Applying technology to meet correctional educator needs

Susan Marie Bley

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APPLYING TECHNOLOGY TO MEET CORRECTIONAL EDUCATOR NEEDS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

by
Susan Marie Bley

December 2004
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Date 10/3/04
ABSTRACT

Could a Tri-County Correctional Education Association (TCCEA) Web site help satisfy the identified needs of correctional educators? This study focuses on defining correctional education and correctional educators, identifying characteristics of correctional students, presenting background information on the Correctional Education Association and the Tri-County Correctional Education Association, and researching the needs of correctional educators. Finally, this study presents the Web site that was designed and developed for TCCEA.

This researcher concluded that the Web site could provide TCCEA members with needed support if updated and used on a regular basis.
ACKNOWLEDGMENTS

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CHAPTER ONE

INTRODUCTION

The State of California is home to the largest population of incarcerated adults and juveniles in the nation. These detainees are housed in federal prisons, state prisons, county jails, and state and county juvenile institutions throughout the state. Educational programs are offered in all of these facilities. The personnel responsible for educating this incarcerated population are correctional educators.

As a correctional educator myself for the past 20 years, I have constantly been challenged by the need for peer support, curriculum ideas, and information about best practices. I have also felt the isolation inherent to this position. In an attempt to address some of my needs, I became a member of the Correctional Education Association (CEA). The CEA is a professional organization that supports teachers and other education personnel working in correctional settings.

CEA provides annual international conferences, a subscription to The Journal of Correctional Education, annual regional level membership and conferences, and the opportunity to join special interest groups. While these
services satisfied some of my needs as a correctional educator, I still felt the need for more frequent, ongoing networking and support on a more local level from other correctional educators who shared similar work situations and student populations on a more local level.

About this time I became aware of a local, professional organization, the Tri-County Correctional Education Association (TCCEA), which represents correctional educators in the California counties of Orange, Riverside, and San Bernardino. The TCCEA provides monthly meetings, research and discussion groups, and a chance to network with other area correctional educators. After attending several meetings, I began to realize that the few members that attended voiced the same concerns that I had already identified. These concerns seemed to be a universal theme among all correctional educators: isolation, lack of access to resources, communication needs, collaboration with a variety of agencies, difficult student populations, and stress.

While the TCCEA satisfied many of my own professional needs, traveling the long distances to meetings after completing a regular workday proved difficult. Other members also complained about the inconvenience of the meetings which were scheduled on weekdays at dinner time.
Correctional educators were also not convinced that the TCCEA was offering them what they needed and they began looking into their own separate organizations for support. It became increasingly clear that the TCCEA needed to offer more than weekday dinner meetings and infrequent seminars. The TCCEA leadership team acknowledged that the large geographic area covered by the three counties would be the main reason for non-attendance.

It appeared that one way of solving the information and communication needs of TCCEA members might be by using technology. The purpose of this master's project, then, is to design and develop a TCCEA Web site to help satisfy these identified needs.

In order to accomplish this plan, I enrolled in Web design classes, consulted with professional Web developers, and implemented a review of the literature, found in chapter two. Having completed these steps, I used the information from the literature review to plan the design and development of the TCCEA Web site. This information can be found in chapter three. After creating a trial Web site, I again consulted with professional Web designers and the TCCEA leadership team to evaluate the model site. The necessary revisions were made and the
final Web site was launched. The TCCEA membership was invited to critique the Web site using an on-line survey. Information about the survey can be found in chapter 3 and the actual survey is in Appendix F. The survey results are listed in chapter 4. A final summary of this project, conclusions, and recommendations are discussed in chapter 5.

The following assumptions were made regarding the project:

1. The needs of TCCEA members reflect the needs of correctional educators throughout California and the nation.
2. TCCEA members have access to a computer with Internet connections.
3. Tri-County correctional educators need to acquire pertinent information relative to the profession.
4. A TCCEA Web site would help satisfy the needs of Tri-County correctional educators.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

In order to lay the groundwork for this project, a review of the literature was conducted to establish the need for creating a Tri-County Correctional Education website and to explore the process for creating such a website. The literature review focuses on these major areas: (a) definitions of correctional education and correctional educators, (b) characteristics of correctional students, (c) background information on the Correctional Education Association, (d) Tri-County Correctional Education Association, (e) needs of correctional educators, and (f) website development and design.

Correctional Education and Correctional Educator Defined

MacCormick (1931) described the aim of correctional education as extending to prisoners “every type of educational opportunity that experience or sound reasoning shows may be of benefit or of interest to them, in the hope that they may thereby be fitted to live more competently, satisfyingly and cooperatively as members of
society” (p. 11). MacCormick listed fundamental academic education, vocational education, health education, cultural education, and social education as part of the educational foundation of correctional education (p. 12). Gehring’s (1995) definition of correctional education states that correctional education is “structured learning/teaching strategies that interrupt asocial, nonsocial, or antisocial behavior and foster social learning and growth” (p. 6). Sauter (2000) identified correctional education pertaining to juveniles as educational services and training administered to youthful offenders in a restrictive environment with the intention to rehabilitate or improve (p. 15). In 1984, the Correctional Education Association published resolutions that defined correctional education “as an organized and individualized self-help strategy to interrupt nonsocial or antisocial behavior through vocational and academic learning activities that foster social attitudes and equip students in contact with the criminal justice system for lives as responsible community members” (Gehring, 1984, p. 138). The 1994 International Representative of the Correctional Education Association, Pam Bedford, defined correctional education as consisting of “the educational activities undertaken by persons who are under the
supervision of the judiciary, whether sentenced or awaiting trial, and whether serving a sentence in jail, in prison or in the community" (Franklin, 2001, p. 4).

For the purposes of this paper, correctional education will refer to the education of persons who are under the supervision of the judiciary. This education includes not only basic academic and vocational education, but also structured learning/teaching strategies that interrupt asocial, nonsocial, or antisocial behavior and foster social learning and growth. Any administrator, supervisor, teacher/facilitator, counselor or instructional assistant providing educational services and/or training in an institution or community education site will be defined as a correctional educator.

Correctional Student Characteristics

Correctional educators teach in both juvenile and adult programs. Students in juvenile settings include adjudicated youth and at-risk students who are in alternative county programs and state institutions. Both adult and juvenile students have deficits in their ability to function in society because of problems with "health, addictions, illiteracy, lack of survival or social skills, emotional problems, limited self control/self esteem, self
confidence, no hope for the future, no role models, and lack of direction” (Sauter, 2000, p. 15). Because of these risk factors, “substantial differences exist between the clients/population taught in the public school systems and those taught in the correctional education system...” (Norde, as cited in Sauter, 2000, p. 19). For the correctional educator this presents unique challenges. Correctional educators of both juveniles and adults deal with a “high percentage of students with educational handicaps, often with personal histories of violence and drug abuse, and school histories as dropouts or embittered learners” (Eggleston & Gehring, 1986, p. 86). To exacerbate this, correctional educators perform their functions in an “environment that fosters alienation, anxiety, and unconventional attitudes regarding sexual and racial interactions; and a physical setting that is often ugly and remote from community resources” (p. 86).

Kendall explained that “The major difference between public education and correctional education is in our students” (Kendall, 1973, p. 99). The correctional educator is charged with replacing antisocial and self-destructive characteristics with improved habits and attitudes (p. 99). Inmate students have fashioned a poor image of themselves in their world. “They are discouraged,
and expect little but trouble from themselves and others" (p. 100).

Echoing this same idea, Bell (1992) wrote that prisoner inmates come from culturally and educationally deprived backgrounds. Most have achievement levels below the seventh grade. At least 50 percent have specific learning disabilities which usually are associated with auditory perception. The average IQ of inmates is 86, 14 points below national norms, and 70 percent have no work history or training (Bell, 1992, p. 67).

Werner (1990) stated that students are usually male members of minority groups from the lower socio-economic class, and there is a realistic probability that he has previous family members who have been incarcerated. Inmates are often drug users, victims of child abuse, and had an early history of trouble with the law (p. 130). "Corrections populations consist of relatively nonsocial or antisocial people, alienated from their normal social context, and thrust together in an extremely social situation" (Eggleston & Gehring, 1986, p. 91). These students present a different set of needs than students in regular education, whether juvenile or adult.
Correctional Education Association Overview

The Correctional Education Association (CEA), founded in 1946 by Austin MacCormick, "is the professional development organization for teachers and other educational personnel working in correctional settings" (CEA Directory, 2004, p. 10). The CEA provides an annual international conference, a quarterly academic journal, The Journal of Correctional Education, and CEA News and Notes, a quarterly newsletter providing current information on events in correctional education. In addition, CEA offers professional development videoconferences and legislative advocacy in the United States Congress and in state legislatures, publication of the Standards for Adult and Juvenile Correctional Education Programs and Evaluation, consulting and research services. CEA has alliances with the American Correctional Association, the American Jail Association; and other national and international organizations. CEA brings these offerings together for all members through their Web site at http://www.ceanational.org.

Werner (1990) stated that "Every prison vocational or academic teacher should be a member of the Correctional Education Association, the only association specifically formed for prison educators, allowing, in an
organizational framework, those with similar experiences to get together and share experiences" (p. 209).

The national CEA membership today numbers 2,500. An executive board consisting of seven elected international officers and directors of its nine regions leads the organization. These regions represent members throughout the world.

For years, the CEA was criticized for lacking a rationale and long-range plans. The resulting solution was the Association's 1984 Resolution document, which outlined a program for improvement of the correctional education field and the CEA (Gehring, 1984, p. 137). Goals of the CEA Resolutions were to establish guidelines for staff development and "create a basis upon which to standardize professional correctional teacher education" (Gehring, Eggleston, & Ashcroft, 1992, p. 3).

The Correctional Education Association's 1984 Resolutions document outlined a program consisting of 10 categories for improving the field of correctional education. These categories, outlined in the CEA objectives (Gehring, Eggleston, & Ashcroft, 1992, p. 3), are:

1. Definition of correctional education.
2. Characteristics of exemplary CE delivery systems.
3. Relevant accreditation systems.
4. Recommended funding structure.
5. Coordination of Federal support.
6. Teacher skills and characteristics.
7. Teacher training needs.
8. Interface with the related professions.
9. Status of education within the institution.
10. CEA objectives.

In 1997, the CEA standards for adult and juvenile correctional education programs were introduced. These standards established a framework to evaluate education programs in any correctional setting. Included in the Standards for Adult and Juvenile Correctional Education Programs (CEA, revised 1999) is a description of the CEA mission which is to "(a) Ensure student success through quality education programs, leadership, networking, and professional development; (b) Increase community awareness and support for correctional education of at-risk, adjudicated youth and adults" (CEA Standards, 1999, p. 3).

Also included is the CEA philosophy, which states that "The Correctional Education Association believes that all individuals have dignity and worth and are able to benefit from education" (p. 3).

Tri-County Correctional Education Association History

Because the Tri-County Correctional Education association has no recorded history, the following
information was written based upon interviews on April 14, 2002, with Carolyn Eggleston, PhD., Co-Director of the Center for the Study of Correctional Education and Associate Dean for the College of Education, California State University, San Bernardino (CSUSB), Thom Gehring, PhD, Professor/Co-Director of The Center for the Study of Correctional Education, CSUSB, and Teri Hollingsworth, correctional educator and former president of the Tri-County Correctional Education Association.

Gehring, Eggleston, and students of a graduate level course, The History of Correctional Education, at California State University, San Bernardino (CSUSB), conceptualized the Inland Empire Correctional Education Association (IECEA) in 1992. The organization was an offshoot of a similar organization that Eggleston and Gehring facilitated in New York and Virginia. When Eggleston and Gehring joined the staff at CSUSB, they discovered a major difference between the administrative and union support of correctional education on the east coast and in California. They were accustomed to the cooperation and encouragement of administrations and unions for attendance at conferences and professional growth courses. As a result of that support, meetings in
the east met to support the needs of correctional educators and often drew more than 250 participants.

Eggleston and Gehring found a different attitude in southern California. Correctional educators, long known for their isolated circumstances, were even more isolated in California, and there seemed to be no method in place to remedy this problem.

Eggleston and Gehring began an effort to assist California correctional educators by offering graduate level instruction at CSUSB. Classes were always small, but thanks to the support of CSUSB’s then Dean of the School of Education, Dr. Ramage, the courses remained open. This sparked an interest locally. Thompson and DeOrto, student correctional educators in these courses, requested more time to discuss the vital issues that arose. They began a conversation about forming a group for research and discussion which later became the Research and Discussion Group (RDG). This group officially began monthly meetings in 1993 as the Inland Empire Correctional Education Association and represented correctional educators in San Bernardino and Riverside counties. Gehring refers to these first three years as the first generation of the Tri-County Correctional Education Association. Representation at IECEA meetings ranged from 5 to 20
members, depending upon the location and RDG topic or speaker.

Concurrently, the Alternative and Correctional Education Academy (ACEA) was conceived in a 1991 Juvenile Court/Community Schools Administrators of California (JCCSAC) task force meeting. The task force members included: Eggleston and Gehring, co-directors of the Center for the Study of Correctional Education at CSUSB; Ashcroft, fellow of the Center for the Study of Correctional Education at CSUSB; Swartz, Chairman of the Advanced Studies in Education Department at CSUSB; Machaels, JCCSAC administrative leader; Vachet and Addo, Orange County Department of Education Alternative, Community and Correctional Education Schools and Services (OCDE/ACCESS) administrators.

This task force sought to find a way to provide a pro-active, professional growth program that would meet requirements for teacher recertification, as well as apply towards a Masters of Interdisciplinary Studies with a correctional education emphasis. It also examined ways to satisfy the "special fitness to perform" clause of the California Educational Code 44865 which is required of all alternative and correctional educators. Eggleston and Gehring had an idea of what the program should encompass
because of their long involvement in the field. They had previously conducted similar correctional education courses and programs. These courses and programs provided a background (history) of the field, guidelines for its future, and strategies for working with at-risk students with emotional and behavioral issues. Gehring and Eggleston had facilitated these programs at Virginia Commonwealth University, Lenoir Rhyne College in North Carolina, and at the State University of New York, New Paltz.

Addo, Vachet, and two other administrators from Orange County had also begun a program of professional growth for educators in community-based day centers. The program provided much needed information and support to correctional and alternative educators with special regional needs for specific communities. It included four in-services days a year for day center staff, outside speakers, and programs for local situations. In addition, they developed a plan to certify these programs for university credit.

The program developed a life of its own. San Bernardino county correction administrators began the process of localizing the program for its correctional educators. Many of the academy graduates from Orange
County applied the credits to a Masters in Interdisciplinary Studies with a Correctional Education emphasis at CSUSB. Graduates of the ACEA became involved with IECEA and, because of the addition of Orange County members, agreed to change the name to Tri-County CEA. These years, became what Gehring refers to as the second generation TCCEA. The original membership came less often to meetings and the Orange County members essentially dominated these meetings.

CEA, Region VII, represents one of nine regions in the United States and Mexico which allows CEA to identify and address the specific needs of educators in far-reaching areas of the country. With that same geographical idea in mind, TCCEA represents the needs of local correctional educators in just three counties of Southern California: San Bernardino, Riverside, and Orange. Official recognition from Region VII CEA came in 1997 when TCCEA was named a local affiliate. Along with the recognition, the Region VII board gave the group seed money to grow and assigned them an official function at the annual conference. TCCEA's goals were similar to the goals of CEA:

1. To create networks that connect correctional educators from different systems and assignments
2. To advocate and promote excellence in correctional education
3. To actively support research in correctional education through technical assistance and information dissemination
4. To foster cooperation between the CEA, Juvenile and Court Schools Administrators of California (JACSAC), the California Association of Jail Educators (CAJE), and other professional individuals and associations who share in this common cause
5. To help establish, plan, and evaluate correctional education services
6. To facilitate cooperation between the California Youth Authority (CYA), the California Department of Corrections (CDC), the State Department of Education (DOE), the Robert Presley Center of Corrections Research and Training, the Department of Mental Health (DMH), the Office of Alcohol and Drug Programs (OADP). Advocate Schools, the Federal Bureau of Prisons (BOP), the Center for the Study of Correctional Education, the local sheriff’s and probation departments, private providers from the local public schools, the postsecondary community, and other advocates of correctional education. (TCCEA Constitution and Bylaws, p. 1)

TCCEA members represent fewer than 50 of all of the correctional educators in the three counties. Members come from numerous systems located in the three counties. These include juvenile halls, juvenile institutions, juvenile alternative sites, adult educations sites, city jails, the California Youth Authority, California Department of Corrections, Federal prisons, mental health facilities and hospitals, drug rehabilitation facilities, public and private group homes. Meetings are sparsely attended and,
from 2000 to 2004, were held infrequently. The reasons members gave for non-attendance included the distance they must travel, lack of support from administration, lack of information about meeting dates and places, stress from their job, family obligations, continuing education, and other priorities.

Correctional educators also were not convinced that the TCCEA had much to offer, and tended to look inside their own separate organizations for support. Some potential members balked at having to pay $50 to join the national CEA before joining the TCCEA; they needed to be convinced that the CEA was useful before they could consider whether the TCCEA might be useful. The TCCEA leadership team attempted a number of activities to increase membership such as personal phone calls, email reminders, and mini-conferences. Rotating meeting times, days, and locations were also tried, but to no avail. Currently, the group is in danger of disbanding.

Needs of Correctional Educators

Most correctional educators do not identify professionally with their career field. For many correctional educators, correctional education is a result of a career change later in life. The majority of
correctional educators who teach in institutional settings did not plan on a career in correctional education. Students in credentialing courses are not made aware of the correctional education career path during their training, and correctional education certification is rarely offered as an option. Eggleston (1992) explained:

Most correctional teachers were trained along public school models in content areas such as reading, math, or English, or as elementary, vocational, special, or adult education teachers. Some of us do not have education backgrounds at all. We often identify professionally with our particular area of training rather than with correctional education. (p. 7)

Tarbell stated that "The most important element in the whole arrangement is a suitable teacher...He must be a painstaking, consistent, steadfast man, of so much character and scholarship as to secure the respect and confidence of the prisoners. There must be no sham, no mere assumption about him, for [of] all shrewd observers of men and motives, of all lynx-eyed detectors of hum-bug and affectation, the inmates of our prisons are the sharpest" (Wallack, as cited in Gehring, Eggleston, & Ashcroft, 1992, p. 33). Because of these two facts, teachers are rarely trained as correctional educators and, therefore, may not possess the special skills needed to be correctional educators. Establishing what correctional
teachers need to know and do has been a recurring issue within correctional education. In 1991, the Robert Presley Institute of Corrections Research and Training initiated a study to describe measurable or observable performance indicators of correctional teachers. This study was a continuation of three earlier studies. "The participants came from a variety of correctional settings: youth and adult systems; basic, secondary, and postsecondary service delivery; academic, vocational, and social education; correctional education administration and supervision at the Federal, state, and local levels" (Gehring Eggleston, & Ashcroft, 1992, p. 26). The study resulted in a list of characteristics, skills, and performance indicators under the following categories.

1. Self-Awareness.
2. The ability to sustain a high level of energy over a prolonged period, even in a setting which can be harsh.
3. The ability to relate well with others.
4. The ability to stimulate interest in learning and growth.
5. The ability to retain and expand their knowledge in relevant content areas.
6. The ability to associate daily experiences with the professional themes of correctional education.
7. The ability to assume a responsible, action-oriented, professional role.
8. The ability to establish meaningful goals and plan in a way that promotes success.
9. The ability to manage, produce, and solicit resources effectively. (Gehring Eggleston, & Ashcroft, 1992, p. 8-25)
The self-awareness category represents characteristics which are internal qualities a person has that cannot be taught, but can develop with maturation. The remaining categories represent skills that can be taught. Most people do not develop these skills without training. This list of skills, then, could reflect the training needs of correctional educators.

Kistler's (1995) study of correctional educators in adult facilities in California found that there was little or no difference in the needs of correctional educators working in state prisons and in county jails. He also noted that there is not a significant difference between correctional educators in Northern California and in Southern California (p. 164). He identified that correctional educators should have a broad knowledge of:

1. The field of correctional education including its history and literature,
2. Exemplary correctional treatment programs,
3. The criminal justice system,
4. Correctional institutions,
5. The characteristics of incarcerated and handicapped youth,
6. New developments and research through participation in professional organizations and relevant publications,
7. A possibility for connection with the field’s evolving national and international support networks,
8. Crisis prevention and intervention techniques,
9. Adult literacy,
10. The study of emotional and learning disabilities,
11. Direct instruction techniques,
12. Stress management techniques,
13. Correctional education as a profession (p. 56-57).

Kistler (1995) also found that interacting with other correctional educators is important (p. 57). Additionally, he found that some significant information issues for correctional educators include (a) knowledge of professional organizations, publications and research, (b) current national and international trends, (c) the history and development of correctional education, and (d) the characteristics of incarcerated and handicapped individuals (p. 65).

Even in regular education, isolation is a problem. Teachers spend most of their time in their classrooms away from other teachers as well as the rest of the staff, so "it is not surprising to hear them say they feel isolated from their colleagues" (Mann, 2000, p. 1). But the correctional education literature agrees with Price (1996) as he warns, that "Unfortunately, teacher isolation--the opposite of teamwork--is one of the most obvious realities of a correctional educator's life" (p. 116).

Working conditions for correctional educators vary. Generally, correctional education takes place within
hierarchical, bureaucratic, secure, and governmental institutions (Werner, 1990, p. 92). Most new correctional educators feel isolated and even intimidated by their restrictive surroundings. Werner affirmed that the institution controls correctional educators who enter at the institution’s will and pleasure and, therefore, “The twin feelings of isolation and loss of control will serve directly or indirectly to shape everything you as a corrections educator attempt or think about in your occupation” (p. 85). Werner states further that “The teacher who attempts to effect change can easily develop a feeling of real or imagined powerlessness” (p. 97).

Several authors have described the challenges and frustrations correctional educators experience teaching in institutions. These frustration factors contribute to the correctional teacher’s stress and burnout. For example, Eggleston (1992) wrote that

The institutional environment itself makes a great deal of what we learned in public school teaching impossible. Research on the nature of institutions has taught us that they have their own rules, mores, and truths that most correctional teachers know nothing about. We feel alienated and poorly prepared for teaching in this most repressive environment. It is no wonder that so many correctional teachers fail; either by leaving correctional education or by accepting that education is just a management strategy for the prison. (p. 7-8)
Sauter (2000) summed up the abundance of negative factors relating to correctional education and its teachers:

...the challenges of a restrictive and repressive environment and the diversity of disabilities and deficiencies of incarcerated students; ...the constraints placed on correctional educators and educational programs because of the clientele being served, the existing facility routines and institutional security; and the frustrations experienced by correctional educators seeing too many students perform at a low-level and fail repeatedly while knowing that education is not a priority at many correctional institutions. The attitudes of too many correctional facility or prison staff is anti-education and is shown openly. This frustrates teachers and may result in teacher burnout or turn-over. (p. 40)

The problem lies then in how the correctional educator deals with these special needs. Sauter (2000) found that there are few solutions available. He states that "Correctional educators have limited access to correctional-specific information which may be vital to their self-confidence, self-esteem, professional identity, job performance and effectiveness, whether or not they remain in this field" (p. xv).

Correctional educators need knowledge and information about literature in the field, about Federal funding programs which impact correctional education, and about professional organizations which are supportive of their
own career field. Yet, when Sauter (2000) surveyed correctional educators, the responses to his general knowledge survey items clearly showed that most correctional educators are uninformed regarding these important matters (p. xvi). Experienced correctional educators cope with the lack of training by acquiring needed skills from on-the-job sources, professional writings, and networking. They obtain essential information from sources that are not tied to certification or disciplines specific to their field (Platt, 1992, p. 43).

It has been stated repeatedly that "providing inmates with literacy training, marketable job skills, and life skills will enable them to be contributing citizens when they return to their communities" (Schwartz & Koch, 1992, p. 100), and that "Well-trained teachers are an essential part of quality correctional education programs" (p. 106). Yet, ironically, there are few opportunities available for this training.

In 1987, Florida State University identified a need to establish a preservice and inservice training program for correctional special educators. Each component of this program was designed to complement the others so graduates could enter correctional institutions "competent in their
content area and confident in their surroundings” (Koorland & Grande, 1992, p. 73-75). Prospective correctional educators were required to develop competencies in certain special education core courses, including

1. Knowledge about criminal justice settings
2. Knowledge about criminal justice clients including the various techniques offenders use to manipulate staff and the system
3. Crisis prevention and intervention techniques
4. Problems and research topics pertaining to correctional education
5. Adult literacy
6. Advanced study of emotional and learning disabilities to include conceptual models and instructional strategies
7. Curriculum-based measurement and direct instruction techniques
8. Stress management techniques to reduce the impact of demanding work environments
9. Understanding correctional education as a profession and interacting with other correctional educators. (Koorland & Grande, 1992 p. 74)

In addition to the specific training needed to provide appropriate service in the field of correctional education, teachers also need a vehicle to exchange ideas, thoughts, concerns, and professional information. Sattler and Adair (1992) emphasize the fact that “There is a need to develop a sense of group cohesiveness among correctional educators who often express a lack of opportunity for idea sharing with other CE teachers”
The point is refined by Werner (1990) when he says that the field "needs to develop a sense of vocation or professionalism if its important function in society is to be taken seriously and supported" (p. 103). Professional identity is a crucial part of this need. As Wiener (1992) puts it, "There is a need for a greater sense of identity among correctional educators..." (p. 62).

As noted earlier in the history review, correctional education is in the cultural period. This is characterized by "(1) new definitions of learning and of correctional education, (2) developmental teaching and learning, (3) initiatives to put educators in charge of educational decisions, (4) innovative methods of teacher preparation, and (5) an international perspective" (Gehring, 1993, p. 23). As movement towards this period progresses, correctional educators find increasingly that they need time to connect with each other. Word about the latest developments, methodologies, and support systems do not typically reach correctional educators when they are isolated from each other.

Correspondingly, the correctional educator must stay abreast of the developments and research within the field. That need is being filled more and more in recent years...
through the growing literature in the field including the Journal of Correctional Education, Journal of Educational Psychology, Corrections Today, Forum on Correctional Research, and others. However, most correctional educators have no idea that these publications are available.

The need for professionalization arises repeatedly in the literature. Werner (1990) makes this clear when he recognizes that "It is time correctional educators realize they provide the only justification for the existence of the prison and that, except for education, the prison returns inmates to society who are worse off than when they arrived" (p. 103).

The Correctional Education Association (CEA) and, locally, the Tri-County Correctional Education Association (TCCEA) have tried to address many of these recognized needs. Over its 10 years of existence, the TCCEA has provided a venue for correctional educators to come together and network. It has met monthly in various locations over the three counties. It has kept abreast of the literature and correctional education issues in order to disseminate current topics to its members. Word has been spread through newsletters and, recently, through e-mail. Through all of this, there has been a problem: membership has been in a constant flux. "This, members
tell me, is due to the vast distances they have to travel in order to meet” (interview with Hollingsworth, April, 1999).

Web Design Literature

Internet and World Wide Web Basics

The Internet began in the early 1960’s as a networking project of the United States Department of Defense. The Defense Department’s Advanced Research Projects Agency (ARPA) had two goals in building their network. The first was to allow scientists and military personnel to collaborate and share information even though they were in different locations. The second was to create a network that would function even though part of the network was disabled or destroyed by a natural or man-made disaster. That network, called ARPANET, was used exclusively by the government, research institutions, and colleges and universities. The ARPANET network consisted of four main computers which served as hosts to store and transfer data and messages through high-speed communication lines (Shelly, Cashman, Gunter, & Gunter, 1999, p. 2.11).

As more and more people realized the potential of the ARPANET, the network experienced phenomenal growth. In
1986, The National Science Foundation, along with other organizations, connected their huge networks of computer centers to ARPANET, forming the first complex Internet. From 1987 to 1992, the number of Internet hosts grew from 10,000 to 100,000 (Veen, 2001, p. 2-5).

Today there are many companies and corporations that provide access to the Internet through their networks. These include telephone companies, cable and satellite companies, educational institutions, and the government (Shelly, Cashman, Gunter, & Gunter, 1999, p. 2.12). "According to recent estimates, more than 100 million people are online, while approximately 65% of all elementary and secondary schools in the United States are connected" (Mautner, McLain, DiStefano, & Kershaw, 1999, p. 2).

Since its beginnings in 1992, the World Wide Web (WWW), or Web, has become the fastest growing component on the Internet. The Web consists of millions of pages that are very similar to word processing pages. A Web page can include color, sound, graphics, animation, video, interactivity, and the capability to hyperlink or link to other pages. A collection of related pages is called a Web site. Each Web site has a home page which provides information about the site's purpose and content (Shelley,
Cashman, Gunter, & Gunter, 1999, p. 2.17). Every page on the Web has an address which is called the Uniform Resource Locator, or URL. A URL consists of a protocol, domain name and, sometimes, the path to a specific Web page. In order to access and view Web pages, software, called a browser, must be installed on your computer. Web sites are stored on a Web server that sends requested Web pages. A Webmaster is the individual responsible for maintaining a Web site.

Early in the Web’s history, Hypertext Markup Language (HTML), which is a set of special codes called tags, was used to define the placement and format of Web page content. Today, teachers and many others who create and design Web pages use Web authoring software as an alternative to learning the difficult HTML language.

Advantages of using a Website

There are many advantages to using a website to communicate rather than using print. The cost of publishing is high, while a Web site’s costs are much lower. Color printing or using color photographs in print is a costly process but, on the Web, there is no extra cost for color. Updating and revising new and old files on a Web site can be immediate, while updating and revising print requires a separate mailing. On a Web site, archives
are immediately accessible. With print, files need to be searched. Publishing a large amount of information to include on the Web site is easily accomplished by the use of hyperlinks to other Web sites. Space for that amount of information would not be available using print media. In addition, sound and animation are easily integrated into a Web page, but nonexistent in print (Williams & Tollett, 2000, p. 89-99; Parker, 1997, p. 4-6).

Traditional communication involves such techniques as mailing newsletters, phone, and personal contact. The Web uses e-mail which not only provides fast communication, but also offers the recipient a chance to respond immediately. Surveys and forms on Web sites can be filled out and instantly returned (Williams & Tollett, 2000, p. 89-99; Parker, 1997, p. 4-6).

The advantages of using a Web site over print are numerous, but could a Web site replace regular organization meetings? Since this is a relatively new idea, literature to support or discourage this practice is limited. One on-line community, though, is in existence and thriving: Tapped In, or Teacher Professional Development Institute, is a virtual environment that supports collaboration online. The Web site developer's (SRI International) vision for Tapped In is "a place where
teachers with diverse interests, skills and backgrounds can meet and learn from one another at any time, be exposed to a variety of education reform concepts and approaches, find high-quality resources, and contribute those that they find useful" (Schank & Schlager, 1997).

Tapped In was created to help solve the problem of professional isolation of K-12 teachers. Organizers knew that teachers spent the majority of their time in their classroom and performing work related duties, leaving little time to interact with their colleagues.

Without valuable collegial exchanges, teachers have little opportunity to discuss their frustrations to a sympathetic ear. The K-12 school structure is a unique workplace environment that offers no private offices or cubicles. Inflexible meeting and conference schedules are compounded by innumerable tangential responsibilities ranging from detention to extracurriculars, leaving teachers to search elsewhere for the connections unavailable in their workplace. (Fusco, Schank, & Schlager, 1999)

In 1997, SRI worked out a plan to solve this problem by using the Internet. They knew that the Internet was capable of enabling isolated individuals and groups to reach resources, information, and connections that would otherwise be difficult to access. Tapped In was created to become a "self-sustaining Teacher Professional Development community in an on-line environment that would allow
teachers to discuss and get involved in current reform issues" (Schank & Schlager, 1997).

Goals for Tapped In emphasized breaking "the mold of normal professional development efforts by allowing free, 24-hour access to colleagues, discussions, and resources" (Schank & Schlager, 1997) and aiding teachers in applying the latest technologies and research findings to their classrooms. "By simply getting involved in an online community, TAPPED IN members would gain a greater awareness of the affordances of such a technology, and become representatives for a new generation of teachers and learners" (Schank & Schlager, 1997).

Tapped In, http://ti2.sri.com/tappedin/, has been in existence for seven years. It has provided "a response to teacher needs for support, community, and idea sharing within a virtual space that is both efficient and intuitive" (Bull, Bull, & Kajder, 2004, p. 34). A recent Pew Foundation study on the Internet found that four-fifths of teenagers "now use the Internet for their school work and that one of the most important uses is for virtual study groups..." and "use the Internet extensively to collaborate on project work and study for examinations" (p. 35). Interestingly enough, "teachers do not yet appear to have formed widespread virtual communities of practice"
This finding is in contrast to the early years of the Internet when teachers more readily joined online collaborative groups. One reason for this trend may be that there are large numbers of Web-based discussion forums on the Internet today.

While the Tri-County CEA Web site is not being developed to the same extent as Tapped In, it does share some of the same visions. It is hoped that correctional educators will be able to meet and learn from each other at any time, be exposed to a variety of educational reform concepts and approaches, and be able to find and contribute useful, high-quality resources.

The Web Site Building Process

In this section one model for designing a Web site will be discussed. In this model, the first step is to define the goals of the Web site (Lynch & Horton, 2002, p. 1; Parker, 1997, p. 78). Before beginning, Lynch and Horton (2002, p. 1) suggest addressing the following questions:

- What is the mission of the organization?
- How will creating a Web site support the mission?
- What are the immediate goals for the site?
- What are the long-term goals for the site?
- What Web-related strategies will be used to achieve those goals?
their visitors rather than the egos and enthusiasms of the Web site creators” (Parker, p. 79).

Site Design. The goal of this stage is to have all of the content components and programming ready for the building of the actual Web site pages: "...the project acquires its look and feel, as the page grid, page design, and overall graphic design standards are created and approved" (Lynch & Horton, 2002, p. 7). All text should be edited and proofread, and illustrations, photography, and graphics added. Decisions are made at this stage as to which colors, fonts, backgrounds, and text sizes are the best fits for the Web site.

Site Construction. At the end of this stage, all pages are linked and all programs are in place and linked to pages. Once construction has been completed, the Web site is ready for testing. "Testing should be done primarily by readers outside your site development team who are willing to supply informed criticism and report programming bugs, typographic errors, and critique the overall design and effectiveness of the site" (Lynch & Horton, 2002, p. 8). Surveying potential Web site users who are not familiar with the Web site allows problems to be discovered that the web developer and his team have
overlooked. After the site has been thoroughly tested, the URL address can be publicized to a larger audience.

**Site marketing.** The URL should appear on every piece of correspondence your organization produces. This includes business cards, letterheads, envelopes, mailing labels, faxes, brochures, and newsletters. "The easiest and least expensive way you can promote your Web site is by making sure that its address [URL] appears everywhere possible" (Parker, 1997, p. 202). Registering the Web site with search engines and directories, announcing the site in newsgroups and on the organization’s e-mail list, obtaining links from other Web sites, and issuing electronic newsletters are all examples of possible marketing sources available on the World Wide Web.

**Tracking, Evaluation, and Maintenance.** Server log files provide records of Web server activity. "A Web server can provide information about who is coming to your Web site, what information they’re requesting and their navigation behavior" (United States Department of Health and Human Services, 2004). Examples of log data include who is visiting the site, the path visitors take through the pages, how much time visitors spend on each page, where visitors are leaving the site, and the success of users’ experiences at the site. "By analyzing server logs
for your Web site you can develop quantitative data on the success of your site. Detailed logs are the key to quantifying the success of a Web site" (Lynch & Horton, 2002, p. 9).

Perhaps the most important part of creating a Web site for an organization is providing for site maintenance. "Someone needs to be responsible for coordinating and vetting the new content stream, maintaining the graphic and editorial standards, and assuring that the programming and linkages of all pages remain intact and functional" (Lynch & Horton, 2002, p. 9). For a Web site to be effective, information needs to be accurate and up-to-date.

Summary

This literature review identified categories and topics relevant to correctional education which may be important to include in the proposed TCCEA Web site. The review identified the specialized nature of correctional education, and the necessity for well-trained and informed correctional educators. Sauter (2000) and Kistler (1995) agreed that isolation and the lack of access to correctional specific literature were among the top problems of correctional educators. In their research,
Kistler and Sauter also found that correctional educators needed access to current trends and research, staff development and training, crisis intervention/prevention strategies, funding sources, current legislation, and career opportunities. Isolation, unique information needs, lack of access to literature, the specialized correctional environment, and characteristics of the incarcerated population all contribute to the special needs of correctional educators.

Throughout the years, the TCCEA has been available as a support organization for correctional educators, but has not been successful in keeping active members. Members are interested in the programs, activities, and networking provided by TCCEA, but complain that the distance is too far to travel. It seems that a logical next step would be to implement a Web site to keep the organization viable. With a Web site, the TCCEA members will be able to "meet" with fellow members without leaving their classrooms and homes. They will have a central place to go to for correctional education resources and research information. In addition, there will be an area to go to keep abreast of current trends and issues.

The online community, Tapped-In, has had a great deal of success in allowing educators to meet at any time for
support and communication. While the TCCEA Web Site will not be on the same large scale as Tapped-In, it could have some of the same attributes.

Building a Web site involves a series of steps. Defining goals, organizing content and architecture, and choosing the right graphic designs are important beginning points. Constructing the site is an involved technical project, but can be done. Marketing the site to get maximum exposure while providing a way to evaluate the site are essential last steps. It is important to keep in mind that building a Web site is an ongoing process, not a one-time project with static content.
CHAPTER THREE

METHODOLOGY

Introduction

The goal of this master’s project is to design and develop a Tri-County Correctional Education Association Web site that will help satisfy needs of association’s members. The process involved in creating this Web site will be discussed in this chapter.

Web Site Design

Before beginning the design process of the TCCEA Web site, a complete literature review on the background of correctional education, CEA, TCCEA, and the needs of correctional educators was completed. Research was also conducted on the steps involved in designing and building a Web site. To further the technical expertise of this writer, classes were taken in HTML, graphic design, and digital photography.

As suggested by Lynch and Horton in *Steps to Web Site Design* (2002, p. 1), the Web design process will begin with reviewing TCCEA’s mission and goals and incorporating these goals and objectives into the goals and objectives of the TCCEA Web site. Having a clearly stated mission and specific goals will assure that the Web project stays
within the desired content. Lynch and Horton (p. 1) also suggest addressing additional concerns before starting to develop the Web site: Immediate and long term goals for the site, web-related strategies to achieving these goals and measurement of the site's success.

Web Site Development

The process of developing a large Web site usually involves six major stages (Lynch & Horton, 2001, p. 4).
1. Site definition and planning
2. Information architecture
3. Site design
4. Site construction
5. Site marketing
6. Tracking, evaluation, and maintenance

Site Definition and Planning

When defining and planning a Web site, Lynch and Horton (2002) suggested that the following questions should be asked:

- What are the goals and objectives for the Web site?
- Who is the target audience, and what does the site to accomplish?
- How will readers reach the support personnel?
What browsers and operating systems should the site support (p. 4)?

Information Architecture

The information architecture process can be thought of as developing a blueprint for the Web site. The first step for this stage of the TCCEA Web site will include a brainstorming session with the TCCEA leadership team and a professional Web site designer.

To establish the major web page divisions, the needs of correctional educators will be reviewed.

Site Design

At this stage of the process, text is edited and proofread; provisions are made for graphics, illustrations and photography. All programming and content for the construction of the actual Web site pages will be completed.

Site Construction

Web pages are constructed and filled with content. All database and programming components will be finished and linked. Once the site is constructed, the site is tested by others not on the site development team.

Site Marketing

The site will be registered with several search engines and directories; the entire TCCEA e-mail group
will be notified that the site is active. The site URL will appear on all correspondence that TCCEA generates including membership fliers, meeting announcements, and publications.

**Tracking, Evaluation, and Maintenance**

In order to acquire data about visitors to the TCCEA site, the Web site server software will record the number of people who visited the site over a given time, how many pages were requested for viewing, and which pages were accessed the most. This data will allow site administrators to change information categories as needs and interests of readers change.

Once the Web site construction is completed, the Web site will be evaluated through the use of a member survey. Active members will be asked to respond to an email requesting that they go to http://www.tccea.org, navigate through the site, and complete the on-line survey. The members will respond to 13 items in three different categories: Internet skills, content area, and technological considerations. The survey items are:

1. How would you rate your Internet skills?
2. Information on the Web site is presented in small "chunks."
3. The history section contains relevant information.

4. The forum topics reflect current international/international trends.

5. The forum contains current Tri-County CEA information.

6. The chat-room experience could replace a TCCEA (in-person) meeting if needed.

7. All tccea.org pages loaded quickly.

8. The TCCEA Web site is easy to navigate.

9. The links and labels are clear.

10. The colors and fonts are visually appealing.

11. Have you added a link to the CE links page?

12. If you added a link to the CE links page, did you find the link easy to add?

13. Will you visit this site again?

The actual survey can be found in Appendix F. The survey results will be recorded in the administration area of the Web site.

Summary

The methodology section began by stressing that the first step in designing any Web site is to define the Web site goals. The TCCEA Web design process will begin with
reviewing TCCEA's mission and goals and incorporating these goals and objectives into the goals and objectives of the TCCEA Web site. After the Web Site goals are defined, the following six major stages of developing a Web site will be followed: Site definition and planning, information architecture, site design, site construction, site marketing, and tracking, evaluation, and maintenance.

In order to test the effectiveness of the TCCEA Web site, an email will be sent to TCCEA members asking them to complete an on-line Web site evaluation survey.

The following chapter will discuss the results of the methodology process and the results of the Web site survey.
CHAPTER FOUR
RESULTS AND DISCUSSION

Introduction

Using information from the literature review and following the steps for Web site development listed in the methodology section, ideas for a TCCEA Web site were generated. A trial Web site was created and evaluated by the TCCEA Leadership Team and professional Web site designers. Changes were made and a final Web site was built. The following sections will provide the step-by-step Web design stages, a description of the site development process, and a presentation of the final project.

Beginning Web Design Stages

Using Lynch and Horton's *Steps to Web Site Design* (2002), the Web design process began with reviewing CEA's mission and goals: "The purpose of the TCCEA is to represent and support the professional growth of correctional educators in Orange, Riverside, and San Bernardino Counties in California, USA" (Tri-County Correctional Education Association Constitution and By-Laws, 1995). The goals of the organization include creating networks, advocating and promoting excellence in
correctional education, actively supporting research, fostering cooperation between CEA and related professional individuals and associations, and helping to establish, plan, and evaluate correctional education services. The TCCEA mission and goals were carefully considered in choosing the content for the TCCEA Web site.

Before starting the process of actually designing and building the TCCEA Website, the following questions were addressed:

How will creating a Web site support our mission? The website supports the mission directly by becoming a repository for correctional education information and research. The Web site promotes networking between correctional educators through the use of the chat room and message boards.

What are your immediate goals for the site? Immediate goals include providing a easily accessible Web site containing information pertinent to the professional development of correctional educators in the tri-county area.

What are your long-term goals? Long-term goals are to maintain an active site that becomes the core of TCCEA activities. It is hoped that the site will be visited, as a first call, when correctional educators want to know
something or share something and that members will keep checking in on it to stay abreast of news and research.

What Web-related strategies will you use to achieve those goals? Once the content has been increased, the site will be submitted to the major search engines and other correctional education Web sites will be encouraged to create links to the TCCEA site.

How will you measure the success of your site? Success will be measured by the amount of interaction in the chat room and forums, the increase in the number of visitors to the site, and the number of new TCCEA memberships.

The Site Development Process

The site development process follows six major stages: Site definition and planning, information architecture, site design, site construction, site marketing, and the tracking, evaluation, and maintenance stage. Each one of these stages will be discussed as it pertains to the development of the TCCEA site.

Site Definition and Planning

The following questions were taken into consideration during the defining and planning stage of the site development process:
What are your goals and objectives for the Web site?
Web site goals and objectives include providing TCCEA correctional educators with up-to-date information on correctional literature, history of the field, current trends and issues, and professional development. In addition, the Web site will provide local educators with the ability to communicate with one another instantly without traveling great distances. Communication opportunities will be available at any time of the day, from home or work.

Who is the target audience, and what do you want your site to accomplish? The target audience would be correctional educators from the Orange, Riverside, and San Bernardino Counties. Correctional educators from other areas in California and other regions across the nation would also be encouraged to use the Web site. The TCCEA site would facilitate the communication of correctional educators and provide a means for correctional educators to obtain correctional specific literature and information that is often difficult to acquire.

How will readers reach the support personnel? Readers may reach support personnel through e-mail messages, chat rooms, and forums.
What browsers and operating systems should your site support? The TCCEA site will support both the Windows and Macintosh operating systems. In addition, both Netscape Navigator and Internet Explorer will be supported.

Information Architecture

The information architecture process involves gathering information for the structure and organization of the site. The first step for this stage of the TCCEA Web site included a brainstorming session with the TCCEA leadership team and a professional Web site designer. To establish the major web page divisions, the needs of correctional educators were reviewed. Using Sauter and Kistler's research, it was decided that the major areas of concern were access to literature in the field (including professional organizations, publications and research), information on the history and development of correctional education, knowledge of the characteristics of incarcerated and handicapped individuals and professional development resources for correctional educators. Isolation and the need for networking among correctional educators as well as the need for correctional educators to have access to information on current trends and issues were also common themes in the literature review.
Using the literature review recommendations, the following headings were selected to define the organizational structure of the site:

- What is TCCEA? (Home page)
- Calendar
- History
- Literature
- Characteristics
- Networking
- Staff Development
- Trends and Issues

These headings were then used to create the site’s framework and site map found in Appendix A. With the site’s framework in place, a site prototype was created to test what it felt like to navigate through the multiple pages.

**Site Design.** The Web design team met again to make decisions on color, font, the TCCEA logo design, and layout of the Web pages. A template was created to assure consistency of a common design theme throughout the Web site. The red and black logo design dictated the color theme for each page, black and red text and a bright blue font for hot linked text. A light gray color was chosen
for the background. The template was divided into two frames. The smaller frame on the left side remained the same for each page. The upper left corner of the frame contained the TCCEA logo with the site menu below. Menu items were in the form of buttons that changed color as the mouse pointer rolled over them. Clicking on the menu button would allow the site visitor to jump to the window frame on the right that contained the desired Web page.

**Site Construction.** At this point in the project, page design was perfected and additional content was added to the existing Web pages. Links were carefully checked to make sure that each was active and navigation throughout the Web site was fine tuned. Arrangements were made to publish the new Web site on the CSUSB School of Education’s server at http://soe.scusbd.edu/tccea/index.html. See Appendix B for screen shots of the trial Web site.

Once construction was completed and the Web site posted, it was time to get feedback on the Web Site. The TCCEA leadership team and interested members met in a school computer lab and tested the site. In addition, several Web design professionals and district technology people were asked for their input.
Initial feedback suggested that the trial Web site had an appropriate basic structure, but the "look" of it might be improved with a different color scheme. The new site was designed in a blue and white schema which closely matched the existing colors of the new bulletin board. The trial site also had an opening splash page and frames. These proved unnecessary to accessing the Web site and were taken out. The site map (a list of contents) was discarded in favor of a more contemporary directory at the top of each page. New Web page headings replaced the original headings and now included:

- Home
- CE History and Trends
- CE Literature
- Professional Development
- Forum
- Chat Room
- CE Links

It was decided that the trial site also needed to be "sticky," a Web site word meaning that there needed to be reasons for people to return to the site. It was also felt that the site should be more interactive and that visitors should be able to contribute to the content. Because the
trial site was written using HTML, only the Webmaster was able to add content. The decision was made that the revised site would be built using WebStudio 3, a "what you see what you get editor" which creates the HTML code for each Web site page. Using WebStudio 3 allows others who have no knowledge of HTML to easily create Web pages. The forum, chat room, Teacher of the Month contest, and links to other sites were all new interactive concepts, suggested by programmer, Sam Halstead. It was decided all of these concepts would be considered for the final draft of the new TCCEA Web site.

One of the biggest changes to the trial Web site was the decision to purchase a domain name (tccea.org) and to post the Web site on a new server. While the server at California State University, San Bernardino, was provided at no charge, it did not allow for our tccea.org domain name and had limitations on memory increases. The new server allowed for the use of additional graphics and freeware scripts, including the chat room and Digital Scribe.

The new site is designed with a bright clean look. The pages load quickly, even on slower connections. There is a coherent feel to the site as every page features the same easy-to-follow menu at the top of the screen.
Interactivity is invited and encouraged in a number of ways.

The chat room allows any number of members to connect with each other at the same time. This is especially useful for the TCCEA leadership team as it allows them to deal with issues at short notice and saves them from traveling long distances to meet.

The forum, or bulletin board, is the area of the site that holds the most potential for interaction. It initially contains areas for social education, academic curriculum, staff development, coming events, TCCEA meetings and minutes, and instructions for using the forums. The forum topics can be expanded and special interest groups can create their own section. Members can ask questions, respond to questions, post articles, suggest useful links, announce meetings and conferences and share resources. The open architecture of the forum allows for flexible adaptation and expansion.

A secondary menu at the bottom of the main page has links to online forms where visitors may join the CEA or the TCCEA, or nominate a colleague as Teacher of the Month. The Teacher of the Month concept was seen as a way of acknowledging members but also has a way to keep content changing. It could also be a useful communication
tool if the monthly announcement is made in emails to correctional educators in the three counties. The recipients could be invited to visit the TCCEA site to read more about the honoree and to make their own nomination.

The main page features random quotations from correctional educators and others. The quotation changes every time the page is visited or refreshed. This feature ensures that the home page does not always look the same.

Committee members have access to a site administration section through a hidden link on the main page. After entering a password they are able to set up surveys and polls, read about the applicants for teacher of the month, and link to an area where they can add suitable quotations for rotation on the main page. From this page the Webmaster can also set up new e-mail addresses, view the site statistics, maintain online databases and manage all content.

Details of the technical aspects of site construction can be seen in Appendix C. Appendix D contains screen shots of the revised TCCEA Web site.

Once all of the Web site construction was completed, it was time to evaluate the Web site through a member survey. Active members were asked to respond to an email
(Appendix E) requesting that they go to http://www.tccea.org, navigate through the site, and complete a feedback survey (Appendix F). The survey results were automatically recorded in the site administration area of the Web site (Appendix G). The survey items are repeated here followed by responses and comments when included. The ten responders are listed in column 1, column 2 indicates the answer given; A1—strongly agree, A2—agree, A3—neutral, A4—disagree, and A5—strongly disagree. (Item number 1 asks for an A-1 excellent, A-2 good, A-3 average, A-4 fair or A-5 poor response and item number 11 asks for a yes/no answer). Column 3 lists comments offered.
1. How would you rate your Internet skills?

1 A1
2 A2
3 A3
4 A3 Getting better as my need for relevant, current information is increasing
5 A1
6 A1
7 A2
8 A1
9 A3
10 A2
2. Information on the Web site is presented in small "chunks."

It is presented in a way that encourages the reader to follow-up and read the historical material.

Don't believe it is in "small chunks" but information is presented in a very readable, manageable form.

Content seems appropriately formatted.

Not sure what you mean by small chunks. Information is short and to the point.
3. The history section contains relevant information.

1 A1 A very coherent condensation of a lot of material.

2 A1

3 A2

4 A1 Very good.

5 A2

6 A1

7 A1 great intro for the "novice," stimulates reader's interest

8 A1 enjoyed having pictures with the text

9 A1

10 A1
4. The forum topics reflect current international/international trends.

1 A2
2 A1
3 A2
4 A1
5 A3

Obviously this will be a valuable resource as more people become involved with the site. Right now it appears that not too many know about it.

6 A1

7 A1
8 A1
9 A3
10 A1
5. The forum contains current Tri-County CEA information.

1 A1
2 A2
3 A2
4 A3
5 A1

6 A1 Very helpful to get quick updates conveniently at our own time

7 A1
8 A1
9 A3

10 A3 I didn’t get a chance to visit the forum section
6. The chat-room experience could replace a TCCEA (in-person) meeting if needed.

   While it could, I still prefer the face to face interaction of the meetings.

   Not sure because I haven't chatted. Hope to try this soon.

   But nothing is better than direct contact.

   I imagine the chat room could be used for a number of purposes, especially since we are spread very wide geographically. In fact, I guess we could meet with anyone in the world through this system.

   Yes to some extent, although personal contact is necessary; however, could be an excellent follow-up for meetings or be a great vehicle for special interest groups, etc.

   It could replace a meeting, but wouldn't be the same as in person. A chat room might be a place to discuss an article or research paper.

10. Wasn't able to visit this section.
7. All tccea.org pages loaded quickly.

1 A1
2 A1
3 A2
4 A1
5 A2
6 A1
7 A1
8 A1
9 A1
10 A1

8. The TCCEA Web site is easy to navigate.

1 A1
2 A1
3 A2
4 A1
5 A2

The menu choices are small, could be bigger for ease in navigating. Break out teacher links separately rather than under professional development.

6 A1
7 A1
8 A1
9 A1
10 A1
9. The links and labels are clear.

   The navigation bar below the TCCEA logo could be larger for those of us who are visually challenged. One font size would help.

10. The colors and fonts are visually appealing.

   Colors should not be pastels

   Fonts could be a little larger maybe a 12 and 14
11. Have you added a link to the CE links page?

1  N
2  Y
3  N
4  N
5  N
6  Y
7  Y
8  Y
9  N
10 N
12. If you added a link to the CE links page, did you find the link easy to add?

   Although I have not yet done so, I shall submit song and it is very clear how to add a page.

   It is easy, but I am not sure all of the links are relevant, maybe they could be edited from time to time.
13. Will you visit this site again?

1 A1 Good Work!
2 A1
3 A2
4 A1
5 A2 List of links to helpful sites looked good.
   I think the format is excellent and you have done a great job. What is needed now is the active involvement of Tri-County people. The forums could be the answer to communication problems and help break down the professional isolation that many of us feel.
6 A1 Yes, will be nice to have monthly updates on the "latest" as well as the teacher nominations.
7 A1 Yes, if information is kept current.
8 A1
9 A2
10 A1

Seventeen emails were sent out requesting TCCEA members to fill out this survey, ten members responded. Several members called after receiving the email to say that they had quickly looked through the Web site and were planning to go back and answer the survey questions at a later date. All members were asked to rate their Internet skills. Responses indicated that the majority of our TCCEA members are skilled Internet users. Most members who answered the survey were positive about their experiences
in the Web site. Pages loaded quickly and were easy to navigate; the links and labels were reported to be clear. Probably the most significant question was number six, “the chat-room experience could replace a TCCEA (in person) meeting if needed.” The general consensus of all survey takers was that while the chat-room could replace a meeting, most members preferred face-to-face meetings.

**Site Marketing.** Pending the current TCCEA Leadership Team’s approval, the TCCEA Web site will be registered with various search engines and directories. In addition, the entire TCCEA e-mail group will be notified that the site is active. All future TCCEA business cards, letterheads, envelopes, mailing labels, faxes, brochures, and newsletters will have the TCCEA URL. Regional CEA Web sites and the International CEA Web sites will be contacted about linking to the new site.

**Tracking, evaluation, and maintenance.** Until another member takes over the task of maintaining the new TCCEA Web site, this writer will assume the responsibility of Webmaster. Webmaster duties include assuring that the programming and linkages of all pages remain intact and functional, and making sure that information needs are accurate and up-to-date. Web server activity will be monitored through the server log.
Summary

The methodology section outlined the steps involved in designing and building the TCCEA Web site. To begin the process, a trial Web site was created and evaluated by the TCCEA Leadership Team and professional Web site designers. Taking the input advice into consideration, revisions were made to the TCCEA Web site that included discontinuing the use of the splash screen and frames. The color scheme was changed and new Web page headings added. The forum, chat room, Teacher of the Month contest, and links to other sites were all new interactive concepts added after consulting with Web site professionals.

The Web site survey allowed for input from the TCCEA membership. Carefully following the steps presented in the literature review led to the development of a Website that was both functional and informative. The following chapter will discuss the project results.
The on-line survey provided member input on the content and technology aspects of the Web site. Although the survey results indicated that the technological aspects facilitated easy access to correctional specific information and offered instant communication options, members indicated that they still preferred the face-to-face interaction of the meetings.

Survey results also indicated a positive response to the user’s ability to add links and to add content to the forum, but concerns were raised that these pages would have to be closely monitored by the Web master for appropriateness. A suggestion was made that the Web site be password protected so that only TCCEA members had access.

Difficulties encountered while working on this project included the discovery of the overwhelming amount of technical expertise required to design and develop a quality web-site. The time taken to take additional technology classes and to consult with Web design professionals was well spent, but did take additional time.

Building a Web site for a correctional education organization to use as a means of communication was a new concept. Because of the lack of specific literature on Web
site building for the purpose of reducing isolation and improving communication, the TCCEA Web site was built by trial and error.

The survey proved to be somewhat frustrating only because not all TCCEA members who were asked to offer input did so. Some members called and said they did not have a lot of time to spend evaluating the Web site, but would do so at a later date.

After the completion of this project, the TCCEA Web site will be offered to the association itself. It is recommended that the Web site be managed and updated regularly to keep the site as current as possible. The regular site maintenance could be taken over by an appointed designee.

This study was limited to one context: correctional educators in Orange, Riverside, and San Bernardino Counties who are members of the TCCEA. Other CEA regions and local organizations may find the TCCEA Web site valuable as a model in developing a Web site specific for their own needs.

Given the rate of change in technology, the research in this project that relates to Web design will not remain current for long, and therefore must be updated periodically to continue to meet the needs of the project.
APPENDIX A

ORIGINAL SITE MAP
TCCEA Site Map
(Trial Site)

1. What is the TCCEA?
   - Purpose
   - Board
   - Geographical Location
   - Publications and Research--
   Articles, thesis, and research publications
   - Membership
   - Board member email addresses

2. History
   - History of Correctional Education

3. Literature
   - Background Literature

4. Characteristics
   - Demographics
   - Incarcerated Students
   - Special Education

5. Networking
   - Professional Organizations
   - Center for the Study of Correctional Education
   - ACCESS
   - Conferences and Workshops
   - Internet Interaction
   Tapped in, TCCEA Message Board, List serves

6. Staff Development
   - New Teacher Information
   - Best Practices/Practical Applications
   - Curriculum
   - Discipline

7. Trends and Issues
   - Trends in Correctional Education
   - Political and Legislative Issues
   - Local Issues
   - Funding

8. Calendar
APPENDIX B

TRIAL SITE
**What is TCCEA?**

The purpose of the TCCEA is to represent and support the professional growth of correctional educators in Orange, Riverside, and San Bernardino Counties.

- Empowering correctional educators through network facilitation, promotion of excellence, and active support for research, technical assistance, and information dissemination.
- Fostering cooperation between each professional correctional education association which pursue parallel functions and purposes.
- Facilitating cooperation between other advocates of correctional education, including schools, law enforcement agencies, and community organizations.

**Executive Board:**
- Ten Hollingsworth, President
- Sam Halstead, Vice President
- Susie Bley, Secretary
- Helen Wood, Treasurer, Membership Chairman
- Carolynn Eggleston, Liaison - National CEA
- Thomas Gehring, Liaison - Center for the Study of Correctional Education
- Earl Thompson, Past President

What’s New on TCCEA.org

**Calendar of Events**

TCCEA Meetings
Conferences and Workshops

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
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</tbody>
</table>
- History of Correctional Education
  - Eastern State Penitentiary
    Pennsylvania's Eastern State Penitentiary, or "Cherry Hill," became a model for penitentiaries worldwide. This site contains the history of the Eastern State Penitentiary and a virtual reality tour. [http://www.jiberty.net.org/e-state/]
- Literature
  - Time to Think - Ross and Fabiano
  - The History of Adult Prisoners - McCormick
  - Correctional Education Theory and Practice - Werner
  - Correctional Education History from A to Z - Thom Gehring

This page was last updated on February 4, 2001.
Characteristics

TRI-COUNTY Correctional Education Association

• Glossary
  o LEP
  o Special Ed
  o Learning Disabled
  o Behavioral
  o Emotional

• Demographics
  o Adults
  o Juveniles

Demographics and Statistics

- Justice Information Center: National Criminal Justice Reference Service (NCJRS) [http://www.ncjrs.org/]
- National Center for Education Statistics [http://nces.ed.gov]
- California Department of Corrections: Facts and Statistics [http://cdcr.state.ca.us/facts.htm]

Networking

TRI-COUNTY Correctional Education Association

Conferences and Workshops

Internet Interaction

- Alternative and Correctional Educators Discussion Group at TappedIN, on the third Thursday of every month, 5 PM Pacific Time.
- TCCEA Message Board
- Listserves - enrollment on National Site

Professional Organizations

- Correctional Education Association (This link will be back up soon!)
  Founded in 1946, is a non-profit, professional association serving educators and administrators who provide services to students in correctional settings. The CEA is the largest affiliate of the American Correctional Association and is located in the ACA building in Lanham, MD, a suburb of Washington, DC.
  [http://www.metalab.unc.edu/icea]
- Correctional Education Association: Region VII (This link will be back up soon!)
  [http://cearegion7.com/]
- Correctional Education Association: Arizona
  [http://www3.sbc.net/coalition]
- Orange County Sheriff’s Department (Orange County, California)
  [http://www.sosod.org]
APPENDIX C

TECHNICAL ASPECTS
SITE CONSTRUCTION
(Technical Considerations)

The TCCEA Web site was constructed using WebStudio 3, a "wysiwyg" editor. The program does have some limitations and these were overcome by direct HTML programming, by the use of freeware scripts, and some simple PHP programming. The bulletin board uses the popular PHPBB script, http://phpbb.com/. The links page is an adaptation of the AFFA (advanced free for all) Perl script (http://cgi.resourceindex.com/detail/01899.html). The random quotes were made possible using a program named PhpMyQuote (http://www.pngles.com/index.php?page=projects&id=1). The chat room was adapted from the program "Simple Chat 1.3" (http://hot-things.net/htschat.php). The Teacher of the Month database is a MYSQL database of the TCCEA server. It is accessed by visitors via an HTML form which posts their input to the database. TCCEA committee members can view the contents of the database via a simple PHP script written by programmer, Sam Halstead. The script calls the database, automatically enters the username and password, formats the content, and prints it to the screen. A program called PHPsurveyor (http://phssurveyor.sourceforge.net/) allows administrators to post surveys and polls on the site for visitor feedback or for research purposes. Another program that has been installed on the site is Digital Scribe (http://www.digital-scribe.org/). This program was designed to let teachers put student work and homework assignments online, but it can also be used for running online courses, similar to the widely used "Blackboard" program. This facility is available to all TCCEA members through http://www.tccea.org/DegitalScribe/login.php. All software was uploaded to http://www.TCCEA.org and integrated with the other Web site pages.
APPENDIX D

FINAL WEB SITE
Welcome to the Tri-County Correctional Education Association.
The purpose of the TCCEA is to represent and support the professional growth of correctional educators in Orange, Riverside, and San Bernardino Counties in California, USA.

Our Mission:
- Create networks that connect correctional educators from different systems and assignments
- Advocate and promote excellence in correctional education
- Actively support research in correctional education through technical assistance and information dissemination
- Foster cooperation between the Correctional Education Association (CEA) and other professional individuals and associations who share in this common cause
- Help establish, plan, and evaluate correctional education services

The History of Correctional Education

by Thom Gehring, Ph.D

This is a report on work in progress. It is a work in which we are all involved, willingly or unwillingly, helpfully or obstructively. It is the work of bringing in a new order... and of developing into a better kind of man. The question before us... is whether we can do this, and how we can do this, given the circumstances in which we have to work. [Guest, The Politics of Hope, 1972, p. 17]
A Short List of References
by Thom Gehring

The following list was prepared for practitioners who are interested in exploring the literature of their field. Please note that the most exemplary books—the ones that are most likely to transform the professional outlook of correctional educators—are presented with brief annotations.

The pattern of democracy in institutional management was started by George and continued by Osborne, Makarenko and others, and interpreted by MacCormick. However, there were many other democratic experiments that did not receive the intense attention that was focused on these most famous examples. Baker’s book is an excellent vehicle for bringing the lesser known participatory management programs to our attention. Sections of it are more useful than others, but the scholarship is exemplary. The resources discussed here would otherwise not be available.


Barry, J. (1988). Alexander Maconochie of Norfolk Island: A study of a pioneer in penal reform. Melbourne: Oxford University Press. Maconochie was one of the greatest prison reformers, correctional educators, and most readers find this volume compelling. Luxurious in its contextual information, the details of Maconochie’s life—with an appropriate focus on the Norfolk Island program—are brought out with style and grace. The current writer believes this book fits into a very special category of materials from our field: if a reader approaches it with an open mind, this book can single-handedly transform one’s professional attitude.

TCCEA Correctional Education Links

Please add useful links to this page. After you submit your link, return to this page and click the Reload/Refresh button in your browser.

Add URL: 

Describe: 

Category: 

Staff Development

- Association for Supervision and Curriculum Development
- Association of California School Administrators
- Bureau of Prisons
- California Department of Corrections
- California Department of Education: Educational Options Program Profiles
- CEA - National website
- Center for the Study of Correctional Education
- Correctional Teachers' perceptions about their work
APPENDIX E

EMAIL REQUEST
TCCEA members:

As part of my Master's project, I have been working on a Web site for our Tri-County Correctional Education Association. The Web site is in its final stages now and I am hoping that you will be able to help me out by completing a short feedback survey.

Please thoroughly explore the site—contribute CE links or make some entries in the forum if you would like. Keep in mind that my goal is to provide a Web site framework that can be used by TCCEA members to facilitate networking and access to correctional resources. The Web site will ultimately belong to our organization and can be edited or redesigned as suits our needs.

Go to http://www.tccea.org, explore the site and then click on the red survey button to take the survey.

Thanks for your input.

Susie Bley
surface@cox.net
949-582-8662
TCCEA Feedback
Feedback survey for the new TCCEA Web site

Thanks for taking the time to answer a few short questions.
There are 13 questions in this survey.

G1 Skill Level
How would you rate your Internet skills?
Choose only one of the following:
- Excellent
- Good
- Average
- Fair
- Poor
Please choose one of the following:
Please enter your comment here:

G2 Content
Information on this website is presented in small "chunks"
Choose only one of the following:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
Please choose one of the following:
Please enter your comment here:
G2 Content

The history section contains relevant information
Choose only one of the following:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Please enter your comment here:

---

G2 Content

The forum topics reflect current national/international trends
Choose only one of the following:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Please enter your comment here:

---

G2 Content

The forum contains current Tri-County CEA information
Choose only one of the following:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Please enter your comment here:

---
## G2 Content

The chat room experience could replace a Tri-County CEA (in person) meeting if needed

Please choose one of the following:

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

Please enter your comment here:

---

## G3 Technological Considerations

All TCCEA.org pages loaded quickly

Please choose one of the following:

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

Please enter your comment here:
TCCEA Feedback
Feedback survey for the new TCCEA Web site

G3 Technological Considerations
The TCCEA site is easy to navigate
Choose only one of the following
Please choose one of the following:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Please enter your comment here:

G3 Technological Considerations
The links and labels are clear
Choose only one of the following
Please choose one of the following:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Please enter your comment here:

G3 Technological Considerations
The colors and fonts are visually appealing
Choose only one of the following
Please choose one of the following:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Please enter your comment here:
G3 Technological Considerations

Have you added a link to the CE links page? If so, please answer question 6.

- Yes
- No

If you have added a link to the CE links page, did you find the link easy to add?

Please choose one of the following:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- No answer

Please enter your comment here:

Will you visit this site again?

Please choose one of the following:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Please enter your comment here:
Thank you.

You have completed answering the questions in this survey.

Click on "submit" now to complete the process and add your answers to our records.

If you want to check any of the answers you have made, and/or change them, you can do that now by clicking on the "<< prev" button and browsing through your responses.

A note on privacy

The record kept of your survey responses does not contain any identifying information about you unless a specific question in the survey has asked for this. If you have responded to a survey that used an identifying token to allow you to access the survey, you can rest assured that the identifying token is not kept with your responses. It is managed in a separate database, and will only be updated to indicate that you have (or haven't) completed this survey. There is no way of matching identification tokens with survey responses in this survey.
APPENDIX G

SURVEY DATA SCREENS
<table>
<thead>
<tr>
<th>ID</th>
<th>Date</th>
<th>Stamp</th>
<th>How would you rate your Internet skills?</th>
<th>How would you rate your Internet skills? (comment)</th>
<th>Information on this website is presented in small &quot;chunks&quot;</th>
<th>Information on this website is presented in small &quot;chunks&quot; (comment)</th>
<th>The history section contains relevant information</th>
<th>The history section contains relevant information (comment)</th>
<th>The forum topics reflect current, national/international trends</th>
<th>The forum topics reflect current, national/international trends (comment)</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>2004-07-05</td>
<td>12:28:00</td>
<td>A1</td>
<td></td>
<td>A1</td>
<td>It is presented in a way that encourages the reader to follow-up and read the historical material</td>
<td>A1</td>
<td>A very coherent condensation of a lot of material</td>
<td>A2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2004-07-07</td>
<td>13:44:00</td>
<td>A3</td>
<td></td>
<td>A2</td>
<td></td>
<td>A2</td>
<td></td>
<td>A2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2004-07-08</td>
<td>19:17:00</td>
<td>A3</td>
<td>Getting better as my need for relevant, current information is increasing</td>
<td>A3</td>
<td>Don't believe it is in &quot;small chunks&quot; but information is presented in a very readable, manageable form</td>
<td>A1</td>
<td>Very good.</td>
<td>A1</td>
<td></td>
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<tr>
<td>5</td>
<td>2004-07-08</td>
<td>20:35:00</td>
<td>A1</td>
<td></td>
<td>A2</td>
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<td>A3</td>
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<tr>
<td>The forum contains current Tri-County CEA information</td>
<td>The forum contains current Tri-County CEA information (comment)</td>
<td>The chat room experience could replace a Tri-County CEA (in person) meeting if needed</td>
<td>The chat room experience could replace a Tri-County CEA (in person) meeting if needed (comment)</td>
<td>All TCCEA.org pages loaded quickly</td>
<td>All TCCEA.org pages loaded quickly (comment)</td>
<td>The TCCEA site is easy to navigate</td>
<td>The TCCEA site is easy to navigate (comment)</td>
<td>The links and labels are clear</td>
<td>The links and labels are clear (comment)</td>
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<td>1</td>
<td>A1</td>
<td>A2</td>
<td>While it could, I still prefer the face to face interaction of the meetings.</td>
<td>A1</td>
<td>A1</td>
<td>A2</td>
<td>The navigation bar below the tcea logo could be larger for those of us who are visually challenged. One font size would help.</td>
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<td>3</td>
<td>A2</td>
<td>A3</td>
<td>Not sure because I haven't chatted. Hope to try this soon</td>
<td>A2</td>
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<td>5</td>
<td>A3</td>
<td>A2</td>
<td>But nothing is better than direct contact</td>
<td>A2</td>
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<td>A2</td>
<td>Menu choices are smaller could be bigger for ease in navigating brake</td>
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<tr>
<td><strong>The colors and fonts are visually appealing</strong> (comment)</td>
<td><strong>Have you added a link to the XE\textsuperscript{1} links page?</strong> If so, please provide URL. <strong>If not, did you find the link easy to add?</strong> (comment)</td>
<td><strong>Good work!</strong></td>
<td><strong>Will you visit this site again?</strong></td>
<td><strong>Will you visit the site again?</strong></td>
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<tr>
<td><strong>Although I have not yet done so, I shall submit some and it is</strong></td>
<td><strong>List of links to helpful sites looked good.</strong></td>
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<tr>
<td>ID</td>
<td>Date Stamp</td>
<td>User</td>
<td>How would you rate your Internet skills?</td>
<td>Information on this webiste is presented in small &quot;chunks&quot;</td>
<td>Information on this website is presented in small &quot;chunks&quot; (comment)</td>
<td>How would you rate your Internet skills? (comment)</td>
<td>The history section contains relevant information</td>
<td>The history section contains relevant information (comment)</td>
<td>The forum topics reflect current national/international trends</td>
<td>The forum topics reflect current national/international trends (comment)</td>
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<td>content seems appropriately formatted</td>
<td>A1</td>
<td>A2 content seems appropriately formatted</td>
<td>A1 content seems appropriately formatted</td>
<td>A1</td>
<td>A1</td>
<td>Obviously this will build up into a very valuable resource as more people become involved with the site. Right now it appears that not too many know about it.</td>
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<tr>
<td>7</td>
<td>2004-07-12 17:49:00</td>
<td>A2</td>
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<td>A2 content seems appropriately formatted</td>
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<tr>
<td>The forum contains current Tri-County CEA information</td>
<td>The forum contains current Tri-County CEA information (comment)</td>
<td>The chat room experience could replace a Tri-County CEA (in person) meeting if needed</td>
<td>The chat room experience could replace a Tri-County CEA (in person) meeting if needed (comment)</td>
<td>All TCCEA.org pages loaded quickly</td>
<td>All TCCEA.org pages loaded quickly (comment)</td>
<td>The TCCEA site is easy to navigate</td>
<td>The TCCEA site is easy to navigate (comment)</td>
<td>The links and labels are clear</td>
<td>The links and labels are clear (comment)</td>
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<td>6 A1</td>
<td>A1</td>
<td>I imagine the chat room could be useful for a number of purposes, especially since we are spread very wide geographically. In fact, I guess we could meet with anyone in the world through this system.</td>
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<tr>
<td>7 A1</td>
<td>Very helpful to get quick updates conveniently at our own time</td>
<td>A2</td>
<td>Yes, to some extent, although personal contact is necessary, however, could be an excellent follow-up for meetings or be a great vehicle for special interest groups, etc.</td>
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<tr>
<td>8 A1</td>
<td>A3</td>
<td>It could replace a meeting, but wouldn’t be the same as in person. A chat room might be a place discuss an article or research paper.</td>
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<td>9 A3</td>
<td>A2</td>
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<td>The colors and fonts are visually appealing</td>
<td>Have you added a link to the CE links page? If so, please answer question below.</td>
<td>If you have added a link to the CE links page, did you find the link easy to add?</td>
<td>Will you visit this site again?</td>
<td>Will you visit this site again?</td>
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<td>It is easy but I am not sure all of the links are relevant. Maybe they could be edited by the committee from time to time.</td>
<td></td>
<td></td>
<td>I think this format is excellent and you have done a great job. What is needed now is the active involvement of Tri-County people. The forums could be the answer to communication problems and help break down the professional isolation that many of us feel.</td>
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Yes, if information is kept current.
<table>
<thead>
<tr>
<th>Date Stamp</th>
<th>Internets skills</th>
<th>Rate your Internet skills (comment)</th>
<th>Information on this website is presented in small &quot;chunks&quot; (comment)</th>
<th>The history section contains relevant information</th>
<th>The history section contains relevant information (comment)</th>
<th>The forum topics reflect current national/international trends</th>
<th>The forum topics reflect current national/international trends (comment)</th>
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<td>10, 2004-07-13</td>
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**Internet skills?**

Surveyor

Ver 0.98r4
<table>
<thead>
<tr>
<th>The forum contained current, timely, and relevant information.</th>
<th>The forum contained current, timely, and relevant information.</th>
<th>The chatroom experience could provide a one-on-one conversation with the County EDA (in-person or virtual) meeting.</th>
<th>The chatroom experience could provide a one-on-one conversation with the County EDA (in-person or virtual) meeting.</th>
<th>The TCEDA.org pages loaded quickly</th>
<th>The TCEDA.org pages loaded quickly</th>
<th>The TCEDA site is easy to navigate</th>
<th>The TCEDA site is easy to navigate</th>
<th>The links and labels are clear</th>
<th>The links and labels are clear</th>
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<tbody>
<tr>
<td>A3</td>
<td>I didn't get a chance to visit the forum section.</td>
<td>A3</td>
<td>I didn't get a chance to visit the forum section.</td>
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<td>The colors and fonts are visually appealing</td>
<td>Have you added a link to the CE links page? If so, please answer question 6.</td>
<td>If you have added a link to the CE links page, did you find the link easy to add?</td>
<td>If you have added a link to the CE links page, did you find the link easy to add?</td>
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REFERENCES


