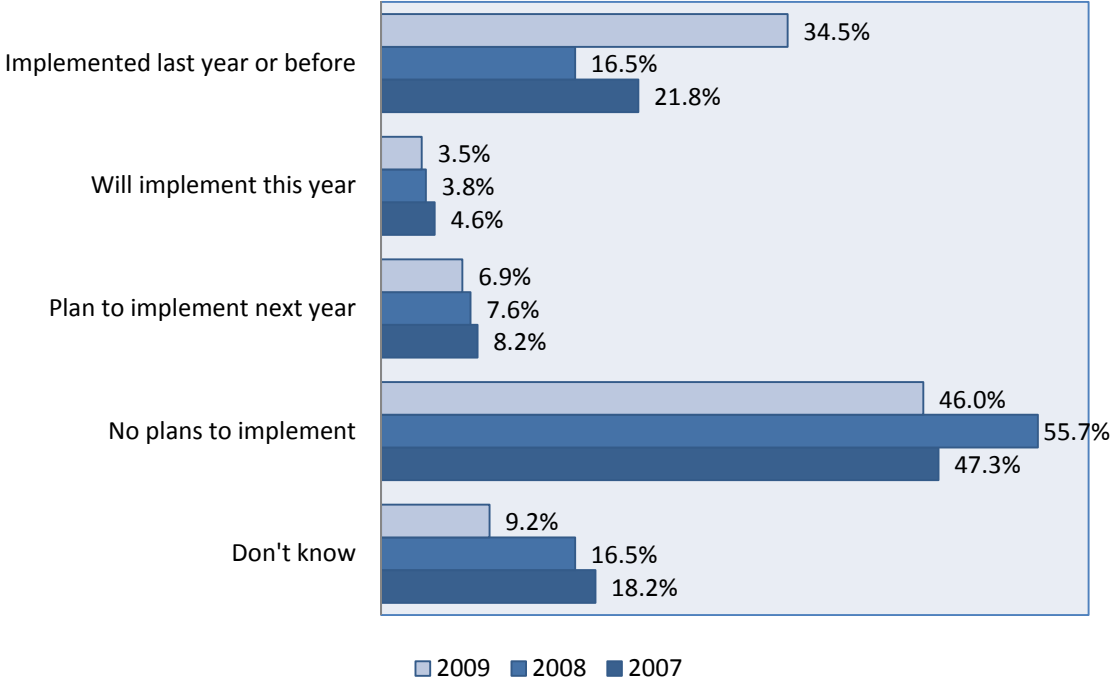
Q56 - Podcasts



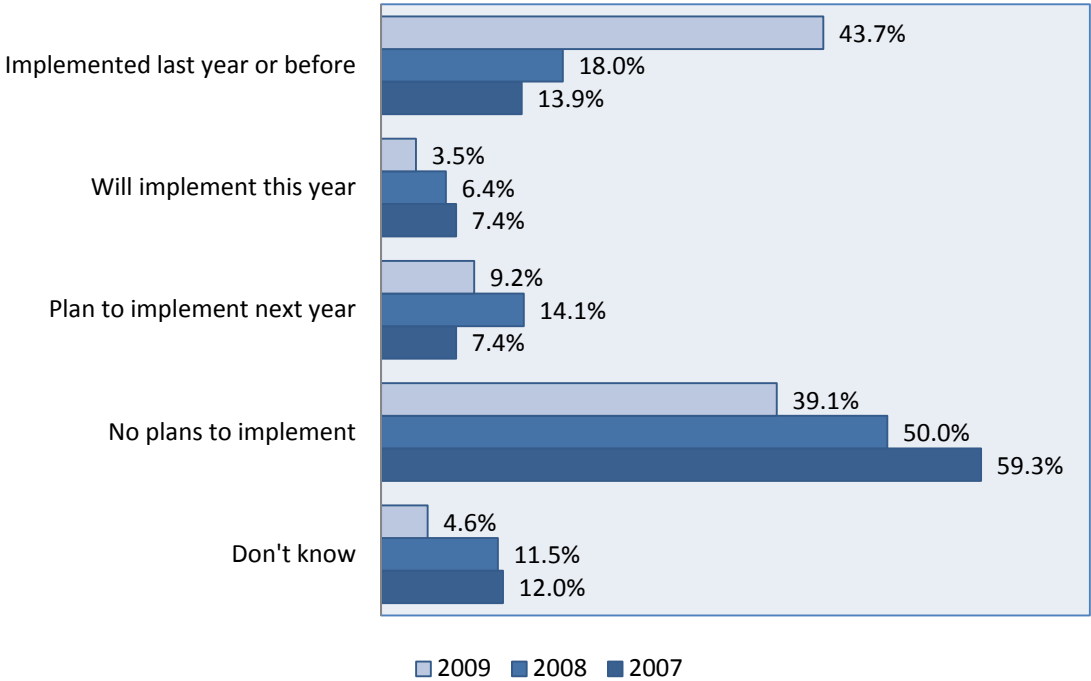
Q57 - Downloadable forms/applications



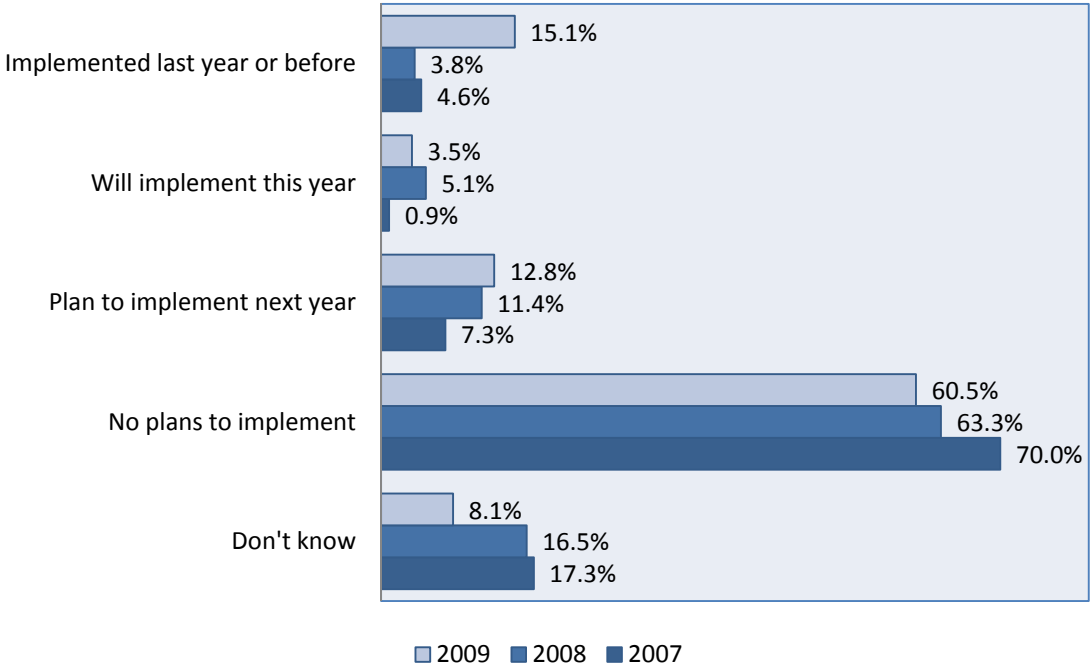
Q58 - Volunteer Registration & Notification



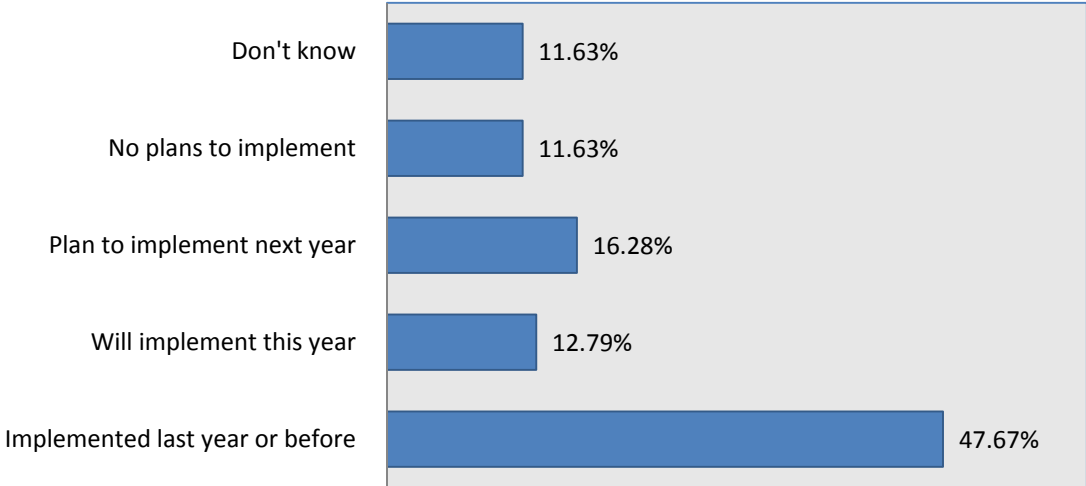
Q59 - Web logs: (blogs)



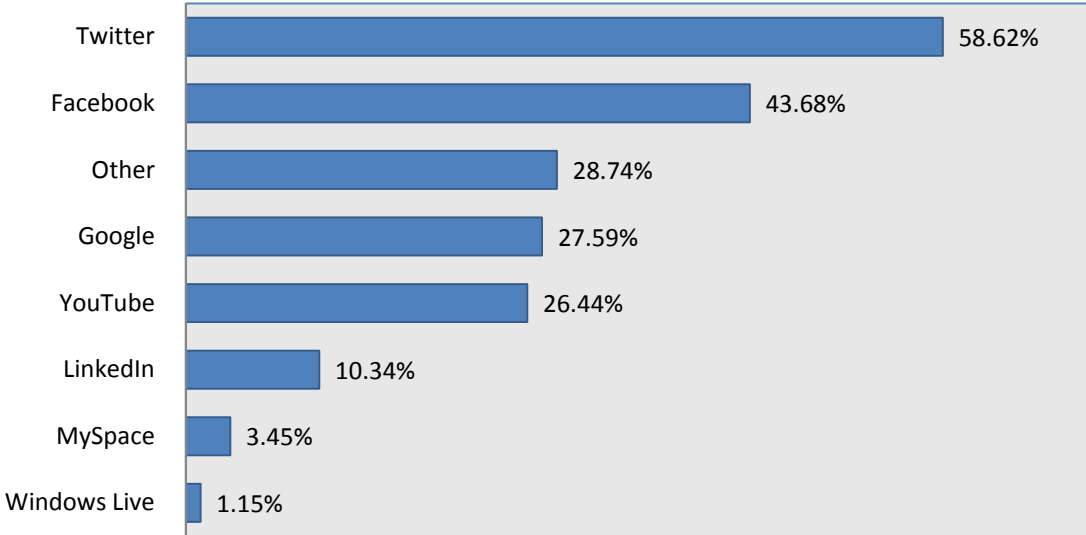
Q60 - Community discussion forums



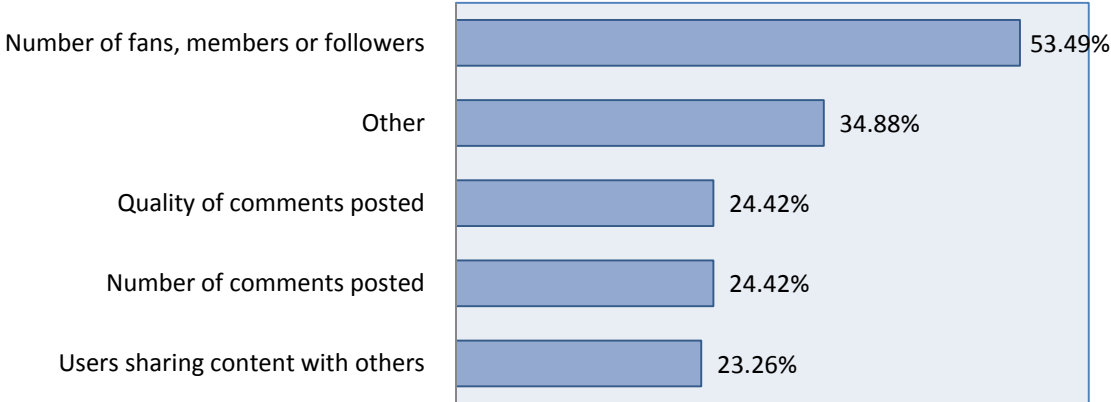
Q62 - When will your district start using social media?



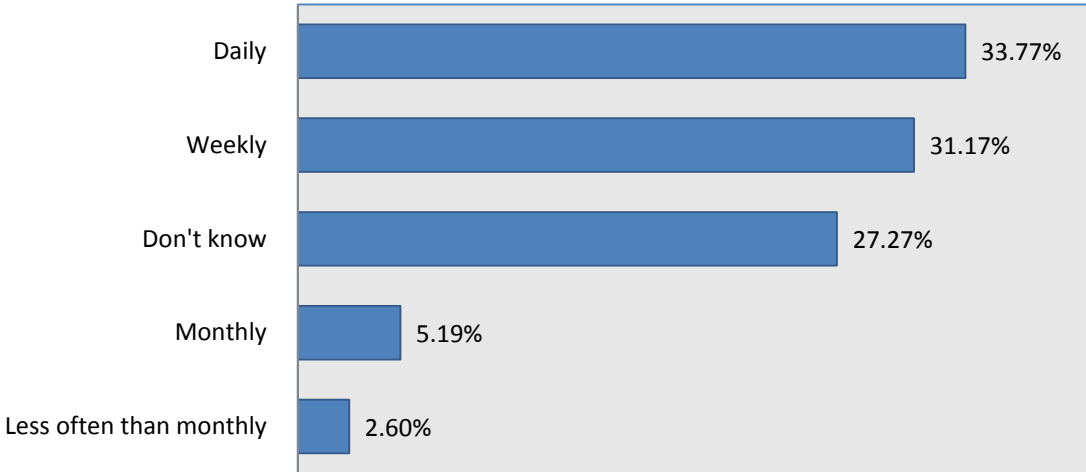
Q63 - Which of the following social media services is your district using?



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



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



Appendix B: Internet References

The following are web resources used as reference in preparing and compiling this report:

Pew Internet and American Life Project

Generations Online in 2009

<http://www.pewinternet.org/Reports/2009/Generations-Online-in-2009.aspx>

Pew Internet and American Life Project

Networked Families

http://www.pewinternet.org/~media//Files/Reports/2008/PIP_Networked_Family.pdf

Pew Internet and American Life Project - Social Media and Young Adults

<http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx?r=1>

Pew Internet and American Life Project - The Internet and the Recession

<http://www.pewinternet.org/Reports/2009/11-The-Internet-and-the-Recession.aspx?r=1>

2009: Year of the Smartphone – Kinda

Charles Gavin 1/4/2010

[Http://blogs.forrester.com/print/consumer_product_strategy/2010/01/2009-year-of-the-smartphone-kinda.html](http://blogs.forrester.com/print/consumer_product_strategy/2010/01/2009-year-of-the-smartphone-kinda.html)

National School Board Association

Communications Plan:

<http://www.nsba.org/sbot/toolkit/tcp.html>

National School Public Relations Association

Strategic Planning & Communications:

<http://www.nsba.org/sbot/toolkit/Communicate.html>

National School Public Relations Association

Communications & Accountability Project:

<http://www.nspr.org/cap.htm>

US Census Bureau

America's Family and Living Arrangements:

<http://www.census.gov/population/www/socdemo/hh-fam.html>

Colorado School Public Relations Association

<http://www.cospra.org>

Relatrix Corporation

<http://www.relatrix.com>