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Springboard

DESIGN SPECIFICATION

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INTRODUCTION

Springboard is a service that helps immigrant parents navigate an unfamiliar school system by preparing them for conversations with school staff and providing a reference to act on the outcomes of those discussions.

RESEARCH

This design was informed by the conducting the following research activities:

1: Secondary research
2: Expert interviews
3: Artifact inquiries
4: Competitive assessment
5: Surveys
6: Behavioral prototypes

Parental involvement significantly impacts a student's emotional well-being and academic success. Communication with school staff is an important aspect of involvement, but immigrant parents face several communication barriers. Parents and school staff may not share a common language, which makes comprehending communications difficult and hinders the parent's confidence to express themselves. In addition, parents might have availability or resource constraints that aren't relayed to school staff and thus not accommodated for. On top of that, the operational procedures and roles of school staff are not identical across cultures, which may create confusion for the parent when trying to navigate the school system.

Personal engagement with school staff is an important step toward overcoming the challenges of being an immigrant parent. The education of teachers themselves is crucial to good engagement with parents, but teachers often lack such training, especially regarding crossing cultures. However, a general knowledge of a culture is not enough to establish empathy; communication, interaction between individuals, is necessary for understanding and helps eliminate bias. Mutual understanding that leads to logistical efficiency in supporting the student can be achieved by giving parents a place to express their goals, ask questions, and reveal their constraints.

SYSTEM OVERVIEW

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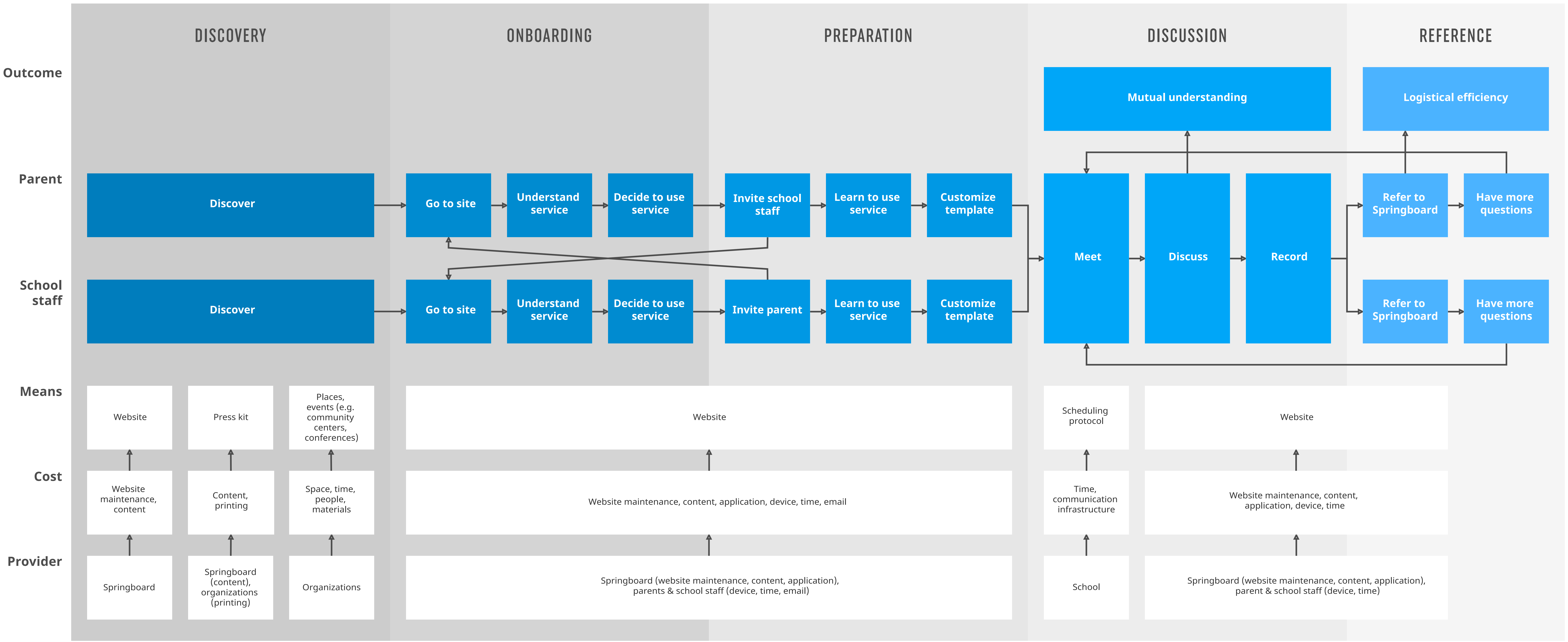
SERVICE BLUEPRINT

Springboard lives in a website, but requires coupling with external systems in order to bring the product to the people, and people to one another. The website must be advertised through channels such as conferences, community centers, blogs, and word-of-mouth. Once a springboard is prepared, the parent and school staff must meet to have a discussion to fill in the rest of the springboard.



DISCOVERY
ONBOARDING
PREPARATION
DISCUSSION
REFERENCE

Outcome
Mutual understanding
Logistical efficiency

Parent
Discover
Go to site
Understand service
Decide to use service
Invite school staff
Learn to use service
Customize template
Meet
Discuss
Record
Refer to Springboard
Have more questions

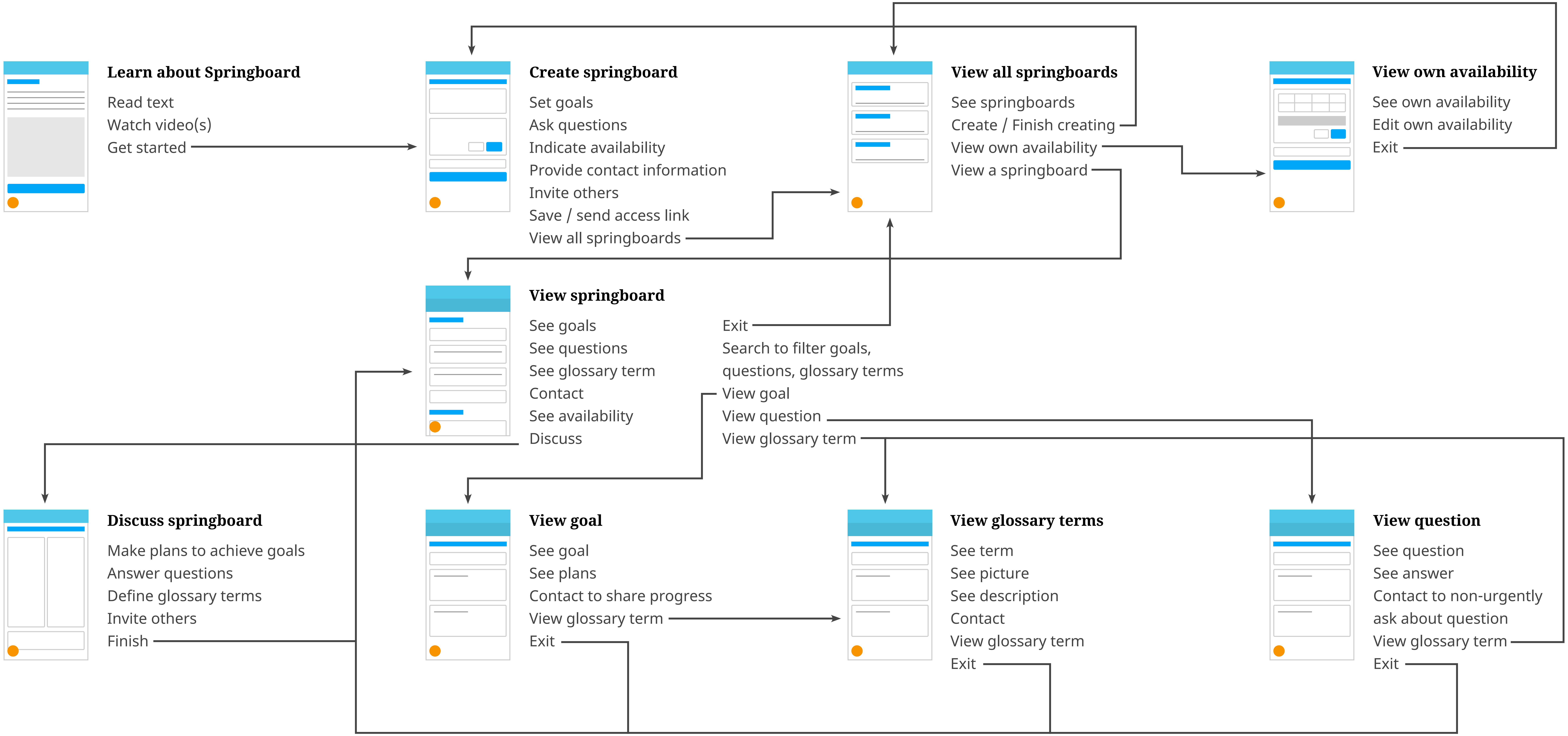
School staff
Discover
Go to site
Understand service
Decide to use service
Invite parent
Learn to use service
Customize template
Refer to Springboard
Have more questions

Means
Website
Press kit
Places, events (e.g. community centers, conferences)
Website
Scheduling protocol
Website

Cost
Website maintenance, content
Content, printing
Space, time, people, materials
Website maintenance, content, application, device, time, email
Time, communication infrastructure
Website maintenance, content, application, device, time

Provider
Springboard
Springboard (content), organizations (printing)
Organizations
Springboard (website maintenance, content, application), parents & school staff (device, time, email)
School
Springboard (website maintenance, content, application), parent & school staff (device, time)

SITE MAP



Learn about Springboard

Read text
Watch video(s)
Get started

Create springboard

Set goals
Ask questions
Indicate availability
Provide contact information
Invite others
Save / send access link
View all springboards

View all springboards

See springboards
Create / Finish creating
View own availability
View a springboard

View own availability

See own availability
Edit own availability
Exit

View springboard

See goals
See questions
See glossary term
Contact
See availability
Discuss

Exit
Search to filter goals, questions, glossary terms
View goal
View question
View glossary term

Discuss springboard

Make plans to achieve goals
Answer questions
Define glossary terms
Invite others
Finish

View goal

See goal
See plans
Contact to share progress
View glossary term
Exit

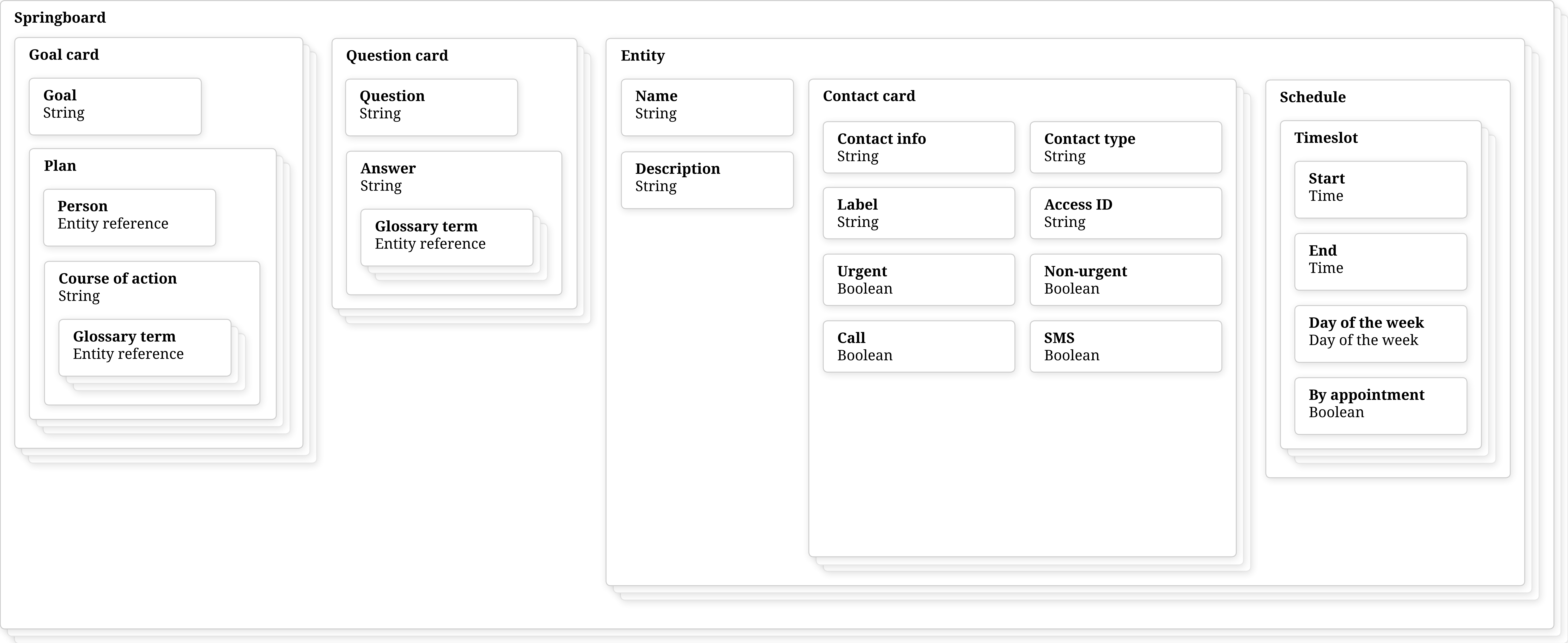
View glossary terms

See term
See picture
See description
Contact
View glossary term
Exit

View question

See question
See answer
Contact to non-urgently ask about question
View glossary term
Exit

INFORMATION ARCHITECTURE



- **Springboard**
  - **Goal card**
    - **Goal**
      String
    - **Plan**
      - **Person**
        Entity reference
      - **Course of action**
        String
        - **Glossary term**
          Entity reference
  - **Question card**
    - **Question**
      String
    - **Answer**
      String
      - **Glossary term**
        Entity reference
  - **Entity**
    - **Name**
      String
    - **Description**
      String
    - **Contact card**
      - **Contact info**
        String
      - **Contact type**
        String
      - **Label**
        String
      - **Access ID**
        String
      - **Urgent**
        Boolean
      - **Non-urgent**
        Boolean
      - **Call**
        Boolean
      - **SMS**
        Boolean
    - **Schedule**
      - **Timeslot**
        - **Start**
          Time
        - **End**
          Time
        - **Day of the week**
          Day of the week
        - **By appointment**
          Boolean

HERO FLOWS

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PARENT PREPARES A SPRINGBOARD

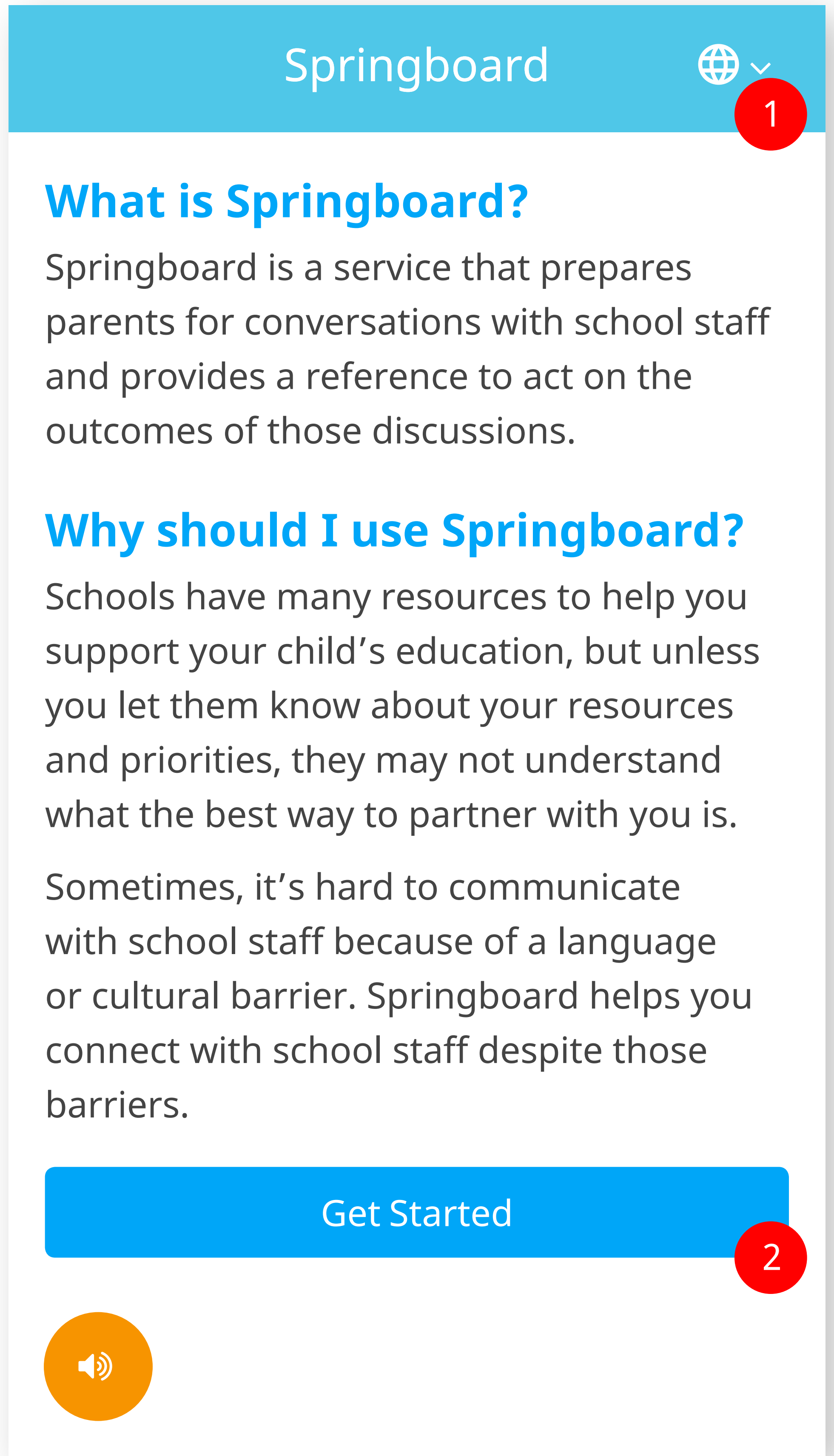
Landing page

1: Can choose their language from dropdown menu

2: Reads about service and then taps Get Started

Name springboard

3: Types in name for springboard and taps Next



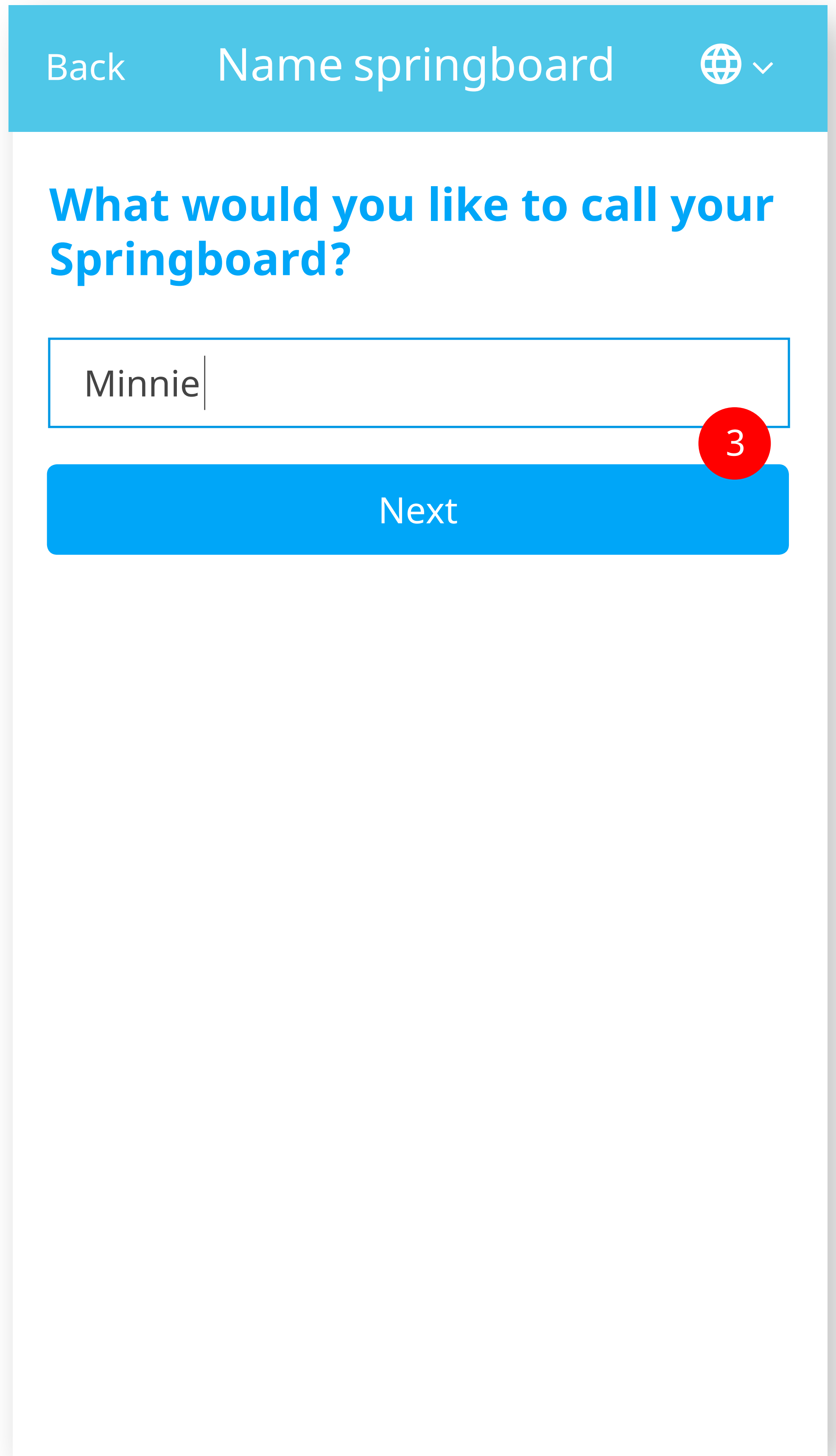
What is Springboard?

Springboard is a service that prepares parents for conversations with school staff and provides a reference to act on the outcomes of those discussions.

Why should I use Springboard?

Schools have many resources to help you support your child’s education, but unless you let them know about your resources and priorities, they may not understand what the best way to partner with you is.

Sometimes, it’s hard to communicate with school staff because of a language or cultural barrier. Springboard helps you connect with school staff despite those barriers.



What would you like to call your Springboard?

Minnie

PARENT PREPARES A SPRINGBOARD

Goals

1: Inspirational prompts (see Backend: Inspirational Prompts) give parents ideas on what is possible when text field is empty

2: Types in goals

3: Auto-suggestions (see Backend: Auto-suggest) allow them to quickly add a goal if relevant to their text input

4: Save button allows them to save goals and Remove button allows them to remove goals. Save and Remove buttons only show up when the card is in focus. This holds true for all cards in this setup process.

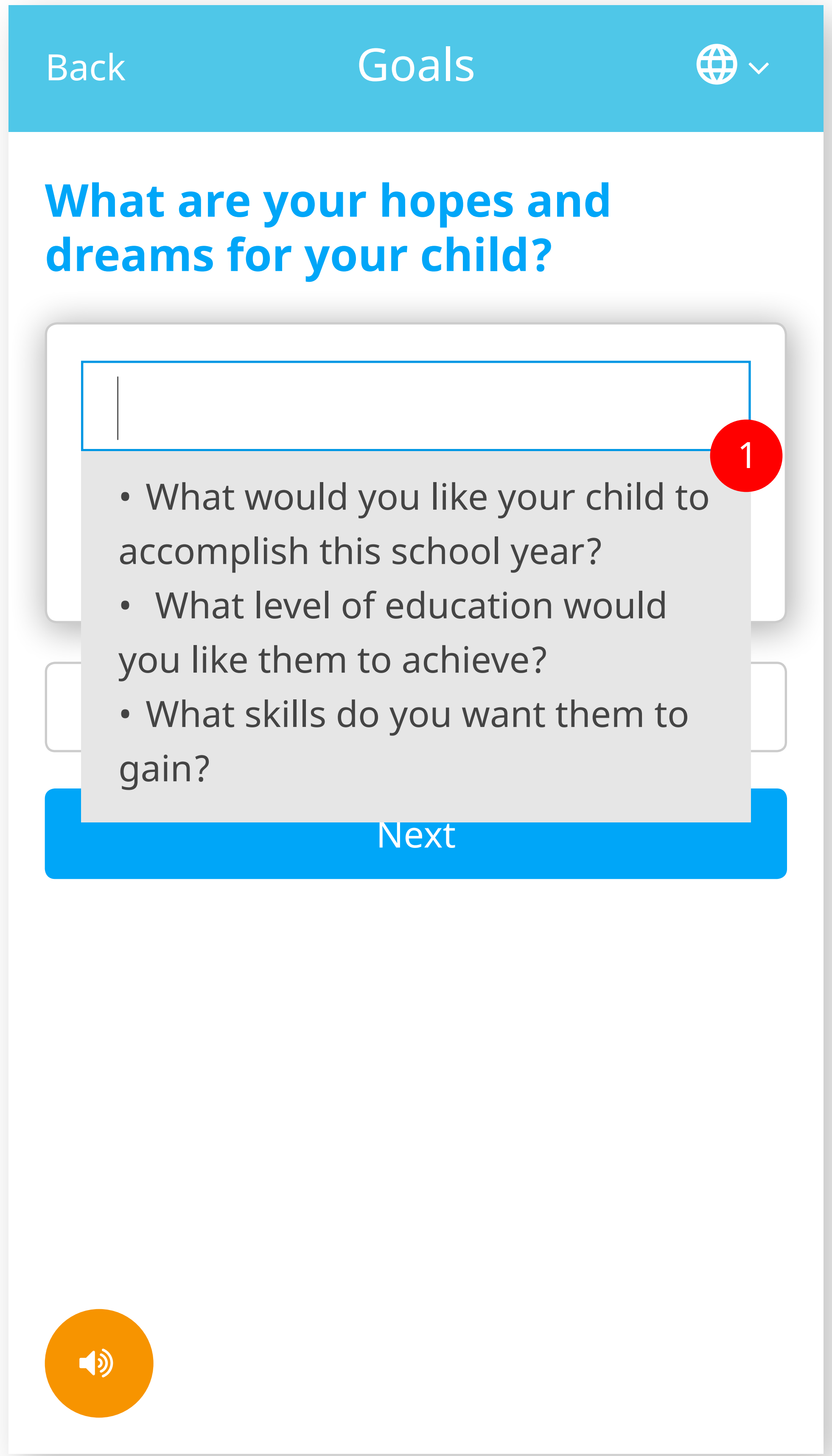
5: Add card button lets them add another card

6: Taps next

Questions

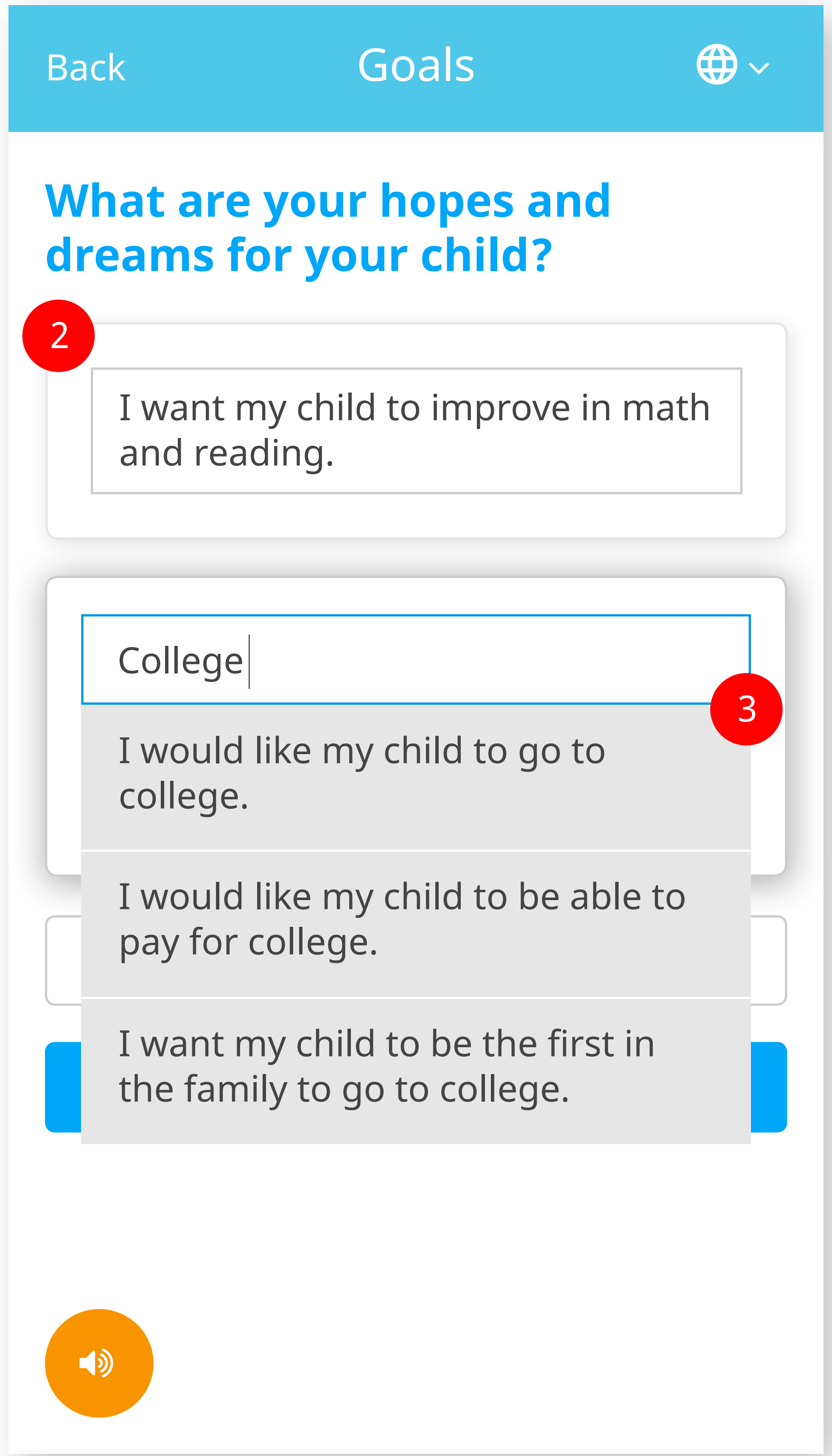
7: Types in questions. The parent can sees inspirational prompts and auto-suggestions in the same way they did for goals.

8: Taps next



What are your hopes and dreams for your child?

- What would you like your child to accomplish this school year?
- What level of education would you like them to achieve?
- What skills do you want them to gain?



What are your hopes and dreams for your child?

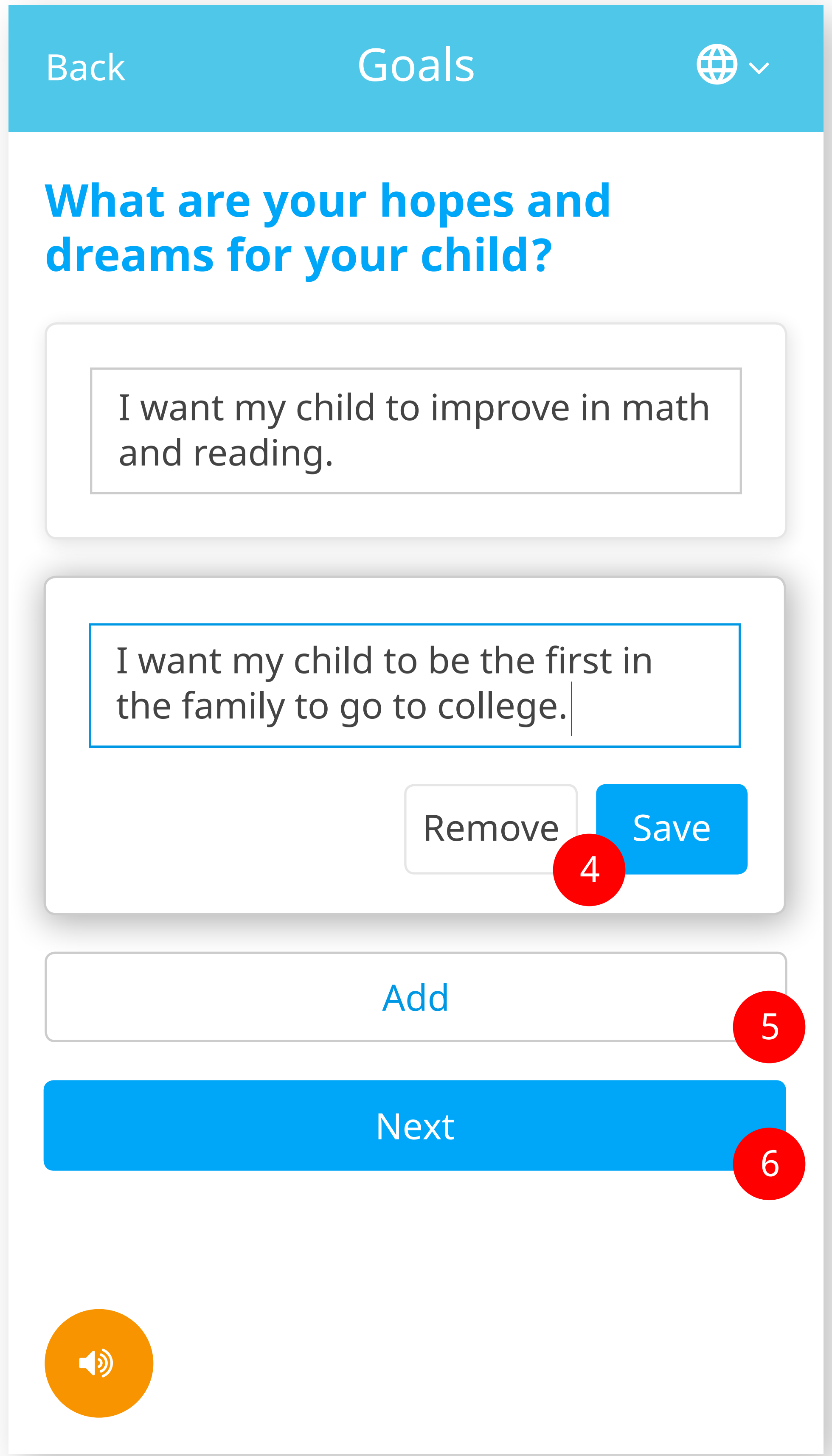
I want my child to improve in math and reading.

College

I would like my child to go to college.

I would like my child to be able to pay for college.

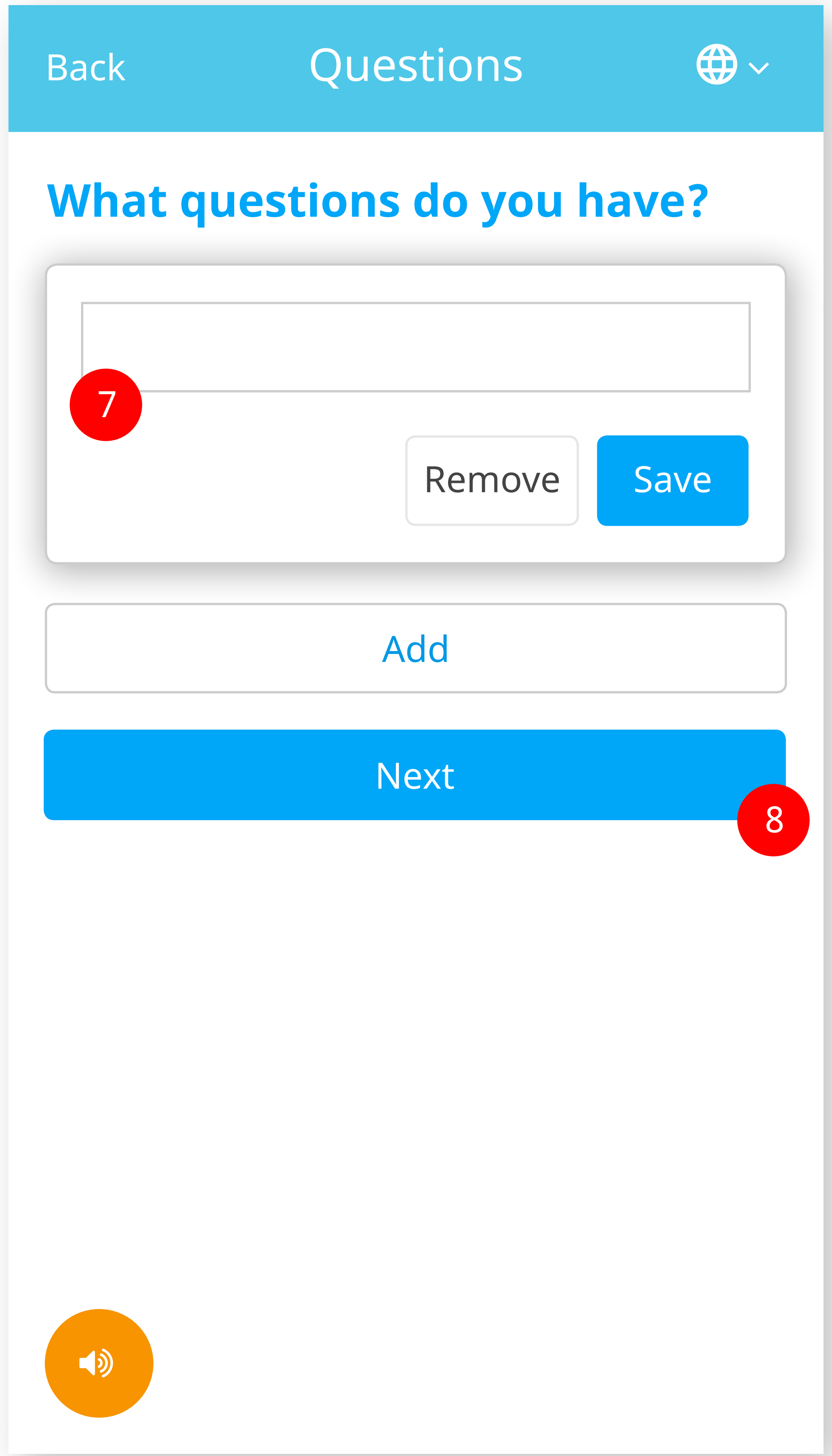
I want my child to be the first in the family to go to college.



What are your hopes and dreams for your child?

I want my child to improve in math and reading.

I want my child to be the first in the family to go to college.



What questions do you have?

PARENT PREPARES A SPRINGBOARD

Contact information

1: Types in contact information

2: Call/Text shows up only if it's a phone number

3: Cards not in focus collapse to be the Label as the label of a field containing the contact information, along with if it's urgent/non-urgent can be called/texted as small descriptive text

4: Taps Next

Availability

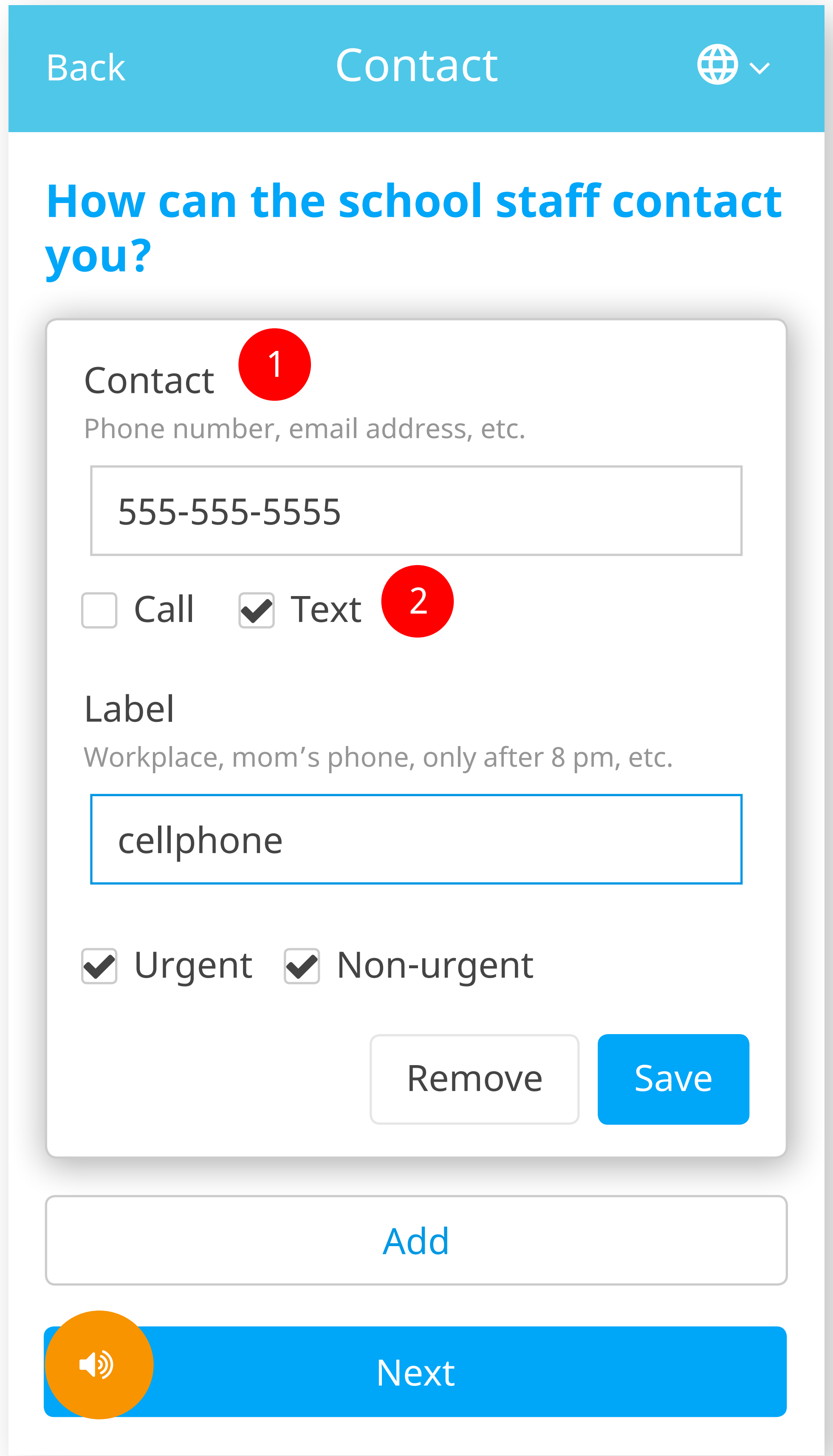
5: Days of the week are checkboxes

6: The All checkbox will select all unselected days, or unselect all days if all days are already selected.

7: Can add more slots within a card using the add button within it.

8: Can delete slots if there is more than one in a card.

9: Taps Next



How can the school staff contact you?

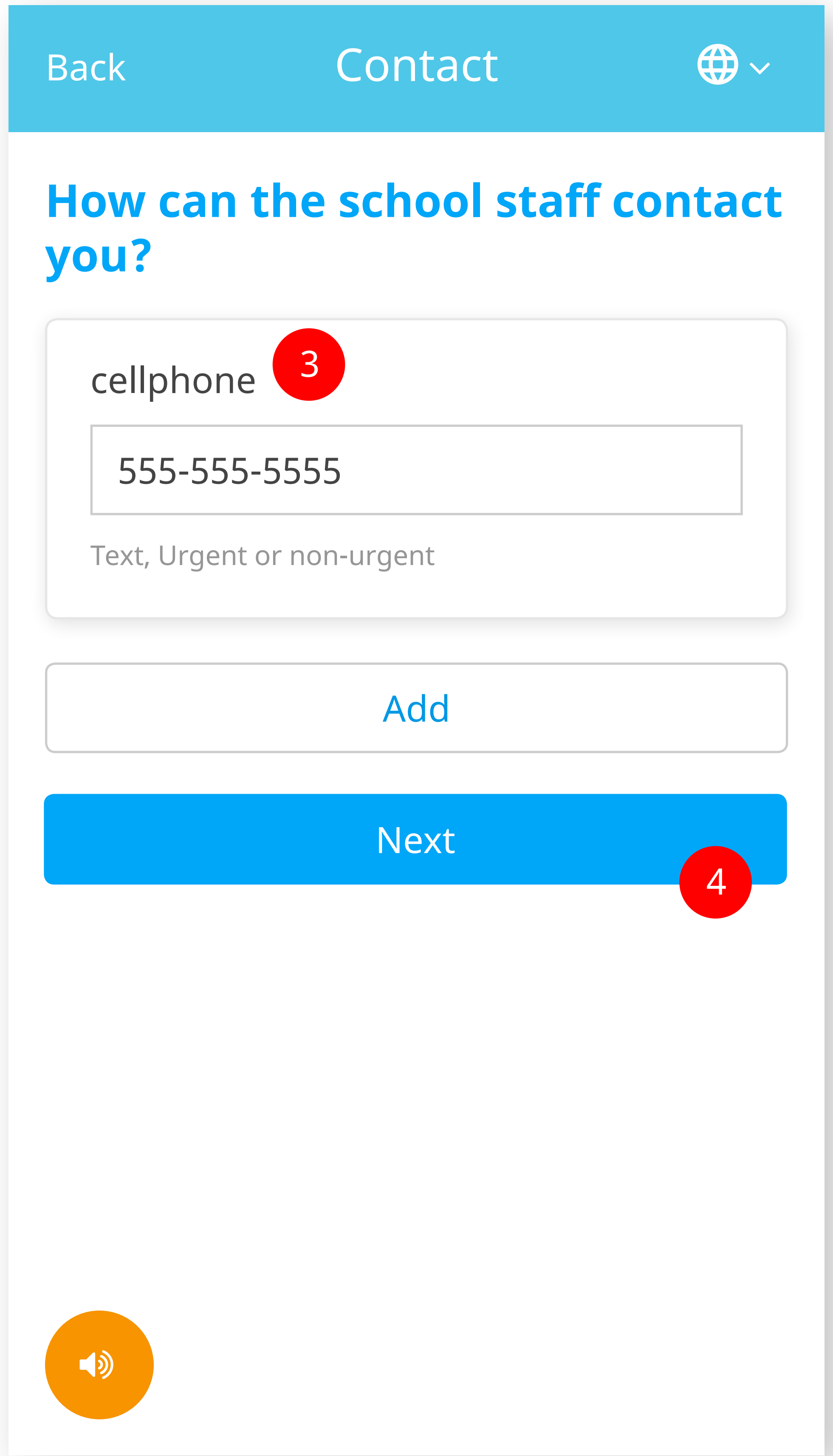
Contact: 555-555-5555

☐ Call ☑ Text

Label: cellphone

☑ Urgent ☑ Non-urgent

Back
Contact
1
Phone number, email address, etc.
2
Workplace, mom's phone, only after 8 pm, etc.
Remove
Save
Add
Next

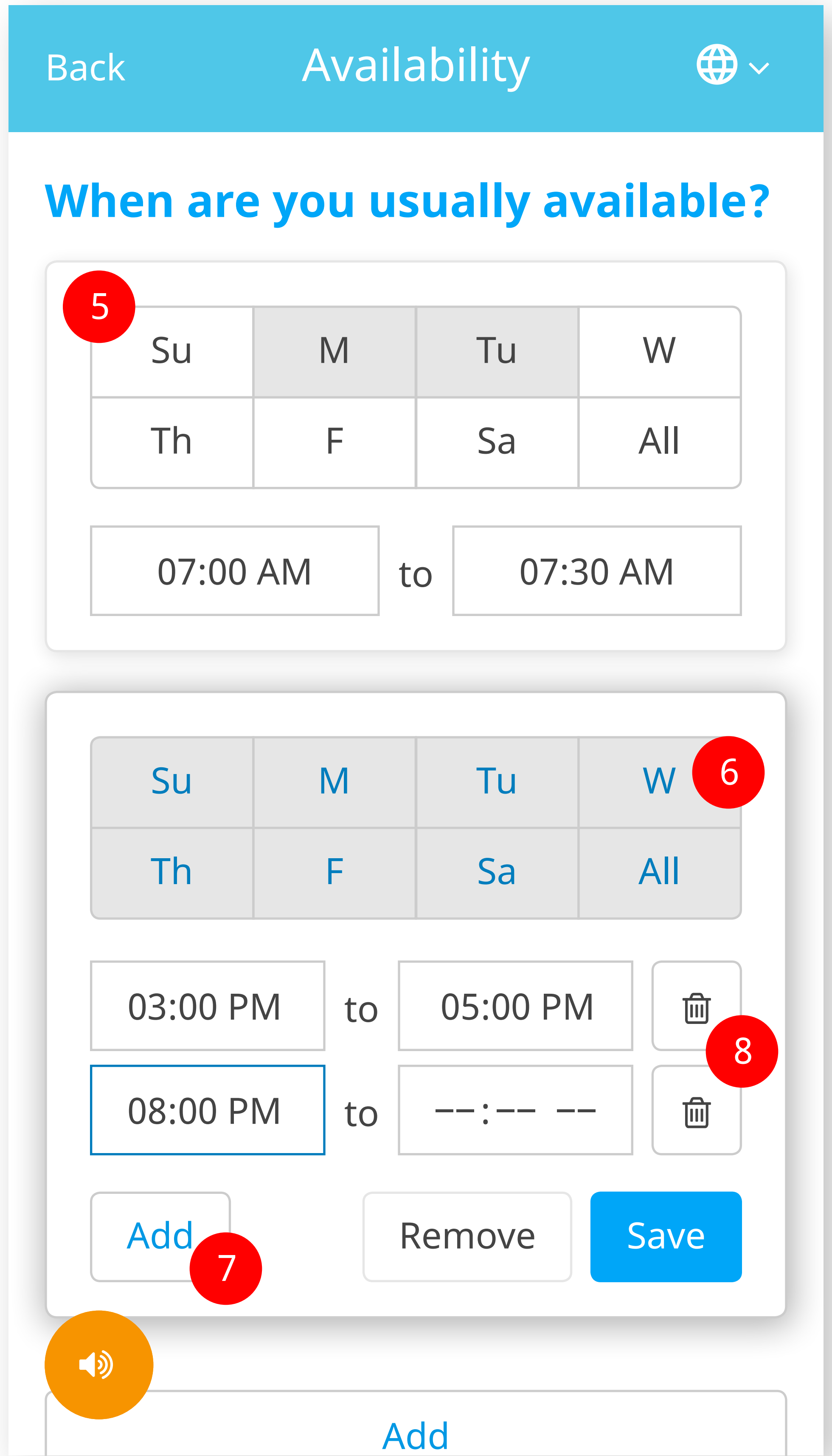


How can the school staff contact you?

cellphone: 555-555-5555

Text, Urgent or non-urgent

Back
Contact
3
Add
Next
4



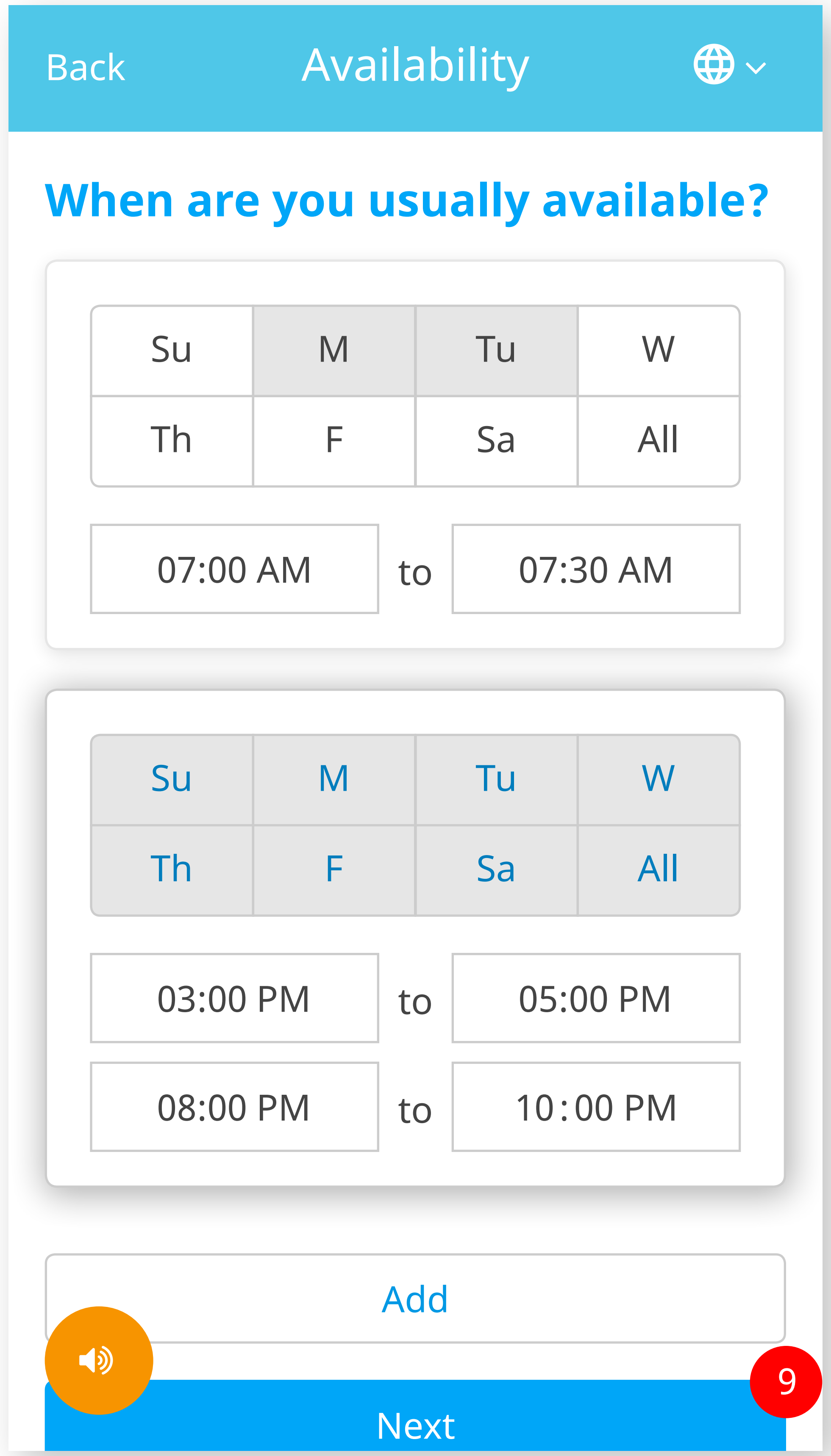
When are you usually available?

07:00 AM to 07:30 AM

03:00 PM to 05:00 PM

08:00 PM to --:-- --

Back
Availability
5
Su
M
Tu
W
Th
F
Sa
All
6
8
Add
7
Remove
Save
Add



When are you usually available?

07:00 AM to 07:30 AM

03:00 PM to 05:00 PM

08:00 PM to 10:00 PM

Back
Availability
Su
M
Tu
W
Th
F
Sa
All
Add
Next
9

PARENT PREPARES A SPRINGBOARD

Access link

1: Chooses which text-based contact channels from Contact Information is sent an access link (see Backend: Authentication).

2: Can add more text-based contact channels if they'd like to.

3: Taps Send Link

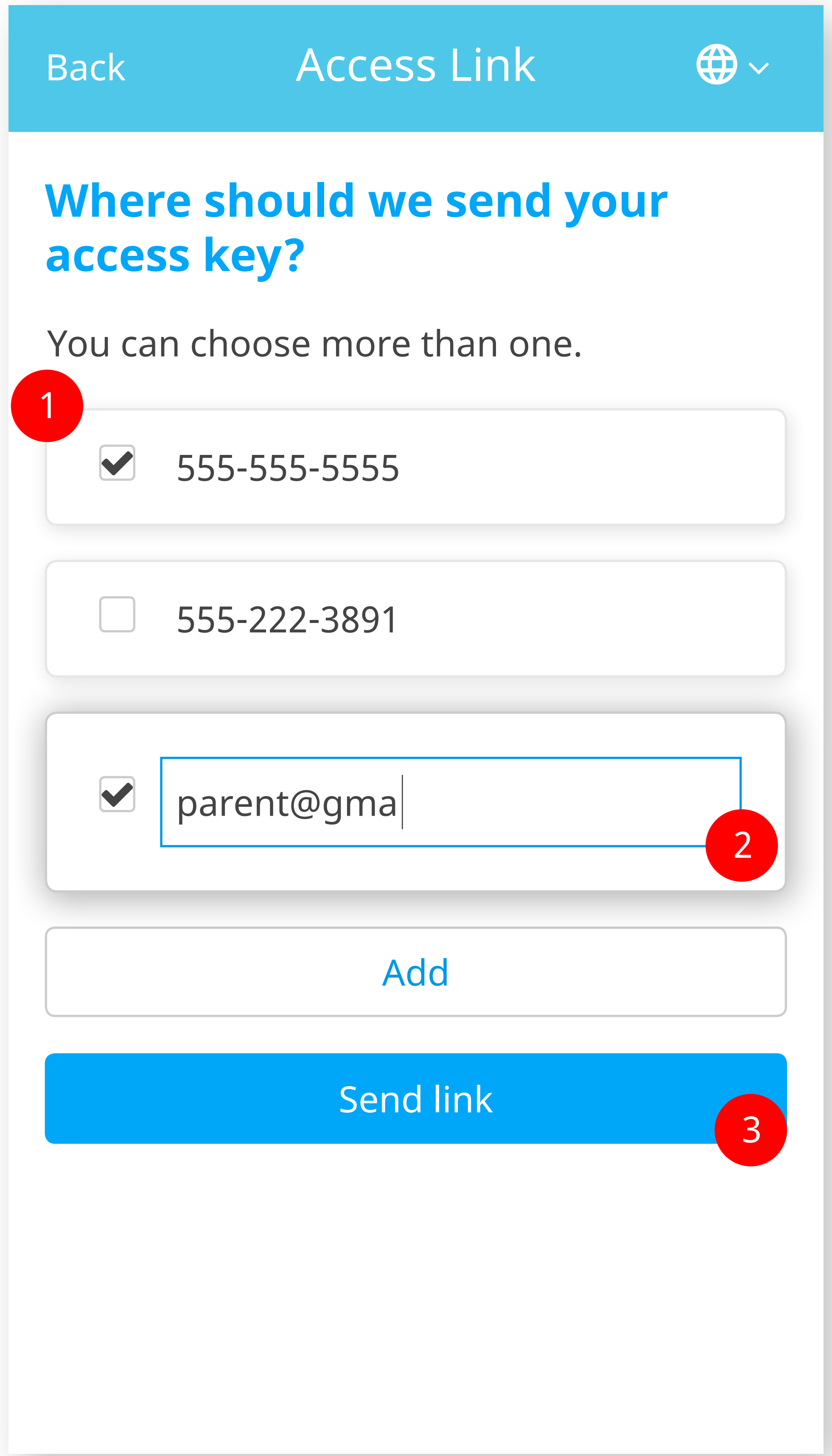
Invite others

4: Can add as many text-based contact channels of other people that they would like

5: Taps Invite

View springboard

6: Parent sees overview of everything they have created and can edit it all



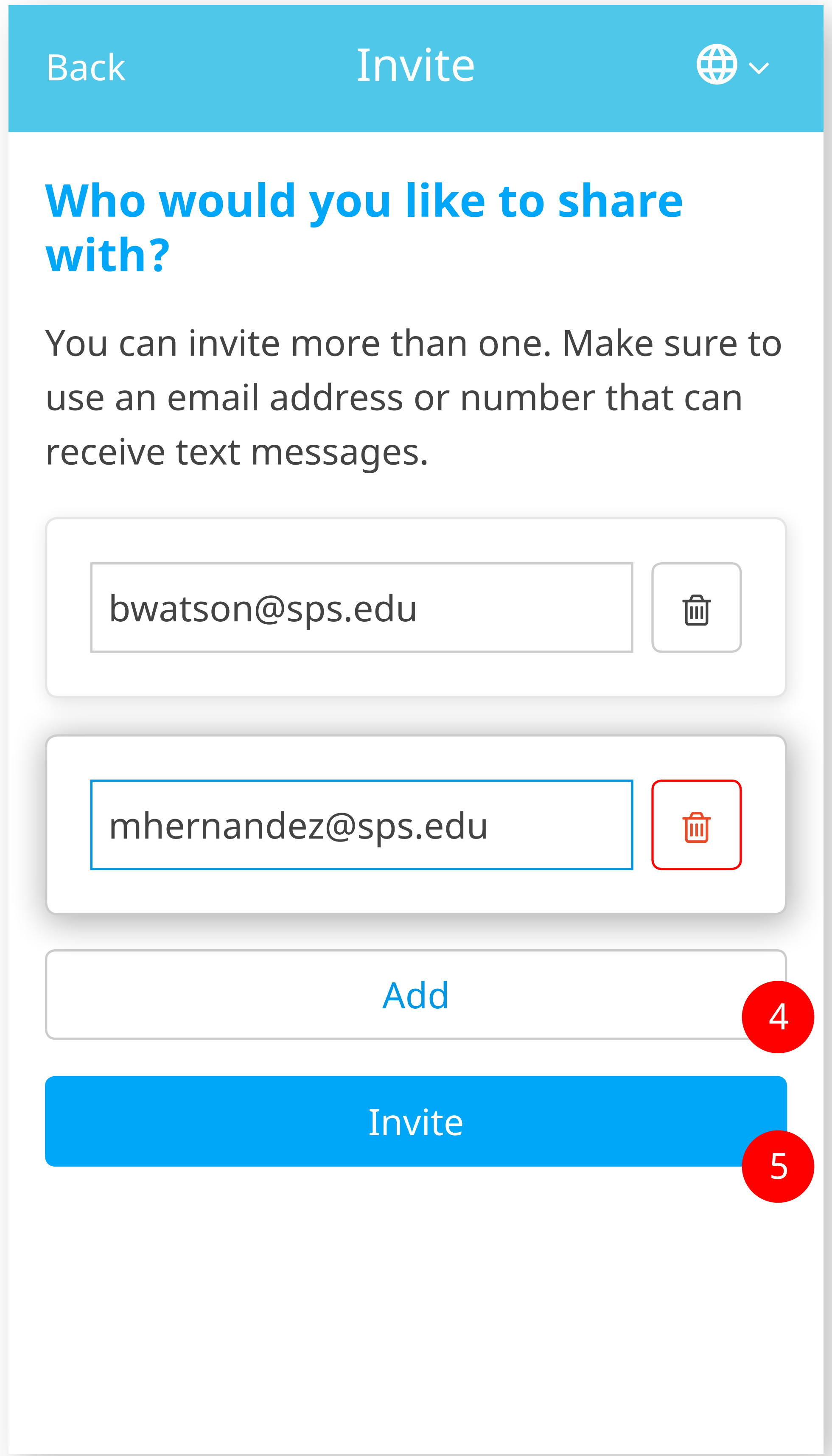
Where should we send your access key?

You can choose more than one.

☑ 555-555-5555

☐ 555-222-3891

☑ parent@gma

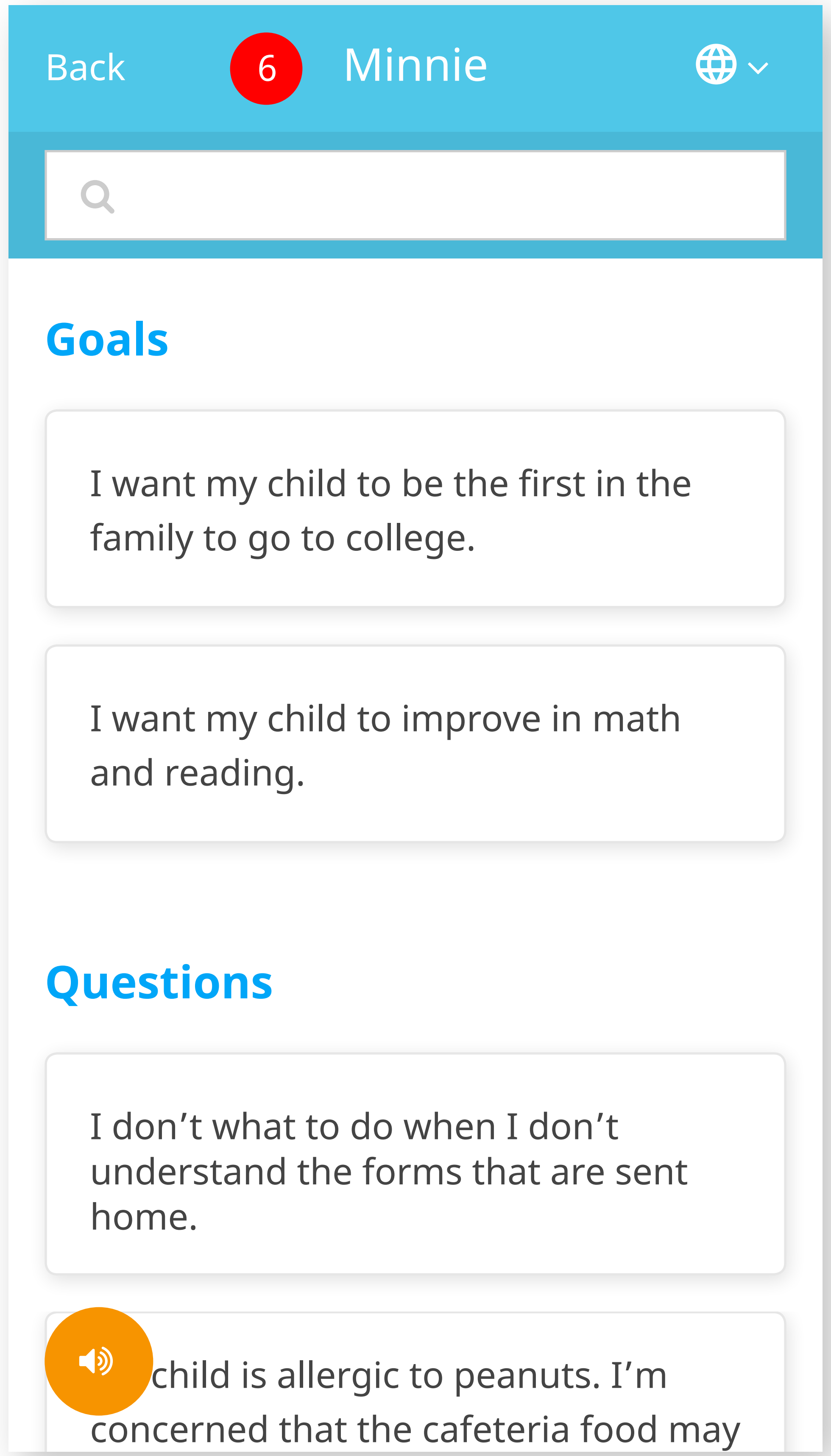


Who would you like to share with?

You can invite more than one. Make sure to use an email address or number that can receive text messages.

bwatson@sps.edu

mhernandez@sps.edu



Goals

I want my child to be the first in the family to go to college.

I want my child to improve in math and reading.

Questions

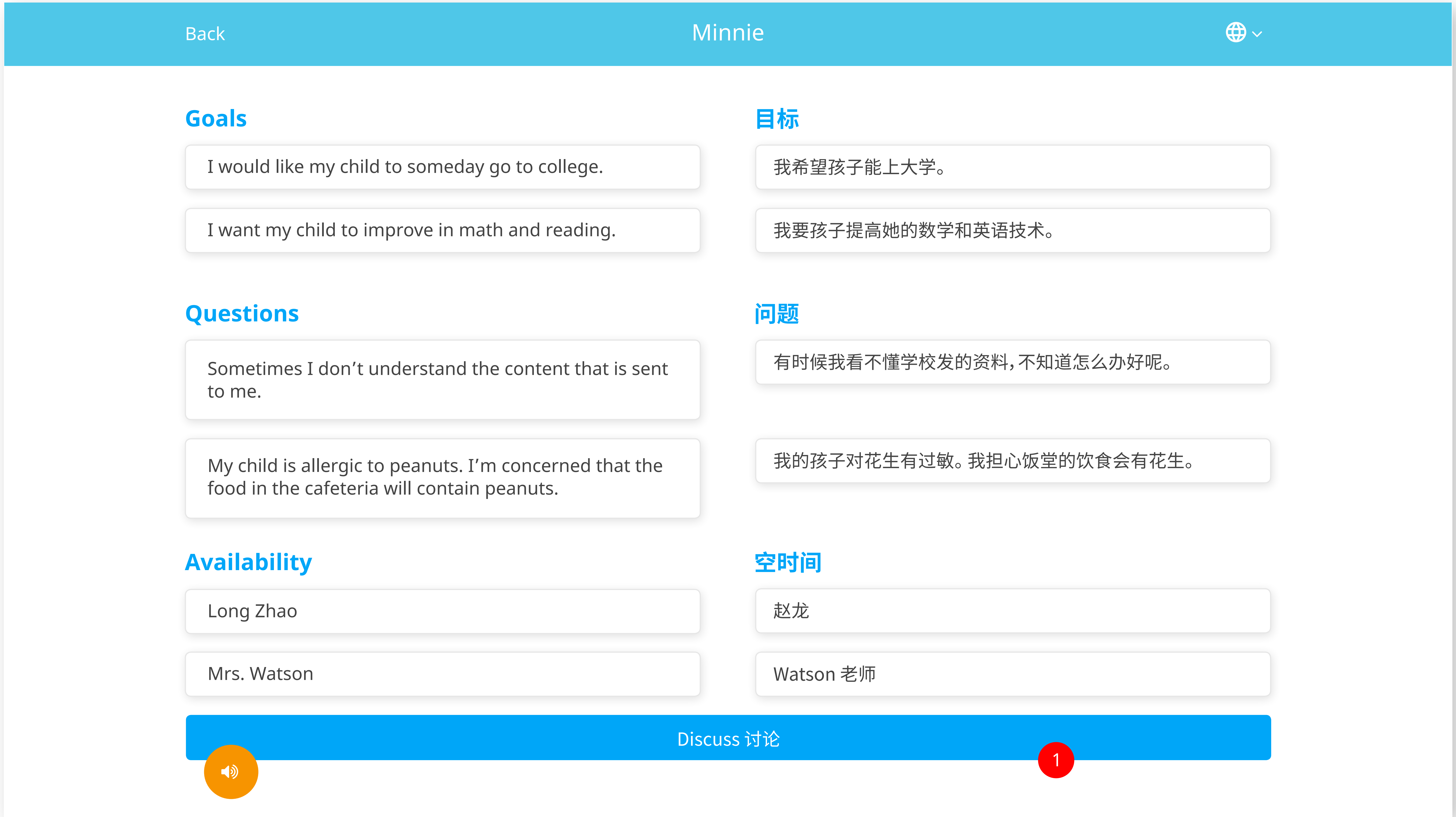
I don't what to do when I don't understand the forms that are sent home.

child is allergic to peanuts. I'm concerned that the cafeteria food may

INTERPRETER RECORDS A DISCUSSION

Springboard overview

1: Clicks Discuss button, which changes title to “Discussing [name of springboard]” and the button to “Finish”



Goals

I would like my child to someday go to college.

I want my child to improve in math and reading.

目标

我希望孩子能上大学。

我要孩子提高她的数学和英语技术。

Questions

Sometimes I don’t understand the content that is sent to me.

My child is allergic to peanuts. I’m concerned that the food in the cafeteria will contain peanuts.

问题

有时候我看不懂学校发的资料，不知道怎么办好呢。

我的孩子对花生有过敏。我担心饭堂的饮食会有花生。

Availability

Long Zhao

Mrs. Watson

空时间

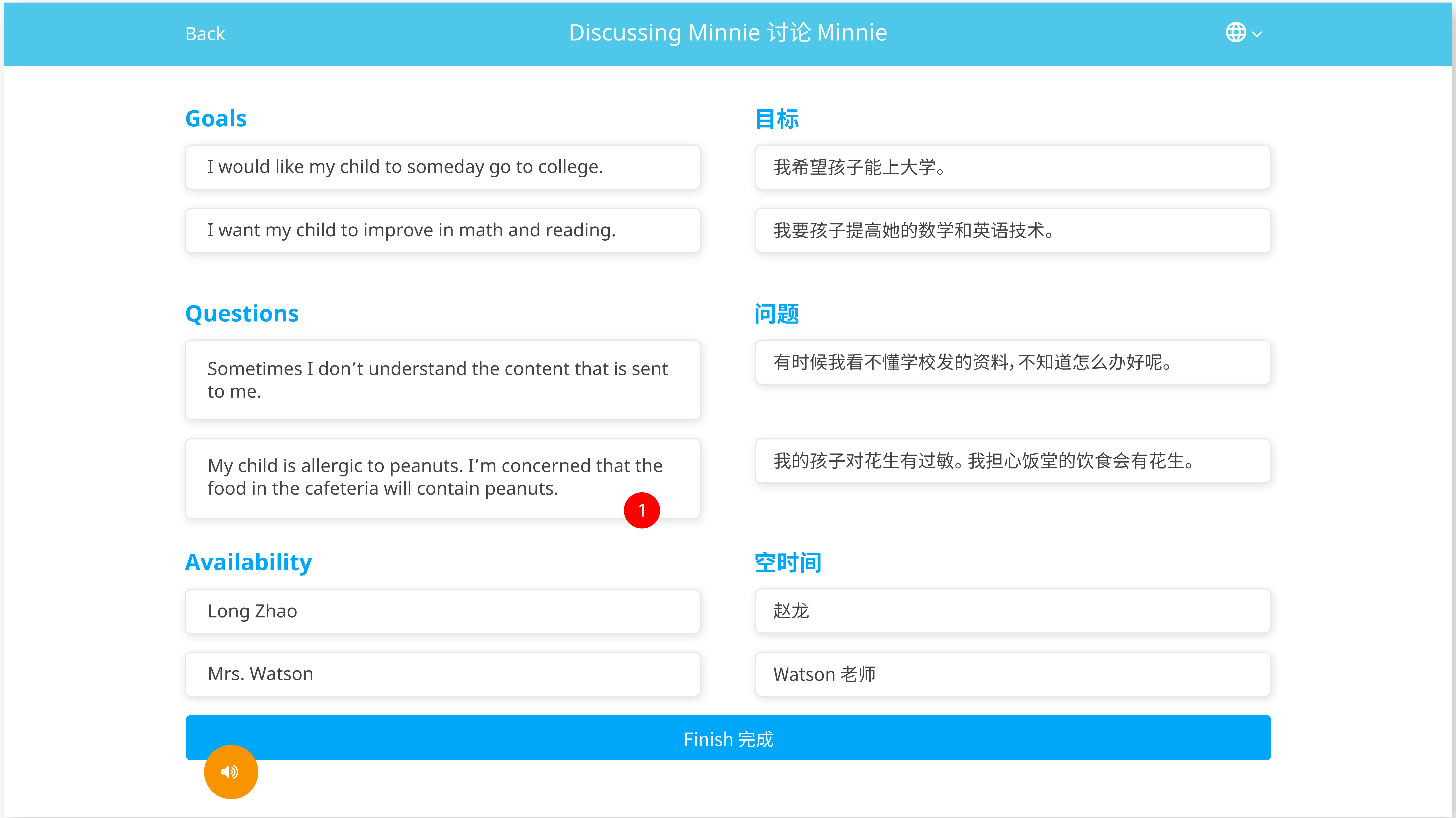
赵龙

Watson 老师

INTERPRETER RECORDS A DISCUSSION

Discussing springboard

1: Clicks on a question



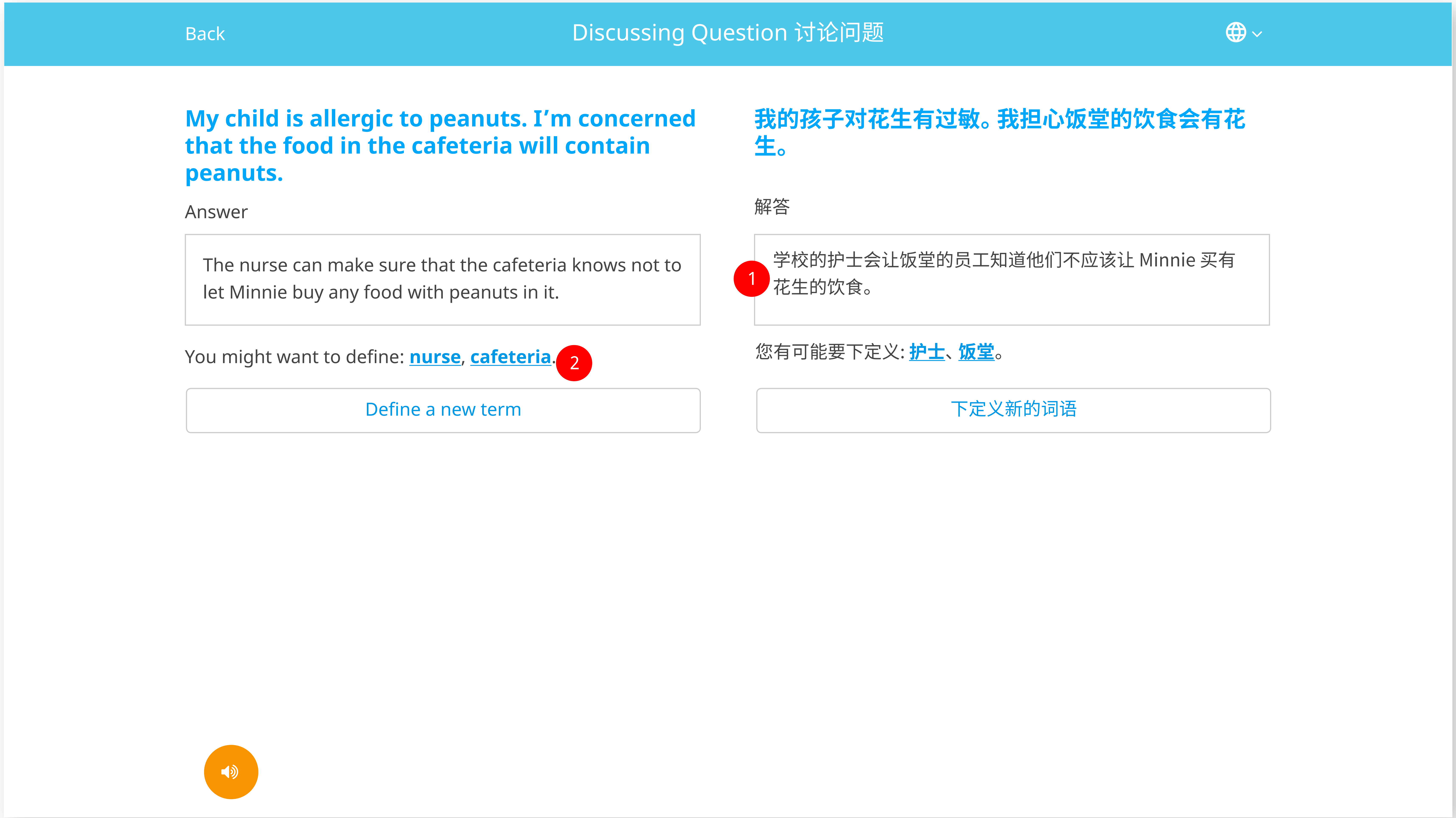
Goals	**目标**
I would like my child to someday go to college.	我希望孩子能上大学。
I want my child to improve in math and reading.	我要孩子提高她的数学和英语技术。
Questions	**问题**
Sometimes I don’t understand the content that is sent to me.	有时候我看不懂学校发的资料，不知道怎么办好呢。
My child is allergic to peanuts. I’m concerned that the food in the cafeteria will contain peanuts.	我的孩子对花生有过敏。我担心饭堂的饮食会有花生。
Availability	**空时间**
Long Zhao	赵龙
Mrs. Watson	Watson 老师

INTERPRETER RECORDS A DISCUSSION

Discussing question

1: Types in answers in both languages.

2: Suggested term to define appear. Taps on a suggested term.



My child is allergic to peanuts. I’m concerned that the food in the cafeteria will contain peanuts.

Answer

The nurse can make sure that the cafeteria knows not to let Minnie buy any food with peanuts in it.

You might want to define: nurse, cafeteria.

我的孩子对花生有过敏。我担心饭堂的饮食会有花生。

解答

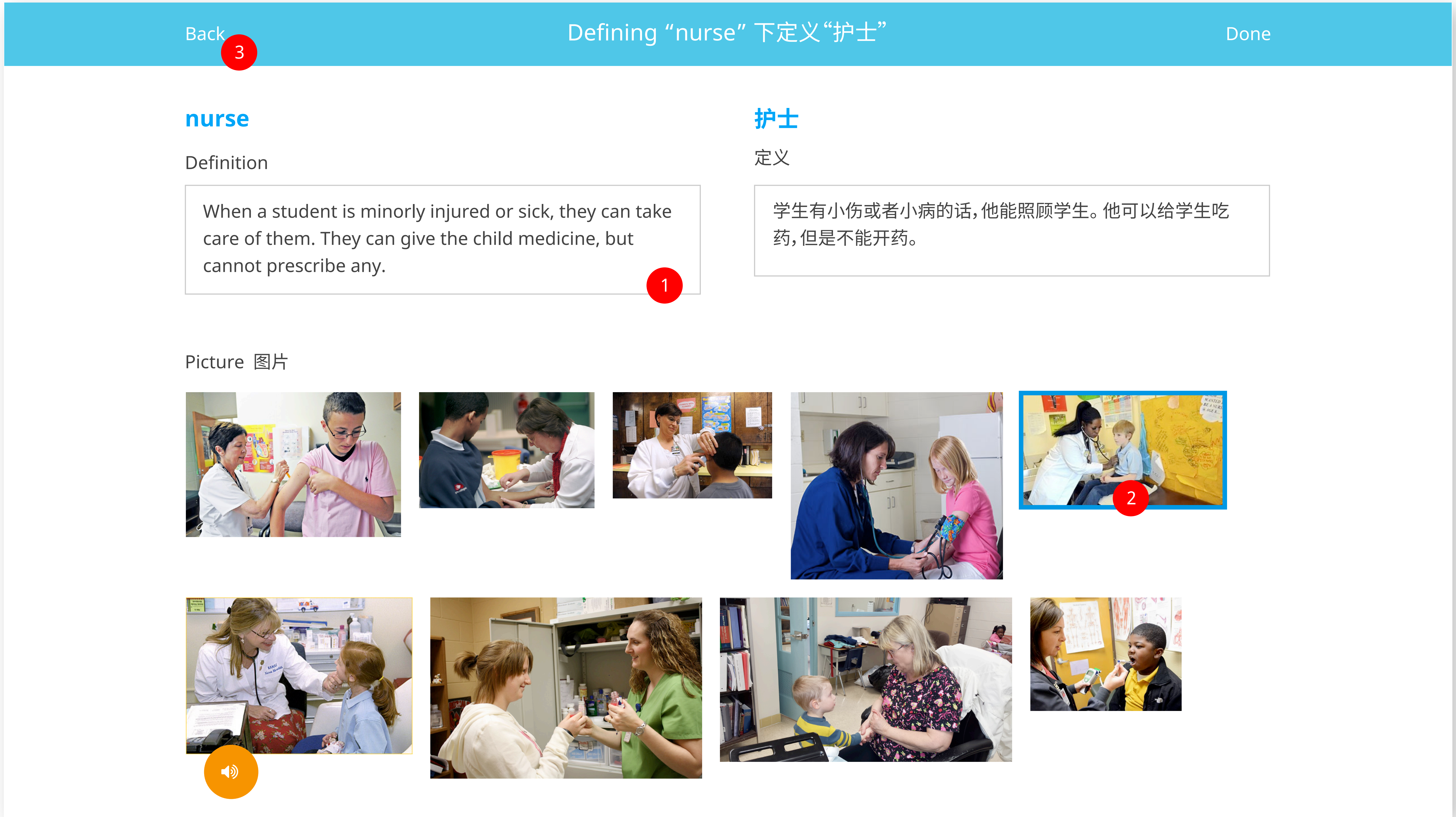
学校的护士会让饭堂的员工知道他们不应该让 Minnie 买有花生的饮食。

您有可能要下定义: 护士、饭堂。

INTERPRETER RECORDS A DISCUSSION

Defining glossary term

1: Types in description in both languages.
2: Chooses an image from online image search or can upload their own.
3: Clicks Back until they reach the springboard overview.



nurse

Definition

When a student is minorly injured or sick, they can take care of them. They can give the child medicine, but cannot prescribe any.

护士

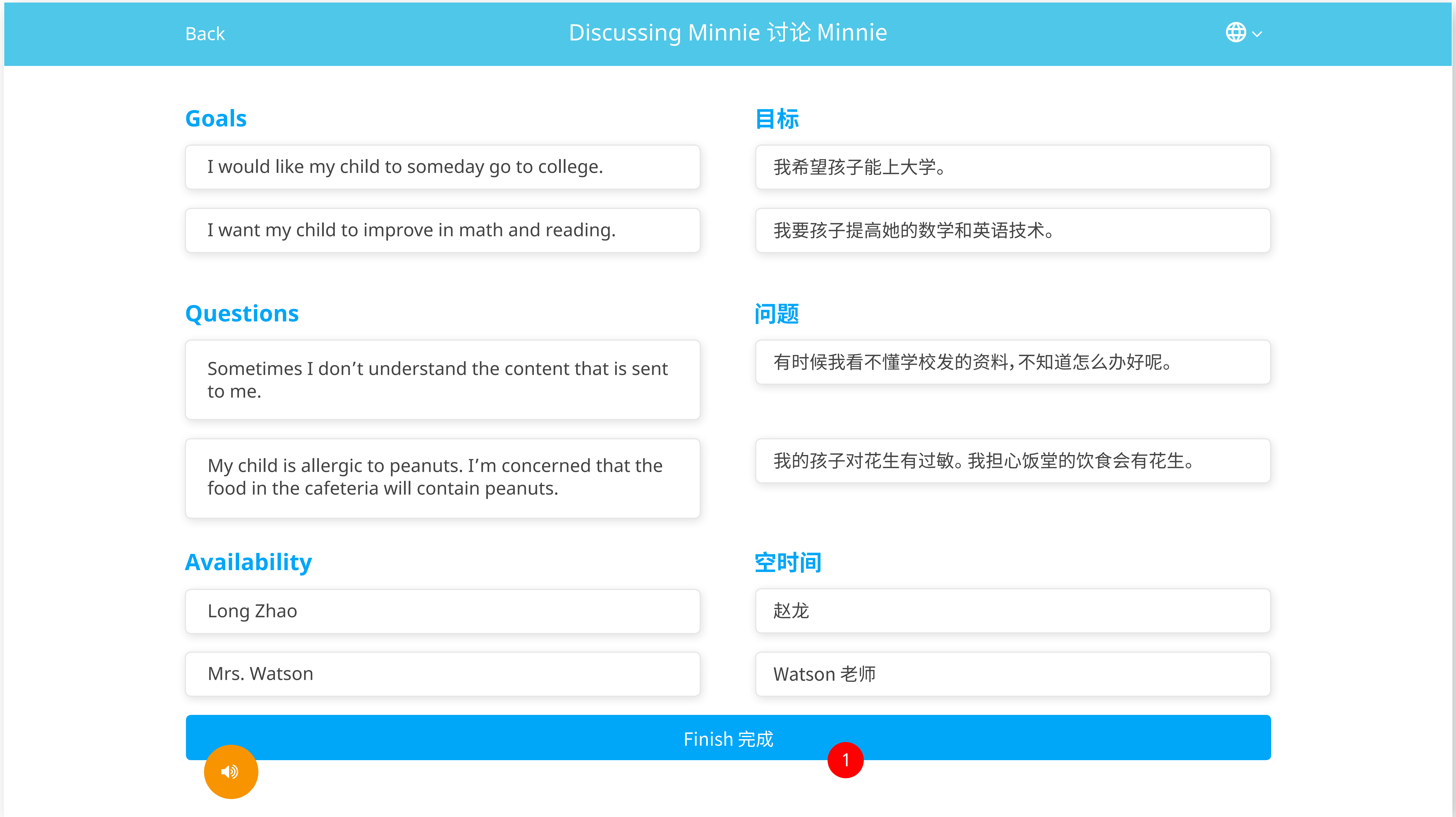
定义

学生有小伤或者小病的话，他能照顾学生。他可以给学生吃药，但是不能开药。

INTERPRETER RECORDS A DISCUSSION

Discussing springboard

1: Clicks Finish



Goals

- I would like my child to someday go to college.
- I want my child to improve in math and reading.

目标

- 我希望孩子能上大学。
- 我要孩子提高她的数学和英语技术。

Questions

- Sometimes I don’t understand the content that is sent to me.
- My child is allergic to peanuts. I’m concerned that the food in the cafeteria will contain peanuts.

问题

- 有时候我看不懂学校发的资料，不知道怎么办好呢。
- 我的孩子对花生有过敏。我担心饭堂的饮食会有花生。

Availability

- Long Zhao
- Mrs. Watson

空时间

- 赵龙
- Watson 老师

PARENT REFERENCES A PLAN

Home (view all springboards)

1: Can see information about how many goals each springboard has, how many questions it has, and when it was last updated

2: Taps springboard card

View springboard

3: Can see an overview of their Springboard.

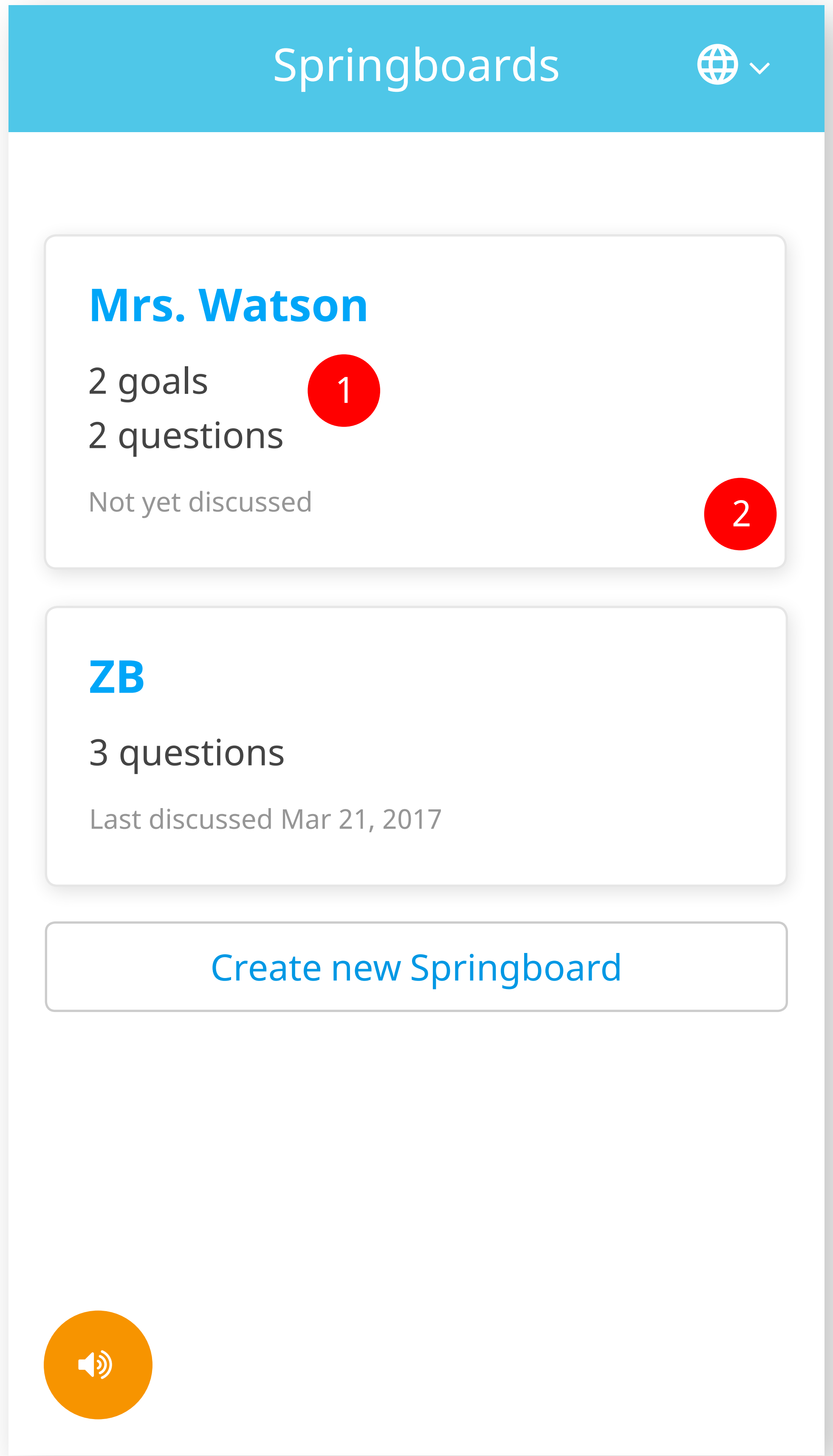
4: Taps on search bar and inputs a query. The cards in the springboard automatically filter with every keystroke, and the background turns light gray.

5: Taps on a goal that contains their query.

Goal

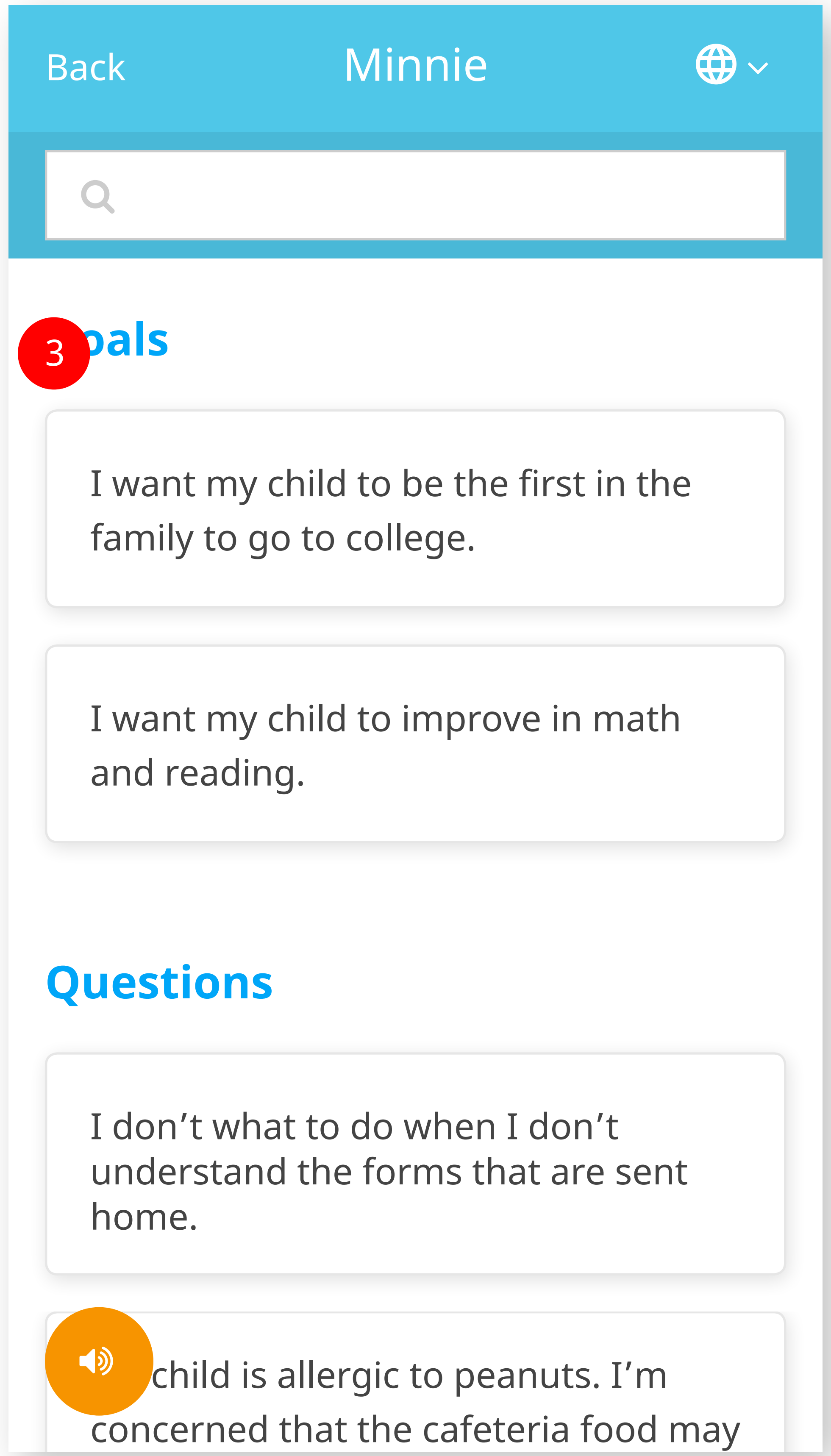
6: Can see how the teacher is expected to contribute, how the counselor is expected to contribute, and how they are expected to contribute.

7: Taps Share an update to contact others about their progress. In this case, it opens up the email client with a preset recipient list and subject. They might send a picture of the child reading or doing homework excercises.



Mrs. Watson
2 goals
2 questions
Not yet discussed

ZB
3 questions
Last discussed Mar 21, 2017



oals

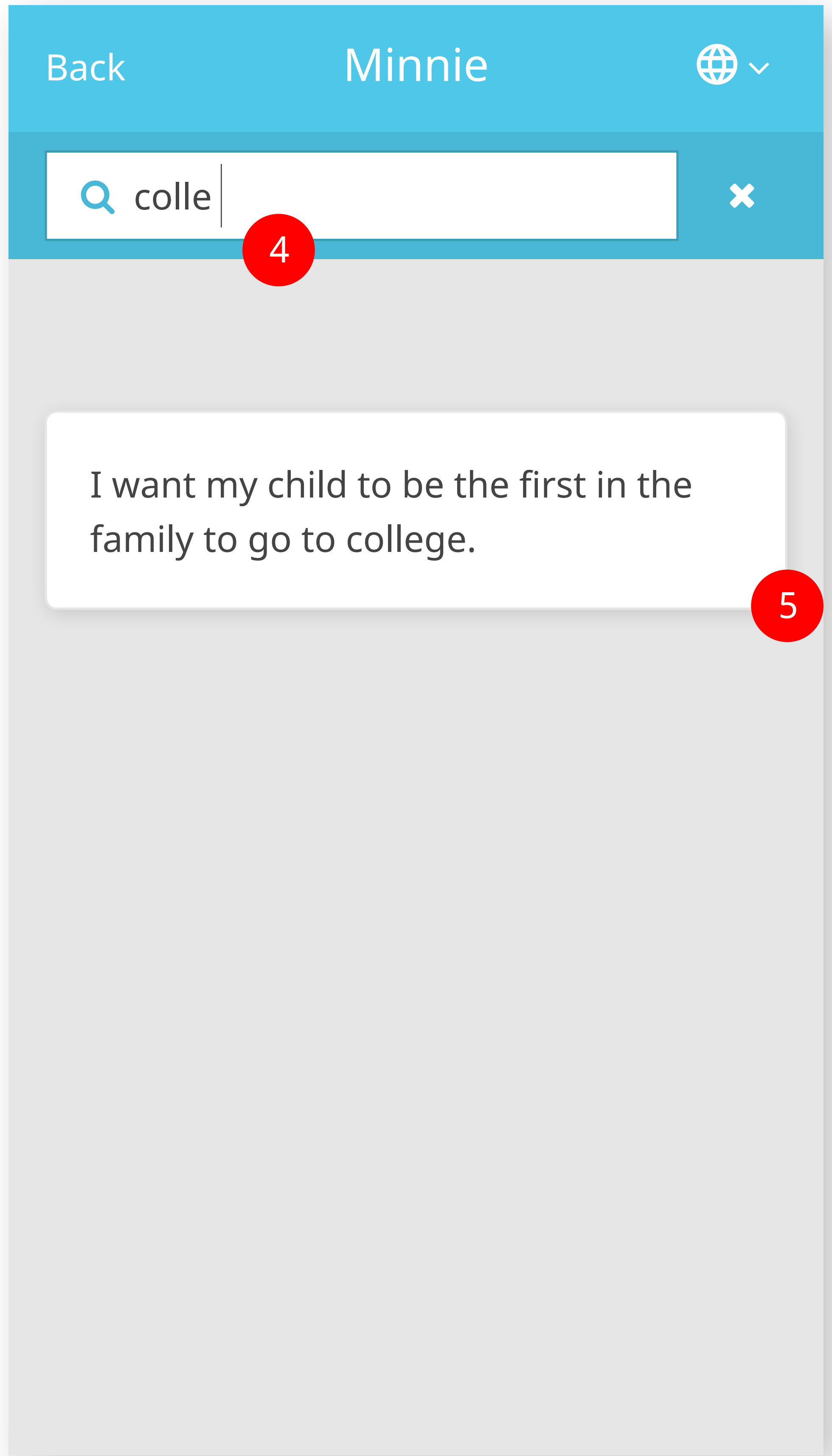
I want my child to be the first in the family to go to college.

I want my child to improve in math and reading.

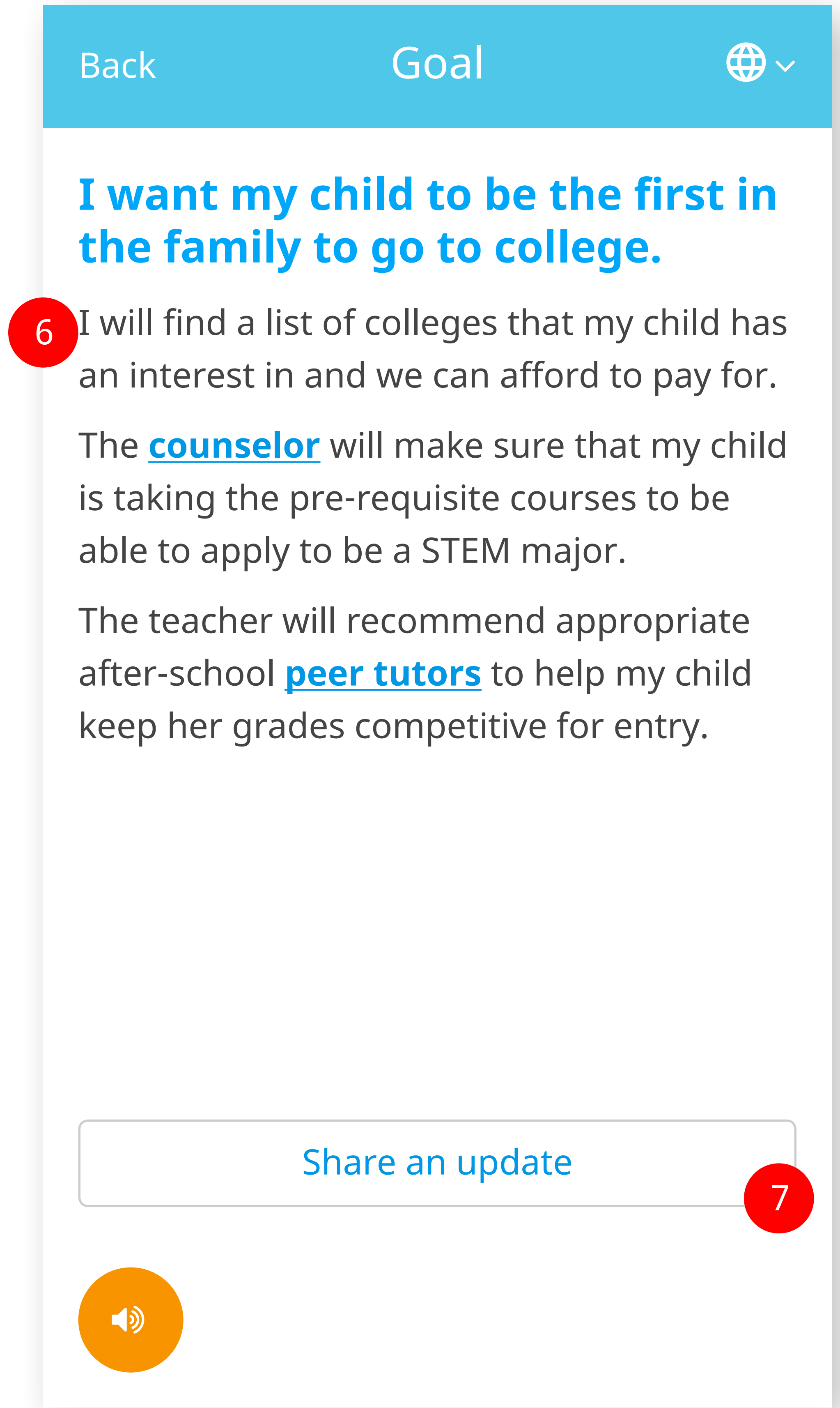
Questions

I don’t what to do when I don’t understand the forms that are sent home.

child is allergic to peanuts. I’m concerned that the cafeteria food may



I want my child to be the first in the family to go to college.



I want my child to be the first in the family to go to college.

I will find a list of colleges that my child has an interest in and we can afford to pay for.

The counselor will make sure that my child is taking the pre-requisite courses to be able to apply to be a STEM major.

The teacher will recommend appropriate after-school peer tutors to help my child keep her grades competitive for entry.

PARENT CHECKS A STAFF'S AVAILABILITY

Home (view all springboards)

1: Springboard card contains information about how many goals it has, how many questions it has, and when it was last updated

2: Parent taps the springboard card

View springboard

3: Scrolls down to the Availability section.

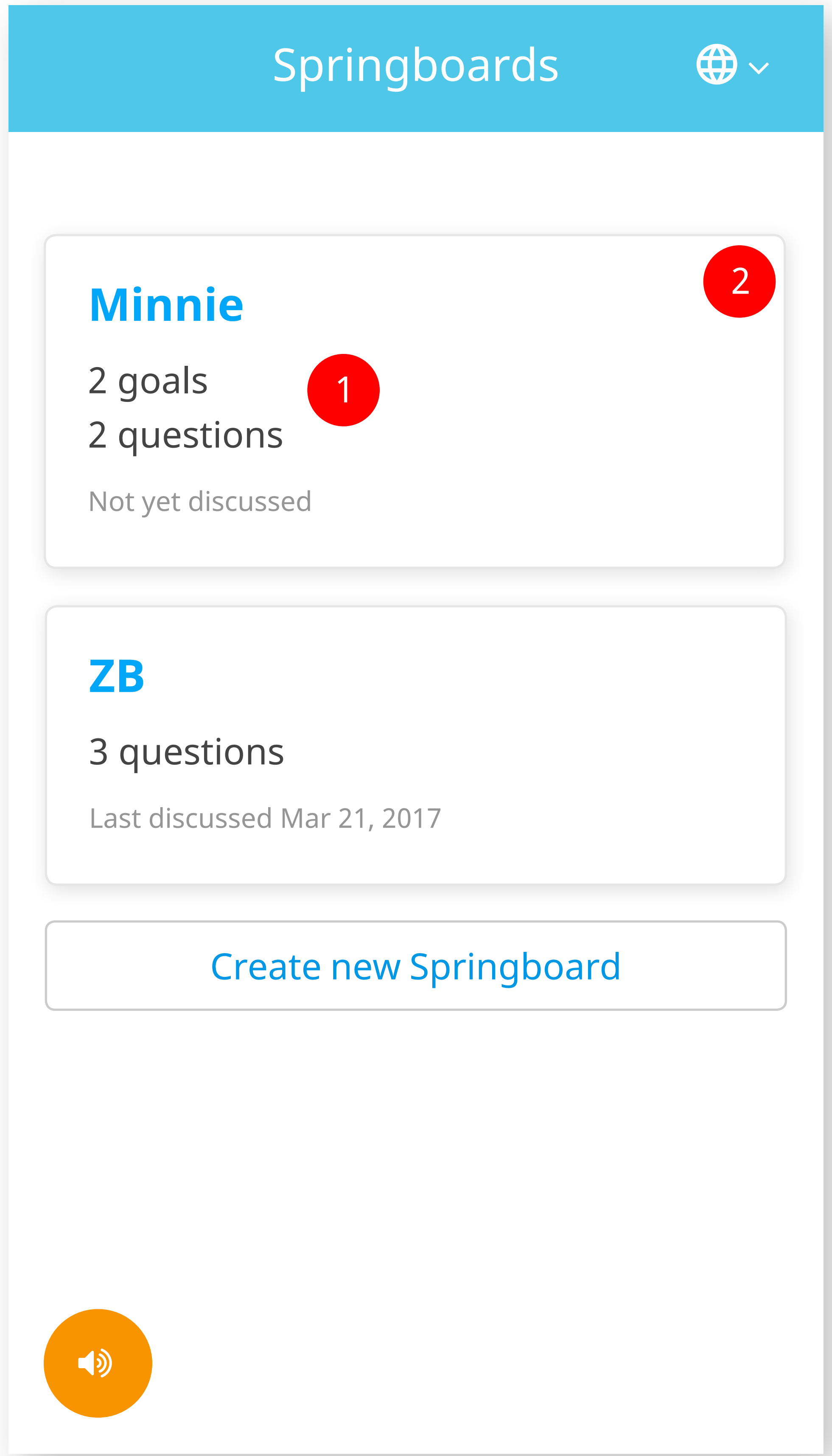
4: Taps card of a staff's availability.

Availability

5: Can see the staff is available or when they will next be available.

6: Can tap the contact buttons to contact the teacher or staff.

7: Every day's schedule is under a different tab.

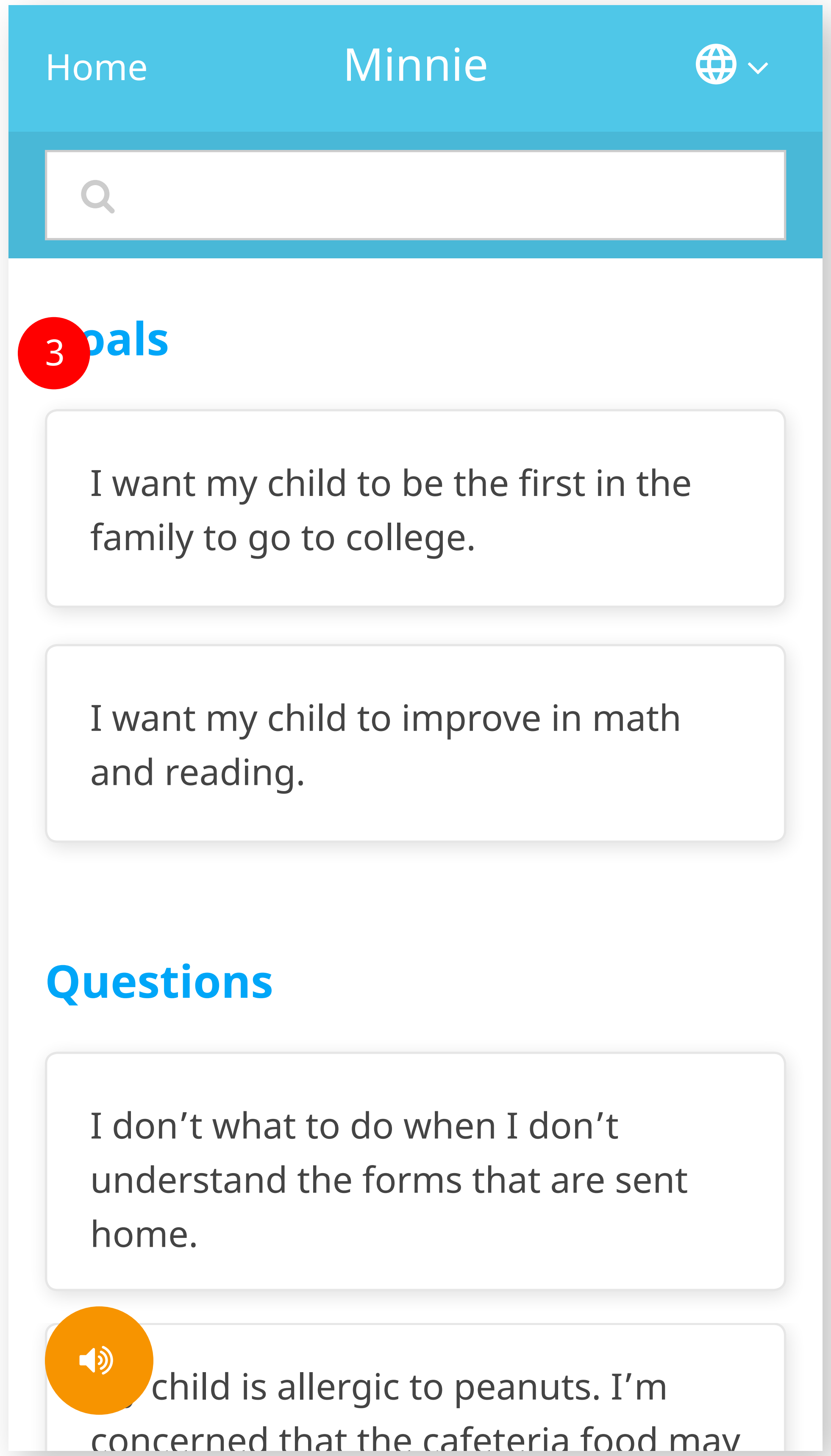


Minnie

2 goals
2 questions
Not yet discussed

ZB

3 questions
Last discussed Mar 21, 2017



Goals

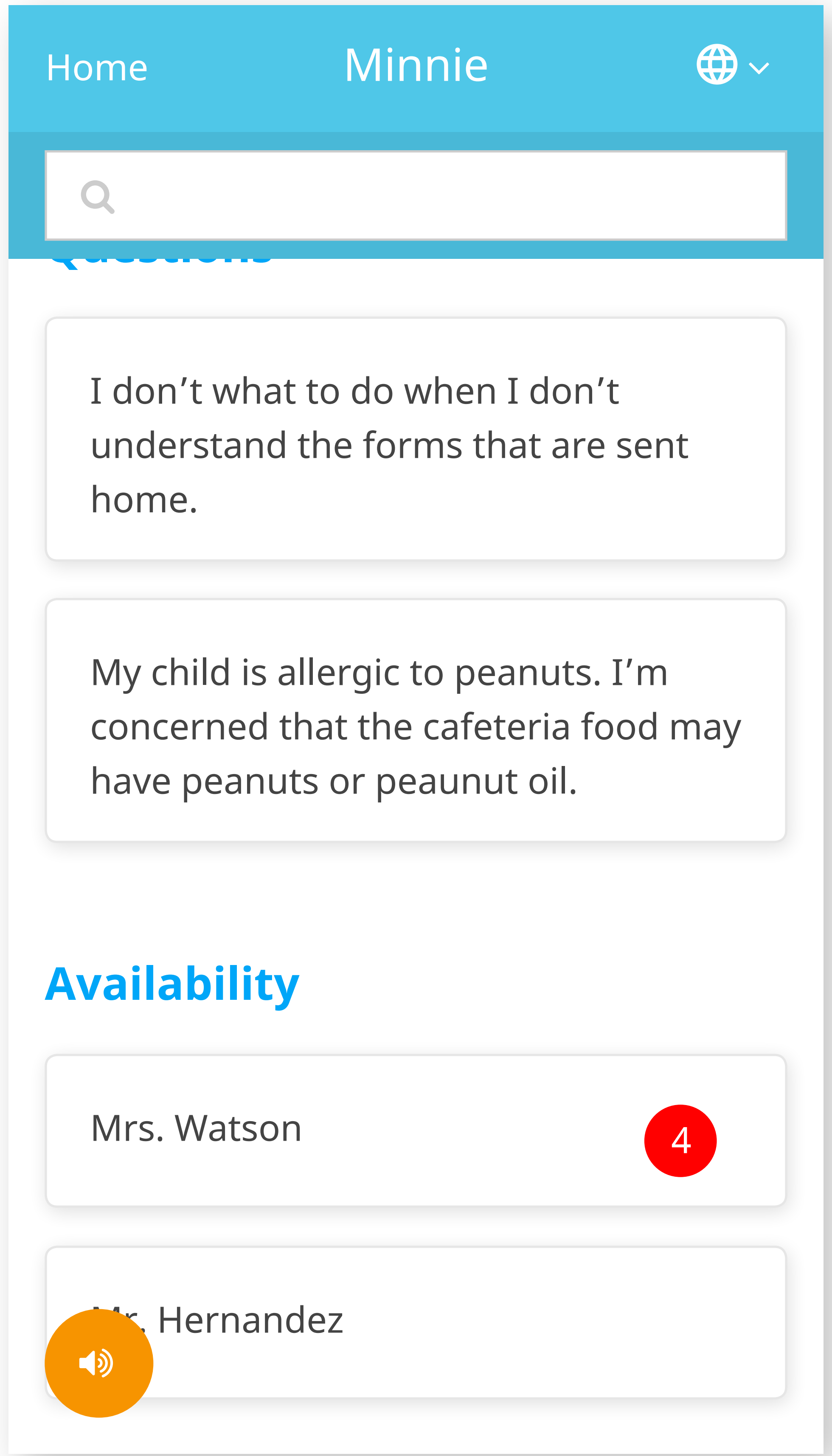
I want my child to be the first in the family to go to college.

I want my child to improve in math and reading.

Questions

I don't what to do when I don't understand the forms that are sent home.

My child is allergic to peanuts. I'm concerned that the cafeteria food may



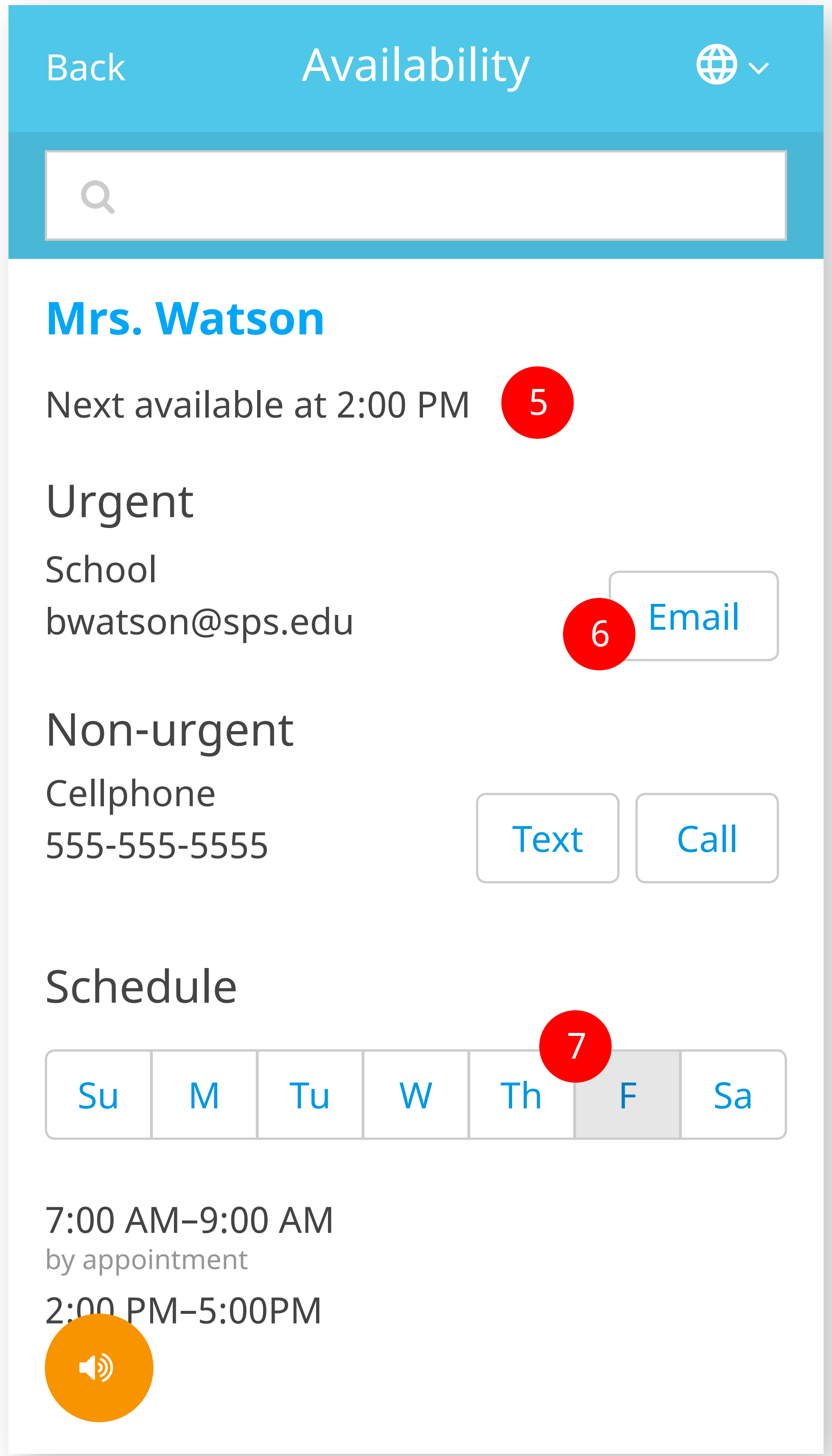
I don't what to do when I don't understand the forms that are sent home.

My child is allergic to peanuts. I'm concerned that the cafeteria food may have peanuts or peanut oil.

Availability

Mrs. Watson

Mr. Hernandez



Mrs. Watson

Next available at 2:00 PM

Urgent
School
bwatson@sps.edu

Non-urgent
Cellphone
555-555-5555

Schedule

7:00 AM–9:00 AM
by appointment
2:00 PM–5:00PM

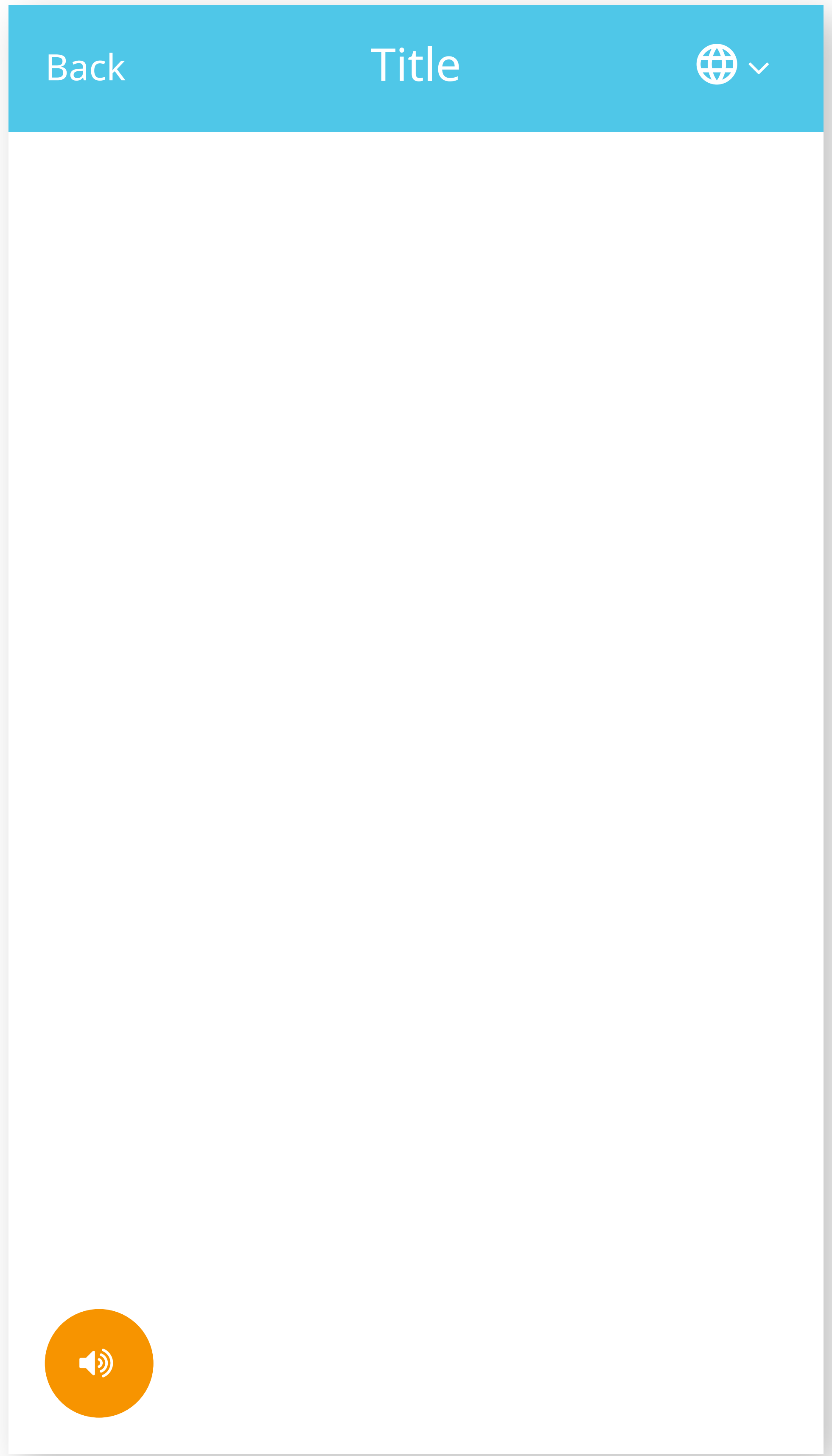
LAYOUTS

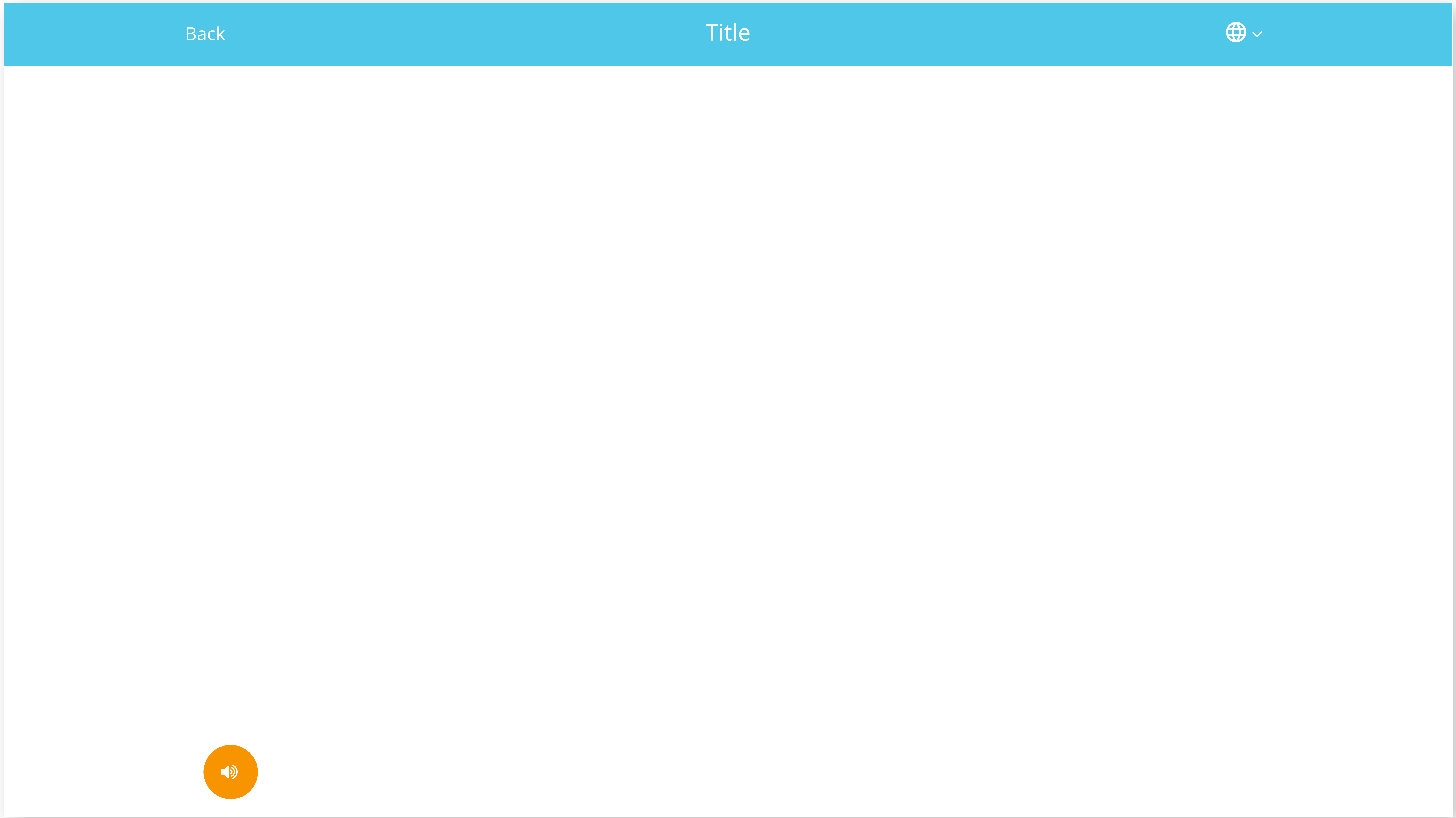
BASE 21

LIST OF CARDS 22

BASE

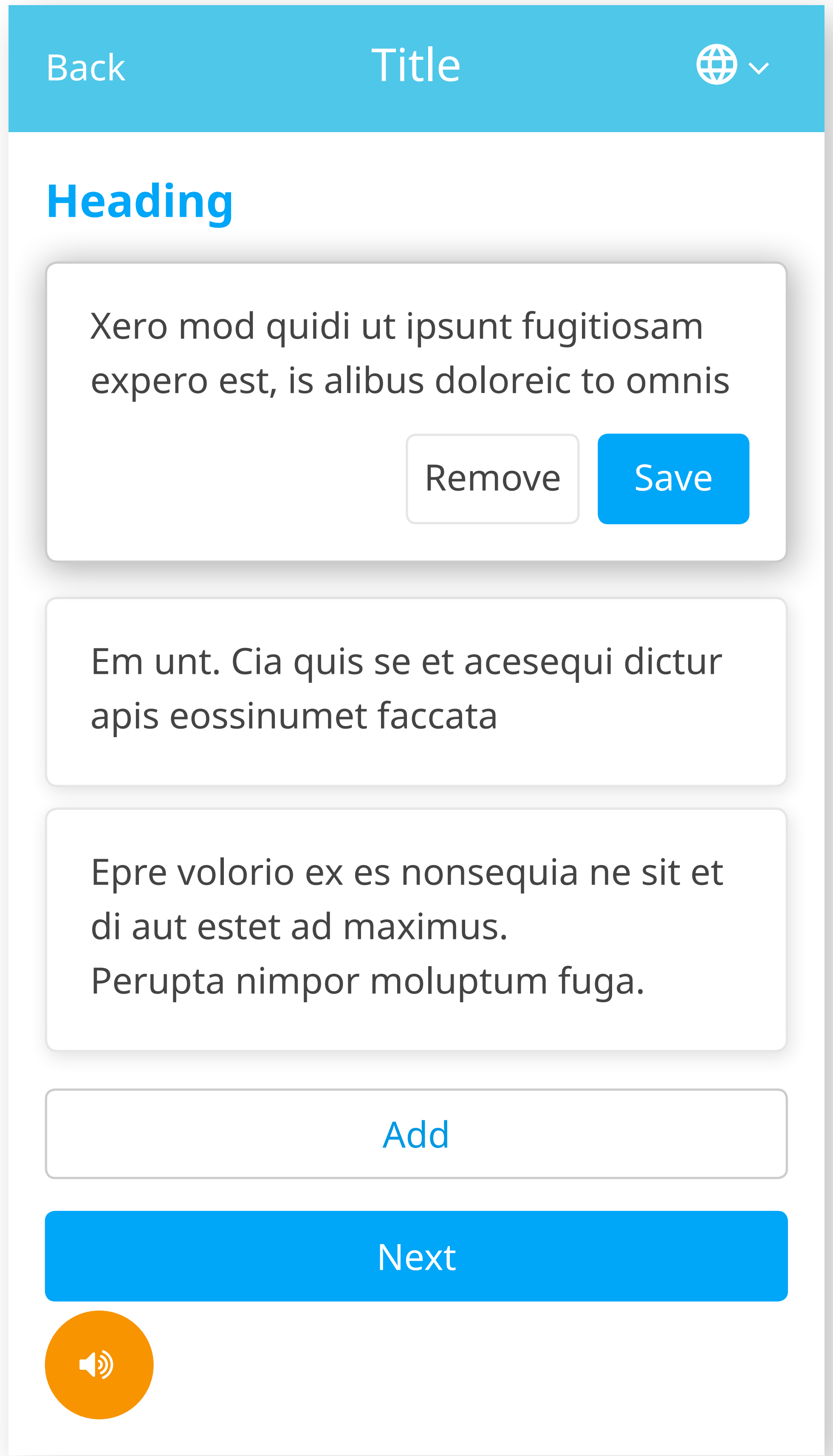
Every page in Springboard has the navigation bar with the title and language chooser and text-to-speech button. The Back button on the navigation bar is also on the majority of pages.





LIST OF CARDS

Many pages in Springboard display their content on cards. In the preparation process, the cards generally have fields that are editable. When cards are used as reference, they are usually links to a more detailed page.



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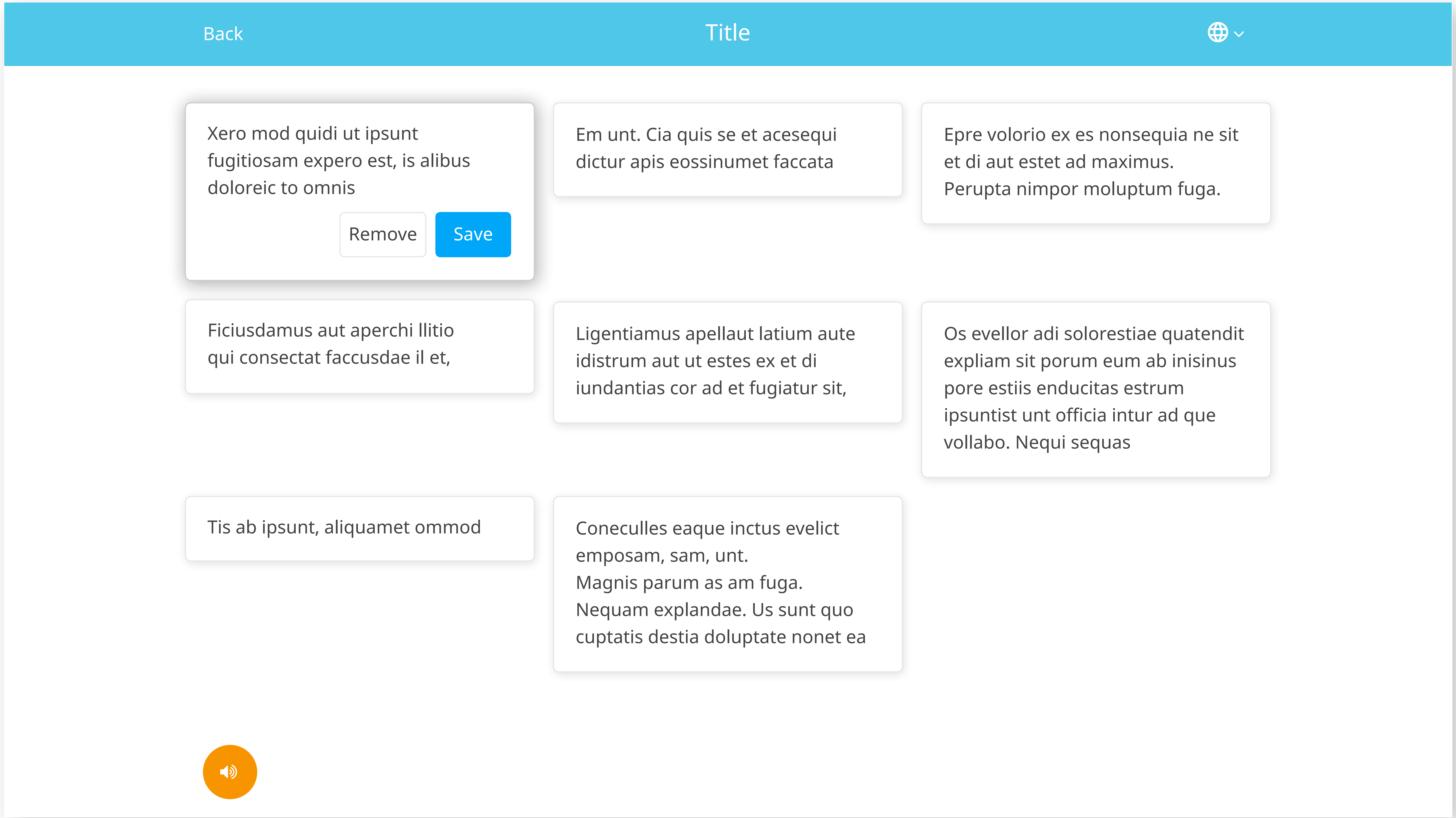
Em unt. Cia quis se et acesequi dictur apis eossinumet faccata

Epre volorio ex es nonsequia ne sit et di aut estet ad maximus.
Perupta nimpor moluptum fuga.



Xero mod quidi ut ipsunt fugitiosam expero est, is alibus doloreic to omnis

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Epre volorio ex es nonsequia ne sit et di aut estet ad maximus.
Perupta nimpor moluptum fuga.

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Magnis parum as am fuga.
Nequam explandae. Us sunt quo cuptatis destia doluptate nonet ea

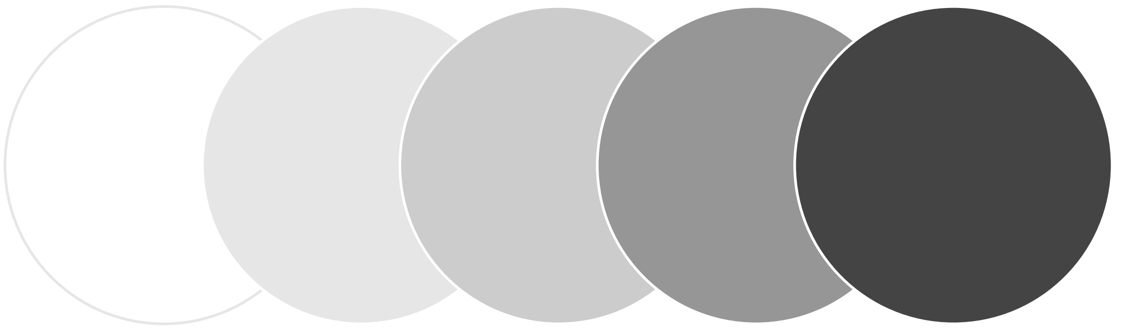
COLORS

GRAYS 24

HUES 25

GRAYS

Grays are the core color that visually communicates content and interface elements in Springboard.



GRAYS

White #ffffff

Background color of screen. Text color for buttons that aren’t gray.

Light gray #e6e6e6

Muted color for shadows, and activated elements such those in buttons groups.

Gray #cccccc

Border color for unimportant interactive elements. Also used for unimportant text.

Dark gray #969696

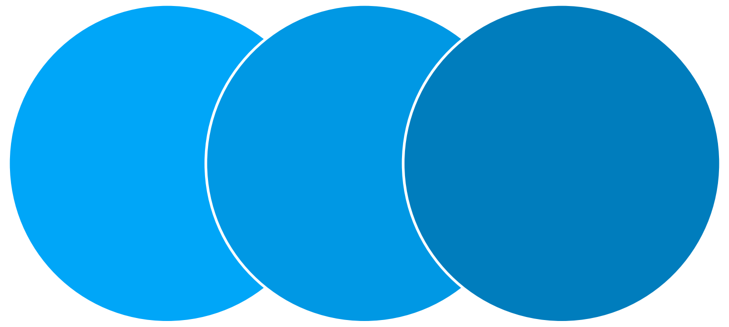
General color for anything that should have presence but not focus.

Black #444444

Color for most text that is not on a hued background.

HUES

Hues are used to signify characteristics of content or interface elements that are interactive or require special attention.



BLUES

Blues give elements focus and suggest interactivity.

🟦 **Primary fill #00a6f8**

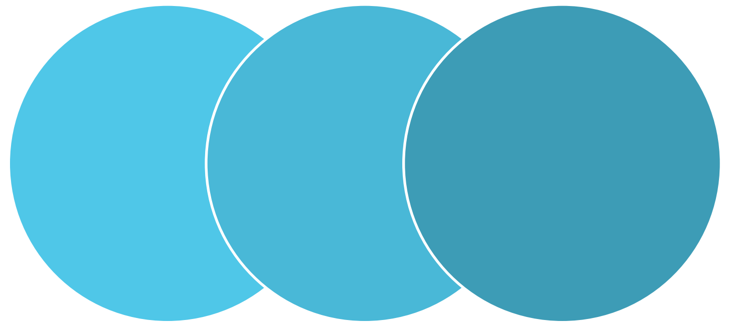
Background color for interactive elements.

🟦 **Primary stroke #0098e4**

Text or border color for interactive elements.

🟦 **Primary shade #007dbd**

Color used for activated interactive elements, such as hovered primary buttons.



TEALS

Teals are used for navigation bar elements.

🟦 **Brand fill #4fc7e8**

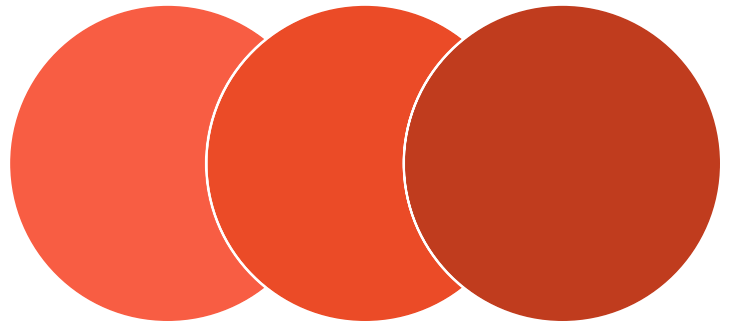
Background color of navbar.

🟦 **Brand stroke #49b8d7**

Background color of secondary navbar.

🟦 **Brand shade #3d9cb6**

Border color for activated elements on the secondary navbar.



REDS

Reds warn the user of errors that need to be fixed or denote interactive elements that have consequential actions.

🟥 **Danger fill #f85d43**

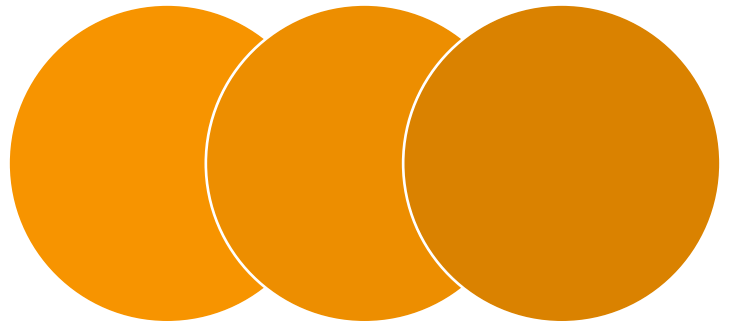
Used sparingly for buttons with very consequential actions.

🟥 **Danger stroke #eb4b27**

Border color of elements with errors. Text color of error descriptions. Also used for buttons with consequential actions that are hovered.

🟥 **Danger shade #c03c1e**

Used for hover states of danger elements.



ORANGES

Oranges are used for speech elements.

🟧 **Accent #f79400**

Used for the background of the text-to-speech button.

🟧 **Accent Stroke #ed8e00**

Used for active text-to-speech elements.

🟧 **Accent shade #da8200**

Used for hover states of text-to-speech elements.

COMPONENTS

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TERMINOLOGY

ELEMENTS, GROUPING, AND LAYOUT

Component

Building blocks of the interface and content. Examples include buttons, menu items, and paragraphs.

Component group

Groups of components that are highly related.
In general, components in the same row are a component group. Labels and their descriptees are also a component group.

Section

Groups of component groups that are related. In general, sections start with a Heading 1 component.

Container

The area in which components are allowed to appear in on the screen.

The container shrinks to the height of the components, and has a maximum width of 960 dp.

The container is centered horizontally relative to the viewport.

The container is has left and right margins of 16 dp for viewports under 800 dp, and left and right margins of 48 dp for viewports 800 dp and wider.

UNITS AND SIZING

dp

Density-independent pixel. In the current state of the W3C specification for web browsers, the unit px is equivalent as long elements are scaled to account for screen DPI.

For more information on screen units, see http://sebastien-gabriel.com/designers-guide-to-dpi/

grow

Also known as sizing to the container.

Increase the length until a size restriction is reached. If there are multiple components along an axis that grow, they should all grow the same absolute amount more than their minimum size.

For example, a container 500 dp wide and two components in the same row that have minimum sizes of 100 dp and 200 dp wide respectively will grow to sizes of 200 dp and 300 dp wide respectively. (This example does not account for the spacing required between the components. See Spacing.)

shrink

Also known as sizing to the content.

Decrease the length until a size restriction is reached.

ICONS

Unicode character codes

We use FontAwesome 4 for our icons. Unicode character codes are listed under the components that use them.

SPACING

1: Components must stay within the container.

2: Non-navigation components should have a starting position at 16 dp below the navbar(s) for viewports under 800 dp wide and at 32 dp below the navbar(s) for viewports over 800 dp wide.

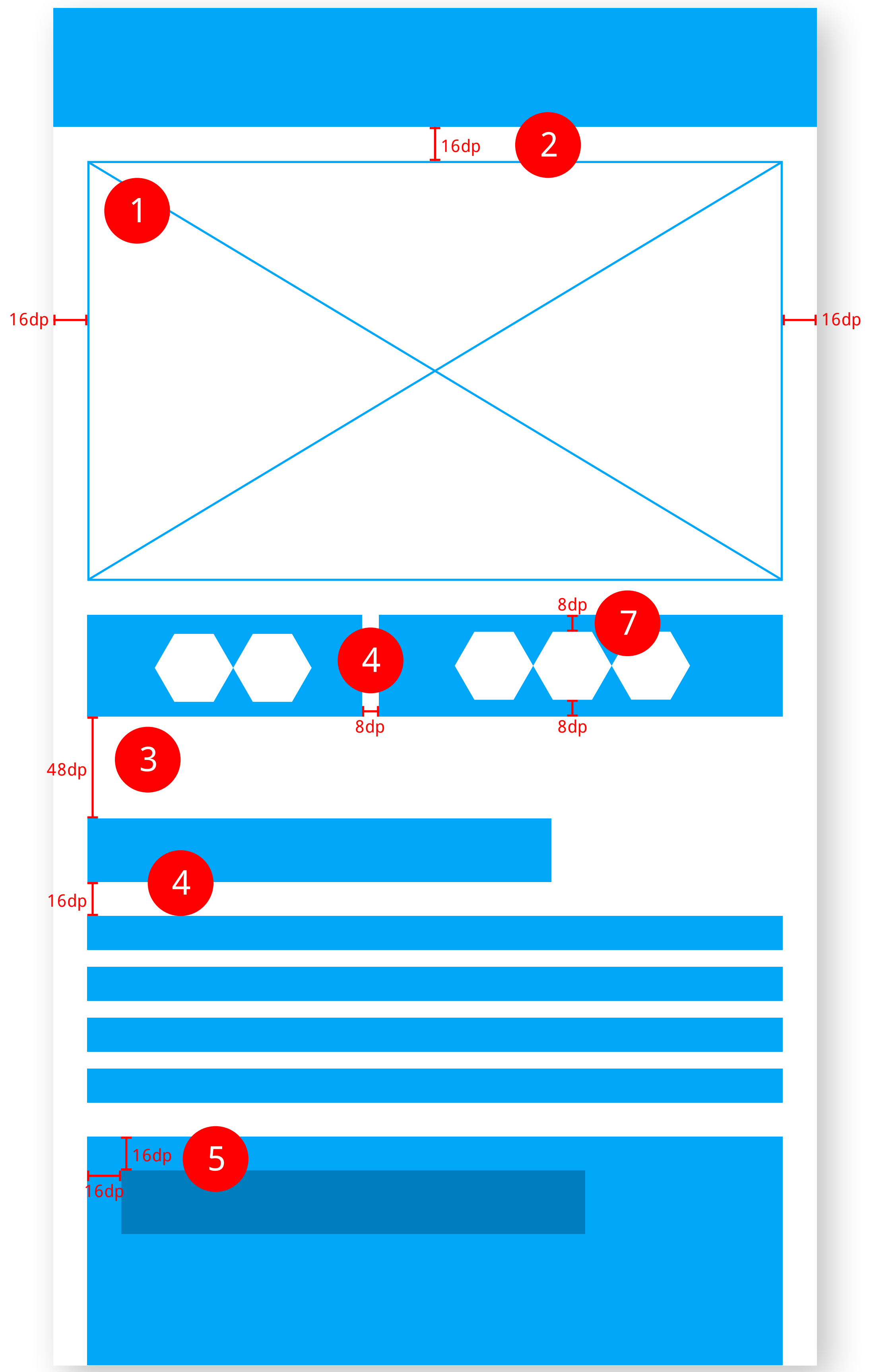
3: Sections have a 48 dp margin between them.

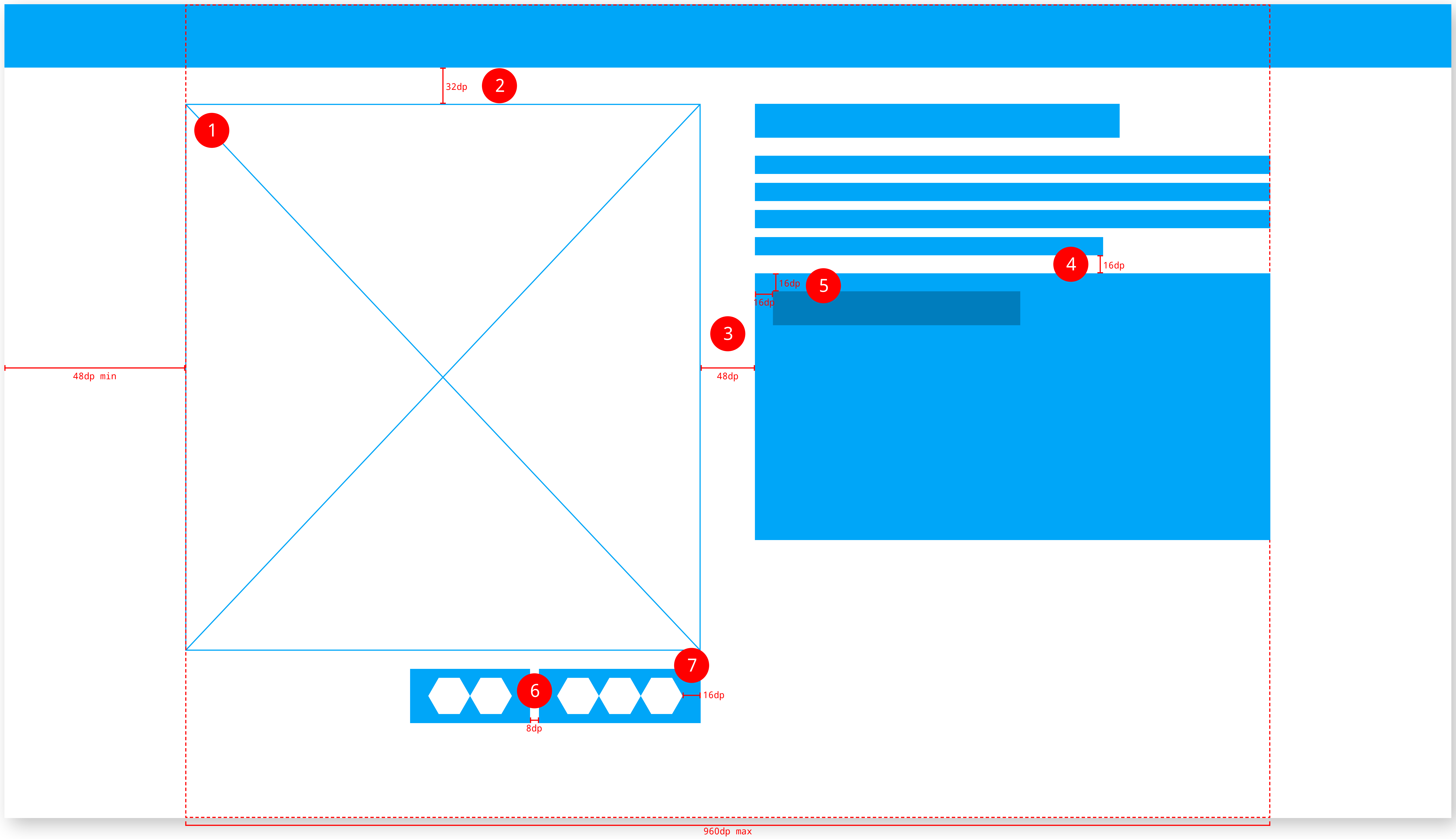
4: Component groups have a 16 dp margin between them.

5: Components inside other components have must have at least 16 dp between their outer edges.

6: Components in the same component group have an 8 dp margin between them.

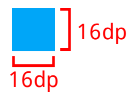
7: Content (ie. text, icons) within components must have a minimum of 8 dp padding above and below the content. Additionally, they must have a minimum of 16 dp padding on the sides.


16dp
2
1
16dp
16dp
8dp
7
4
8dp
8dp
48dp
3
4
16dp
16dp
5
16dp


32dp
2
1
4
16dp
16dp
5
16dp
3
48dp min
48dp
7
6
16dp
8dp
960dp max

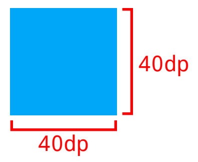
MINIMUM SIZES

All components must meet the following minimum size requirements, based on the affordances of the component.



ABSOLUTE MINIMUM

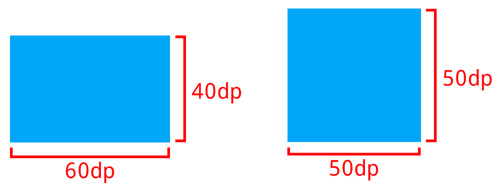
All components must have a minimum width and height of 16 dp. This ensures that they are visible.



TAPPABLE COMPONENTS

Tappable components must have a minimum width and height of 40 dp. This ensures that those using fingers to select them can comfortably do so.

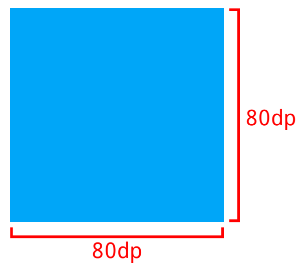
Examples of tappable components include buttons and inline glossary terms. Inline glossary terms and checkboxes are exempt from the minimum height requirement.



DRAGGABLE COMPONENTS

Draggable components must have a minimum length of 40 dp. The sum of the width and height must be at least 100 dp. This ensures that any visual change in the component while being dragged. can be seen despite a finger partially obstructing it.

Springboard does not currently use draggable components, but should such functionality be required, components should follow this guideline.



SWIPABLE COMPONENTS

Swipable components must have a minimum length of 80 dp. This ensures that fingers approaching the component at an angle can comfortably hit their intended target with room for follow-through.

Examples of swipable components scrollable areas.

GLOBAL STYLES

KEYBOARD FOCUS

When a component has keyboard focus, the component should have the same style as if it were hovered.

TOUCH STATES

For devices using touch rather than a cursor, hover states should be used when an component is touched.

CORNER RADIUS

Components with rounded corners have a corner radius of 4 dp unless otherwise specified.

TRANSITIONS

When components transition between states, they use an easeOutElastic curve. For more information, see https://github.com/danro/jquery-easing/blob/master/jquery.easing.js

TYPOGRAPHY

To ensure that Springboard can be easily distributed and cover most languages, we use Google's Noto fonts for all our typography. This also has the benefit of harmonizing interface elements even when they are in different scripts.

20dp[**Lorem ipsum**]24dp

HEADING 1

Font family: Noto Sans

Font weight: 700

Font size: 20 dp

Font color: primary stroke

Line height: 24 dp

Text align: left

Text case: sentence case

Most sections and pages will start off with a Heading 1. Headings may be longer than one line. There can be more than one Heading 1 in one page.

When using Heading 1s, consider what the navbar title is; there's no need to be redundant in describing the content of the page.

16dp[Lorem ipsum]24dp

BODY

Font family: Noto Sans

Font weight: 400

Font size: 16 dp

Font color: black

Line height: 24 dp

Text align: left

Text case: sentence case

Most content will use Body as its style.

Examples of Body include paragraphs and labels for form fields.

Lorem ipsum

GLOSSARY WORDS

based on body

Font color: primary stroke

Font weight: 700

Text decoration: underlined

Use inline with body text. When glossary terms are selected, a pop-up with a brief definition appears.

12dp[Lorem ipsum

SMALL TEXT

based on body

Font family: Noto Sans

Font size: 12 dp

Font color: dark gray

This should only be used for microcopy that doesn't exceed one line.

Use for descriptive text such as the "last discussed" date at the bottom of springboard cards and form help text.

TYPOGRAPHY

To ensure that Springboard can be easily distributed and cover most languages, we use Google's Noto fonts for all our typography. This also has the benefit of harmonizing interface elements even when they are in different scripts.

Lorem ipsum

SPOKEN

based on the text of the component

Text decoration: underline

Stroke weight: 2 dp

Stroke color: accent stroke

Use for any text that is currently being spoken. When the text is no longer spoken, it immediately loses its style.

Lorem ipsum

HEADING 2

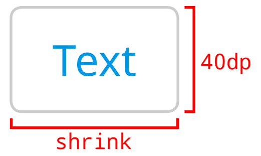
based on body

Font size: 20 dp

Use to separate sections into subsections to add further clarity to the structure of the content.

BUTTONS

Buttons are the primary way that users interact with Springboard. Most actions that do not involve choosing or form input should be handled using buttons. Button text should be succinct.



BUTTON

Background color: white

Border color: gray

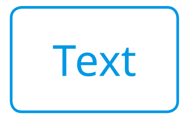
Font color: primary stroke

Font family: Noto Sans

Font size: 16 dp

Font weight: 400

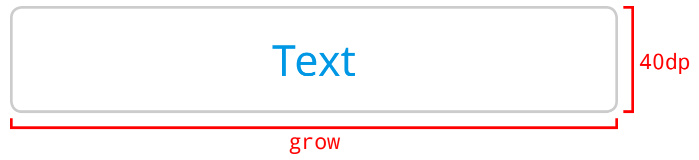
Text align: center



BUTTON (HOVER)

based on Button

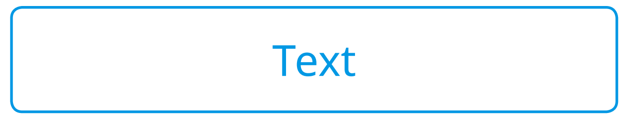
Border color: primary stroke



BUTTON (BLOCK)

based on Button

Button blocks should be used for actions that affect component groups, such as adding cards or editing springboards.



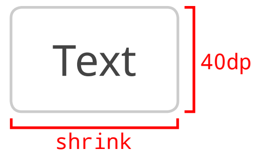
BUTTON (BLOCK, HOVER)

based on Button (block)

Border color: primary stroke

BUTTONS

Buttons are the primary way that users interact with Springboard. Most actions that do not involve choosing or form input should be handled using buttons. Button text should be succinct.

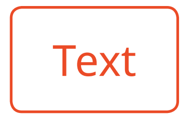


BUTTON (DANGER)

based on button

Font color: black

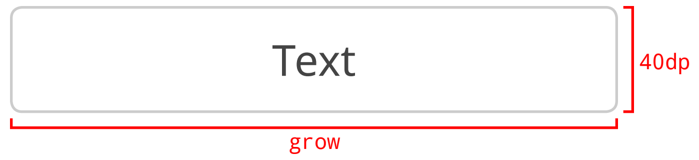
Use for actions consequential effects, such as removing cards.



BUTTON (DANGER, HOVER)

based on button (danger)

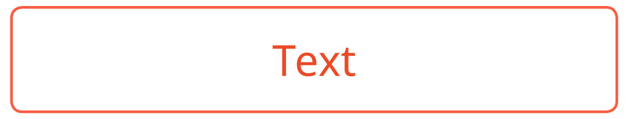
Border color: danger stroke



BUTTON (DANGER, BLOCK)

based on button (danger)

Use for actions that have extremely consequential effects, such as removing people from a springboard.



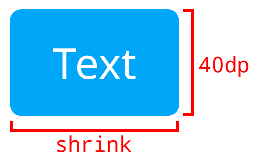
BUTTON (DANGER, BLOCK, HOVER)

based on button (danger, block)

Border color: danger stroke

BUTTONS

Buttons are the primary way that users interact with Springboard. Most actions that do not involve choosing or form input should be handled using buttons. Button text should be succinct.



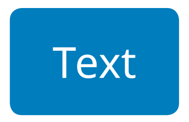
BUTTON (PRIMARY)

based on button

Background color: primary

Font color: white

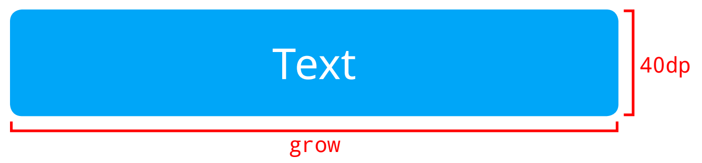
Use for primary actions that move the user forward, such as saving a card. Should be used sparingly.



BUTTON (PRIMARY, HOVER)

based on button (primary)

Background color: primary shade

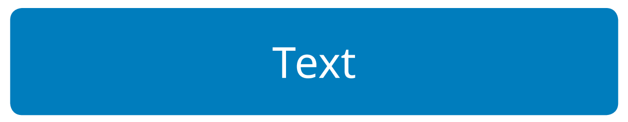


BUTTON (PRIMARY, BLOCK)

based on button (primary)

Use for primary actions like Get Started or Next.

Use for primary actions that move the user forward to other screens or help the user reach milestones, such as the next step in the preparation process or discussion.



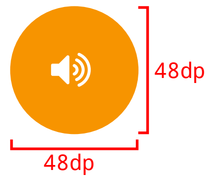
BUTTON (PRIMARY, BLOCK, HOVER)

based on button (primary, block)

Background color: primary shade

BUTTONS

Buttons are the primary way that users interact with Springboard. Most actions that do not involve choosing or form input should be handled using buttons. Button text should be succinct.



BUTTON (TEXT-TO-SPEECH)

Background color: orange

Font color: white

Font family: FontAwesome unicode:f028

Font size: 16 dp

Text align: center

Vertical align: middle

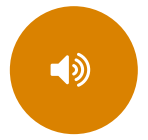
Position: fixed

  16 dp from left

  16 dp from bottom

Z-index: 2

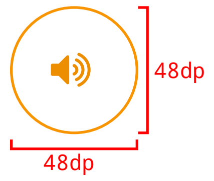
Used exclusively for text-to-speech.



BUTTON (TEXT-TO-SPEECH, HOVER)

based on button (accent)

Background color: orange shade



BUTTON (TEXT-TO-SPEECH, ACTIVE)

Background color: orange

Font color: white

Font family: FontAwesome unicode:f028

Font size: 16 dp

Text align: center

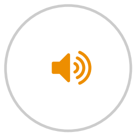
Vertical align: middle

Position: fixed

  16 dp from left

  16 dp from bottom

Z-index: 2



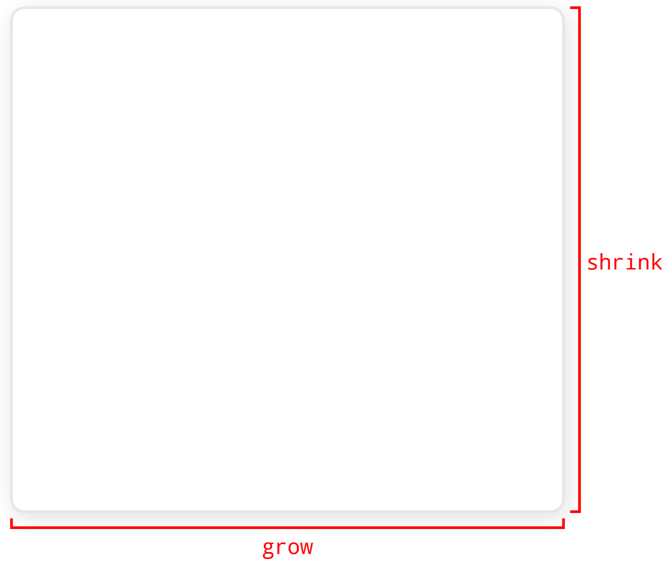
BUTTON (TEXT-TO-SPEECH, ACTIVE, HOVER)

based on button (accent)

Background color: orange shade

CARDS

Cards contain information that can be sorted and/or edited. Often, they will display only the most relevant excerpt of the information they represent. Cards always contain other components and/or component groups.



CARD

Background color: white

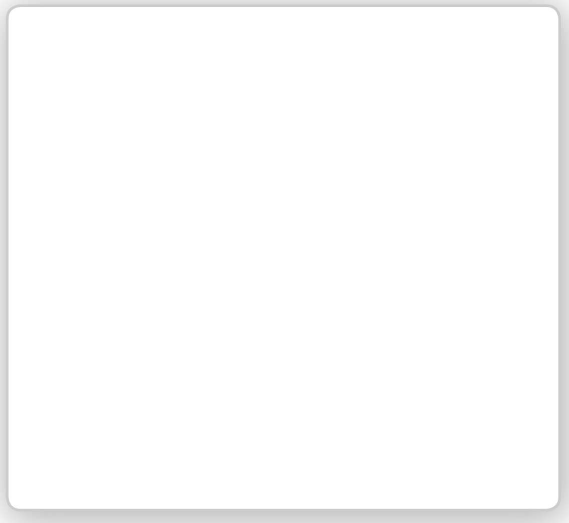
Border color: light gray

Corners rounded

Box shadow:

- X offset: 1 dp
- Y offset: 2 dp
- Blur radius: 8 dp
- Spread radius: 0 dp
- Color: #000000, 12.5%

Use when a card is being viewed but not edited.



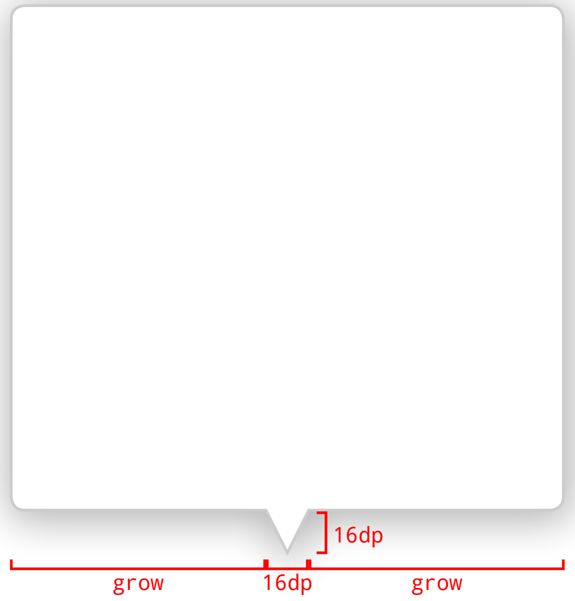
CARD (FOCUSED)

Border color: gray

Box shadow:

- X offset: 1 dp
- Y offset: 2 dp
- Blur radius: 16 dp
- Spread radius: 1 dp
- Color: #000000, 25%

Use when a card is being edited.



CARD (POPUP)

Based on Card (focused)

Arrow is centered on target.

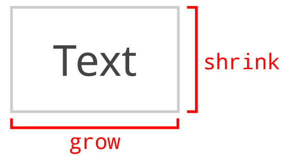
Can be from top or bottom of term depending on screen space.

Used for glossary term definitions.

FORM FIELDS

Form fields allow users to input or edit data.

Don’t use form fields for content that isn’t editable. Instead, just use the appropriate typography (see Typography).



TEXT INPUT

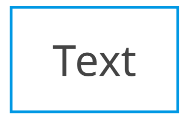
Background color: white

Font color: black

Align text: center

Border color: gray

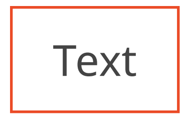
Cursor: text



TEXT INPUT (FOCUSED)

based on text input

Border color: primary shade



TEXT INPUT (ERROR)

based on text input

Border color: danger shade

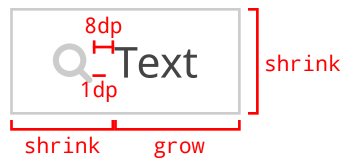
Use to indicate to the user an input that is problematic.

Focused state has same styling.

FORM FIELDS

Form fields allow users to input or edit data.

Don’t use form fields for content that isn’t editable. Instead, just use the appropriate typography (see Typography).



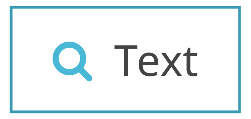
TEXT INPUT (SEARCH)

based on text input

Symbol: U+F002

Symbol font color: gray

Symbol font size: 16 dp

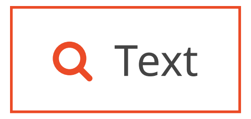


TEXT INPUT (SEARCH, FOCUSED)

based on text input (search)

Border color: brand shade

Symbol font color: brand stroke



TEXT INPUT (SEARCH, ERROR)

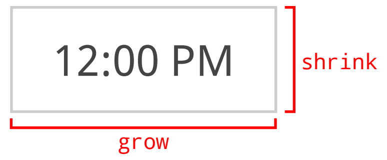
based on text input (search)

Symbol font color: danger stroke

FORM FIELDS

Form fields allow users to input or edit data.

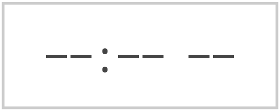
Don’t use form fields for content that isn’t editable. Instead, just use the appropriate typography (see Typography).



TIME INPUT

based on Text input

Align text: left



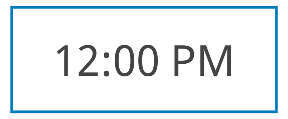
TIME INPUT (EMPTY)

based on Time input

Figure dash U+2012, Narrow no-break space U+202F

Focused state same as Time input (focused)

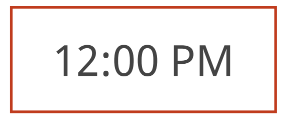
Error state same as Time input (error)



TIME INPUT (FOCUSED)

based on Text input

Border color: primary shade



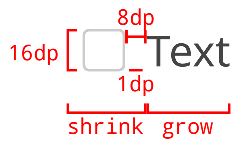
TIME INPUT (ERROR)

based on Text input

Border color: danger shade

CHOOSERS

Choosers are used for interactions in which the user has options.



CHECKBOX

Background color: white

Border color: gray

Corner radius: 2 dp

Always to the left of an element (except in right-to-left or top-to-bottom scripts.)

Bottom of checkbox is 1 dp below text baseline of attached element.

☐ Text

CHECKBOX (HOVER)

based on Checkbox

Border color: primary stroke

☑ Text

CHECKBOX (SELECTED)

based on Checkbox

Symbol: U+F00C

Symbol font color: black

Symbol font size: 16 dp

☑ Text

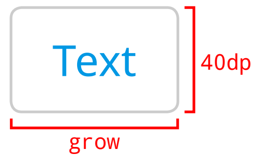
CHECKBOX (SELECTED, HOVER)

based on Checkbox (selected)

Border color: primary stroke

CHOOSERS

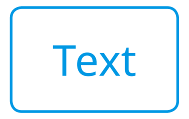
Choosers are used for interactions in which the user has options.



BUTTON (TOGGLE)

based on Button

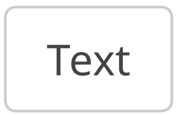
Only should be used in groups. If you have an binary switch, you should use two of them rather than relying on the inactive/active state as a signifier.



BUTTON (TOGGLE, HOVER)

based on Button (toggle)

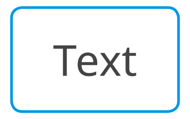
Border color: primary stroke



BUTTON (TOGGLE, MUTED)

based on Button (toggle)

Font color: black



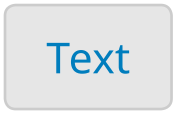
BUTTON (TOGGLE, MUTED, HOVER)

based on Button (block)

Border color: primary stroke

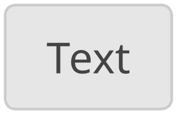
CHOOSERS

Choosers are used for interactions in which the user has options.



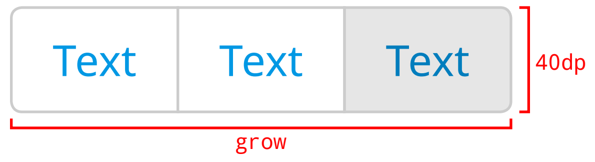
BUTTON (TOGGLE, ACTIVE)

based on Button (toggle, active)
Background color: light gray
Font color: primary shade



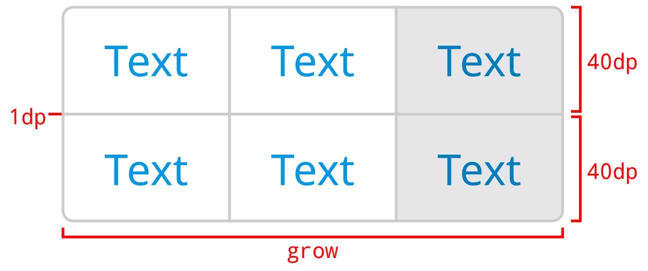
BUTTON (TOGGLE, ACTIVE, MUTED)

based on Button (toggle, active)
Font color: black


Text
Text
Text
40dp
grow

TOGGLE GROUP (ROW)

uses Button (toggle)

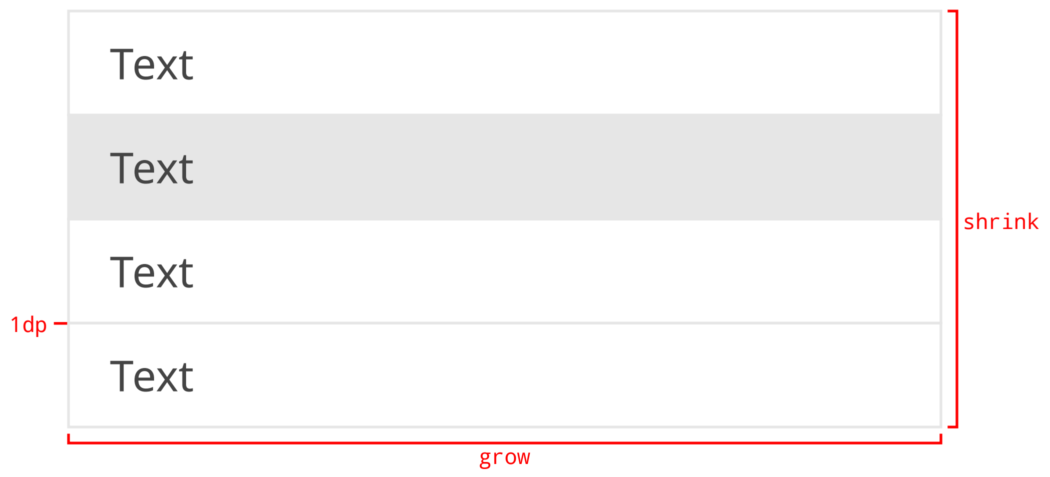

Text
Text
Text
40dp
1dp
Text
Text
Text
40dp
grow

TOGGLE GROUP (GRID)

based on Toggle group (grid)

CHOOSERS

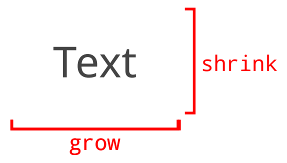
Choosers are used for interactions in which the user has options.


Text
Text
Text
Text
shrink
1dp
grow

SELECTOR (AUTO-SUGGEST)

Background color: white
Border color: light gray

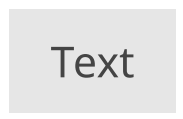
Used for automatic suggestions.


Text
shrink
grow

BODY (AUTO-SUGGEST)

based on Body
Background color: white

May be more than one line.

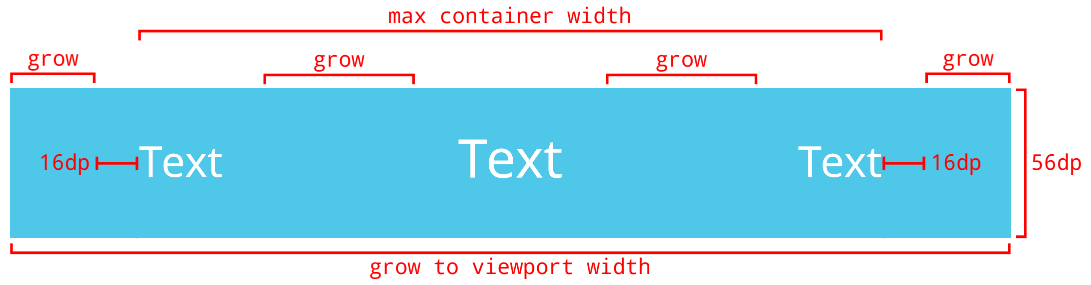


BODY (AUTO-SUGGEST, HOVER)

based on Body (auto-suggest)
Background color: dark gray

NAVIGATION

Navigation allows you to traverse to other pages or alter the view of the current page through a filter or language change.

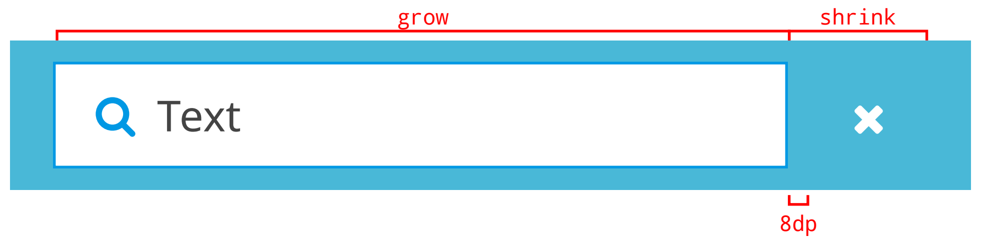

max container width
grow
grow
grow
grow
16dp
Text
Text
Text
16dp
56dp
grow to viewport width

NAVBAR

Background color: brand fill

Position: fixed at top

Use at the top of every screen for navigation.

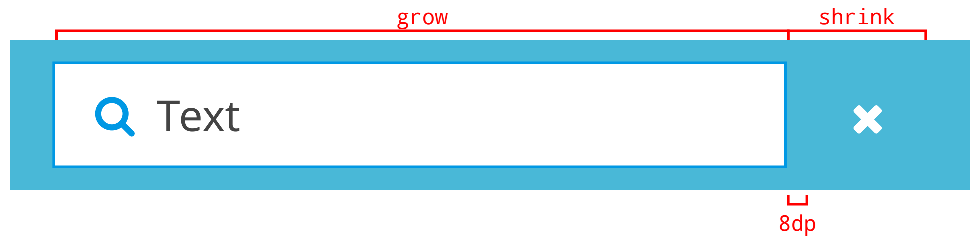

grow
shrink
Text
8dp

NAVBAR (SEARCH)

based on Navbar

uses Input (search) and Button (navbar, secondary)

Symbol: U+F00D


grow
shrink
Text
8dp

NAVBAR (SEARCH, ACTIVE)

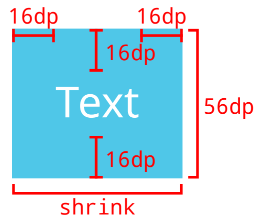
based on Navbar (search)

uses Input (search) and Button (navbar, secondary)

Symbol: U+F00D

NAVIGATION

Navigation allows you to traverse to other pages or alter the view of the current page through a filter or language change.



BUTTON (NAVBAR)

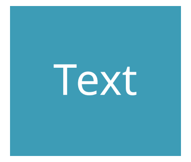
based on Body

Background color: brand fill

Font color: while

Text align: center

Use for left and right navbar links.

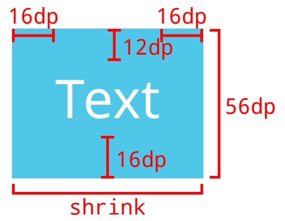


BUTTON (NAVBAR, ACTIVE)

based on Button (navbar)

Background color: brand shade

Use for active state of navbar buttons as in when they are clicked.



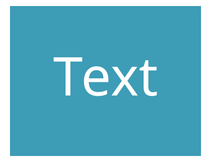
HEADING (NAVBAR)

based on Heading 2

Font color: white

Text align: center

Use for navigation titles. Titles should not be more than a single line.



HEADING (NAVBAR, ACTIVE)

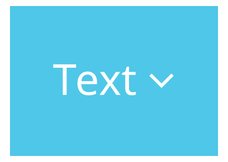
based on Heading (navbar)

Background color: brand shade

Use for navigation titles when clicked for dropdown menu.

NAVIGATION

Navigation allows you to traverse to other pages or alter the view of the current page through a filter or language change.



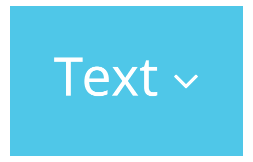
BUTTON (NAVBAR, DROPDOWN)

based on Heading (navbar)

Add a space after the Heading (navbar) and then use:

- Font family: FontAwesome
- Font size: 16 dp
- unicode: f107

Use for lists of springboards so the user can quickly change from one to another.

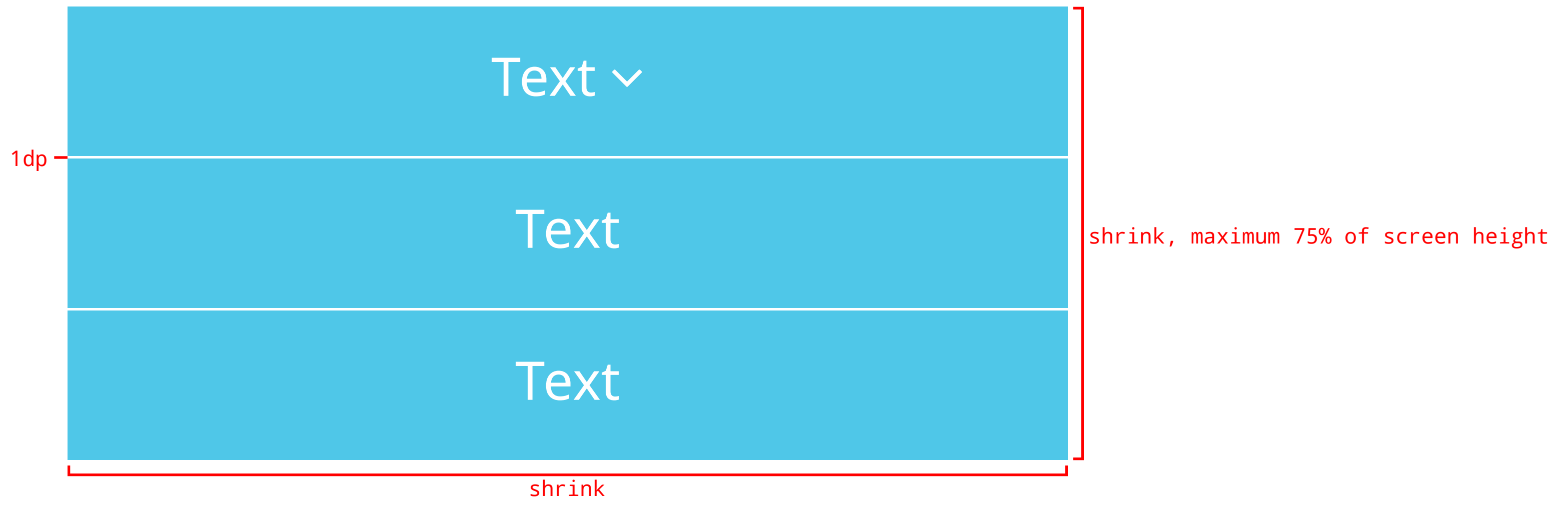


HEADING (NAVBAR, DROPDOWN)

based on Heading (navbar)

Add a space after the Heading (navbar) and then use: U+F107.

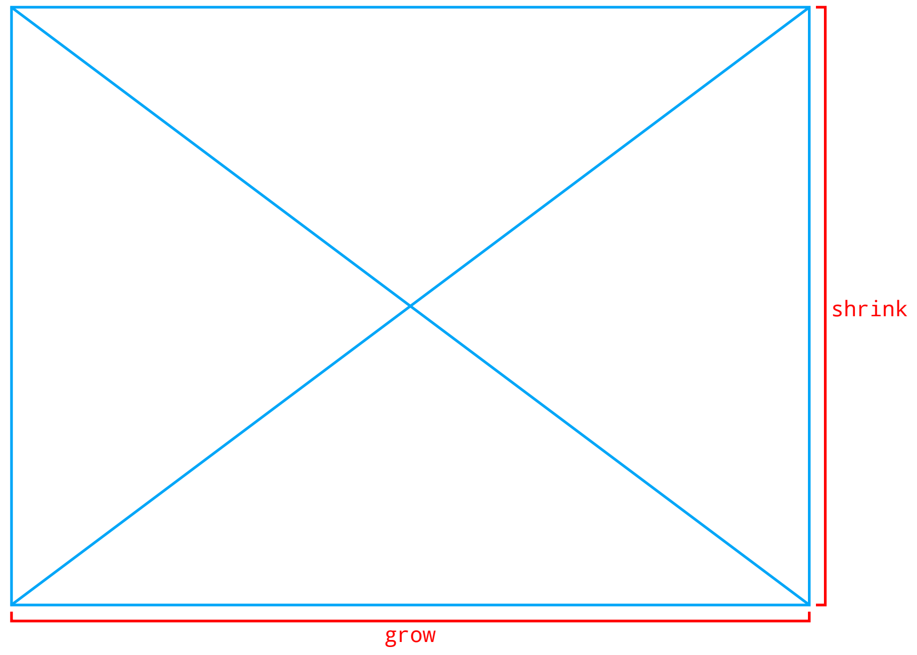
Use this for lists of springboards so the user can quickly change from one to another. It can also be used for changing languages.



DROPDOWN (NAVBAR)

uses Heading (navbar) and Heading (navbar, dropdown) or Button (navbar) and Button (navbar, dropdown)

IMAGES



IMAGE

uses Button, Body

Keep proportions

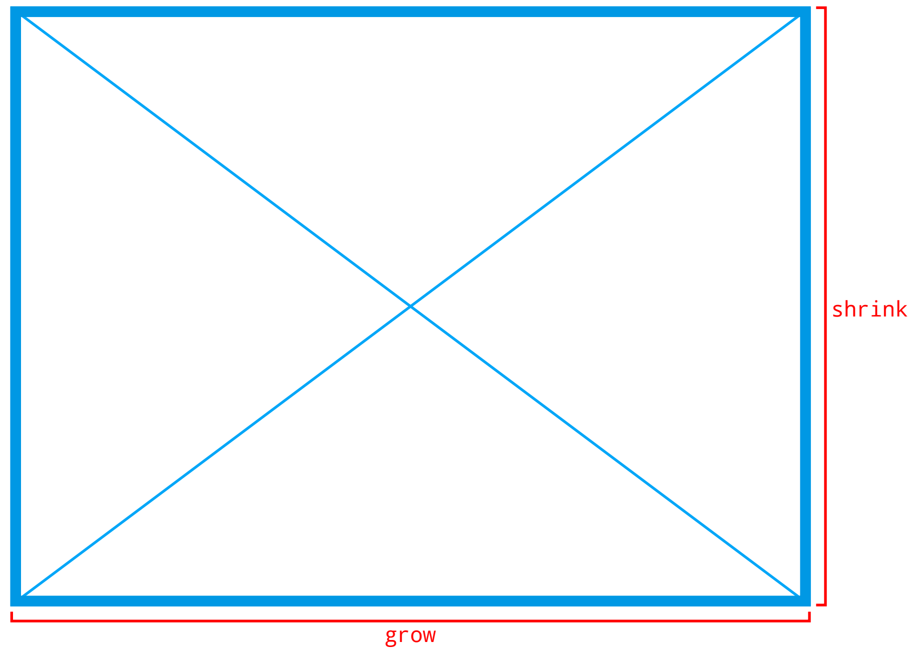


IMAGE (SELECTED)

based on Image
Border width: 4 dp
Border color: Primary stroke

Used when selecting photos for a glossary term.

LANGUAGE

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LANGUAGE SUPPORT

Springboard is multilingual and covers all languages its users need. Translation is provided through a combination of the Springboard organization (for interface elements) and crowdsourcing (for content).

For text-to-speech and speech-to-text, Springboard relies on the capabilities of the device of the user to provide such functionality.

EDITORIAL STYLE

Due to the context of some of Springboard's userbase and the need to translate interface elements into multiple languages, Springboard needs to have certain considerations when communicating with words.

BE BRIEF

The more words are on a page, the more there is for us to translate. Being brief also prevents parents from being overwhelmed.

BE INFORMATIVE

Though the column to the left says to be brief, Springboard must also be informative and not take too much for granted when explaining concepts to a user. Try to clarify any potentially vague instructions either by using different vocabulary, sentence structure, or a follow-up sentence.

AVOID IDIOMS

Idioms can be hard to translate from one language into another. However, if the cultures that share a language would find a lack of idioms inappropriate, do not restrict idioms from them in a way that would be culturally insensitive.

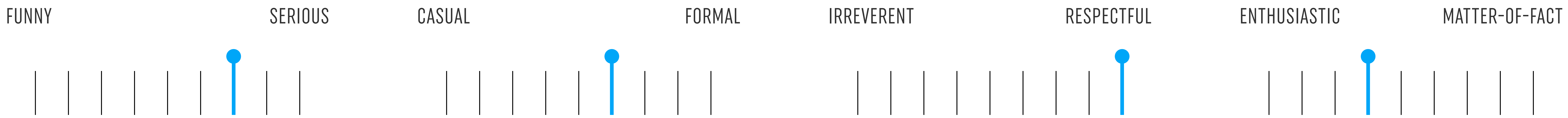
USE SIMPLE LANGUAGE

Not only is simple language easier to translate, it is also easier for people with limited language skills to understand.

One exception for simple language is relevant jargon. For instance, may be more clear to use the word 'communications' rather than the list 'notes, messages, emails, news, and/or phone calls'.

TONE OF VOICE

Springboard should always communicate in a way that respects and encourages the parent. Achieving an appropriate tone requires matching the four dimensions below.



Springboard should be mostly serious since many topics of conversation may be serious. However, making stakes sound higher than they are may alienate users.

Just right

“Springboard helps you have a conversation with your child’s teacher.”

Too funny

“Springboard lets you meet the teacher on a hot date. Without the hot date part.”

Too serious

“Springboard prepares you to communicate with your child’s teacher in an optimal manner so that your child’s future will not be as uncertain.”

Springboard should fall midway between formal and casual, leaning toward formal when in doubt.

Just right

“Are you sure you want to remove this card?”

Too casual

“Wanna remove the card?”

Too formal

“Are you completely certain that you would like to proceed to remove the card?”

Springboard should always communicate in a way that respects the repsonsibility of supporting children.

Just right

“The phone number does not seem to be valid. Please check your input.”

Too irreverent

“That’s not a phone number, doofus!”

Too respectful

“Sir, we believe your input may have a mistake. Would you mind attempting to input your phone number again?”

Springboard should make parents feel hopeful and sometimes even excited about engaging with the school.

Just right

“You’re ready to discuss with the teacher!”

Too enthusiastic

“Oh my goodness. Can you believe it? It’s almost time to talk with the teacher!”

Too matter-of-fact

“You are prepared to have a discussion with the teacher.”

TEXT-TO-SPEECH

All text and icon elements on the screen can be read aloud by Springboard. This includes temporary content such as popovers or user input.

Springboard’s text-to-speech button acts as a clutch that prevents all other interaction events (clicking, swiping, etc.) from happening when it is activated. The clutch stays active until the user turns it off by pressing the text-to-speech button again.

When there are abbreviations in the interface, such as ‘W’ for Wednesday, text-to-speech will read aloud the what the abbreviation stands for rather than the abbreviation itself, unless the abbreviation is better known than what it represents (e.g. 8 PM).

When there are icons in the interface without accompanying words, text-to-speech will describe what the component with the icon does.

MACROCOPY

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LANDING PAGE

What is Springboard?

Springboard is a service that prepares parents for conversations with school staff and provides a reference to act on the outcomes of those discussions.

Why should I use Springboard?

Schools have many resources to help you support your child’s education, but unless you let them know about your resources and priorities, they may not understand what the best way to partner with you is.

Sometimes, it’s hard to communicate with school staff because of a language or cultural barrier. Springboard helps you connect with school staff despite those barriers.

INVITATIONS

EMAIL

Hello!

[Name of parent], a parent of one of your students, has invited you to use Springboard. Springboard is a way to kickstart collaboration with the parent to support their child in a focused way both inside and outside of school. With Springboard, [name of parent] will be able to better express what their needs and wants are so that you can partner with them in the most efficient and effective way possible.

You can access Springboard by clicking the link below and using your email address to confirm your identity:

[access link]

Skeptical? Visit our site at [Springboard landing URL] to hear about how Springboard has helped other parents and school staff better support their children.

TEXT / SOCIAL MEDIA

Hi! [Name of parent] has invited you to a conversation using Springboard. You can go to [access link] to get started, or learn more at [Springboard landing URL].

INSPIRATIONAL PROMPTS

GOALS

Where do you want to see your child in 10 years?

What kind of person do you hope your child grows up to be?

What kind of academic achievements would you like to see your child achieve?

What areas of growing up is your child struggling in?

What is something you hope your child will be able to in the future?

What interests does your child want to pursue more?

Are there any concerns you might have about your child’s health?

How would you like your child to relate to other students at school?

Are there any ways you want to be more involved in your child’s life or education?

QUESTIONS

What situations are you not sure what to do in?

Are there any words or phrases you don’t quite understand?

Is there anything that makes parenting particularly challenging for you?

What from your home culture do you miss the most that you would like to see more often?

Are there any organizations you want to get involved with but don’t know where to start?

Is there anything on the school calendar that you want to know more about?

Is there any information you feel like you should know but do not?

What do you hear other parents talking about that you think might be important?

Ask about anything! The worst thing that can happen is that the school will point you to a great resource outside the school.

BACKEND

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AUTHENTICATION

Every springboard has a unique IDs for each contact (email, phone, social media account) that is invited to see the springboard.

To access a springboard, you must have the right combination of unique access ID and contact.

When setting up the springboard, access IDs are sent to yourself and anyone else you invite. The access ID is included in the message both as text and as a link that auto-fills the access ID in the login page.

The access ID sent to your email will not match the access ID sent to your phone or another email account, even though they access the same springboard.

Once you have used a compatible unique ID and contact information combination to log in, you can view any springboard that is linked to your contact information that you used to log in.

AUTO-SUGGEST

Each goal/question ever inputted has a score and translations. Goals/questions that fuzzy match (i.e. are similar) are consolidated.

When someone inputs or translates a goal or question, the goal/question is compared to a database of all goals/questions asked before. If a match is found, that goal/question’s score is increased.

When the parent types a goal/question, the system finds all relevant goals/questions that have been previously submitted, sorts them by their score, and then returns 4 random goals/questions from the top 20% and 1 random goal/question from the bottom 80%. These are displayed in a random order to the user.

Goals/question scores may be adjusted based on language or area.

INSPIRATIONAL PROMPTS

Springboard provides inspirational prompts to expand parents’ ideas of what they can talk about with the teacher.

Springboard aims to not give parents prompts that they have already seen recently to expose the parent to as many topics as possible.. Springboard also acknowledges that its users will likely have communities that share information, so showing the same prompts in the same order is not ideal either.

When the parent signs up for Springboard, all possible prompts are randomly sorted into groups of 3. The groups of 3 are randomly sorted into an order.

When the parent reveals the inspirational prompts, they only see one group of 3 at a time. The next time they reveal inspiration prompts, they will see the next group of 3. When all groups of 3 are exhausted, the prompts are once again shuffled.

Of course, inspirational prompts for goals and inspirational questions for questions are different.

SCHEDULE COMPILATION

When showing the availability of a person, Springboard automatically processes the timeslots in a way that allows people to view availability separated by days in an agenda format, not the combined-day format used in the creation of the schedules.

SPRINGBOARD CARD CONTENT

Springboard’s home page has a list of springboards. Below are specifications about how to display information about each one.

If a card has more than one goal or question, be sure to use the plural form (i.e. goals, questions). If a card does not have any goals/questions, don’t list them.

For springboards, if a card was discussed within the same day, label it “Last discussed today.” Else, label it “Last discussed [date]” (ex: Last discussed Jan 30, 2015) If a springboard hasn’t been discussed, label it “Not yet discussed.”