



CHILD CARE

State Capacity Building Center

# Top 10 Actions to Improve Website Content and Design

National Webinar

August 8, 2019

# Introductions

- ◆ **Karen Ruprecht**, Child Care State Capacity Building Center
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- ◆ **Jennifer Drake**, National Center on Parent, Family, and Community Engagement
- ◆ **Jennifer Towell**, Child Care Services, Oklahoma Department of Human Services



# Poll 1.

What is your position or role?

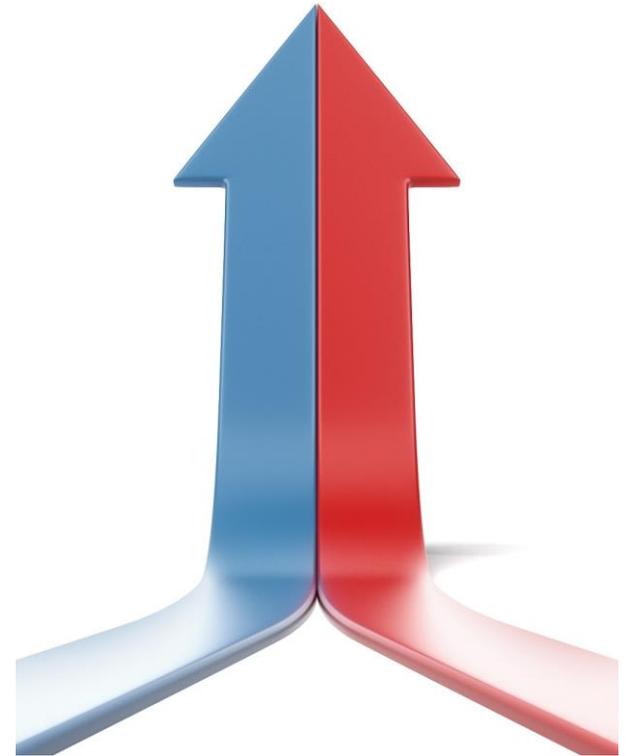


# Moving from Compliance to a Commitment to Quality



# Websites Should Be Action Oriented

- ◆ Every piece of information on your website should help your target audience do something to achieve their goals.
- ◆ Think about this question:  
*What can I do next after I read this content?*



# Ask Yourself ...

- ◆ Does my website support the reasons people come to use it in the first place?
- ◆ Does my website help people complete a task, taking into account how they want to complete it and when?
- ◆ Does my website use words that people can easily understand? Is it clear what people can do next?

# Top 10 Actions to Improve Your Web Content and Design

1. Reach out to your target audience
2. Inventory how your audience finds and reaches your website
3. Evaluate web pages for redundant, outdated, or trivial content
4. Prioritize the most important information
5. Follow plain language guidelines
6. Check for dead ends and confusing navigation
7. Ensure your website is accessible
8. Organize information around your audience's top tasks
9. Check your website on mobile devices
10. Test and measure changes



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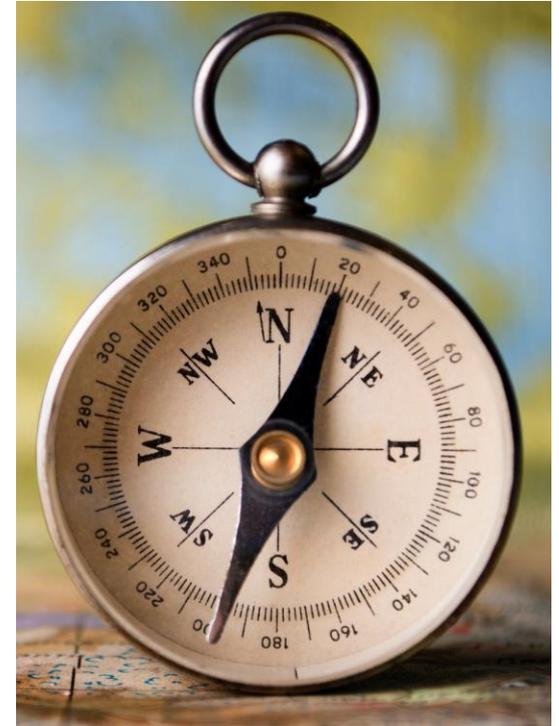
# Action 1. Reach Out to Your Target Audience

What Information Do They Need to Accomplish a Task on Their To-Do List?

# Use Your Target Audience As a North Star

Good web experience starts with

- ◆ defining your audience,
- ◆ identifying their most frequent and important tasks, and
- ◆ making sure your content guides them to finish those tasks.



# Reach Out to Members of Your Target Audience

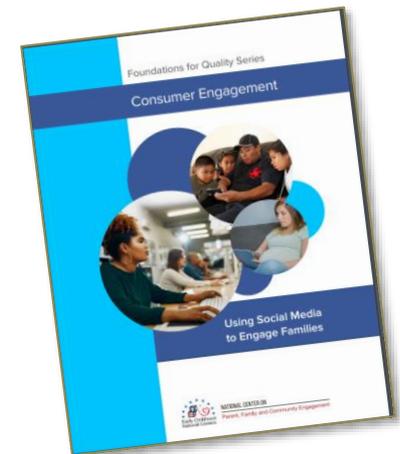
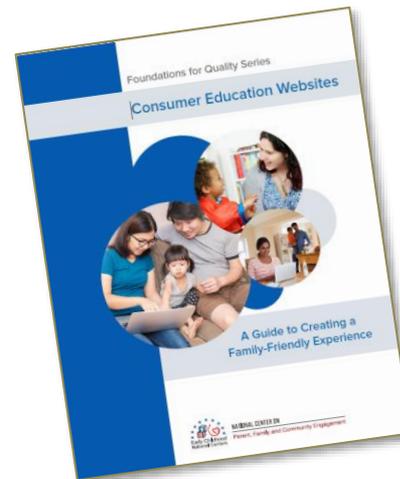
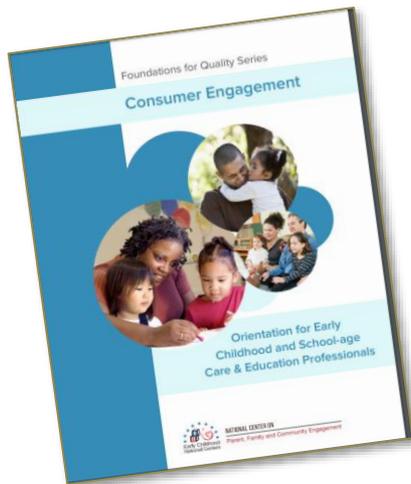
- ◆ Find out their top tasks and what frustrates them
- ◆ Find out the information that they are already looking for and the questions they have
- ◆ Find out whether the website is organized the way they expect
- ◆ Find out which are the top pages they visit

# State Example: Oklahoma

**Card sorting** is a method to categorize pages or topics covered in your website

- ◆ Ask participants to categorize items according to how they would expect them to be organized and labeled
- ◆ Analyze the outcome

# Foundations for Quality: A Consumer Education and Engagement Series



National Center on Parent, Family, and Community Engagement. (2019). Foundations for quality: A consumer education and engagement series [Web page]. Retrieved from <https://childcareta.acf.hhs.gov/resource/foundations-quality-consumer-education-and-engagement-series>



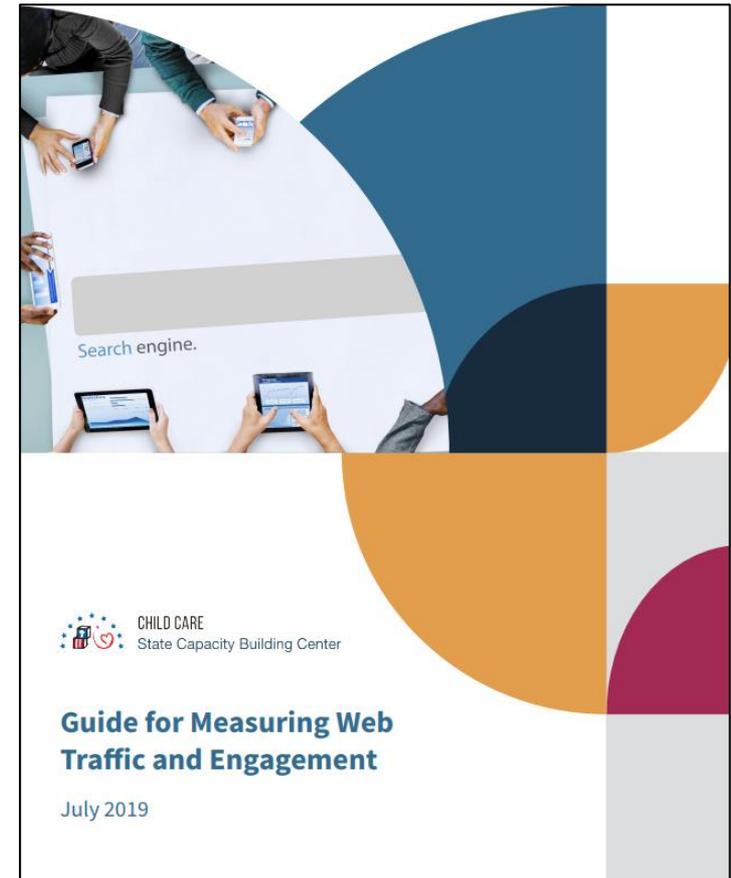
# Action 2. Inventory How Your Audience Finds and Reaches Your Website

What Do They Typically Do to Land on Your Site?

# People Use Different Channels to Reach Your Website

- ◆ Search engines (for example, Google, Bing)
- ◆ Social media (for example, Facebook, Yelp)
- ◆ Other websites (via a link to your website)
- ◆ Word-of-mouth (which may still include an online search using keywords)

# Resource Guides

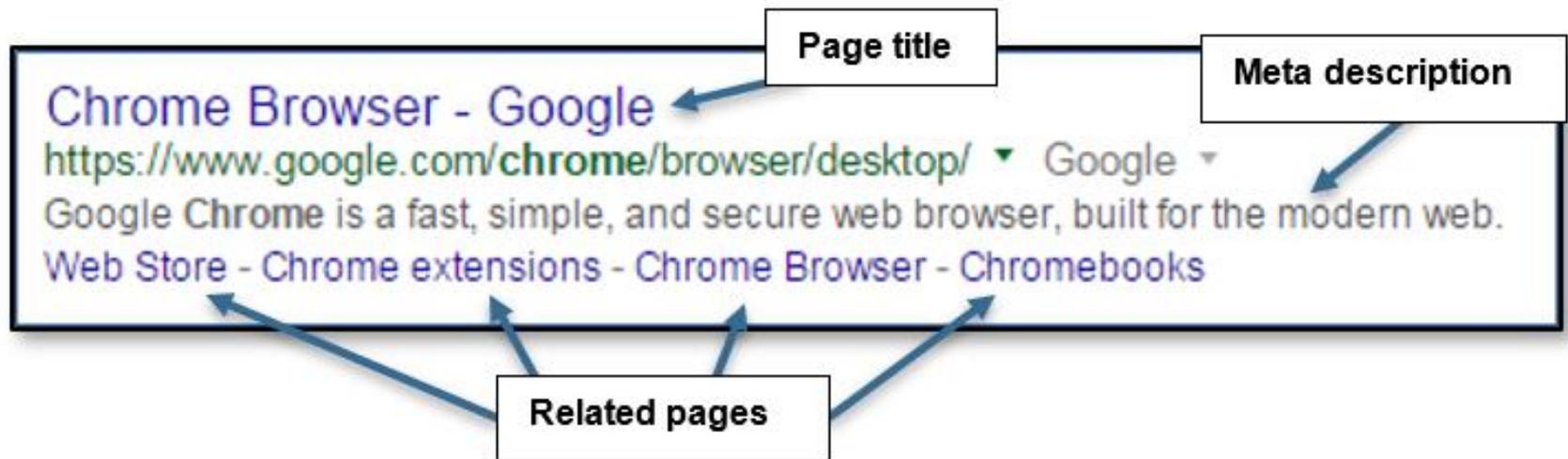


Child Care State Capacity Building Center. Consumer education webinar series [Web page]. Washington, DC: Office of Child Care. Retrieved from <https://childcareta.acf.hhs.gov/consumer-education-webinar-series>

# Inventory Your Channels

- ◆ Map sources of traffic to your website using analytics and note the volume of visitors each channel brings
- ◆ Search for a page on your website using phrases your audience might type in (for example, “I need ...” or “How do I ...”) and see its ranking
- ◆ Check for missing metadata (information search engines use to display snippets about a web page)

# Example: Google Search Result



Source: Google. (n.d.). Single result on a search engine results page displaying title, URL, description, and related links [Google Search]. Retrieved from <https://www.google.com/>. Google and the Google logo are registered trademarks of Google LLC, used with permission.



# Action 3. Evaluate Web Pages for Redundant, Outdated, or Trivial Content

What Content Helps? What Distracts? What Needs an Update?

# How Much Is There, and What Is the Quality?

- ◆ You'll get both quantitative and qualitative data.
- ◆ You don't have to evaluate the entire website all at once.
- ◆ If possible, you should automate the inventory of pages on your website.

# Example: Audit Template

	A	B	C	J	K	L	M
1	<b>Inventory</b>						
2	<b>Page ID</b>	<b>Page Title</b>	<b>Link</b>	<b>Audience</b>	<b>Purpose</b>	<b>Calls to Action</b>	<b>Accurate</b>
3	Record where the page is located in the site hierarchy (i.e., 1.2.1, 1.2.2, etc).	Record the name of the page (usually H1).	Record the URL of the page.	List the intended audiences, if any.	Record the intended purpose of the page. What user questions should the page answer? Include the benefits to the audience.	Record the primary and secondary calls to action directed to the audience, if any.	Mark YES if all information is correct and up to date.
4							
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21							
22							

Child Care State Capacity Building Center. (n.d.). Consumer education webinar: Content audit [Excel audit template]. Washington, DC: Office of Child Care. Retrieved from <https://docs.google.com/spreadsheets/d/1kPaNPDYY6HEXPJ9OibfBLbzK89oS5MuGt2yM3s6wsLI/edit#gid=0>

# Make Decisions Together with Stakeholders

- ◆ Consolidate duplicate content
- ◆ Update incorrect content
- ◆ (Re)move content that target audiences don't need
- ◆ Rewrite content



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# Action 4. Prioritize the Most Important Information

What Are Your Audience's Burning Questions?

# Make the Most Important Thing the Most Important Thing

- ◆ Serve the broadest audience first and answer their burning questions (inverted pyramid)
- ◆ Limit the levels your audience members need to navigate through to reach content they frequently need
- ◆ Ensure the most important information and actions are visually prominent

# Example: ChildCare.gov



FIND CHILD CARE

SEE YOUR STATE'S RESOURCES

LEARN MORE



## District of Columbia: Understanding and Finding Child Care



**Find Child Care Now  
in District of  
Columbia**

Learn about the ins and outs of child care and early learnings programs in your area. What are your State's background check requirements? Does your State offer any quality improvement programs? Do you need help finding quality child care and early learning programs in your area?

**This section identifies resources at the state and local level, and the links will take you to websites outside of ChildCare.gov.**

### Understanding and Finding Child Care

[Financial Assistance For Families](#)

[Health & Social Services](#)

[Child Development & Early Learning](#)

### Get Child Care Resources for Another State:

Find your state's resources for child care, financial assistance, health and social services and more.

### Child Care Search

[District of Columbia Child Care Search](#)

### Choosing Quality Care for Your Children

[District of Columbia Consumer Education Website](#)

[Quality Rating and Improvement System \(QRIS\)](#)

[Child Care Resource and Referral Agency](#)

### Child Care Licensing

[District of Columbia Child Care Licensing Information](#)

### Inspection Reports

[My Child Care DC \(Inspection Reports Available in Search Results\)](#)

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). District of Columbia: Understanding and finding child care [Web page]. Retrieved from <https://childcare.gov/state-resources?state=56>



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# Action 5. Follow Plain Language Guidelines

Can People Understand What They Found?

# Language Draws or Repels People

Every sentence either gets people to read more or leads them to stop reading altogether.

✘ Don't say	✔ Say
<p>No approval of any noise compatibility program, or any portion of a program, may be implied <b>in the absence of</b> the agency's express approval.</p>	<p>You must get the agency's express approval for any noise compatibility program or any portion of a program.</p>

Source: Plain Language Action and Information Network. (n.d.) Use positive language [Web page]. Retrieved from <https://plainlanguage.gov/guidelines/concise/use-positive-language/>

# Plain Language Makes Your Content More Readable and Usable

- ◆ Write short, concise sentences
- ◆ Use descriptive headings and bulleted lists
- ◆ Use simpler words and phrases
- ◆ Use names and terms consistently
- ◆ Offer alternative ways to summarize complex information, such as tables, graphics, and videos

# Example: Replace Jargon

<b>✘ Don't say</b>	<b>✔ Say</b>
riverine avifauna	river birds
involuntarily undomiciled	homeless
The patient is being given positive-pressure ventilatory support.	The patient is on a respirator.
Most refractory coatings to date exhibit a lack of reliability when subject to the impingement of entrained particulate matter in the propellant stream under extended firing durations.	The exhaust gas eventually damages the coating of most existing ceramics.

Source: Plain Language Action and Information Network. (n.d.). Avoid jargon [Web page]. Retrieved from <https://plainlanguage.gov/guidelines/words/avoid-jargon/>



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# Action 6. Check for Dead Ends and Confusing Navigation

Can People Find What They Need?

# People Look for Clues to Navigate a Website

- ◆ Menu categories (and what is in them)
- ◆ Labels for navigation links and buttons
- ◆ Visual landmarks to signal people's current location (and how they got there)
- ◆ Internal and external links in the main content area

# Example: ChildCare.gov

The screenshot displays the ChildCare.gov website interface. At the top, the logo and navigation links are visible: "FIND CHILD CARE", "SEE YOUR STATE'S RESOURCES", "LEARN MORE", and "LANGUAGES". A left sidebar menu lists various child care options, with "Child Care Options" highlighted in a dark blue bar. The main content area is titled "Five Steps To Choosing Care" and contains a list of links, with the fifth step, "Five Steps To Choosing Care", selected and highlighted in a dark blue bar. To the right of this list, there is a detailed text block and an image of a family looking at a laptop.

**Child Care Options**

- Family Child Care Homes
- Child Care Centers
- Head Start and Early Head Start
- Preschool Programs
- School-Age Child Care
- Vacation and Summer Child Care Programs
- Care in Your Own Home
- Family, Friend, and Neighbor Care

## Five Steps To Choosing Care

- Child Care Options
- Ensuring Safe & Healthy Child Care
- Choosing Quality Child Care For Your Children
  - Five Steps To Choosing Care
  - Selecting a Child Care Program: Visiting and Asking Questions
  - Child Care Quality Ratings
  - Understanding Child Care Policies and Contracts
  - If You Can't Find Care
- Paying For Child Care

Finding child care can be a difficult task, but these tips can help:

- 1. Start early**  
Start looking as far in advance as you can. No matter what type of care you are considering—a child care center or care in someone else's home—finding the right child care option can take some time.
- 2. Get informed and make a call**  
Begin your search by learning about [different types of child care providers](#), reviewing [basic health and safety requirements](#), and learning about your state's specific regulations. Use your state's child care search which can help you to look for providers near your home or on your way to work. See their inspection and complaint histories and learn more about their quality ratings if they are rated. Just click this link, [See Your State's Resources](#), select your state under "Get Child Care Resources." You will then see a "Find Child Care Now" button and variety of links to state specific information.

In addition, consider calling local experts—your [child care resource and referral \(CCR&R\) agency](#). CCR&R agencies can give you the facts about child care in your area and a list of child care options that may meet your needs. Make sure to ask your CCR&R agency the following questions:



Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). Five steps to choosing care [Web page]. Retrieved from <https://childcare.gov/consumer-education/five-steps-to-choosing-care>

# Help Your Audience Accurately Predict What They Will Find

- ◆ Ensure content is organized into mutually exclusive categories
- ◆ Use task-based menu labels
- ◆ Do a broken links scan
- ◆ Indicate current location in the menu and breadcrumb navigation
- ◆ Write descriptive link text that includes keywords



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# Action 7. Ensure Your Website Is Accessible

Can People with Disabilities Use Your Website?

# People with Disabilities Rely On Accessibility Features

- ◆ **Vision-impaired or low-vision:** screen reader, color contrast, visual cues other than color
- ◆ **Hearing-impaired or deaf:** plain language, closed captions, and transcripts
- ◆ **Limited mobility:** keyboard-only navigation
- ◆ **Cognitive difficulties or dyslexia:** plain language, alternative media formats

Child Care State Capacity Building Center, Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (2019). Designing Websites that are Accessible to All Families, Consumer education webinar series [Web page]. Retrieved from <https://childcareta.acf.hhs.gov/consumer-education-webinar-series>

# Section 508 Requirements

Section 508 of the Rehabilitation Act of 1973 states the following:

“When developing, procuring, maintaining, or using electronic and information technology, each Federal department or agency ... shall ensure ... that the electronic and information technology allows ... individuals with disabilities ... to have access to and use of information and data that is comparable to the access to and use of the information and data by [those] who are not individuals with disabilities.”

Excerpted from 29 U.S.C. § 794(d).

# Child Care and Development Fund (CCDF) Final Rule Requirements

To ensure that the website is accessible for all families, it must

- ◆ provide for the widest possible access to services for families who speak languages other than English and persons with disabilities ... [and]
- ◆ meet all federal and state laws regarding accessibility, including the Americans with Disabilities Act (ADA) of 1990, to ensure individuals with disabilities are not excluded, denied services, segregated, or otherwise treated differently because of the absence of auxiliary aids and services.

Excerpted from Child Care and Development Fund (CCDF) Program, 81 Fed. Reg. 67,438, 67,475 (Sept. 30, 2016) (codified at 45 C.F.R. pt. 98).

# Optional Activity: Keyboard-Only Navigation

**Task:** “I am looking for child care for a preschool for my 3-year-old child. I need to find care and learn about my care options.”

**Question:** How easy is it to tab through the site content to select the link that is related to your task?

## Directions:

- ◆ Navigate the site in one of the following ways:
  - Mac: **option-tab** (to go backward, use **option-shift-tab**).
  - Windows: **tab** (to go backward, use **shift-tab**).
- ◆ Push the return button to select the appropriate link.



# Action 8. Organize Information Around Your Audience's Top Tasks

Can People Use Information They Find to Make a  
Decision?

# Help Your Audience Make Smart Decisions

- ◆ Break up a complex task into smaller steps; point out which step people are on and how far they have to go
- ◆ Write descriptive and meaningful button labels that say exactly what will happen
- ◆ Let people know if an action was successful after they press a button (or if there was an error)
- ◆ Write concise instructions in plain language

# Example: Comparing Button Labels



## Get Child Care Resources for Another State:

Find your state's resources for child care, financial assistance, health and social services and more.

Pennsylvania



**SUBMIT**

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). Oregon: Understanding and finding child care [Web page]. Retrieved from <https://childcare.gov/state-resources?state=42&=Submit>



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# Action 9. Check Your Website on Mobile Devices

Can People Complete Tasks Just as Easily as on a Desktop Computer?

# More People Are Accessing Content on Mobile Phones

## Data on device usage from Administration for Children and Families for June 2019

### Devices Used by Childcare.gov Visit...

Device Category	Users	Sessions
mobile	28,564	33,682
desktop	13,711	15,051
tablet	1,216	1,452

Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (n.d.). [Screenshot of user data from Google Analytics dashboard]. Unpublished raw data.

# Is Your Website Mobile-Friendly?

- ◆ Do links, buttons, and form fields have enough space for fingers?
- ◆ Is the menu still clear and easily accessible?
- ◆ Are text, images, and tables resized?
- ◆ Are images and graphics optimized to reduce page load time?
- ◆ Do dynamic elements like hover features respond to touch?

# Optional Activity: How Does Your Website Work on a Mobile Phone?

## Pick a task:

- ◆ “As a parent who [insert a qualifier], I need to [insert a task].”
  - Example: As I parent who needs full-time infant care, I need to use the state’s zip-code based child care search

## Directions:

- ◆ Go to your own state’s consumer education website on your phone and find the appropriate page that would help the parent complete the task.
- ◆ Compare your experience doing the same task on a desktop computer. Was it about the same?



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# Action 10. Test and Measure Changes

Are the Changes Helping Your Organization Reach Its Goals?

# How Is Your Target Audience Actually Using Your Website?

Primary Dimension: Page Page Title Other							
Plot Rows		Secondary dimension	Sort Type: Default		advanced		
<input type="checkbox"/>	Page Title ?	Pageviews ?	Unique Pageviews ?	Avg. Time on Page ?	Entrances ?	Bounce Rate ?	% Exit ?
		14,845 % of Total: 100.00% (14,845)	12,128 % of Total: 100.00% (12,128)	00:01:48 Avg for View: 00:01:48 (0.00%)	6,785 % of Total: 100.00% (6,785)	46.33% Avg for View: 46.33% (0.00%)	45.71% Avg for View: 45.71% (0.00%)
<input type="checkbox"/>	1. <a href="#">State and Territory Profile   Early Childhood Training and Technical Assistance System</a>	1,881 (12.67%)	1,701 (14.03%)	00:01:54	1,447 (21.33%)	35.35%	44.66%
<input type="checkbox"/>	2. <a href="#">Child Care Subsidy Criminal Background Check Contact List   Early Childhood Training and Technical Assistance System</a>	917 (6.18%)	576 (4.75%)	00:05:23	572 (8.43%)	25.13%	60.74%
<input type="checkbox"/>	3. <a href="#">Licensing Search Results   Early Childhood Training and Technical Assistance System</a>	566 (3.81%)	411 (3.39%)	00:00:23	69 (1.02%)	21.74%	13.43%
<input type="checkbox"/>	4. <a href="#">Early Childhood Training and Technical Assistance System</a>	427 (2.88%)	326 (2.69%)	00:01:28	263 (3.88%)	38.20%	35.13%
<input type="checkbox"/>	5. <a href="#">NCASE Resource Library   Early Childhood Training and Technical Assistance System</a>	362 (2.44%)	255 (2.10%)	00:00:38	77 (1.13%)	37.66%	19.61%

Early Childhood Training and Technical Assistance System. (n.d.). [Screenshot of user data from Google Analytics dashboard]. Unpublished raw data.

# Document the Effectiveness of Your Updates

- ◆ Set your goals
- ◆ Pick the right metrics to track, and use the data they generate to determine next steps
- ◆ Measure baseline numbers for a point of comparison
- ◆ Set a schedule for monitoring analytics
- ◆ Decide when to get feedback directly from your target audience

# Example: Is Your Audience Downloading Your Resources?

- ◆ **Goal:** Increase downloads of new parent education resource
- ◆ **Metrics:** Review page views, events, bounce rate, average time on page, referral sources, top entry pages
- ◆ **Frequency:** Review monthly for 3 months
- ◆ **Impact:** Make additional changes if ratio of pageviews to downloads is less than X

# Resource Summary

- ◆ National Center on Parent, Family, and Community Engagement. (2019). Foundations for quality: A consumer education and engagement series [Web page]. Retrieved from <https://childcareta.acf.hhs.gov/resource/foundations-quality-consumer-education-and-engagement-series>
  
- ◆ Child Care State Capacity Building Center. Consumer education webinar series [Web page]. Washington, DC: Office of Child Care. Retrieved from <https://childcareta.acf.hhs.gov/consumer-education-webinar-series>
  - **Guide for Measuring Web Traffic and Engagement**
  
  - **Guide for Increasing Search Engine Optimization**
  
  - **Improving Consumer Education Websites with User Research**
  
  - **Designing Websites That Are Accessible For All Families**
  
  - **Recordings of all Consumer Education Websites Webinars and Question and Answer documents**

## Poll 2.

How much did your understanding about this topic improve as a result of this webinar?



## Poll 3.

How likely are you to use these strategies in the future for your work with consumer education websites?



# “Ask Me Anything” Webinar

**August 22, 2019, 2:00–2:30 p.m. (ET)**



- ◆ This 30-minute follow-up webinar will answer questions raised today.
- ◆ Send additional questions to [CapacityBuildingCenter@icfi.com](mailto:CapacityBuildingCenter@icfi.com).
- ◆ Note: every individual question may not be answered during the webinar.

# Next Hot Topic Webinar

## ***Don't Forget About School-Age Care in Your Consumer Education Website***

**September 12, 2019, 2:00–3:00 p.m. (ET)**

- ◆ **Description:** This webinar will offer data and resources that support school-age child care and will examine how to leverage the website to collaborate with other systems to support school-age child care options.
- ◆ **Intended audiences:** State and territory CCDF Administrators, child care resource and referral agency staff, school-age specialists, early childhood training and technical assistance providers, and quality improvement specialists.
- ◆ **Registration link:**  
[https://ccssn.adobeconnect.com/consumer\\_ed\\_after\\_school\\_webinar/event/registration.html](https://ccssn.adobeconnect.com/consumer_ed_after_school_webinar/event/registration.html)

# Poll 4.

What additional webinar topics interest you?



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